

SUB-COMMITTEE
FOUR YEAR STATE COLLEGE IN
WESTERN AND SOUTHWESTERN MINNESOTA

REPRESENTATIVE DR. J. J. KELLY

CHAPTER 397
S. F. No. 606

AN ACT authorizing and directing the Legislative Research Committee to study the establishment of a four year state college centrally located in Western and Southwestern Minnesota

Be it enacted by the Legislature of the State of Minnesota:

Section 1. The Legislative Research Committee shall study and report to the sixty-second session of the Legislature not later than January 15th, 1961, its findings concerning the possible establishment of a four year state college centrally located in the western and southwestern section of Minnesota. The Committee shall determine the needs of such a four year state college in this area considering possible enrollment together with other circumstances related thereto.

SENATE CONCURRENT RESOLUTION NO. 2

1959 MINNESOTA LEGISLATURE

SENATE CONCURRENT RESOLUTION relating to the establishment of college courses at the schools and experiment stations at Morris and Crookston by the University of Minnesota.

WHEREAS, there is need for additional college facilities, particularly in western Minnesota; and

WHEREAS, the schools and experiment stations located at Morris and Crookston are adaptable to the teaching of college courses,

NOW, THEREFORE, BE IT RESOLVED, by the Senate of the State of Minnesota, the House of Representatives concurring, that the Board of Regents of the University of Minnesota should consider establishing college courses at the schools and experiment stations located at Morris and Crookston and report to the legislature before January 15, 1961, their conclusions, if any.

The Secretary of the Senate shall transmit copies of this resolution to the President of the University of Minnesota and to the members of the Board of Regents.

Scope of Study

Chapter 397, Laws of Minnesota 1959, directed the Legislative Research Committee to "study and report to the sixty-second session of the Legislature not later than January 15th, 1961, its findings concerning the possible establishment of a four year state college centrally located in the western and southwestern section of Minnesota." The scope of this study, therefore, is confined by law to a certain type of state supported institution and to the higher educational needs of a fairly definite area of the state.

The geographical area comprising central western and central southwestern Minnesota is defined for the purpose of the following study initially by an approximate division of the state into eastern and western regions. This division is made on the basis of county governmental units. The county unit is used both because of the need for an established governmental unit as a basis for comparison and secondly because this unit of government is followed most often in the compilation of comparative data and more readily facilitates the collection and presentation of factual information for a large area of the state.

On this basis, western Minnesota includes 44 counties which lie west of a line drawn north and south starting at a point between the two north-border counties of Lake-of-the-Woods and Koochiching, and proceeding south to a point on the Iowa-Minnesota border between Martin and Faribault counties. Counties with a greater proportion of their area on either side of the line are included in that division of the state in which most of the county lies so that the actual line follows county boundaries; e.g., Stearns and Meeker counties are included in western Minnesota and Cass, Morrison, McLeod, Sibley and Nicollet are included in the eastern region. In this manner the total 80,009 square miles of land in the state are divided 40,768

in western Minnesota and 39,241 in eastern Minnesota with 44 counties in the west and 43 counties in the east. The following is a list of the county delineation between eastern and western Minnesota:

Counties in Eastern Minnesota

Aitkin	Dodge	Lake	St. Louis
Anoka	Faribault	Le Sueur	Scott
Benton	Fillmore	McLeod	Sherburne
Blue Earth	Freeborn	Mille Lacs	Sibley
Carlton	Goodhue	Morrison	Steele
Carver	Hennepin	Mower	Wabasha
Cass	Houston	Nicollet	Waseca
Chisago	Isanti	Olmsted	Washington
Cook	Itasca	Pine	Winona
Crow Wing	Kanabec	Ramsey	Wright
Dakota	Koochiching	Rice	

Counties in Western Minnesota

Becker	Jackson	Murray	Rock
Beltrami	Kandiyohi	Nobles	Roseau
Big Stone	Kittson	Norman	Stearns
Brown	Lac Qui Parle	Otter Tail	Stevens
Chippewa	Lake-Woods	Pennington	Swift
Clay	Lincoln	Pipestone	Todd
Clearwater	Lyon	Polk	Traverse
Cottonwood	Mahnomen	Pope	Wadena
Douglas	Marshall	Red Lake	Watsonwan
Grant	Martin	Redwood	Wilkin
Hubbard	Meeker	Renville	Yellow Med.

With the above determination the problem of properly selecting the area of western Minnesota that lies within the definition of central western and southwestern becomes more acute because it is with this terminology that the legislature expressed intent to restrict the consideration of an additional state college. If a strict interpretation were given to the area description and a division of western Minnesota devised accordingly, some municipalities would automatically be excluded from further consideration even though other factors present at these places meet criteria for college development. The legislature could have avoided

this problem of interpretation by enumerating specific sites in the law, but such a method would be both premature and unsound. For the purpose of this study, therefore, the use of these terms in defining the general area of study is considered merely as a guide and not a mandate that must be pursued with precise area calculations.

Contrary to what may be acceptable in the development of some private colleges, public institutions by their very nature require substantial sources of enrollment from within the immediate area of the college site. Generally such enrollment prospects are represented by large municipalities. By using this as a maxim in the location of public colleges, the method of selecting a central western and southwestern Minnesota is by reference to major metropolises of the west which by comparative populations could be considered as a possible state college site rather than by an arbitrary dissection of western Minnesota into equal parts so that two areas would represent the central west and southwest. Thus the procedure followed is that of including within the study any metropolitan area that appears promising as a college site when compared to other municipalities and is located in what would reasonably be considered central western and southwestern Minnesota.

In the following step the general area to be included in the geographic description is roughly determined by eliminating the four counties on the south border of Rock, Nobles, Jackson and Martin, and all of the northern counties lying north of Wilkin, Otter Tail and Wadena. The remaining 26 counties include: Big Stone, Brown, Chippewa, Cottonwood, Douglas, Grant, Kandiyohi, Lac Qui Parle, Lincoln, Lyon, Meeker, Murray, Otter Tail, Pipestone, Redwood, Renville, Stearns, Stevens, Swift, Todd, Traverse, Wadena, Watonwan, Wilkin, and Yellow Medicine. It is the opinion of the research staff that these counties comprise the central western and southwestern

area of the state within reasonable limits, yet are not exclusive to the extent that arguments are incited for a larger basic area. If anything, the reverse is true.

The largest municipality of each of the remaining counties plus any other municipality in this area with a population of 2,000 or more according to the 1950 census are listed below. These metropolitan areas are considered in the study as possible state college sites. The cut-off of 2,000 was adopted because 85% of the counties in this area have at least one municipality with a population of 2,000 or more.

Big Stone	Ortonville*	2,577	Pipestone	Pipestone	5,269
Brown	New Ulm	9,348	Pope	Glenwood	2,666
Chippewa	Montevideo	5,459	Redwood	Redwood Falls	3,813
	Granite Falls*	2,511			
Cottonwood	Windom	3,165	Renville	Olivia	2,012
Douglas	Alexandria	6,319	Stearns**	Sauk Centre	3,140
				Melrose	2,106
Grant	Elbow Lake	1,398	Stevens	Morris	3,811
Kandiyohi	Willmar	9,410	Swift	Benson	3,398
				Appleton	2,256
Lac Qui Parle	Ortonville*	2,577	Todd	Staples	2,783
	Madison	2,303		Long Prairie	2,443
Lincoln	Tyler	1,121	Traverse	Wheaton	1,948
Lyon	Marshall	5,923	Wadena	Wadena	3,958
	Tracy	3,020			
Meeker	Litchfield	4,608	Watsonwan	St. James	3,861
Murray	Fulda	1,149	Wilkin	Breckinridge	2,623
	Slayton	1,882			
Otter Tail	Fergus Falls	12,917	Yellow Med.	Granite Falls*	2,511
				Canby	2,173

* Listed in more than one county.

** St. Cloud is not included because it has a state college.

Of the three types of higher educational institutions operated by the state government, the Legislative Research Committee is concerned in this report with the need and possible addition of a state college, formerly called state teachers college. To assist in this determination the history of the state colleges is outlined in the report from the period of the normal schools starting in 1858 to the present functions and programs offered by the existing five state colleges. Historical information was obtained from a number of reports of the Normal School Board, the State Teachers College Board and more recently the 1958 Biennial Report of the Minnesota State College Board. Also, the surveys conducted by the individual colleges for the 1943-44 Interim Committee of the House of Representatives covering the period 1938-1943 were used extensively. Additional information sources cited in the report include studies by college officials, graduate students and a number of surveys conducted by this office.

Comparison of Western County Total Populations

The Section of Vital Statistics, Minnesota Department of Health, estimated Minnesota's total population at 3,369,066 as of April 1, 1958. This represents an increase of 386,583 or 13.0% above the 1950 census figure of 2,982,483. The ten year increase between the 1940 total population of 2,792,300 and the 1950 census years was 190,183 or 6.8%.

As shown on Table ___ below, the western 44 counties accounted for 823,810 or 29.5% of the total 1940 state population and 815,102 or 27.3% in 1950. This represents a decline of 1.1% (8,708) in the western county population between 1940 and 1950. The same area had an estimated population of 879,648 in 1958 with an increase over the 1950 total western population of 64,546 or 6.8%. The 1958 proportion of the total state estimated population was 26.1%. Thus, although the estimated 1958 population in western Minnesota shows an increase over 1950, the increase is not in step with the rest of the state.

Between the 1940 and 1950 census years 28 western counties scattered north and south, with a greater concentration in the north, declined in population from 0.2% in Watonwan to 17.1% in Lake-of-Woods counties. Hubbard county's population remained the same. Fifteen western counties increased during the same period from between 0.3% in Wadena to 19.8% in Clay.

Twelve of the 28 declining counties continued to decrease in population in 1958 below the 1940 figures and eight counties although showing a decline between 1940 and 1950 increased slightly by 1958, but did not reach the high 1940 county populations. An additional eight counties declining between 1940-1950 increased by 1958 above the 1940 totals. Hubbard county decreased in population by 1958 below the 1940 figure. The 15 counties increasing between 1940-1950 continued to rise in population over the 1940 totals.

Table
Distribution of Population in Selected Counties of Minnesota by Years 1940-1958

County	1940	1950	Percent Inc. or Dec.		1958*	Percent Inc. or Dec. 1940-1958	County	1940	1950	Percent Inc. or Dec.		1958*	Percent Inc. or 1940-19
			1940-1950							1940-1950			
Becker	26,562	24,836	-6.5		23,852	-10.2	Murray	15,060	14,801	-1.7		15,017	-0.3
Beltrami	26,107	24,962	-4.4		24,774	-5.1	Nobles	21,215	22,435	5.8		24,633	16.1
Big Stone	10,447	9,607	-8.0		9,689	-7.3	Norman	14,746	12,909	-12.5		12,173	-17.4
Brown	25,544	25,895	1.4		28,846	12.9	Otter Tail	53,196	51,320	-3.5		50,195	-5.6
Chippewa	16,927	16,739	-1.1		16,833	-0.6	Pennington	12,913	12,965	0.4		13,734	6.4
Clay	25,337	30,363	19.8		38,977	53.8	Pipestone	13,794	14,003	1.5		15,445	12.0
Clearwater	11,153	10,204	-8.5		10,168	-8.8	Polk	37,734	35,900	-4.9		38,374	1.7
Cottonwood	16,143	15,763	-2.4		17,492	8.4	Pope	13,544	12,862	-5.0		13,236	-2.3
Douglas	20,369	21,304	4.6		23,508	15.4	Red Lake	7,413	6,806	-8.2		6,184	-16.6
Grant	9,828	9,542	-2.9		10,493	6.8	Redwood	22,290	22,127	-0.7		23,492	5.4
Hubbard	11,085	11,085	---		10,365	-6.5	Renville	24,625	23,954	-2.7		25,582	3.9
Jackson	16,805	16,306	-3.0		15,657	-6.8	Rock	10,933	11,278	3.2		12,194	11.5
Kandiyohi	26,524	28,644	8.0		31,635	19.3	Roseau	15,103	14,505	-4.0		14,068	-6.9
Kittson	10,717	9,649	-10.0		9,273	-13.5	Stearns	67,200	70,681	5.2		86,633	28.9
Lac Qui Parle	15,509	14,545	-6.2		14,957	-3.6	Stevens	11,039	11,106	0.6		11,504	4.2
Lake-Woods	5,975	4,955	-17.1		4,912	-17.8	Swift	15,469	15,837	2.4		16,535	6.9
Lincoln	10,797	10,150	-6.0		10,622	-1.6	Todd	27,438	25,420	-7.4		25,601	-6.7
Lyon	21,569	22,253	3.2		24,318	12.7	Traverse	8,283	8,053	-2.8		7,595	-8.3
Mahnomen	8,054	7,059	-12.4		7,192	-10.7	Wadena	12,772	12,806	0.3		15,335	20.1
Marshall	18,364	16,125	-12.2		15,515	-15.5	Watsonwan	13,902	13,881	-0.2		15,447	11.1
Martin	24,656	25,655	4.1		29,737	20.6	Wilkin	10,475	10,567	0.9		10,527	0.5
Meeker	19,277	18,966	-1.6		20,209	4.8	Yellow Med.	16,917	16,279	-3.8		17,120	1.2
GRAND TOTAL									823,810	815,102	-1.1	879,648	6.8

State Total Population			Western County Total Population As Percentage of State Total		
1940	1950	1958	1940	1950	1958
2,792,300	2,982,483	3,369,066	29.5%	27.3%	26.1%

SOURCE: Fiscal Studies Division, "Population of Minnesota by Counties and Their Minor Civil Divisions, 1950 Census," (Highway Planning Survey, Minn. Department of Highways, Oct. 1951) pp. 9-10.

* Estimated for April 1, 1958, Minnesota Department of Health, Section of Vital Statistics, "Minnesota Population by Counties."

College Migration Data

The "flow" of college students between states was recently analyzed by the American Association of Collegiate Registrars and Admissions Officers for the Fall term in 1958. The data obtained in this study was developed further by the Bureau of Institutional Research, University of Minnesota, as it relates to Minnesota's institutions and students. The results of these studies are presented below in Table ____.

Minnesota's over-all experience shows a balance between out-migration and in-migration when enrollments at both public and private institutions are considered.

As between public and private institutions, over twice as many residents of Minnesota enrolled as undergraduates in public institutions in other states than residents in other states enrolled in public institutions in Minnesota, and private institutions, on the other hand, enrolled more students from other states than the number of Minnesota residents enrolled in private institutions in other states.

North and South Dakota enrolled a large number of Minnesota residents as undergraduates in their public institutions. In the Fall of 1958, North Dakota enrolled 1,554 undergraduates in public institutions and South Dakota 607 for a total of 2,161 students or 55.4% of the total 3,902 Minnesota residents enrolled in public institutions of other states. Freshmen from Minnesota enrolled in public institutions in North Dakota at the rate of 565, and in South Dakota there was 182. The combined freshmen enrollment from Minnesota in these two states of 747 is 58.1% of the total 1,286.

The number of Minnesota residents enrolled in private institutions in these two states was 263 with 12 in North Dakota and 251 in South Dakota representing only 6.0% of the total 4,366 privately enrolled Minnesota residents in other states.

NUMBER OF MINNESOTA RESIDENTS ENROLLED IN COLLEGES AND UNIVERSITIES
NUMBER OF RESIDENTS OF OTHER STATES ENROLLED IN COLLEGES AND UNIVERSITIES

State	Undergraduate					
	Public Institutions		Private Institutions		Graduate Schools	
	I	II	I	II	I	II
Alabama	5	2	3	4	1	10
Alaska	4	2	-	6	-	2
Arizona	55	4	-	14	16	3
Arkansas	-	5	1	4	1	12
California	279	48	124	121	86	72
Colorado	173	12	86	70	62	14
Connecticut	6	7	76	27	17	24
Delaware	-	2	-	1	-	8
Florida	13	14	39	34	15	11
Georgia	9	5	5	2	5	3
Idaho	12	4	28	7	1	8
Illinois	19	150	592	1,280	111	112
Indiana	21	17	254	98	48	24
Iowa	212	287	877	631	104	87
Kansas	47	22	41	44	16	25
Kentucky	4	3	23	19	5	16
Louisiana	3	2	5	10	7	5
Maine	1	3	3	6	-	6
Maryland	63	5	15	16	7	11
Massachusetts	-	13	301	25	51	33
Michigan	144	47	116	295	43	43
Mississippi	3	1	1	3	2	6
Missouri	10	17	128	91	37	36
Montana	40	40	4	242	2	24
Nebraska	46	23	167	136	22	41

I. Number of Minnesota Residents Enrolled in Each State.
 II. Number of Students From Each State Enrolled in Minnesota.

COLLEGES AND UNIVERSITIES IN OTHER STATES AND
COLLEGES AND UNIVERSITIES IN MINNESOTA, FALL, 1958

Graduate Schools	Professional Colleges		First Time Students (Freshmen)			
			Public Institutions		Private Institutions	
	I	II	I	II	I	II
10	-	-	1	-	-	3
2	-	3	-	2	-	3
3	2	2	15	-	-	8
12	-	-	-	1	1	1
72	25	24	88	10	34	42
14	6	3	62	1	36	21
24	27	1	4	1	23	15
8	-	-	-	2	-	-
11	3	4	3	5	17	9
3	3	-	3	-	3	2
8	-	8	2	-	5	3
112	221	63	9	25	183	459
24	40	11	4	4	75	44
87	55	93	57	96	366	217
25	6	5	9	5	20	15
16	4	13	-	1	8	2
5	4	1	-	-	2	3
6	-	-	-	-	3	-
11	5	-	24	1	4	6
33	67	4	-	1	85	9
43	11	9	29	10	41	118
6	-	1	1	-	1	2
36	54	2	2	2	57	37
24	-	29	8	9	1	92
41	14	26	25	5	59	50

NUMBER OF MINNESOTA RESIDENTS ENROLLED IN COLLEGES AND UNIVERSITIES
NUMBER OF RESIDENTS OF OTHER STATES ENROLLED IN COLLEGES AND UNIVERSITIES

State	Undergraduate					
	Public Institutions		Private Institutions		Graduate Schools	
	I	II	I	II	I	II
Nevada	-	4	-	3	-	6
New Hampshire	-	1	87	6	-	2
New Jersey	-	23	31	52	21	28
New Mexico	18	-	1	10	5	6
New York	56	55	148	147	102	108
North Carolina	1	3	7	6	6	15
North Dakota	1,554	312	12	896	96	61
Ohio	17	13	96	118	26	44
Oklahoma	20	5	6	12	4	13
Oregon	6	8	29	22	6	19
Pennsylvania	3	20	47	59	19	64
Rhode Island	1	2	23	3	3	5
South Carolina	3	-	1	1	6	3
South Dakota	607	127	251	392	17	55
Tennessee	4	4	35	15	10	14
Texas	47	11	41	26	25	38
Utah	19	1	22	-	5	24
Vermont	-	5	10	3	-	2
Virginia	12	8	10	17	6	20
Washington	29	12	60	72	20	29
West Virginia	1	3	-	6	-	4
Wisconsin	316	399	497	1,323	65	166
Wyoming	6	1	-	22	3	7
District of Columbia	13	3	63	14	42	7
TOTAL	3,902	1,755	4,366	6,411	1,146	1,376

I. Number of Minnesota Residents Enrolled in Each State.

II. Number of Students from Each State Enrolled in Minnesota.

SOURCE: American Association of Collegiate Registrars and Admissions Officers, "Home State and

Bureau of Institutional Research, University of Minnesota, June 1959.

ILLED IN COLLEGES AND UNIVERSITIES IN OTHER STATES AND
 ILLED IN COLLEGES AND UNIVERSITIES IN MINNESOTA, FALL, 1958

Graduate Schools		Professional Colleges		First Time Students (Freshmen)			
				Public Institutions		Private Institutions	
I	II	I	II	I	II	I	II
-	6	-	-	-	-	-	1
-	2	-	-	-	-	26	3
21	28	1	15	-	2	10	26
5	6	-	2	7	1	1	4
102	108	18	17	23	10	54	48
6	15	5	1	-	1	1	3
96	61	16	134	565	87	8	355
26	44	13	13	7	2	38	49
4	13	-	1	10	-	1	5
6	19	1	11	2	-	11	11
19	64	10	11	-	3	17	18
3	5	-	-	-	-	8	2
6	3	-	-	-	-	-	-
17	55	4	96	182	22	128	147
10	14	8	1	1	2	8	5
25	38	6	6	17	-	17	9
5	24	2	-	4	-	8	-
-	2	-	-	-	2	3	-
6	20	2	-	6	2	7	5
20	29	2	39	6	5	12	27
-	4	-	-	-	2	-	-
65	166	37	198	105	80	188	499
3	7	-	1	3	-	-	6
42	7	28	-	2	-	10	5
1,146	1,376	700	848	1,286	402	1,580	2,389

ons Officers, "Home State and Migration of American College Students, Fall, 1958,"

ota, June 1959.

Effect on College Attendance in Western Minnesota by Additional State College

The recent Agricultural Schools Commission active during the 1957-58 biennium was concerned with the pattern of college attendance in Minnesota as affected by the location of college facilities. Minnesota's post-high school institutions are heavily concentrated in the eastern half of the state. Only four of the state's 34 colleges are located to the west of a line drawn from the northern border, between Lake-of-the-Woods and Koochiching counties, to the southern border, between Martin and Faribault counties. In its quest for information to show the effect of this uneven distribution on the pattern of college attendance, the Agricultural Schools Commission sponsored a review of the data on college plans and attendance of the 1950 class of Minnesota high school seniors that had been collected by Dr. Ralph F. Berdie and his associates of the Student Counseling Bureau, University of Minnesota. The report prepared by Corcoran and Bowers and submitted to this Commission is quoted at length as follows:¹

"The relationship between proximity to a college and college attendance is neither simple nor necessarily direct. In the first place, it is generally true that communities in which colleges are located also have a somewhat higher cultural level than others; a larger proportion of the adults of the community may have had some college work; and the economic resources tend to be greater. All of these factors encourage college attendance. Secondly, because of the nearness of the college, possibilities for some type of contact with a college environment by students and their families often lead to interest in college attendance by some who might not have considered it otherwise. Finally, families

¹ Corcoran, Mary and Bowers, John E., "A Supplemental Study of College Attendance of Minnesota High School Seniors by Region of Residence, A Report Prepared for the Agricultural Schools Commission," (Bureau of Institutional Research, University of Minnesota, January 1959, 6pp.)

who could not finance a son or daughter for study away from home may be able to do so if he or she can continue to live at home while attending college. The commission did not attempt in this study to disentangle the several ways in which distance from a college might affect college attendance, but tried to identify college attendance patterns for youth in the various regions of the state as they related to differences in opportunities to attend local colleges. Specifically the commission wished to determine what, if any, differences existed in the proportions of high school students that aspired to attend college and that eventually attended college in the following county groups:

- a. Metropolitan areas -- the five counties of the Twin Cities area (Anoka, Dakota, Hennepin, Ramsey, and Washington) and St. Louis county, where Minnesota's institutions of higher education are most heavily concentrated.
- b. The balance of the eastern counties, quite a number of which also have colleges.
- c. Western counties in which colleges are located, or in which the population centers are close to other counties which do have colleges (Beltrami, Brown, Clay, Clearwater, Hubbard, Jackson, Murray, Nobles, Norman, Rock, and Watonwan).
- d. Other western counties.

"Data on the college plan and attendance of the 1950 class of Minnesota high school seniors, that had been collected by Dr. Ralph F. Berdie and his associates of the Student Counseling Bureau, University of Minnesota, were made available to this commission. This data had been used previously for the report on college attendance prepared for the Governor's Committee on Higher Education.

"The data provided information as to the college plans of practically all of the 1950 high school class, as they stated them during their senior year. A follow-up study of a sample of these students four years later provided information which was used to estimate the proportion who had actually attended college within four years of high school graduation. Details as to the procedures used in the analysis will be found in the earlier report.

"The previous study reported the percentages of men and women students planning to go to college and actually attending college in the metropolitan and non-metropolitan areas of the state. The relationship of college attendance to level of student ability, as indicated by rank in high school class and score on a test of aptitude for college work, were also considered.

"In the previous study it was found that slightly more than one-third (36 per cent) of the high school graduates of 1950 had planned as seniors to attend college and that almost the same percentage (37 per cent) had actually attended college at some time during the next four years. The same students did not always appear in both groups, however. Throughout the state, more young men than women not only planned to attend college but actually did attend college. This was true at all levels of ability.

"The results of the present study are summarized in Table _____. Looking first at the percentages of students planning to attend college, it is apparent that the residents of the metropolitan areas were not only more apt to express the intention of attending college but to actually attend college than were residents of the state as a whole. Although the percentages of youth planning to attend college in the other areas of the state were about the same (30 to 31 per cent), the percentages actually attending college varied.

"A considerably larger proportion of the residents of the western counties, which either contain or are near colleges, attended college than had planned to attend. This was particularly true for the young men of this region. On the other hand, despite the presence of a number of colleges in the non-metropolitan eastern area, the young people of this part of the state were no more apt to attend college than were those residing in the western counties that were relatively distant from college opportunities.

"These apparently contradictory findings need to be interpreted with care. It would certainly appear that in the western part of the state proximity to a college bears some relationship to college attendance, especially for young men. It is also evident that in the eastern metropolitan areas where college opportunities are most heavily concentrated, the college-going rate is also high. But availability of college resources close to home, while an important consideration in college attendance, is clearly not the whole story.

"It would have been desirable to make a more detailed analysis of college-going intentions and practices in areas adjacent to particular colleges, but the data available for this study would not permit such analysis."

Table : Percentages of 1950 Minnesota High School Seniors Who Planned to Attend College and Who Attended College Within Four Years of Graduation by Sex and Region of Residence

Region of Residence	Per Cent of Minn. High School Seniors, 1950	Per Cent of H.S. Seniors in Each Area That Planned to Attend College			Per Cent of H.S. Seniors in Each Area that Attended College Within 4 years		
		M	F	T	M	F	T
Metropolitan	37.0	49	40	44	50	43	46
Eastern Non-Metropolitan	35.7	33	30	31	35	25	30
Western College	7.6	31	30	30	53	35	43
Western Non-College	19.8	31	30	31	40	25	31

While the conclusion is inescapable that college attendance is definitely influenced by the nearness of college facilities, the similarity of higher educational patterns, as shown above, between the eastern non-metropolitan counties in which are located a number of colleges and the western non-college counties tends to refute any conclusion concerning attendance patterns that cites the nearness of college facilities as the sole cause for variance. Other factors such as the extent of urbanizations, family influence, social status and employment opportunities apparently catalyze the influence of college proximity. The extent to which these additional factors must be present, however, before anticipated enrollments of new college facilities can be adjusted to show an increase in the proportion of college-age youth attending college is imponderable. It can only be assumed that an addition of a college in an area not presently served by such facilities will increase rather than decrease college attendance in the area.

ROLE OF STATE COLLEGES IN MINNESOTA'S SYSTEM OF HIGHER EDUCATION

No single type of college forms Minnesota's system of higher education. As is true of all other states, meeting the demands of post high school education is a joint effort of public and private institutions, junior or community colleges, church-related colleges, state colleges and universities. United in a common dedication to promote intellectual attainment, these institutions provide a diversity of opportunities to satisfy the varying educational demands of our young people. Within this framework in Minnesota there are sixteen private four-year colleges all of which are church related, nine public junior colleges, two private junior colleges, the state university and the five state colleges.

While many institutions provide the same or similar educational programs in some fields, each college concentrates to some extent within a particular type of undergraduate or professional training. Because of this diversity, the selection of an area in the state for the location of a new college requires a knowledge of the purpose and principal functions of the additional institution, its placement with the over-all framework of higher education and possible future developments of the college. Some of this background information can be gleaned from an examination of the institutional history. Additional insight into the need and utility of a particular college must be obtained from projections of the present situation - trends in college attendance, shifts in educational policy, and socio-economic changes that may affect the institution.

CREATION OF STATE NORMAL SCHOOLS

Throughout the United States the state supported colleges for teacher education had their origin in the normal schools started in the 1800's. By the close of the Civil War fifteen normal schools had been established, and by 1910 there were 264 normal schools three-fifths of

which were state supported. None of these schools during their early history were of college rank, and the curriculums usually consisted of a review of elementary subjects, pedagogy and the methods of teaching. Enrollments were small compared to today's standards. Many of the students had not graduated from high school. The crucial service which these schools performed during the infancy of public education, however, precipitated the strengthening of state support and the graduation of the schools into the systems of higher education.

The history of the state colleges in Minnesota dates back to the year in which the state entered the Union when in 1858 the legislature passed a law implementing the establishment of the so-called normal schools to provide a standard or "normal" training of teachers to serve in the state's common school system.¹ The system of public education available in Minnesota at that time consisted of schools offering education on the elementary level of grades one through eight. There were no high schools, only a few academies, and the state system was practically unorganized.² The first normal school to serve in the teacher education capacity was opened at Winona in 1860 and others were established at Mankato (1868), St. Cloud (1869), Moorhead (1888), Duluth (1902), and Bemidji (1919).³ The normal school system was completed by 1919 and, except for north central, west central and southwest Minnesota, included strategically located institutions supplying teachers throughout most of the geographic regions. Since the creation of the normal school at Bemidji, the

1. Laws of Minnesota (General) 1858, c. 79.

2. Eva Emerson Wold, The History of Certification of Teachers in Minnesota, unpublished thesis, Master of Arts, University of Minnesota, 1931, p. 64.

3. The laws authorizing the normal schools are listed as follows:
Laws of Minnesota (General) 1858, c. 79 - Mankato, St. Cloud, Winona
Statutes of Minnesota 1866, c. 37 - Mankato, St. Cloud
Laws of Minnesota (General) 1885, c. 158 - Moorhead
Laws of Minnesota (General) 1895, c. 184 - Duluth
Laws of Minnesota (General) 1933, c. 362 - Bemidji

only change in the number of institutions which has materialized was the conversion of the Duluth State Teachers College to a branch of the University in 1946. The map on the following page shows the relative position of the state colleges as they exist today.

The foresight of the normal school movement supporters in Minnesota in planning a regional development of the schools served as a guide in the creation of only one school. The normal school act of 1858 provided that immediately after the organization of the state normal school board the board shall proceed to divide the state into three normal districts, uniting in the formation of the first district two contiguous judicial districts, into the second district two additional judicial districts and the same for the third normal school district - thus encompassing all the existing six judicial districts. The board was also granted authority to locate the three normal schools proposed in the original act, but only one school could be located in any one normal district. In accordance with this plan the school at Winona was established. Not long after, however, with the imminence of the Civil War, the 1858 act was suspended for a period of five years.¹ Thereafter, when the normal school movement was reactivated, the five schools to be added were located without reference to the original idea of regional areas. The difficulty of conformance to the original idea was due possibly to the unrealistic division of the state. The schools required a large population from which to obtain students, and the scattered urbanization present at that time did not conform to the geographic dissection of the state. In any event, the normal schools were located at major metropolitan areas outside the Stillwater-St. Paul area and none of the subsequent sites complied with the normal districts of 1858.

Final determination of the site for each of the six normal schools was contingent on a grant of funds or land by the local community. The act

1. Laws of Minnesota (General) 1860, c. 89.

of 1858 provided that the state would not be obligated to establish the first normal school unless within five years after the passage of the act the sum of \$5000 was donated the state in land or money, or money alone, for the erection of the necessary buildings and for the support of the professors or teachers in the institution. Identical provisions in this act also applied to the second and third normal school; however, in the case of these schools at Mankato and St. Cloud the 1866 revision changed the contingency to the sum of \$5,000 alone to be used in the erection of the necessary buildings. It was further provided that the donation for these two schools had to be made available within three years of the passage of the act or the legislature would locate the institutions at any other place that tendered the amount. Later, the Moorhead community was required to donate a tract of land of not less than six acres to be approved by the State Normal School Board and made available within eighteen months of the passage of the act. A similar contingency applied in the case of Duluth, and the location of the Bemidji school was subject to a donation of an indefinite amount of land by the community.

Four of the normal schools - Duluth, Mankato, Moorhead, St. Cloud - were placed at sites selected by the legislature and designated in the laws creating the schools. In the case of the first school, the selection of the site was dependent on which locality within the normal district pledged a sufficient amount to meet the minimum of \$5,000. The school was located at Winona as a result of that community's pledge of \$7,000. A commission of six members was appointed to locate the last normal school within a certain area outlined in the law. The choice of the commission was final and was confined to the community which offered to furnish a site found most suitable by the commission. Bemidji was agreed on by the commission with its offer of twenty acres for a school campus.

NORMAL SCHOOLS TO STATE TEACHERS COLLEGES

Patterned after the normal school of Massachusetts, the schools in Minnesota were delegated the responsibility to prepare rural and elementary school teachers - a responsibility which the private colleges and the University had not as yet assumed. Because of the limited development of the common school system toward the end of the nineteenth century, the educational attainment possible in the normal schools corresponded to our present secondary or high school programs. Many of the students at these schools, however, had not received an eighth grade education preliminary to admission for teacher training. Possibly because of this shallow background the legal qualifications of the normal school graduates to teach vacillated for a long period between a complete lack of professional standing and a partial recognition of the training received at the normal schools.

The initial normal school act made no mention of the certification of graduates to teach in the common schools. Two years later recognition of the school diploma was received in 1860 when the legislature provided that no person would be deemed a qualified teacher unless he had received a certificate from a town superintendent or a certificate from the chairman and secretary of the state normal school.¹ Even with this change some doubt existed as to the exact status of the graduates because of the system of examination for teacher certification by the local town superintendents. Full professional standing, however, was legally recognized six years later when the diploma of the normal schools was considered a certificate of qualification to teach in any of the common schools of the state.² This

1. Laws of Minnesota (General) 1860, c. 46, sec. 22.

2. Statutes of Minnesota 1866, c. 37, sec. 11.

provision continued for another six years and then in 1872 the law was repealed.¹ Although this action was entirely inconsistent with the practice of the county superintendents whereby teachers were certified on standards much lower than those required of normal school graduates,² it was not until 1891 that the normal diploma was again made a legal certificate of qualification to teach in the public schools.³

The curtailing effect that the change in 1872 had on the development of the state system of normal schools is indicated in the report of the state normal school at Winona for the year 1881.⁴

"But the most formidable obstacle to complete success of the Normal Schools is the statute by which the diplomas of the schools are declared invalid, and which denies all professional recognition to those who have spent three years in these schools in special preparation for this work.

"The inconsistency and injustice of this statute has been frequently pointed out. It ought speedily to be abolished, and such a law passed as will draw a sharp line of distinction between those who have earned a right to professional recognition as teachers and those who have not. Until this is done teaching must remain the least desirable of the professions and the last one which any enterprising young man or woman will chose to enter."

These remarks were directed not only at the repeal of the law of 1872, but also at the method of certifying applicants who desired to teach. Although the procedure for certification was constantly changed by the legislature, in essence it consisted of an examination in certain academic areas. Training in the art of pedagogy was not necessary. If the applicant received a sufficient grade on the examination, he was eligible for a certificate and qualified to teach. Those who had special training at the

1. Laws of Minnesota (General) 1872, c. 5

2. Wold, op. cit., p. 88.

3. Laws of Minnesota (General) 1891, c.

4. "Annual Report of the State Normal School of Winona," Minnesota Normal School Board Reports 1881-1896, p. 59

normal schools were required to take the same examination as others during the period from 1872 to 1891 and received no special benefit or privilege because of their training. The act of 1891 again placed the normal school graduate in the same position occupied before 1872, but it did not remove entirely the lack of professional recognition. The validity of the criticism in the Winona report continued until 1915, fifty-five years after the creation of the first normal school, when it became necessary as a condition precedent to taking an examination for certification to have professional training in teaching.¹ Thereafter, the status of the normal school graduates remained the same until 1929 when the responsibility of teacher certification was vested in the state board of education. The board, however, continued to require professional training, and presently, all teacher certifications are based on training received at accredited institutions or in accredited courses.

Increasing demands of a society growing in complexities brought about the gradual strengthening of the common school system to include both elementary and secondary education. In every decade from 1890 to 1930 inclusive the enrollments in the high schools of the state more than doubled. The high schools themselves experienced a similar increase in number. The entire system became better organized and manned with trained teachers. In response to this expanded system of public education, the normal schools also progressed to higher educational standards. The one-year curriculum at the early schools was lengthened to two years, then three years, and eventually to a four-year program for students not graduates of high schools. A one-year strictly professional course was added for high school graduates. In 1900 was added a two-year course beyond the high school level for the advanced diploma, and a five-year course to qualify for this diploma for

1. Laws of Minnesota (General) 1913, c. 557, sec. 4

those students who had not had high school work. Finally, as more and more students had graduated from high school or had received two or three years of high school training, beginning in 1920 admission requirements were up-graded at each of the schools to include as a minimum graduation from secondary school. At the same time the preparatory work offered by the normal schools for students of lesser educational attainment was eliminated.

The gradual up-grading of the normal schools not only within the schools themselves but also in the legislative recognition given the graduates strengthened their status until eventually they became part of the state system of higher education. Although the administrative and curricular changes had taken place some years before, the status as collegiate institutions was officially recognized by legislative act in 1921 when the schools were designated state teachers colleges.¹ A few years later the State Teachers College Board authorized a four-year program of study at each college leading to the degree of Bachelor of Science in Education. The first collegiate degrees were awarded to the June graduating class in 1926.

1. Laws of Minnesota 1921, C. 260

STATE TEACHERS COLLEGES TO LIBERAL ARTS COLLEGES

It took many years for the normal schools to advance from their sporadic beginning to the position of teacher colleges. A long period of time passes again before the next major transition takes place that changes the function of the colleges and enlarges the services performed. The normal schools were established to perform one function - to train teachers to serve in the public school system and even after the change to college status the institutions continued to follow this one objective. As late as 1943 statements of teacher college officials were recorded which reiterated the singleness of purpose of these institutions - "The college devotes itself exclusively to the preparation of teachers for the public schools and hence its curriculums are organized specifically for that purpose."¹ Yet in 1933 the first evidence, which appears in retrospect, of future trends in the college programs was recorded by legislative action.

A characteristic of the financing of these single-purpose institutions during the first seventy-three years of existence was the non-tuition policy. Initially the normal school board was granted authority to accept students without a tuition charge on whatever basis the board deemed expedient.² Later the statutory provision granting free schooling was modified to require all students entering teacher training to pledge to teach within the public school system for two years following graduation or termination of their training.³ Other students who did not promise such service were required to pay a tuition. Although it is apparent from the reports of the various school presidents during this early period that this form of conscription of teachers was successful with less than five per cent, in one case, of the pledgees

1. Report to the Minnesota House of Representatives Interim Committee on State Administration, Mankato State Teachers College, February 1944, p. ii.

2. Laws of Minnesota (General) 1858, c. 79, sec. 11.

3. Laws of Minnesota (General) 1873, c. 2, sec. 2.

failing to fulfill their promise,¹ the state financial crisis wrought by the depression forced the legislature to inaugurate a schedule of tuition charges in 1933.² Coupled with this change the pledge, as a consideration for free schooling, was no longer necessary.

From 1860 to 1929 the prototype of the present state colleges was concerned with only the preparation of elementary school teachers. As the enlarging secondary school system created the need for more and better trained high school teachers, the teachers college board in 1929 authorized the extension of the curriculums to include the training of secondary school teachers.³ "With the official recognition of this additional important function of the colleges, the institutions were fully matured and became in name and reality the great professional training colleges equipped with academic and professional courses for which their long growth and intelligent leadership had prepared them."⁴

The teacher college curriculums remained relatively stable during the following two decades. Then in 1946 in seeking a solution to the elementary teacher crisis the college board found that it was necessary to develop some method of attracting young people into the profession. As a means of doing this the board authorized the inauguration of liberal arts education in 1946.⁴ It was the opinion of the board that the singleness of purpose in the teacher colleges prevented many from attending the colleges because of the necessity to immediately decide the path of one's professional

1. "The Second Biennial Report of the State Normal School Board," Minnesota Normal School Board Reports, 1881-1896, p.50

2. Laws of Minnesota 1933, c. 294

3. Final Report on the Moorhead State Teachers College for the Interim Committee of the Minnesota House of Representatives, (Moorhead State Teachers College, July 1944) p. 4

4. Report of the Winona State Teachers College to the House of Representatives Committee, (Winona State Teachers College, 1944) p. 5

activities. The difficulty of making this decision at such an early time in collegiate study discouraged many college students from attending the state teacher colleges who, at a later date under proper guidance and training, would find the teaching profession suitable. Three years after the start of the program the state teachers colleges reported that a relatively large number of student who enrolled in the liberal arts courses later chose teaching as a career.

A second step in meeting the problem of additional teachers for the public school system was proposed by the board in 1949. It was the opinion of the board that full realization of the purpose in offering two years of liberal arts education was hampered by the name of the colleges - state teachers colleges. It was recommended that the name be changed to "state colleges" in order to attract better students and to offer them the opportunity to decide whether or not they wished to become teachers.¹ The names of the state teachers colleges were changed to state colleges in 1957.²

1. The State Teachers Colleges of Minnesota, Jan. 1949, St. Paul, Minn. p. 4

2. Laws of Minnesota 1957, c. 576

MINUTES OF MEETING

Sub-Committee to Study the Feasibility of Establishing a Four Year State College Centrally Located in Western and Southwestern Minnesota

October 19, 1959

The meeting was called to order by the Chairman, Representative Alvin O. Hofstad at 10:00 A.M. on Monday, October 19, 1959 in Room 113 of the State Capitol.

The following members were present:

SENATORS

Herman J. Kording
Franklin P. Kroehler
Clifford Lofvegren
Harry L. Wahlstrand
John M. Zwach

REPRESENTATIVES

Walter E. Day
Alvin O. Hofstad
Dr. J. J. Kelly
Peter S. Popovich

Also present were Louis C. Dorweiler, Jr., Director of Research and Gerald Swanson, Research Analyst of the Legislative Research Committee.

After the act creating the state college study was read, the question was raised as to whether or not the committee could recommend legislation. Following some discussion it was generally agreed that the committee, through the Legislative Research Committee, could recommend a specific course of action.

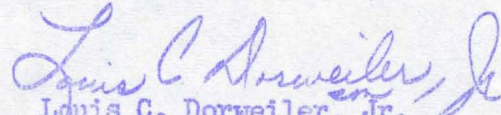
The committee then proceeded to outline specific areas of study for the research staff. These include the following:

- (1) Determination of eastern and western Minnesota, and central southwestern and western Minnesota.
- (2) Outline on a map the proximity of existing college facilities in relation to the area determined in item 1 above.
- (3) Population trends of selected counties from earliest records to present estimates.
- (4) Contact Harry Lokken for information re formula to determine college potential.
- (5) Contact Department of Business Development for information re commercial and industrial potential of selected counties.
- (6) Survey existing public and private colleges for county of residence of present enrollments.
- (7) Determine initial cost - land, buildings, faculty, etc.--at possible sites for minimum size college.
- (8) Analyze recent drop in college enrollments for the development of any enrollment patterns.
- (9) Obtain the rate of failure of University of Minnesota students.

The next meeting will be held in Room 113 of the State Capitol on November 16, 1959 at 10:00 A.M. The secretary was directed to request the appearance of representatives of the Association of Private Colleges, the Board of Regents and the University of Minnesota and also Messrs. Roy Prentis, Robert Keller and Harry Lokken.

The meeting was adjourned at 11:30 A.M.

Respectfully submitted,


Louis C. Dorweiler, Jr.
Director of Research

SM

MINUTES OF MEETING

Sub-Committee to Study the Feasibility of Establishing a Four Year State College Centrally Located in Western and Southwestern Minnesota

November 16, 1959

The meeting was called to order by the Chairman, Alvin O. Hofstad at 10:15 A.M. on Monday, November 16, 1959 in Room 113 of the State Capitol.

The following members were present:

SENATORS

Herman J. Kording
Franklin P. Kroehler
Clifford Lofvegren
Harry L. Wahlstrand
John M. Zwach

REPRESENTATIVES

Walter E. Day
Alvin O. Hofstad
Dr. J. J. Kelly
Peter S. Popovich

Also present were Sister Camille, College of St. Teresa; Dean Harold Macy, Institute of Agriculture; Theodore H. Ferske, Associate Dean, Institute of Agriculture; Mr. Stanley Wenberg, Assistant to the President of the University of Minnesota; Dr. Roy Prentis, Executive Director, State College Board; Mr. S. W. Harvey, Research Director, State College Board; Mr. Harry Lokken, Research Consultant, Department of Education; and Mr. Gerald Swanson, Research Analyst, Legislative Research Committee.

As the first speaker, Dr. Roy Prentis, Executive Director, State College Board, briefly reviewed the history of the state colleges from normal schools to their present status as liberal arts and teacher colleges. In addition to these two major areas of education, the state colleges also provide programs for pre-professional training, special preparation such as nursing, and terminal education.

In conjunction with the changes in the state college curriculums, the enrollments have also made significant advances. As compared to the private colleges and the University of Minnesota with an over-all 27% and 19.1% increase respectively between 1954 and 1959, the state colleges increased 101.4% from 5,703 in 1954 to 11,487 in 1959. Between 1958 and 1959 the combined full-time, part-time and special student total enrollments at the state colleges increased by 19.3%, the private college by 5.1% and the University enrollment decreased by .1%.

Dr. Prentis also furnished the sub-committee with a table showing the estimated increases in the college-age population (18-21) by 1970. Partly based on actual school census of 16 year olds, the projection estimate for 1970 is 283,031. In reviewing the proportion of the college-age population in college, Dr. Prentis pointed out that nation-wide figures revealed 14.3% in 1939, 22% in 1946, and 35.9% in 1958. Minnesota's proportion was 31.3% in 1958 and 32% in 1959, somewhat below the national rate.

What the rate will be in years to come is difficult to determine. A poll of parents of young people by Roper and his associates indicated that 75% of the parents want to send their children to college. The colleges themselves estimate that enrollment by 1970 would be approximately 97,700 and Dr. Prentis suggests using the figure of 100,000. Based on the estimated

college-age population in Minnesota by 1970, if 32% were to attend college the total enrollment would be 90,570, if 35% were to attend college the total enrollment would be 99,061 and if 40% were to attend college the total enrollment would be 113,212.

By 1970 the individual state colleges estimate that they would enroll 22,000 of the estimated 100,000 students and this would represent an increase of 100% over the present enrollment.

A table showing the number of students from each county presently attending the state colleges by name of college was also presented the sub-committee. It was pointed out that of the 87 counties, Hennepin County contributed more state college students with the figure of 685 than any other county. The five counties which follow in order are the counties where the state colleges are located. Ramsey County ranks seventh with 253 students coming from the county. It was concluded that in general the county in which the college is located contributed the largest proportion of the total enrollment.

The sub-committee was also supplied with maps showing the number of state college students by county and the proportions the total state college enrollments from the counties were of potential college students of each county.

The second speaker was Sister Camille, President of the College of St. Teresa and member of the Minnesota Private College Council. Sister Camille quoted from a letter from Dr. Harvey Rice, President, Minnesota Private College Council, as follows:

"The presidents and boards of trustees of the private colleges in Minnesota are devotedly committed to providing educational opportunities for the young people of our state commensurate with our ability to do so. Many of our colleges have expanded their enrollments in order to accomodate increasing numbers of high school graduates and some anticipate even further expansion. The significance of our importance to higher education is demonstrated by the fact that almost one-third of all of the young people who attend institutions of higher education in Minnesota are in our private colleges. As separate institutions we seek continually to meet our responsibility and to discover additional means of serving the young people of our state and of our region.

"In order to supply valid answers to questions which arise it would seem to be necessary to gather information not only concerning the central western and southwestern areas of Minnesota but of the whole state as well. In other words it would seem that before final answers of any significance can be supplied on the question of whether or not additional colleges need be created, a statewide master plan for higher education must be developed. It appears obvious that since almost one-third of the young people who attend institutions of higher education in Minnesota are in the private colleges, it would be impossible to make a master plan without involving these colleges and without their future development being a part of the plan. A master plan which ignores the significant service our private colleges are rendering to this state would be inadequate and unrealistic from its very inception. In addition, since our private colleges are educating young people at a very considerably lower cost to the taxpayers than are the state institutions, it would seem to be a matter of significant public policy to develop the means by which our private colleges might be made capable of rendering service to an

even larger number of students. Therefore, may we say that it is the assumption of the private college presidents that an over-all master plan is being developed, that it will take into account facts from a significant study of population trends, of vocational and professional needs, of educational plant facilities, of location of present institutions, of projected population shifts and many other factors which are pertinent to an over-all master plan.

"It would seem that the Committee for Continuing Study of Higher Education in Minnesota - a standing committee of Minnesota colleges which contains within its membership all of the institutions of higher education, both public and private in the state, and which rendered such valuable service in the preparation of the Gale report - could be an agency to conduct such factual study. After the data from such a study were analysed and evaluated, recommendations for a master plan could then be projected by professionally competent persons representing the various areas of higher education in the state.

"Anything less than an over-all master plan which takes into cognizance all of the educational institutions would be inadequate and anything more than such a plan would not seem to be needed."

In response to questions from the members, Sister Camille indicated that the private colleges have enjoyed continued support by the public and it is expected that this support will increase in the future. At the College of St. Teresa school officials planned at one time to have a maximum enrollment of 800 students. This has been increased to 1,200 and may even increase ~~to 2,000~~ if the college receives sufficient support for the construction of necessary additions and new buildings.

One form of assistance to the private colleges which would be of great help is a state scholarship program whereby qualified students would receive state money which could be used at the college of their choice.

Sister Camille reported that to her knowledge none of the private colleges have set an absolute maximum for enrollments. Enrollment estimates from the colleges total 24,200 students by 1970 and this represents 25% of the total estimated enrollment at that time. In this regard Sister Camille was requested to ask the Minnesota Private College Council to have each of the colleges review their estimates of total enrollments and also indicate whether any of the colleges anticipate establishing a maximum enrollment beyond which the college would not go. The colleges were also requested to forward any information they may have of possible development of new private colleges.

Sister Camille stated that the Committee for Continuing Study of Higher Education, composed of public and private colleges, provided assistance to the Governor's Commission on Higher Education and suggested that the subcommittee also work in cooperation with this committee for the purpose of developing a master plan for higher education in Minnesota.

The following is the statement of Dean Fenske of the University of Minnesota:

"I am Theodore H. Fenske, Associate Dean of the Institute of Agriculture of the University of Minnesota. I am appearing here today for the President and the Regents of the University of Minnesota. I have been asked to address my

remarks to the question, 'What would be the effect on Morris if a state college were established in Southwestern Minnesota if Morris were at the same time to become a collegiate branch of the University?'

is

"This/a question that cannot be answered with a statement that will be true for all time to come. One may, from the facts now available, give some possible answers, which must of necessity be qualified with certain suppositions.

"First, it should be noted that there is no way of knowing exactly how many high school graduates in Southwestern or Western Minnesota would enter a newly established college in preference to an older and well established institution even if the new institution were located in the home community of the high school graduate. Certainly the attraction of any new college for students would depend on the quality and quantity of courses offered. It would depend on the aims and aspirations of the student concerned and to what extent the new college supplied the educational need leading toward the fulfillment of those aims and aspirations. It would depend upon the physical facilities available at the new school. It could even depend to some extent on the extracurricular program developed at each school.

"The Regents of the University of Minnesota, mindful of the fact that there is a vacuum of higher educational facilities in Western Minnesota as contrasted to the eastern half of the state, and recognizing the fact that the enrollment at the West Central School of Agriculture at Morris has decreased to a point where physical plant facilities are now available for college work, have decided to begin first year college courses at Morris in the fall of 1960.

"Various estimates have been made as to the number of students who would attend college at Morris. The following summary presents these estimates.

	1st Year 1960	Two Year Program 1960 1965 1970			Four Year Prog. 1960 1965 1970		
Staff Committee of Superintendents and Principals of Schools of Agriculture - March, 1958	308	513	643	768	No estimates made		
Legislative Commission on Agricultural Schools - January, 1959	None Given	None Given			771	965	1152
West Central Education Development Association - October, 1959	340	None Given			None Given		

"The West Central School of Agriculture at Morris presently serves primarily twenty-one Minnesota counties. Some idea of the potential for one or more new colleges in the area can be gained from the following.

Actual number of high school graduates in 21 counties - 1956.... 5,938
Estimated number of high school graduates in 21 co. - 1960.... 7,903
Estimated number of high school graduates in 21 co. - 1965....10,126

"The estimates for 1960 and 1965 do not take into consideration population movement, mortality or failure to graduate. Based on 1956 experience, the 1960 and 1965 figures could be as much as 4% lower. However, even with this deduction there would still remain a big job to do in providing college facilities for this group.

"At this point one should take note of the fact that population density in any section of Western Minnesota or Southwestern Minnesota is less than in Eastern or Southern Minnesota. A college in this area to serve any significantly large number of students will have to provide resident facilities, either in the form of dormitories or in rooms available in private homes. To operate a state college or university branch, expecting it to serve commuter students only, in this area of the state would result in very high cost instruction and would be difficult to justify because it simply would not serve the needs of Western Minnesota.

"A preliminary study completed by staff members at the West Central School and Station shows the expected number of high school graduates within specific distances to Morris for various years. The following table summarizes this information.

Estimated Number of High School Graduates - Schools in Morris Area

	<u>1960</u>	<u>1965</u>	<u>1970</u>
Schools within 25 mile radius of Morris	744	952	936
Schools between 26 and 35 miles from Morris	811	1037	1023
Schools between 35 and 50 miles from Morris	<u>1557</u>	<u>1996</u>	<u>1962</u>
Grand total within 50 miles from Morris	3112	3985	3921

"If a state college were established in Southwestern Minnesota, it is logical to assume, everything else being equal, that those students closer to a new state college than to Morris would tend to enroll at the state college. If a new state college was established one hundred or more miles from Morris, it is also logical to assume that it would have less effect on high school graduates within a fifty mile radius from Morris.

"The beginning of first year college work at Morris will give the Regents of the University, and indeed all other interested groups, an opportunity to determine whether more college facilities located in the Western half of the State will enable more students to secure a college education than is possible with presently existing facilities in the state. If the experiment is successful, such success to be measured by need as expressed in attendance at Morris, a decision could be made to expand to a two-year or a full four-year program. The Regents of the University desire some test of experience to guide any future decision or recommendation to the Minnesota Legislature, I feel sure. Certainly with the presently existing physical plant as the starting point, any given number of students (1000 - 1500 - 2000) can be handled with considerably less investment in physical plant on the part of the state than if a completely new plant had to be built.

From a geographical standpoint, Moorhead with its state and private college and Morris with university work would fill at least some of the vacuum in West Central Minnesota.

"Bearing in mind a previous statement that population density in Western and Southwestern Minnesota is less than in Eastern or Southern Minnesota where the majority of colleges are now located and that any college in the Western or Southwestern area needs residential facilities to serve any significant number of students, it would seem logical if another institution of higher learning were to be built to locate it a fairly reasonable distance south of Morris. Perhaps the same distance as will now exist between Morris and Moorhead on the north, or Morris and St. Cloud on the east, or a fifty mile non overlapping service area might be used as a preliminary guide."

The final speaker of the day was Mr. Harry Lokken, Research Consultant for the Department of Education. Mr. Lokken stated that he was in agreement with statements of Sister Camille and Dr. Harvey Rice suggesting the development of a master plan for future college expansion in Minnesota. He offered to assist the sub-committee as much as possible in its study.


During the subsequent discussion between the committee members it was agreed that regardless of the development of Morris as a University collegiate branch the study should be continued.

The chairman was directed to arrange meetings at the seven municipalities which previously indicated an interest in the development of a state college and also at Morris for the purpose of viewing the existing campus. A list of the various items of importance in the establishment of a new state college was outlined by the members and the secretary was directed to forward this list to the representatives of the communities so that they may have a written statement prepared covering the items.

The next meeting date was set for February 8 and 9, 1960 at the places to be determined by the Chairman.

The meeting was adjourned at 2:00 P. M.

Respectfully submitted,


Louis C. Dorweiler, Jr.
Director of Research

MINUTES OF MEETING

Sub-Committee to Study the Feasibility of Establishing a Four Year State College Centrally Located in Western and Southwestern Minnesota

February 8, 9, 1960

The meeting of the State College Subcommittee was held in southwestern Minnesota on February 8 and 9, 1960. During the morning of February 8 the Committee toured the West Central Agricultural School and Station at Morris, Minnesota. Hearings were subsequently held on February 8 at Montevideo and Marshall, Minnesota. On February 9, an all-day meeting was held at Redwood Falls. The following members of the sub-committee were present:

SENATORS

Herman J. Kording
Franklin P. Kroehler
Harry L. Wahlstrand
Clifford Lofvegren
John M. Zwach

REPRESENTATIVES

Alvin O. Hofstad
Dr. J. J. Kelly

Those absent were: Representatives Walter E. Day and Peter S. Popovich.

Nine communities were invited to participate in a discussion of the needs for a new state college in southwestern Minnesota. Meetings were held at three of these communities and the remaining six cities were invited to attend a meeting nearest their home town. The site of each meeting and communities heard are listed as follows:

MONTEVIDEO

Willmar
Granite Falls
Montevideo

MARSHALL

Tracy
Marshall

REDWOOD FALLS

Worthington
Slayton
Pipestone
Redwood Falls

The study outline that was accepted by the committee at its previous meeting was forwarded to each participating community prior to the meeting and the speakers were asked to present their statements in the sequence outlined by the committee. Of the nine communities heard during the two days only one did not have a printed statement. The statement presented by this community, Slayton, is reproduced as part of these minutes. In all other cases the results of the research performed by various local communities in response to the study outline suggested by the sub-committee were printed in report form and submitted to the committee during the hearings. Each member of the committee was supplied with a copy of the eight reports. Since these reports contain detailed analyses of the seventeen points on the study outline, the committee decided that a transcription of the twelve hours of records made during the two-day hearing would be too time-consuming and would, in most cases, duplicate exactly what is contained in the community reports.

SLAYTON

Mr. Hofstad: At this time it is a privilege for me to introduce the Mayor of Slayton, Mr. Rauenhorst.

Mr. Rauenhorst: Gentlemen of the Committee, I am Mayor Rauenhorst of Slayton. With the aid of six of my fellow townsmen we are here to present clearly to you the compelling case of Slayton as the site for a state college of the liberal arts. But first is there a meeting of the minds, as I believe there is, between your committee and ours on what constitutes solid ground for reaching such a decision? We believe such a decision must be based solely on the proposition that the college will be located where the greatest good will inure to the greatest number of citizens. We will support to the hilt any decision that you make based on that proposition and at the same time let me assure you, gentlemen of the committee, that we will support you in opposition to any group that seeks your decision on other grounds. Basing our claim then on the unassailable ground that the location of the proposed college shall be determined by the greatest good to the greatest number of our citizens, what is Slayton's case?

We believe Slayton to be the proper choice for eight reasons: (1) Its geographical location, (2) the state of its utilities, (3) the potential enrollment, (4) housing opportunities, (5) transportation, (6) its hospital and medical services, (7) religious and recreational opportunities, and finally (8) its community contribution. Now let's look at these eight reasons one at a time.

First, is it centrally located? In the answer to that question let me present my fellow townsman, Charles Anderson:

Mr. Anderson: Gentlemen, we believe that the location of a college in Slayton would be a wise and equitable selection because of its very central location in the populous and college-going portion of southwestern Minnesota. I think I can best demonstrate this point by showing you this map. In appreciation of the scale I would like to point out that the diameter of each of these circles represents a total distance of 120 miles. . . . A radius of 60 miles from the center. You will note that the hub of each one of these circles represents the site of an existing 4 year state college -- Morris, Moorhead, Bemidji, Duluth, St. Cloud, Winona and Mankato. We have the University of Minnesota in its position being common to all. It is evident that the colleges are well disbursed and the state well covered with the exception of the southwest. In taking a little closer look at this southwest area I would like to show you this map. Within this circle, again a 60 mile radius, you will see that currently there are 64 public high schools located in 14 separate counties, and all south of the Minnesota River. Slayton is ideally located to serve at least 10 of these counties, that have the combined total population of in excess of 160,000 people. Slayton's site would be easily accessible to all. Further, the map will show that parts of Renville County, Brown County, Watonwan County and Martin County would be greatly benefited by a Slayton location. Now breaking the Slayton location down into a working area of 35 miles you will see that we have an urban population of more than 50,000 people. Within this circle there are 58 incorporate villages and cities located in 9 different counties all of these again readily served by a Slayton location. From the standpoint of students that might desire to commute, Slayton is very desirable in that it is central to

all that area. In a matter of coordinating services again Slayton is the logical choice. Anticipating that a great number of the students would be interested in the teaching profession, there would be a multitude of opportunities for practice teaching in this particular area. Locally there are several sizeable schools, such as, Worthington, Pipestone, Marshall, Tracy, Windom and Fulda, to name a few. They are all within 35 miles of Slayton and arrangements could easily be made to this school without any serious competition from the Morris area or the Mankato area. Let me again show you that Slayton is the key to any location of southwestern Minnesota. This particular map illustrates a perfect answer because of its very central location to any area of population problems. In answer to your question, gentlemen, is Slayton centrally located? We certainly think that it is. Thank you.

Mr. Rauenhorst: Gentlemen of the Committee, Slayton is not only the proper choice because of its central location but because it has local building sites that are readily available, and now I ask Don Weck to make both sides clear to you.

Mr. Weck: Gentlemen, I will be very brief. This committee would be unwise in selecting a college building site before its approval by qualified personnel. We submit that property is available in most any direction. There are little or no limitations that the site could be secured. A number of acres necessary can be acquired in most any direction that you wanted to pick. As a member of the city planning committee for a number of years I picked various sites and the chairman of our committee took upon himself to be sure that these sites were available at any time that we might choose. We feel that our best direction from Slayton would be south and west and we have them and we would be very glad to cooperate with you in anyway, in any selections that you might wish to make. I thank you.

Mr. Rauenhorst: In addition to a central location and available building sites there is another compelling reason for building the location at Slayton -- the state of its utilities and what these utilities are and how they can be expanded is a story I would like to tell you myself because I know it best after having labored over it for four years as village mayor.

Lets begin with the all important question of water; the question which is increasingly plaguing communities in southwestern Minnesota. Slayton has the best supply of water in southwestern Minnesota -- bar none. In fact the supply is unlimited. One hundred and forty feet below the ground level lies an underground lake that is over three miles long, $1\frac{1}{4}$ miles wide and 50 feet deep. This has been verified by wells that have been dug in this area for the last 40 years. I checked this with the well drillers who drilled wells all over southwestern Minnesota for many years. Water in this underground lake is greater than any surface lake in southwestern Minnesota not excluding Lake Shetek which is the largest lake in southwestern Minnesota, located seven miles north of Slayton. Here is the square mile of our city limits and here is the known body of water underground. This is a big pool of water. It is very easy to get water. You have 140 feet of ledge -- it is a matter of driving the casing through it and you get into 60 feet of quicksand and the minute you get to that the water comes up to within 60 feet of the top. Now at the 200 foot level there is a vein of very coarse gravel, you can put your well screen in that. In fact there are long wells in that area that require no screen. That gravel is very coarse. There is another pool of water below that but we don't know very much about that because no one has bothered to go into it. It isn't necessary, you can get all the water you want before that.

At the present time we have two wells in operation in Slayton. The older one was drilled in 1947 and we installed a new turbine pump in 1958 and this delivers 600 gallons a minute. The new well was built in 1958 and delivers 485 gallons a minute -- a total capacity of over 1,000 gallons per minute is over four times the present requirements.

In 1957 Slayton constructed a sewage disposal system with no financial aid from either the state or federal governments. The disposal system is of the oxidation pond type - often referred to as a lagoon system. Its capacity is 4,700 population equivalent, nearly twice the present requirements. It can be expanded to twice the present capacity to over 9,000 population equivalent for less than \$50,000. The system is a complete success and has the Minnesota State Board of Health approval. There is no mess or smell, in fact our golf course is laid out on two sides of it. The two ponds appear to be two small artificial lakes which in fact they are.

Our electric power is supplied by Northern States Power Company. Lines come into town in two directions. In the event of power failure on one line within three minutes power is restored automatically from another line.

The fire department consists of twenty-five trained volunteer firemen, two trucks and a 750 gallon tanker used principally for rural fire protection. Equipment is adequate enough and up to date.

The police department is equipped with a new 1960 police car which has a two way radio communication with the state highway patrol, county sheriff, county hospital and city clerks office.

Slayton has a fine municipal library consisting of over 8,000 books of all kinds.

Slayton's streets were renumbered and avenues renamed in alphabetical order two years ago. Precautions were taken so that expansion will not disrupt this naming and numbering system.

Slayton has house to house mail delivery.

I think, gentlemen of the committee, that Slayton's municipal utilities and services are not only adequate but are so desirable as to be a major item to take into account in determining your location of a state college for southwestern Minnesota.

Now in addition to central location, local sites, and desirable utilities, there is the fourth reason for choosing Slayton. Enrollment potential and for an explanation of that, listen to our public school superintendent, Mr. Fisher.

Mr. Fisher: Well, as was mentioned earlier and pointed out to you gentlemen on the map, Slayton is right in the heart of the area of southwestern Minnesota which is void of higher education facilities. With public school enrollments increasing annually, this area with its more than 70 public high schools plus many parochial schools are at present graduating in excess of 2,500 seniors each year. Using Slayton Public High School as some sort of measuring device we had 43% go on to four year colleges in 1958 and 45% in 1959.

Now using more of a state average than a local average, 35% of that number would give you a freshmen class in excess of 700 students. Projecting that into the future you could easily see that a college so situated could serve between 3 and 4 thousand students. Gentlemen, this is the ideal location for a college which would create the greatest good to the greatest number of people in southwestern Minnesota in its entirety. Thank you.

Mr. Rauenhorst: I think we are running a little ahead of schedule and to go back we are pretty proud of our disposal system. It was the third one that was built in Minnesota and I have a little sketch that I would like to show you before we go on today. This is our primary pond -- 47 acres. The fluid goes into the secondary pond of approximately 11 acres and into the creek. By this station you will note this is a cast-iron force main, the same as used in a water main, and, of course, we can use either one for any expansion in this direction so then we would have actually a tertiary system. Now I might add that the Board of Health does require you to chlorinate the fluid from a system of this kind. If you are acquainted with disposal systems you will know that whether concrete system digesters, aerators, etc and filters, you have to put 10 parts per million of chlorine in the fluid. This is our golf course around it.

Well gentlemen, in addition to a central location, local sites and utilities and an excellent potential enrollment, Slayton can easily take care of the housing problems that arise at any location. And to explain this let me call on one of our local building experts, Orville Klasse.

Mr. Klasse: Well gentlemen of the committee, let's agree on one thing at the outset -- no city in southwestern Minnesota is able to double its housing facilities overnight. Sometime ago when our people first began to talk of Slayton as a site of a new state college I got to thinking about housing because I have been in the business of providing housing for over 20 years. And I got to wondering, suppose we have to take care of a sudden influx of residents, practically overnight. How many could we accommodate adequately while waiting for new construction. So to find the answer to that question I did what I presume you would do. I asked for pertinent information from a cross section of our people. I said to them if Slayton were to become a college town practically overnight would you, at least on a temporary basis if not a fairly permanent one, take in at least one college student as a roomer? I found that a surprisingly large number of owners of commodious homes would be happy to take in a college student as a roomer. Although my estimate may not meet the standards of a statistical investigator, I do estimate that the city, without waiting for new construction could provide housing facilities for at least 500 to 600 people.

The big question of course is how could Slayton meet the future needs, demand for substantial additional housing? And I believe that the best way to answer that question is by answering another question. How has Slayton met the demand in increased housing in the past? I believe I can show you that best by explaining on a map how Slayton has met four successive upsurges in demand for housing in the past 20 years. Here on this plat you will see four overlays Nos. 1, 2, 3, & 4. The overlay marked (1) is the first subdivision created to meet a housing demand and that began in 1940. The we will pass on to number (2) and that was how we met the demand for 1945 to 1950. We did this all with local money, local builders for local people. We did the same

in number (3) in 1950 to 1955. Finally we get to 1955 and 1959. We did the same thing in all instances. We had local people, local money and local builders. That is the way that we have improved our situation as far as housing is concerned.

Now I believe if Slayton were to be granted this college we could continue on, just as we have. We have a lot of space for expansion and we will see what we have down there that we can do it fast and the only conclusion that I can reach now, gentlemen, is that the history of Slayton shows they are able to finance and build housing according to demands placed upon it. Thank you.

Mr. Rauenhorst: Well with the college located centrally at Slayton, on highly adequate sites, served with desirable utilities, filled with an abundance of student, adequately housed, lets hear about transportation. For that story lets hear from John Weber whose father helped in founding our highway system many years ago.

Mr. Weber: I am going to help get you people back on schedule here. The story of transportation, of course, in Slayton is not unlike that in any of the other southwestern Minnesota communities being considered as a college site. We are served by the Chicago and Northwestern Railways for freight purposes and we are of the understanding that the line will provide service adequate to handle the traffic involved. We have hard surfaced highways leading in all directions, ideal for automobile travel or for travel by bus.

Trucking out of the major cities of the upper midwest is divided through use of many trucking lines, notably Murphy Motor Freight which also has a terminal at Slayton.

Air travel of course is the transportation medium of modern America. Slayton is also progressing in this direction having already been assured by the State Commissioner of Aeronautics of cooperation and assistance in the development of new airport facilities in our city. The village council is receptive to this and is working with that goal in mind. A civic organization also has a committee working on the project destined to bring airport facilities to Slayton. Commercially we are only 30 miles from airport service by Northcentral Airlines.

Slayton is a progressive community offering modern means of transportation and it has, of course, house to house mail service which was recently installed as a result of the growth of the town in recent years.

In the line of communications, Slayton, we feel is in a good position and making plans for even more communications. The town itself is served by a large weekly newspaper which I happen to publish. In the event that Slayton should happen to be chosen as the college site I can assure you that the newspaper will become a semi-weekly publication and as a matter of fact I can assure you that the community will also have its own radio station in the future as I am looking into the possibility of installing these facilities at the present time and probably will do so regardless of the college location. Also in the line of communications, Slayton has door to door delivery like all the other towns being considered of the metropolitan daily newspapers from a number of cities.

Our reception of Twin City area radio is excellent and we are serviced primarily through the Sioux Falls Television station for that medium. Now

television incidentally is under construction and will put out city in the primary area of at least three additional stations in the next year or so. Probably more than that in time to come. Telephone and telegraph service at Slayton, is as good as that offered by any community being considered as a college location. We're serviced, incidentally, by the central telephone co. Slayton is a modern town with progressive people, expansion in recent years has been tremendous. We acquired a municipal building recently which houses the library, which the mayor recently mentioned to you, and of course our new school has a very adequate library facility too. We feel that Slayton is surpassed by no other community as far as modern methods as far as transportation and communications are concerned. Although passenger rail service seems to be growing obsolete we are centrally located among a number of towns that have, larger cities, that have passenger terminals, being cut down every day, I might add. In the modern mediums, the methods that will be employed more and more in years to come a forward looking Slayton is available for your consideration. Thank you gentlemen.

Mr. Rauenhorst: Two more reasons point to Slayton as a proper college site, take for example the available hospital and medical services and the religious and recreational opportunities. I am going to ask Dr. Gene Bader to explain those to you.

Dr. Bader: Gentlemen of the committee, I think we can prove to your satisfaction that we have adequate medical, recreational, and religious facilities in Slayton and the surrounding communities.

Now being a member of the medical facilities I would naturally say that we are very adequate, however, I ought to enumerate these for you. We have three dentists, four doctors; we have a 48 bed modern hospital, less than 10 years old, this hospital is staffed by a very adequate number of registered nurses. I merely mention these next figures to give you an idea of the capabilities and potential of our hospital and medical field. Last year we had 327 deliveries, and 366 surgical procedures. The surgical cases ranged from the most minor to what I would consider the most major. As I say, I mention that not in any braggadocio way but to show the potential and the availability is there. The hospital is also staffed by a very fine laboratory and x-ray technician. We have two very fine modern pharmacys in the town of Slayton as well.

Now I would like to go on to the religious aspect of this. We are all agreed that our younger people need proper religious training. We are in Slayton, serviced by nine different denominations. I have merely listed these in alphabetical order. Assembly of God, Baptist, Catholic, Dutch Reform, Lutheran ELC and Missouri Synod, Methodist and Presbyterian churches. It might be of interest to know that in the Slayton community there is a very high percentage of church people. It is also of interest to show what interest these people do take in their church; that three of these churches are new within the last three years.

I would like to go on to the recreational facilities that we have to offer. I think by a quick mental look at the map of southwestern Minnesota you will find that we are in the area of lakes. Within the surrounding 10 mile radius there are three lakes of very nice size, the largest which is Lake Shetek and I am going on to say that it supports the state park - Shetek State Park. Now at the park there are very adequate, very fine camping and also housing facilities. There are public accesses to the lake for your boats or whatever on both sides of the lake. The lake has in recent years become a very fine area

for recreation and entertainment. There are resort areas surrounding the lake. It has become quite a water skiing facility. We have a brand new - one year old golf course that has large grass greens and a modern complete club house. There is a bowling alley in Slayton and within the next two months there will be a second one. There is a municipally owned 60 by 120' swimming pool. We have the finest theater in the area which will seat 600 people, we also have a drive-in theater which will facilitate 300 cars. Now the nature of most of these things I have merely enumerated but I hope that these will give you some idea that we feel and we want you to feel that we are adequate in these three fields.

Mr. Rauenhorst: The final reason for setting the college at Slayton beyond those of central location, sites, utilities and the like is found in what the community is geared to contribute to the venture. Now I ask you to listen to the president of our local bank, Harold Cole.

Mr. Cole: Gentlemen, as far as contributions go Slayton can and will give very, very much. In the line of scholarships we presently have John Weber with us and the panel who supported the scholarship for several years, a druggist in town, doing the same thing as soon as the college program was talked about visited with several people, doctors, and other people that are very happy to donate and contribute these scholarships. Besides that our Kiwanis Club footed four students this past year and I think that is an accomplishment. As far as scholarships are concerned we will give generously. I think another point that you would like to know is this -- never in the history of Slayton has any bond issue ever failed. I think that is highly important. Our new disposal plant that Mayor Rauenhorst talked to you about will take care of a town twice our size and this was not built by federal aid. It was all local tax money. Another point of interest, I think, is the fact that 85% of our teachers, married teachers I should say, have homes in Slayton. The total turn-over as far as teachers are concerned is exceptionally small. I want to say too that as a bank person I can state that the spirit of contributions of Slayton, gentlemen, will be over whelming as far as a college site is concerned and the college. As president of the Kiwanis Club last year I kind of had the feeling of the pulse beat of the community and the chamber of commerce, very, very active - I am presently president of that and I can state that the reception you will find will be very very warm. As far as the site is concerned I think we can say wholeheartedly there that the people will provide the site that you gentlemen want. If that is your criteria, we will produce a site for you. As other contributions come into the picture we will take care of them. I don't think that when you are thinking of a college site or contributions and a college site it isn't all material -- it isn't all land. I think the important thing is the atmosphere of the type of people that you will have in the area, and I want to say this very definitely our town is unstained by groups feuding or class feeling. There is none. I want to close with this remark -- Gentlemen, you say that the banker never gives you anything, he is known for that, today I want to say that we will give you Slayton.

Mr. Rauenhorst: Well that Gentlemen is our story. The day is coming when you must reach a decision and on that day as you weigh the several alternatives facing you Slayton's people will be looking for a decision based on the proposition of the greatest good for the greatest number of our citizens. Applying that proposition of the very practical matters of central location, sites available, state of utilities, potential enrollment, housing, transportation, hospital

medical services, religious and recreational opportunities as well as community contribution, we are confident of two things. First, of all the alternate locations Slayton most nearly meets the ideal on all accounts. Second, we are confident that your analysis will verify what we know to be true and a college will then be located in Slayton. Thank you for allowing our presentation, Gentlemen of the Committee.

The presentations made by each community are identified below by the speaker or speakers:

GRANITE FALLS

A. O. Buhl - Mayor
Milton H. Lindback
Ernie Prenevost

MARSHALL

L. M. Frey - Supt.
P. E. Fuller
Charles O'Brien

MONTIVEDO

Dr. R. W. Barr - Mayor
Senator Fay George Child
Ollie Rekow

PIPESTONE

Representative Lawrence Cunningham
Dolson W. Hill - Supt.
Dale Jacobson
Ed Lagerbauer
Roy Lee - Mayor
R. S. Owens

REDWOOD FALLS

Representative Aubrey Dirlam
M. E. Dirlam - Mayor
Rex Galles
Wallace Olson
Arthur Seifert

SLAYTON

Charles Anderson
Dr. J. L. Bader
Harold Cole
R. W. Fisher - Supt.
Orville Klasse
D. G. Rauenhorst - Mayor
John Weber
Don Weck
Representative Reuben Wee

TRACY

George H. Borneman - Supt.
Don Hudson
Mr. Skromsted
John Vahle, Jr.

WILLMAR

John Coffman
Ralph Demgen
Philip C. Holland

WORTHINGTON

Ray Cribben
E. A. Durbahn - Supt.
Dr. Lowry, Jr.

At the close of the hearings on Tuesday, February 9, a motion was made and adopted that the Chairman contact representatives of Renville and Olivia to arrange a hearing with those communities at St. Paul.

The next meeting date was set for March 7, 1960 at 10:00 A.M. at the State Capitol.

Respectfully submitted,

Louis C. Darweiler, Jr.
Louis C. Darweiler, Jr.
Director

MINUTES OF MEETING

Sub-Committee to Study the Feasibility of Establishing a Four Year State College Centrally Located in Western and Southwestern Minnesota

March 7, 1960

The meeting was called to order by the Chairman, Representative Alvin O. Hofstad, at 10:00 A.M. on Monday, March 7th.

Members Present:

SENATORS

Herman Kording
Franklin Kroehler
Harry Wahlstrand
John Zwach

REPRESENTATIVES

Alvin O. Hofstad
Dr. J. J. Kelly
Peter S. Popovich

Absent were Senator Clifford Lofvegren and Representative Walter Day.

Also present was Gerald H. Swanson of the Legislative Research Committee.

A quorum was present.

In requesting approval of the minutes for the last meeting, the Chairman stated that the committee had agreed not to transcribe the records of the hearings since most of the material presented was also included in the printed reports of each community. The records themselves, however, would be available to any committee member that wished to listen to the hearings. With this understanding, Senator Zwach moved that the minutes for the Feb. 8 and 9 hearings be approved. The motion was seconded and carried.

The secretary reported to the committee that the Liaison Committee on Higher Education, composed of representatives of the University, the State College Board and the State Board of Education, invited the committee to a joint meeting to be held sometime in May. Considerable discussion followed concerning the membership of the Liaison Committee and the committee agreed that if this joint meeting is held, three representatives of the private colleges should also be invited to attend. It was moved by Senator Wahlstrand and seconded by Senator Kroehler that Dean Schweickhard of the Liaison Committee be notified that the committee had accepted the invitation for a joint meeting with the understanding that the committee would not be "witnesses" before the Liaison Committee, but that a joint discussion would take place concerning what each committee has been doing. Following an amendment that three representatives of the private colleges be invited to attend also, the motion was adopted. The secretary was instructed to relay the action of the committee to Dean Schweickhard and arrange a meeting date. The secretary was reminded that the members had previously agreed on hold meetings on Monday.

It was suggested that the secretary write President Carlson of Gustavus Adolphus College and request that he select the three representatives of the private colleges.

A motion was made by Senator Zwach, seconded by Senator Kording, and carried that the members of the committee who were unable to attend the hearings in southwestern Minnesota be authorized to visit the nine communities at some future date as representatives of the committee and that such expenses as are incurred by the members be reimbursed from committee funds.

The action of the Board of Regents of the University of Minnesota in establishing college courses at Morris, Minnesota were discussed at some length by the committee. Senator Wahlstrand stated that he didn't believe this committee could be in a position to establish a college anywhere else in western Minnesota because of the Morris expansion. The committee should still proceed with its study, Senator Kording stated, taking into consideration the branch at Morris and also any developments that may occur in the junior college area. Mr. Popovich stated that this committee should continue the study and arrive at some conclusion as soon as possible so that those communities which are moving in the junior college direction because of the lack of state action to establish a four-year college in southwestern Minnesota will not preclude such a college from ever being developed in that area. Mr. Popovich stated that even with the Morris development he thought there is still need for a state college in southwestern Minnesota.

Mr. Popovich reported that he had recently visited the Mankato State College and received some material on the growth of the college. In 1947 Mankato had 962 students and in October 1959, they had 4,416. There were 3,500 more students enrolled on their campus than 12 years ago. The total for the five state colleges moved from 4,151 in 1947 to 11,561 in October 1959, or a growth of 7,410 students in that 12 year period.

When you add the University growth to the state colleges over this period, the total increase was 5,636, of which 3,500 were at Mankato. In other words the University pulled down the total increase because of their enrollment decline.

In questioning some of the college officials, Mr. Popovich stated that they thought that the addition of another state college in southwestern Minnesota would not adversely affect the Mankato College.

The secretary was directed to summarize the reports submitted by the nine western communities so that some general comparison could be made by the committee members. It was requested that other research material to be prepared concerning projected college potentials by county, college attendance patterns and a survey of the 1959 and 1960 high school class be mailed out to the members sometime before the next meeting.

The Chairman was authorized to set the next meeting date.

Respectfully submitted,

Louis C. Dorweiler, Jr.
Louis C. Dorweiler, Jr.
Director of Research

LEGISLATIVE RESEARCH COMMITTEE

SUMMARY OF HEARINGS HELD BY STATE COLLEGE SUB-COMMITTEE
February 8 and 9, 1960

The following outline has been prepared to assist the members of the State College Subcommittee in reviewing the reports presented by the nine western communities during the hearings of February 8 and 9.

In using this outline it should be kept in mind that the summaries are not intended to cover every point discussed in the printed reports of the municipalities nor in their presentations during the committee hearings. The material is merely intended as a guide and not as a thorough analysis of each question asked of the communities. In order to properly interpret the enclosed summary, reference should be made to the individual reports.

Because of the wide variance between the research reports submitted, it may be necessary to submit a questionnaire at a later date. Some of the localities have already conducted thorough studies of the seventeen items listed in the study outline, whereas other groups were limited in their study by the lack of time or personnel. Conclusions based on the status of the present research, therefore, would necessarily be misleading and premature.

1. Location:

- (1) Granite Falls
- (2) Marshall
- (3) Montevideo
- (4) Pipestone
- (5) Redwood Falls
- (6) Slayton
- (7) Tracy
- (8) Willmar
- (9) Worthington

2. Proposed Site:

None of the communities meeting with the LRC Subcommittee appeared to be happered by existing land-use practices or peculiar land features in suggesting a college site. Most of the local representatives pointed out the avilability of two or more sites near the named communities, and indicated in each case that contiguous expansion at any of the sites could be obtained without any or much difficulty. Although numerous sites were proposed for Slayton, the representatives from this community did not explain the proposed site acreage or leave with the committee photographs or maps of sites. The information submitted by these communities is summarized on Table I below showing the acreage of only one of the proposed sites, and the estimate of costs if discussed either in the oral report to the committee or the printed report.

TABLE I
Proposed Site

Municipality	Suggested Site Acreage	Estimated Cost Per Acre
Granite Falls	260	\$170
Marshall	233	\$600
Montevideo	150	Local Funds
Pipestone	178	Local Funds
Redwood Falls	247	Local Funds
Slayton	---	Local Funds
Tracy	232	Local Funds
Willmar	227	---
Worthington	100	Local Funds

3. Community Contributions:

Each of the nine communities surveyed during the February meetings tendered some form of local support for a state college. Representatives of Willmar stated that the cost of acquiring land and facilities for a new state college should be borne by the state in the same manner that such expenditures are handled for other state institutions, while funds for scholarships would be forthcoming from local support. Granite Falls also cited scholarship support with no mention of other local commitments toward the college. Marshall, Montevideo, Pipestone and Worthington indicated that if community contributions stand as a barrier to the development of a new state college at one of these communities, each will contribute as requested or deemed necessary. Montevideo and Pipestone also tendered college sites. Slayton proffered the site and scholarship funds. Local funds were suggested as a means of financing a student union and the college site at Tracy. Funds, scholarship support and a college site were discussed as the forms of local support the Redwood community would raise.

4. Municipal Services:

Municipal and utility services in the nine communities were summarized for the committee as requested in the study outline. In reviewing this material it appears that greater detail will have to be requested in some cases from the standpoint of what the actual needs of a new state college would be and the ability of the communities to meet these needs. As reported by the municipal officials, however, services such as water, sewer, and electricity were cited as adequate for college needs in most cases, and where expansion was deemed necessary to meet these needs, it was reported that the municipal officials and citizenry were willing to provide the changes.

To the extent that the information submitted is amenable to tabular presentation, Table II has been prepared covering the items discussed.

TABLE II
Municipal Services

Municipality	Water	Sewer	Fire	Police	Elec.	Other
Granite Falls	Adequate	Adequate		4 man Full-time	Municipal and NSP	Hospital and Nursing Home
Marshall	Expand	Expand	37 memb.	10 man F.T.	Municipal	Hospital and Mental Health Clinic
Montevideo	Expand	Expand	Class #7	8 man F.T. 20 vol.	NSP & Minn. Vally Coop.	Hospital and Med. Clinic
Pipestone	Adequate	Adequate	30 man vol.	5 man F.T.	NSA NSP	
Redwood Falls	Adequate	Expand	20 man vol.	4 man F.T. 20 vol. CD	4 sources	Hospital
Slayton	Adequate	Expand	25 man vol.		NSP	Hospital and Med. Ser.
Tracy	NSP	Expand	24 man vol.	3 man F.T.	NSP	
Willmar	Adequate	Expand	Volunteer	21 man F.T.	Municipal	
Worthington	Adequate			14 man F.T.	Municipal and Coop.	Hospital and Med. Clinic

5. Projected Enrollment:

In requesting information from each of the communities concerning their anticipated enrollments if a state college were established, the committee did not set up any area limitations. Instead, projected enrollment research was pursued on the basis of what each municipality considered as its service area. The result is that none of the reports on projected enrollments coincide on an area basis. Because of this it is impossible to tabulate the findings. Item 5 is therefore presented in synoptic form.

Using a 32 mile radius, Granite Falls estimates that the over-all urban population of its service area is 47,185. Continued growth is expected because of urbanization patterns that have taken place for a number of years. Within this same area, it was reported that the total public school enrollment was 19,078 for 1959-60. No estimate of possible college enrollments was made in the printed report of Granite Falls.

Marshall estimates a college enrollment for the first year of 1,200 students. With the number of high school students expected to double by 1970, the total enrollment could reach between 2,400 and 2,500 students. The present population of Marshall is 7,500. The two Marshall high schools will graduate 177 students in 1960. It is estimated that 1,323 students within a 35 mile radius of Marshall will graduate in 1960, and an additional 1,141 will graduate in 35-50 radius area.

Montevideo, using a 20 county area, reports a total 1959 population of 321,290. The over-all trend in the population indicates relatively little change. A minimum 4-year college student enrollment is estimated as 2,088 with a maximum of 2,892. High school graduates from this 20-county area totaled 4,521 in 1959.

Pipestone reports an estimated 4-year college enrollment of 495 using a nine-county study area. The population of this area is reported to be 149,075. High school graduates in 1959 were 2,181, with an estimate of 2,568 in 1965. The projected enrollment of this nine-county area was estimated at 1,935. The population trend of the area has been one of gradual increase, with an average rural population of 20 per sq. mile.

Redwood Falls reports a population at 3,815 in 1950 with an estimate of 4,500 for 1960. Using an 18-county area in its report, a total of 6,367 students will graduate this year. It is expected that 10% of this number would enroll in college resulting in a freshman class of 635 students and a total college enrollment of 2,400 students.

Based on a 10-county area, Slayton reports a population of 160,000. This area, with more than 70 public high schools, is at present graduating in excess of 2,500 seniors each year. Forty-three percent of its 1958 and 45% of its 1959 high school graduates went on to college. The area would produce a freshman class of 700 students in a state college and eventually a total enrollment of three or four thousand students.

Using an 11-county base with a population of 168,608, Tracy reports that it had 10,384 high school students in 1959 with 650 students going on to colleges located in other areas. It anticipates that its area will provide up to 2,000 or more students for the proposed college. The population trends of the entire area are reported relatively static.

At Willmar, using a survey of high schools within a commuting distance there are 1,393 graduates. Of this number 578 are expected to enroll in a new state college. In 1950 Willmar had a population of 9,410, and has an estimated population of 12,000 in 1960.

Worthington reports that in a six-county area in 1958-59 there were 22,317 pupils in elementary and secondary schools. College age youth within this area totaled 7,193 in 1956 and will increase to an estimated 10,375 in 1970. In comparison to these figures, it is estimated that the effective college age youth in the area would be 5,790 in 1960 and 7,774 in 1970. A four-year institution at Worthington would have a potential enrollment of 890 in 1960 with a steady increase to 1,168 in 1970.

6. Housing and Rooming Facilities:

All nine communities with the exception of Worthington stated that there would be rental units for students, and with the exception of Slayton, Tracy and Worthington reported similar facilities would be available for the faculty. Except for Worthington, they all reported there would be housing units for sale. The information obtained on student rentals, faculty rental and property for purchase is summarized in Table III below showing the number of units where possible.

TABLE III
Housing and Rooming Facilities

<u>Municipality</u>	<u>Student Rentals</u>	<u>Facility Rentals</u>
Granite Falls	100-150	Adequate
Marshall	900	Adequate
Montevideo	800	Possibility
Pipestone	800	20 Cottages
Redwood Falls	1,027	241 Units
Slayton	500-600	
Tracy	251	
Willmar	Adequate	Adequate
Worthington		

7. Industrial and Business Development:

The information received in answer to the question concerning the extent of industrial and business development is presented in Table IV below. Some of the communities went to great length in explaining industrial development, whereas most of them spoke in generalities. The difficulties in comparing each community with the others is evident in the table. Greater detail will have to be requested from each area before a meaningful comparison can be made.

TABLE IV
Industrial and Business

<u>Municipality</u>	<u>Size</u>	<u>Type</u>	<u>Development</u>
Granite Falls	Large	Diverse	---
Marshall	Large	Diverse	Yes
Montevideo	Small	Limited	Yes
Pipestone	Small	Limited	Yes
Redwood Falls	Large	Diverse	No
Slayton			
Tracy	Small	Limited	Yes
Willmar	Large	Diverse	Yes
Worthington	Large	Diverse	Yes

8. Trade Area of Community:

Granite Falls reports a 14-18 mile radius area.

Marshall reports that it serves an area of 60,000 persons and 20,000 farms.

Montevideo reports a primary trade area comprised of 1900 square miles and an estimated 47,000 persons.

Pipestone reports a trade area of 25 miles and serves 30,000 persons

Redwood Falls reports that it is the center of a nine-county area which is progressively growing larger.

Tracy reports that it serves three townships and a portion of six others.

Willmar reports its trade area is 35 miles to the east, 280 miles to the west and they stand in a corridor 70 miles wide.

Worthington reports that it is the trade center of a six county area of extreme southwest Minnesota.

9. Transportation:

All nine communities surveyed reported their highway system as adequate. Granite Falls and Slayton reported that airports have been proposed and Tracy stated it has none. The reports stated that bus service was adequate in all but Slayton and Tracy. Tracy reported that bus connections were possible. All communities have rail systems, but Pipestone, Tracy and Slayton have no passenger service. The information reported by these nine communities is summarized in Table V below.

TABLE V
Transportation

Municipality	Rail	Bus	Airport	Highways
Granite Falls	X	X	No	US 212 NW-E; S 23 N-S, S 67 E-S; S 27 1/2 N;
Marshall	X	X	Yes	US 59 N-S; S 23 NE-SW; S 19 E-W;
Montevideo	X	X	Yes	US 59 NW-S; S 7 NW-E; S 212 E-SE; S 29 S;
Pipestone	X ^a	X	Yes	US 75 N-S; S 23 NE-SW; S 47 E-W;
Redwood Falls	X	X	Yes	US 71 E-S; S 93 SE; S 19 E-W;
Slayton	X ^a		No	US 59 N-SE; S 47 N-E;
Tracy	X ^a	X	No	S 14 E-W;
Willmar	X	X	Yes ^b	US 71 N-S; S 4 W; US 12 NW-E; S 23 SW-NE;
Worthington	X	X	Yes ^b	US 59 N; S 60 NE-S; US 16 E-W; S 266 NW;

(a) No passenger service.

10. Recreational Facilities:

TABLE VI
Recreational Facilities

Municipality	Lake	Golf Course	Other ^c
Granite Falls	x ^{a b}	X	X
Marshall	a	X	X
Montevideo	x ^b	X	X
Pipestone	a	X	X
Redwood Falls	x ^a	X	X
Slayton	x ^a	X	X
Tracy	x ^a	X	X
Willmar	X	X	X
Worthington	X	X	X

(a) Pools

(b) Rivers

(c) Programs including athletic field, gyms, bowling, skating and theaters

11. Communication:

The communication systems of all nine communities were reported as adequate. All nine reported either weekly or semi-weekly newspapers with Willmar and Worthington having daily publications. Granite Falls, Marshall, Montevideo, Pipestone, Redwood Falls, Willmar and Worthington all have radio stations. Tracy is linked to Marshall by its own booster station and Slayton has proposed a station. None of these nine communities have TV stations, but are receptive to area stations. All nine communities have libraries, either county, municipal or school. The information obtained in this survey is contained in Table VII below.

TABLE VII
Communication

Municipality	Paper	Radio-TV	Library
Granite Falls	Weekly	Radio	City
Marshall	Weekly	Radio	County
Montevideo	Weekly	Radio	City and School
Pipestone	Semi-Weekly	Radio	City and School
Redwood Falls	Semi-Weekly	Radio & Booster TV	City
Slayton	Weekly	None	City and School
Tracy	Semi-Weekly	Area Reception	City
Willmar	Daily	Radio	County
Worthington	Daily	Radio	City, County, School

12. Service Clubs and Civic Interest.

All nine communities surveyed reported service clubs and civic interest groups. These groups include such organizations as Legion, VFW, Chamber of Commerce, Jaycee's, Kiwanis, Masons, and numerous other local civic and church groups.

13. Schools Available for Coordination:

All nine communities reported the facilities for practice teaching were adequate in their area. All reported little conflict with other institutions with the exception of Worthington which already has a Junior College. The information of this report is found in Table VIII below.

TABLE VIII
Schools Available for Coordination

Municipality	Practice Teaching	Other Institutions
Granite Falls	Adequate Elem. and Sec.	None
Marshall	Adequate Elem. and Sec.	None
Montevideo	Adequate Elem. and Sec.	None
Pipestone	Adequate Elem. and Sec.	None
Redwood Falls	Adequate Elem. and Sec.	None
Slayton	Adequate Elem. and Sec.	None
Tracy	Adequate Elem. and Sec.	None
Willmar	Adequate Elem. and Sec.	None
Worthington	Adequate Elem. and Sec.	Worthington Jr. College

14. Adult Courses:

All communities except Slayton reported existing adult interest in education. All have at present programs in various fields of adult education including such subjects as home econ., industrial training, business and farming programs. The material obtained in this report is contained in Table IX below.

TABLE IX

<u>Municipality</u>	<u>Adult Courses</u>	<u>Enrollment</u>
Granite Falls	X	81
Marshall	X	147
Montevideo	X	325
Pipestone	X	234
Redwood Falls	X	1,095
Slayton		
Tracy	X	200
Willmar	X	413
Worthington	X	458

15. Churches Available:

TABLE X
Churches Available

<u>Municipality</u>	<u>Number</u>	<u>Denominations</u>
Granite Falls	7	Various
Marshall	10	Various
Montevideo	16	Various
Pipestone	14	Various
Redwood Falls	10	Various
Slayton	9	Various
Tracy	10	Various
Willmar		
Worthington	19	Various

MINUTES OF THE JOINT MEETING
of the
LIAISON COMMITTEE ON HIGHER EDUCATION and STATE COLLEGE SUB-COMMITTEE
OF THE LEGISLATIVE RESEARCH COMMITTEE

May 16, 1960

The meeting was called to order by Alvin O. Hofstad, Chairman of the State College Sub-Committee, at 10:10 A.M. in Room 113 of the State Capitol. The following members were present:

SENATORS

Herman J. Kording
Franklin P. Kroehler
Harry L. Wahlstrand
John M. Zwach

REPRESENTATIVES

Alvin O. Hofstad
Dr. J. J. Kelly
Peter S. Popovich

Commissioner Dean M. Schweickhard, State Board of Education
Mr. L. L. Huntley, State Board of Education
Mr. S. J. Kryzsko, State College Board
Miss Helen Conway (substituting for Mr. Roland Muller), State College Board
Mr. Roy C. Prentis, State College Board
Mr. A. I. Johnson, Regents of the University
Dr. J. L. Morrill, Regents of the University
Mr. L. R. Lunden, Regents of the University

Absent were: Representative Walter E. Day, Senator Clifford Lofvegren
John W. Bystrom, State Board of Education; Roland Muller, State College Board;

Also present were: Gerald H. Swanson, Research Analyst of the Legislative Research Committee; Doctors S. W. Harvey (representing the State College Board), John Bicknell (representing the Board of Education); John Stecklein (representing the University); and Dr. Ringo (representing the State College Board) -- all members of the Research Staff of the Liaison Committee on Higher Education. Father J. P. Shannon, representing the private colleges.
Visitors included: L. M. Frey, C. J. O'Brien, V. D. Skramstad, O. T. Bussard, John T. Suedbeck, A. M. Sanderson -- all of Marshall, Minnesota; E. A. Johnson and R. H. Galles of Redwood Falls.

The members were formally introduced.

Mr. Hofstad: Mr. Schweickhard, the reason for our inviting the private colleges, I want to make clear at the outset - I knew they were not a part of the Liaison Committee, but they are definitely a part of the educational facilities of the State of Minnesota and I believe that they should be briefed or have some semblance of the business at hand which concerns higher education. Therefore, this Sub-committee invited the private colleges to be represented if they so desired. Whether they are here or not I do not know. I am not acquainted with any of the men or women who represent these private colleges, but definitely in the field of higher education they are a factor in the State of Minnesota - that is the reason for our inviting the private colleges.

At this time it is a privilege for me to call on President Morrill who is President of our great university. I think President Morrill will have a statement to make, and as I think we all know, President Morrill is sort of chancellor of the

University at the present time and is working in a dual capacity until our new president who has been elected will take over the office of President. I could say many other things about President Morrill but, for lack of time, I think at this time I will just say it is a privilege for me to introduce and present to this group of men and women, President Morrill.

Dr. Morrill: Mr. Hofstad, and gentlemen of the Sub-committee, the Liaison Committee shares completely the view which you have expressed on behalf of the Legislative Research Committee Sub-committee--the view that the private colleges are very much a party to any consideration to any development in higher education in Minnesota; this has been very much on our mind. The constitution of this Liaison Committee, as authorized by the Legislature, did not call for private college representation, but the Liaison Committee very early in its deliberations asked for the private colleges to send representatives to one full meeting of the Liaison Committee, devoted to a discussion with the private colleges of the State about their problems exclusively - the kind of problems that we're working with.

I do want to say that I believe the task imposed on the Liaison Committee is one of very great significance; one in which I wish I might be privileged to participate. I think that the Legislature and everyone concerned will be assisted by what your committee and ours might be able to accomplish. I am sure that my successor, Dr. O. Meredith Wilson, will bring new intelligence and a new outlook to the whole problem, and will be very useful in facing up to the issues that confront the Liaison Committee and will make a very productive contribution to the study of the problems. I thank you, Mr. Chairman.

Mr. Hofstad: Thank you, President Morrill. Going back to private colleges, I want to say that enrollment in the private colleges in the State is 18,000, and this is approximately one-fourth of the student population in higher education in Minnesota; therefore, this is an important part of our higher education and certainly through our University or our colleges or Department of Education do we want to do anything that would harm or take away student enrollment, etc. from private colleges, because I think they serve a definite purpose in the field of higher education in Minnesota. I believe at this time I'm going to call on Dean Schweickhard to introduce members of the Liaison Committee and what statements they have to make at this time.

Mr. Schweickhard: Thank you, Mr. Chairman. Thank you, President Morrill, for your comprehensive statement. This Sub-committee as well as the Liaison Committee and all other forces having to do with higher education in Minnesota are eager to have all the expressions of wisdom and judgment from President Morrill before he gets away from us, and we're glad to have this one this morning. We do assume that the purposes of education are partway up the line toward the laudable purposes of divine undertaking--that is, we deal in human values... I won't go into the philosophy of it at this time... and you may be reminded at this time that the Commissioner of Education, besides being the executive officer of the State Board of Education is also an ex-officio member of the State College Board - so has these two interests in common... and close and frequent association with the officials and affairs of the University and, reminding ourselves again of the interest in the private colleges, continuous contact with them.

I thought I would review with you briefly this morning the creation of this Liaison Committee and what has taken place during the time since it was created. You members of the Legislature are aware, perhaps, that the Liaison Committee came into being as a result of the legislative resolution--a joint resolution by the two bodies of the Legislature. Just to show you how we work, each of us executive

officers--President Morrill, Roy Prentis and myself-- voluntarily came together. We discussed the policies and procedures of principles upon which a liaison committee might be organized. It was our agreement that a reasonably small committee might be the best working body. Therefore, we went back to our respective boards and recommended that each board be represented by three members on this Liaison Committee. The outcome was that the executive officer of each of these three bodies plus two members of the board were appointed. In the case of the State Board of Education and the State College Board - that one of these members was the president and the other a member selected by the board. In the case of the University, that involved a few complications but came out with three members which substantially represent the same interests on the Board. This committee then came together for a planning session. They agreed upon an order of procedure which has been followed. There have appeared before this committee representatives of the various agencies conducting higher education. There consecutively appeared representatives of the junior colleges of the State - an agency under the State Board of Education. They chose representatives to appear and describe the work of the junior colleges - the enrollment, the outlook, the plans. The committee devoted one day to that. Another day they devoted to the appearance of the five State college presidents who, in substance, did the same thing. There was a little more evidence of individual college activity and individual college ambitions in the State college appearance than there was in the junior college appearance. The third group to appear was the one you mentioned - private colleges. I, as Chairman of the Liaison Committee, got in touch with President Rice of Macalester, who is currently chairman of the private college group. He arranged for several sessions among themselves and the appearance of a committee of five to the Liaison Committee, which presented, I thought, very admirably the case of the private college before the Board. I'm not attempting to give you the substance of the presentations of any of these groups, but just to show you that the private colleges had their day along with the rest, and made a very fine presentation which was impressive to the members of the Liaison Committee. The last meeting which occurred was the selection of six deans heading major sections of the University activity selected by President Morrill. We met at the University, and in that session those deans described the policies and procedures and plans of the University of Minnesota. It should appear to you that we have thus far taken into account the several major interests of higher education in Minnesota. That bears out the agreement that has been entered into, not in written form, by members of the Liaison Committee that the purpose of this Committee is to review and survey as far as possible all the potentials of student enrollment, facilities that will meet that demand, finance, geographical location -- all the factors that have seemed, up to now, to have entered into providing higher education in different parts of the State and some of the factors that have left desert areas here and there. Up to now it has been a general gathering of information - a general review.

The purpose from here on for this Liaison Committee is to gather what it has brought together so far this year and, with the help of our research people, to prepare a report for the Legislature . . . not specifically this biennium or this year, as may be the case in the future - for a very good reason. While higher education has been studied in considerable detail over a period of several biennia, it is the feeling of this Liaison Committee, and I think I represent them truly, that to attempt to make recommendations quickly would be more of a mistake than to gather a little more substantially and make the recommendations when the time is right rather than to make them and then have to make them over or undo them. To support this line of thinking we have the three leading research men from the three respective staffs here this morning to probably supplement some of the information that has been gathered by your executive secretary -- all in the interest of helping to round out the whole picture. First I will introduce to you Dr. Walter Harvey who will discuss college enrollment trends which he has been working on with the rest of these research men.

Dr. Harvey: Mr. Chairman and members of the two Committees, you have been given sheets which give information on enrollment. Predictions of college enrollment in the future are very hazardous because of the many uncontrollable variables that are involved. Among the more influential of these variables may be mentioned such things as comparable changes in economic conditions, the emphasis placed upon the need for college-trained personnel for national defense, and the emphasis placed upon prestige or dollar-value of the college or university degree. . . . Nevertheless, unless Minnesota is to be totally unprepared to educate all of its students who are capable of benefiting from post-high education and who will want such advanced training, an attempt must at least be made to educate the number of Minnesota youths who will apply for entrance to our colleges and University in these future years. . . . Predictions of college-age population may reasonably be based upon birth statistics, allowing for migration and death factors; they may be based upon high school graduates as estimated from enrollment in the lower grades; or they might be based upon the school census count as submitted each year by public school districts to the Department of Education. At the present time the statistics on total enrollment by grades in Minnesota schools, both public and non-public, are available for only a few years -- too short a time to be of value for predicted purposes, and if we use only public school enrollment data we will disregard too large a part of Minnesota's school population to yield reliable year by year estimates of the number of individuals who will be eligible to enter college. . . . Predictions based upon births may vary widely from actual total count of a college in any given year. The variation is even more noticeable when you try to trace it down to a single college or university, principally because over such a long time the number of persons born in a given four-year period tends to be greatly affected by the influence of such factors as migration and death. The sheets which I have distributed to you indicate one possible measure of using the Minnesota school census -- to estimate the number of college-age students -- speaking of a group 18-21 years of age inclusively, and a substantial number of these college-age youths who might be eligible to enroll as University or college students (page one): in the compilation based upon census data as filed with the State Department of Education -- in column A the first figure--you will note that 50,816 persons were listed on the Minnesota school census as 16 years of age in 1940. This many Minnesota citizens presumably would have been 18 and old enough to enter college in 1942; assuming each has begun first grade at the age of six and has made normal progress each year until graduation from high school. In like manner, the number of youths old enough to enter college in 1943 should approach 50,318, the number listed as 16 years of age in 1941; 48,467 should reach college age in 1944; and 47,672 should reach college age in 1945. In 1945, therefore, the total number of persons 18-21 should approach the sum of those first four figures, and if you look at column B opposite the year 1945 you will find that the first figure is 197,273 -- that is the sum of those first four figures in column A.

Mr. Prentis: One question.... Would you explain why you took the age 16; why not go on and take 18 year olds instead? I think this is a point that should be cleared.

Mr. Harvey: The Minnesota school census is accurate between the ages of 6-16, because for those pupils who are in school the local school district will receive \$10 from the State of Minnesota in State aid; therefore, there tends to be a rather accurate count. The reason I chose 16-year olds is because there is only a lapse of two years between the known number of individuals and the time they could be expected to enter college, and since there is only a two-year gap I feel the loss or gain through migration or death would be less than if we were to go back 18 to 21 years before and try to project the figures 21 years ahead. So, we are trying merely to get a figure as close to the year of entry into college as possible before we try to find out what the relationship is between the number enrolled and the number available. 42,111 of the 16-year olds listed in column A were actually

in school the previous year at the age of 15. Column C shows the percentage involved was 82.87%. It is, roughly, a little better than 17% of those in column A that weren't in school at all. If they weren't in school the year previous, there isn't much chance that they would be eligible to enter college. -- they have probably dropped out of school and need not be considered as possible college students. This many Minnesota citizens, then (42,111) possibly would have been eligible to enter a college or university in 1942 at the age of 18. As a matter of fact, probably some of those failed to graduate from high school, so this number might be smaller; that's why I have titled to column E, which is the sum of the figures shown in column B, the Estimated Maximum Potential of Population. We feel that there could not possibly have been more than 162,392 eligible to enter college in 1945 because the sum of those who had been in school as listed on the school census in 1940-43 was that figure, and some of those probably would drop out. Now, then, assuming that some of those listed on the Board's census would have dropped out of high school between the ages of 15 and 18 and would, therefore, fail to graduate from high school, we estimated that the actual number of Minnesota students enrolled in college would have been 162,392. The number of 18-21 year-old Minnesota youths enrolled in colleges and universities in any given year would actually fall far short of the number shown in column E for that year because many of those who begin college fail to remain until graduation. If you look at 1959 - there were 184,695 estimated total population of college age as shown in Column B. Only 173,870 of these could possibly have been eligible to be enrolled in colleges or the University, but the full-time undergraduate enrollment in all Minnesota's colleges and University, according to statistics in the Sixth Annual Survey as compiled by the "U". . in November 1959 was only 51,713, just a little less than 30% of the 173,870 which we presume to be the maximum number eligible to enroll. Actually, in 1959 there were less than 30% of the ones who might have been eligible for college who actually were in college.

If you will look for a moment at page two -- page two illustrates the need for recalculating and revising each year any estimates made of full age college population or of the so-called maximum potential college population. The first three columns show what changes actually occurred in the estimates based on the 1957 school census when they were revised as the 1959 and 1958 school census count became available. The last three columns show what changes occurred in the estimated maximum potential college population. It would appear from the figures on that page that the estimates for the total number of college age students based upon school census figures are inclined to change very little as new school census counts are made from year to year, and that these estimates of total college-age population may be quite acceptably accurate for as many as ten or twelve years in the future. It is evident from page one that the total number of individuals old enough to enter college each year is going to increase drastically between 1960 and 1961. If you look at 1958 the number of 16 year olds in school the previous year was 48,842 -- some of those people will be eligible to enter college in 1960. In 1959 there were 55,131 who presumably would be eligible to enter college in 1961. There is a difference there of 6,289 -- that would indicate you may have as many as 6200 additional freshmen applying for college in 1961 over what you have in 1960. It will increase even more drastically between 1964 and 1965. So.. it doesn't look as though we will be short of students.

On page three you will find estimates of the expected number of full-time college students for future years. In columns land 2 we were off a little bit so I think the important thing is to realize how the estimates were made and why we have to change them. In column 1 we have the estimates prepared by the State College Board and furnished in the biennial report to the Governor which was dated December 1958, but which was actually based upon the 1957 school census.

Column 2 shows what happens to the estimates when we used the 1958 census and revised our prediction. You will notice that in column 1 for 1958 that we had estimated that 52,400 would show up in 1958; in column 2 is the actual enrollment for that year - you see, we under-predicted for 1958. In 1959 we had originally estimated 54,960 for this Governor's report. Column 2 shows that based on the 1958 census we should have had 56,769 of our estimate. Column 3 is the actual figure as shown. As I told you before, if you want to put this down - of these 56,076 who actually showed up in 1959, 4,363 were graduate students - most of whom were at the University; therefore, the actual number of undergraduates was only 51,713. We think that these estimates are conservative and are apt to be exceeded. The estimates given are based upon three assumptions: first, that the number of out-of-state students enrolled in our colleges and the University will approximately equal the number of Minnesota students who are enrolled in out-of-State colleges and universities, according to a study made in a booklet which came out last year and estimated by state how many came in and how many went out; the number coming in and the number going out just about balanced. Second, the estimates show that the proportion of the total student body in Minnesota colleges and universities who are taking graduate training must stay relatively constant, because if there were 4,363 in 1959, in the 1957 figure, if the same proportion were graduate students, 7,625 of those 97,997 would be graduate students, and the undergraduates would total 90,372. The proportion of the Minnesota maximum potential college population attending colleges or universities will increase approximately one-third of one percent each year from 1959 through 1970. In defense of this assumption, it may be noted that the full-time enrollees in Minnesota colleges and University in 1959 equaled 32.3% of the maximum potential college population basis - that is, the base shown in column E on your first page. That's one and one-tenth percent greater proportion of this base than in 1957 -- two years earlier. Now then - what does all this indicate - - it would seem to lead to the following tentative conclusions: First, long-range State-wide predictions that there will be very substantial continuing increases in the total number of Minnesota residents attending colleges or universities appear to be very well founded. There is every evidence as far as we can see that enrollment can be expected to increase within the next ten years. Second, if the percentage of persons remaining in high school until graduation continues to increase, even the estimates given here will be too low and will need to be revised upward. Third, the greatest chance for error in making college enrollment predictions on this basis appears to lie in the proportion of eligibles who may apply for admission to colleges in future years. The 1970 estimate assumes that 36% of those eligible on this basis will enroll in one of the now existing Minnesota colleges or University. For each one percent change in this proportion there will be a corresponding change of nearly 3,000 in the estimates of college enrollment. On the change of just a single percent it can make almost 3,000 difference in 1970. . . so, it would indicate that that would be your greatest chance in making a mistake on this basis. . . The estimates given do not attempt to indicate where the students will go to school; it's pretty hard to read the public's minds in this respect, but it does seem very likely that all our existing institutions will be taxed upon their present capacity within the next four to five years. If new colleges are established, then additional individuals will undoubtedly be encouraged to attend college. These individuals are not taken care of in this prediction.

Estimates of the future expected enrollments are submitted by the various private colleges and universities in Minnesota in this Sixth Annual Survey. These estimates will indicate that they do not expect in the future to be able to take care of the same proportion of the total college population as they do today. That's about the end of my statement. If any of you have questions regarding these sheets I will be glad to answer.

Mr. Wahlstrand: This question and the answer to it are inaudible on the record due to various noises. .

Mr. Wahlstrand: Mr. Harvey, your projections have extended up to 1970 - doesn't go beyond that.

Mr. Harvey: The reason we do not go beyond 1970, Senator, is because, in order to get even the 1970 figure I had to project the number of 16 year olds who would be expected to reach the age of 16 in school; I went down as far as the five-year olds in order to get the 1970 figure.

Mr. Popovich: In Column D--1945 was 197,---; 1955 was 166,000, roughly 30,000 less. How do you account for that drop there? The reason I'm asking that is whether or not you can foresee a drop like that 20 years from now.

Mr. Harvey: I don't have the information on what caused the drop - you can see where the drop did occur in the number of 16 year olds in the census - that's quite obvious.

Mr. Popovich: The only reason I asked that is that it's part of Senator Wahlstrand's question--that if we had a drop here over a ten-year period from 1959 on you've projected all the way up to 298,000 in 1972. If we knew the reason for that drop in the years I gave, perhaps there might be a similar one 20-25 years from now.

Mr. Harvey: That's a possibility. I should like to call your attention also to the percentages in Column C. We still have, roughly, 4% possible improvement in the percentage of 16 year olds in school - this gets up to a possible 100% there, and I rather suspect that this percentage will continue to rise regardless. . . .

Mr. Prentis: Is it not true - going back to Senator Wahlstrand's question - even though you do not have accurate school census data which would carry you beyond 1972, that the birth figures of the last four or five years would indicate that there is nothing in sight yet as far as birth figures which would indicate a drop here. And, in reference to Mr. Popovich's question, what caused that drop in those years: I think that if you traced back 18 years approximately, you would find yourself in the middle of the depression years where there was a very definite decrease in births. I believe that's the explanation for the drop in those years you are speaking of; is that not right, Mr. Harvey?

Mr. Harvey: That's right.

Mr. Hofstad: I would like to supplement here. These are the war years, too, and the young people graduating from high school went right into the Army rather than to college.

Mr. Schweickhard: In regard to the area question and the possible effect of an additional college, we conducted several studies on where students come from that go to colleges in Minnesota (Mr. Harvey referred to the percentages varying). If these figures were State-wide, they probably would not be very close to the figures in any particular section of the State -- is that true? They would be higher for the section where a college is located and lower in a section where a college is not located, which would tend to indicate that if a college was established in some of these sparse areas the figure for this percentage would be changed. Is that true?

Dr. Harvey: Yes, that's true.

Mr. Johnson: Referring to this possibility Dr. Harvey talks about--that by locating a new college it's going to have a reflection on enrollment to the extent that it isn't going to reduce the percentages for other colleges very greatly, and I think it can be borne out by the college enrollment by counties that we'll speak of a little later. Assuming now that the new college would come in an area where the percentage of enrollment is low, then you get an increased enrollment there which is not going to reflect too much on the decrease among the enrollment in other colleges.

Mr. Hofstad: I'll now turn the meeting back to Dean Schweickhard.

Mr. Schweickhard: Thank you, Mr. Harvey, for your presentation which I assume from our attention has been thorough. I'll introduce Mr. John Bicknell, Research Director in our Department of Education, who will present some of the findings that have come forth from these various groups I described to you earlier.

Mr. Popovich: May I ask one question before he gets started? May I take for granted that all these research men feel that the census data used by Dr. Harvey here is the most reliable data to be basing these estimates on?

Mr. Schweickhard: Better let them answer that. Dr. Bicknell's there - he and Dr. Harvey worked together.

Mr. Popovich: Yes, I know. I want to know just how reliable this is, and whether you're all in agreement that this is the data that should be used as the basis.

Dr. Bicknell: My reaction to that, Mr. Popovich, is that these are the most reliable data that we have available. The census data, as Mr. Harvey said at the offset of his presentation, is most reliably taken between the ages of 5 and 15; therefore, in making his predictions he used those age groups in particular because of the higher reliability to be found there. Therefore, he was restricted - he could not go beyond 1970 in making predictions, because if he did he would have had to use age groups that were under the 5 years.

Mr. Popovich: May I ask this further question -- these are the census data that you take from the clerks' records who certify to the State Department of Education the census they take in August of each year? This is done by lay people?

Dr. Bicknell: It comes from county superintendents.

Mr. Popovich: I know, but I'm trying to find out where they get it from. Each clerk is required by law to take the census in the summer, or have someone take it; you're accepting that then?

Dr. Bicknell: Actually, I don't believe we have any other choice - recognizing the fact that there may be inaccuracies in the non-professionally taken census figures, it is the best we have.

Mr. Popovich: How about Dr. Stecklein: Do you agree this is the best data to be used?

Dr. Stecklein: Yes, I believe this is the most specific kind of analysis we have been able to come up with and yet census taking of any kind is subject to errors and inaccuracies. We have to work with the best that is available. . . .

Dr. Bicknell: When the three research men were brought in to work with the Liaison Committee, under their direction, the research representatives considered the various possibilities for study, and one avenue was an analysis of the institutional functions and programing. in a rather broad overview, and that this could be obtained in several different ways: One would be to meet with the representatives of the colleges--the deans of the junior colleges, presidents of the State colleges, and representatives from the private colleges and from the various parts of the University. They were sent ahead of the meeting time a form which had several questions to which they were asked to respond during the interview time. We asked them to consider, for example, assuming that the three major areas of higher education were instruction, research and public service, which areas did they consider to be the most important, and in which did they make their major contribution. Another question: In what particular areas does your institution experience pressure to either expand or retrench? We asked them to respond with what were the various programs that they offered for young people to participate in higher education. We asked them to what extent they had established a selective admissions policy. We asked them what they considered to be the most fruitful ways in which the Liaison could be carried out among the various institutions. Some of their reactions I have very briefly summarized here.

The major areas of activity in which these colleges engage: No. 1 - instruction. All of the State colleges, junior colleges and private colleges, as well as the University, I believe, were heavily committed in the instructional area. Among the State colleges and the junior colleges, their commitments to instruction were so heavy that they had neither the staff time nor the finances to carry on in the other two areas. There was a considerable amount of internal pressure among the staff members of the State colleges to allow them to carry out research, but the instructional load which they carried (19 pupils I believe it was per instructional staff member) left them very little time to carry out any research in one of their chosen fields. This may have some influence on the recruitment and retention of professional people at the college level because it is felt among such professional people that in order to advance they need to have the opportunity to do some research. From the standpoint of public service (the second area), there was felt to be a great need for public services that some of the State colleges had developed. . . public service program. An example of one such is that carried out by St. Cloud State College in which they provide a service of psychological testing and counselling of school children from the schools of the surrounding territory. This is financed entirely and supported entirely from the participating schools. Actually it doesn't appear as an expense in the budget of the St. Cloud schools. There are pressures being exerted as stressed by the various State college presidents for similar services to be offered various other State colleges. In the research program that I have already mentioned, there is very little being done, and there is the feeling that not only should there be the opportunity for the staff members to carry on some research for professional development; for general practical research also that might fall in the area of doing school surveys. It would help schools solve the problem of their internal administrative reorganization

or to make plans for the expansion of their school district. . . . From the standpoint of local pressures to expand--junior colleges and State colleges are being pressed to increase the offering in some of the vocational areas of less than college grades. For example, medical secretary and technician, practical nursing, etc. This pressure is being felt alike by the junior colleges and by the State colleges. The State colleges are experiencing some pressure to increase their pre-professional courses. These would be courses for pre-medicine, pre-engineering, pre-forestry, pre-dentistry -- in which the student would be enrolling for the first two years of a college program in some professional area. The college presidents pointed out that retrenchment in the number of offerings (some of these offerings were very expensive) -- that since most of these courses are basic to their general education as would apply to teachers that are being prepared or to liberal arts people that are being prepared, that very little saving would be realized by cutting back on the number of offerings that are available because they actually give the courses anyway. They would be much the same courses that one would come in to take that was interested in applying in a pre-dental course, so they feel that they can add these programs without actually increasing the cost -- that cutting these courses out wouldn't help much in the way of saving. Insofar as their discontinuing of courses is concerned, very few courses have been dropped. . . . particularly, very few have been dropped because of lack of enrollment. . . . An outstanding one is mortuary science which was dropped in one of the State colleges. There seems to be a tendency for State colleges to be taking over transfer functions -- they are providing two years of pre-professional education for a considerable number of students and these students are then transferred to other institutions - presumably the University in order to finish up their program. In this regard they are doing somewhat the same job as the junior colleges are doing in their first two years of instruction. Among the junior colleges there seems to be a tendency, in the areas in which trade and industrial technical schools are not available, for these colleges to be experiencing pressures to expand in the area of vocational education of a terminal nature. This is causing some problems among the junior colleges because most of these vocational programs require a large amount of equipment which is very very expensive and which quickly goes out of date. For example, to put in a terminal program in business education would require the equipping of the junior colleges with a very large inventory of business machines for these youngsters to learn the operation thereof, and they are hampered because they do not have the money to provide such facilities.

Insofar as the important needs of these schools is concerned, I think one of the presidents made the remark, "Well, we don't have any particular problems that money wouldn't solve". Their most important needs lie in the area of staff and in the area of providing adequate building and equipment. The present instructional staff loads are too great -- it hampers some of the other functions that colleges could serve. They are unable to meet the demands for adult education and for off-campus education - that is the demand in the areas out in the State requiring a college instructor or instructors to travel to a center and put on courses for students; that being the case, it would increase his total pupil load to where he couldn't handle as many people as he is required to handle on campus. The admissions policies in the junior colleges and State colleges are almost non-existent -- junior colleges and State colleges usually will accept anybody that comes with a high school diploma. They have selective retention policies that are fairly rigorous. . . . the students that don't maintain a "C" average are not permitted to continue in the school for very long -- I think they are given a probationary quarter. The private colleges are much more selective; they say they serve a different section of the population than does the State or junior college -- the public colleges, that is. They say they are interested in the education of the intellectually elite. They wouldn't be affected very much one way or the other by the masses of people who we expect to come to college.

These are items that were gleaned from the interviews we had with the junior college deans, State college presidents, and the private college representatives. We have not had time to analyze the results of the proceedings at the sessions with the University team, so I am going to have to leave that particular aspect of our work out.

Mr. Hofstad: Are there any questions?

Senator Wahlstrand: You brought up a matter that I neglected to make reference to when Dr. Harvey was presenting his program--nursing and medical technicians. There are a lot of people apparently that finish high school that go in for nursing and medical technicians - they would not be included in the survey that Dr. Harvey presented? . . .

Dr. Bicknell: Insofar as the junior colleges are concerned they have two functions: One - the first two years of a collegiate program and a one or two-year terminal program in some vocation. I would have to defer to Mr. Harvey in whether the college enrollment that he has used is basing its calculations taking into consideration the total enrollment of junior colleges or only that portion of. . . .

Dr. Harvey: There are a number of colleges that offer one-year, two-year or three-year programs also. In such colleges as those programs are offered, our estimates do include the ones that have been enrolled in those colleges. St. Catherine's has quite a large number - our State college at Mankato has a very large number -- those enrollees are counted in the number enrolled in the schools in Minnesota.

Dr. Bicknell: One thing that I might point out that has been done by this Committee on this report that you are hearing about from Dr. Harvey, Dr. Stecklein and myself, is that it has been financed entirely from scrapings here and there that we could pick up from the corners of our various budgets -- that no where has the Legislature seen fit to give an appropriation to finance any studies by this committee, although they passed a resolution that the committee should operate.

Mr. Popovich: It's been mostly borrowed manpower? In your interviews with these college heads did your sub-committee find any overlapping up there? For example, courses being offered by one of the State colleges that were being offered by, say, the continuation division of the University? How much overlapping did you find?

Dr. Bicknell: While it appeared that there was some overlapping -- for example, the State College at St. Cloud on this area of the testing service - the counselling service that they provide for youngsters has been duplicated to some extent by services performed by the University, but they are serving different schools - they are serving schools within their area. . . . I think there is a little overlapping between St. Cloud and the University and Mankato and the University, but I think that's as far as it goes. I would refer this to Dr. Morrill.

Dr. Morrill: The University hasn't done as much of that as the State colleges have - not nearly as much perhaps as we should. In the area of continuation study there, most of the continuation study activity is pretty much in the field of professional or highly specialized occupations and careers which the State colleges, I don't believe, offer at all for they haven't the personnel for it -- personnel which the University must have in those fields for training at those levels. I would suppose that the overlapping in the field of extension between the State colleges and University is very small indeed. The demand of the schools for counselling, psychological assistance, school surveys, etc. in which the University is engaged quite heavily, is enormous and is never really fully met, I think. I expect there

is quite a field there for anybody capable of doing that type of thing.

Senator Wahlstrand: Mr. Morrill, do you have correspondence courses?

Dr. Morrill: Yes, we offer quite a set of correspondence courses.

Senator Wahlstrand: There is no overlapping there?

Dr. Morrill: I don't know.

Mr. Popovich: One question: I've never heard it put so bluntly - that the private schools are interested only in the intellectually elite.

Dr. Bicknell: They actually said that. They select their students on two bases: No. 1 I suppose is the most important - the position of the student in the high school graduating class; such a school as Carleton, for example, would admit only people who were, you might say, who were in the top 25% of their high school graduating class. I have some reservation as to whether they would go down that far to 25% - they probably are encouraged to admit those in the top 15%. And, privately, (now, this is my own opinion) it seems to me that with the type of students they're getting they would be extremely remiss if their graduates didn't make tremendous careers for themselves. They're the kind of students from whom you expect great things. The other schools, perhaps Hamline and Macalester, are a little more liberal. Some of the private schools, of course, consider that their main function is not in the area of the general education but to prepare largely people for the ministry in the various denominations. Therefore, they are meeting a particular need in the educational area.

Mr. Popovich: May I inquire if a study was made of the extent to which students were being admitted who couldn't admittedly take college work as such - college standard work - and would have to take remedial secondary education work. Did you make a study of that; do you know if there's much of it?

Dr. Bicknell: No, we didn't make a study of it.

Mr. Schweickhard: Just as a general impression, after studying these various aspects of the higher education program and observing many of the details, it is my impression that the private colleges in little more common language, establish a level below which they will not accept applications for admittance--a level in the high school standards. Out of the applications they receive, they accept only a percentage of these. The State colleges, while they have no barriers of that kind, I am quite sure that there's an effort made, and it seldom occurs, to not accept the student who is obviously not suited for college. They might go a little farther down the scale in standings in the high school class, but anyone in high school who has demonstrated his inability to attend college would probably not be accepted in our public colleges. In fact, most of the colleges administer in high school this college aptitude testing. . . .

Mr. Popovich: How do you determine whether or not a student should go to a State college - because he has a high school diploma? I don't want anyone to think I'm against public education or anything, but you hear so much criticism nowadays that a high school diploma doesn't mean as much anymore. . . . how do you determine whether or not. . .

Mr. Schweickhard: Just one answer, Mr. Popovich, - one of the greatest arguments used by parents of the potential graduate is, "I'm a taxpayer, and I demand that

my child be admitted to this college"; for a public college they feel this way; for a private college they don't seem to have this argument to present. I suppose they feel that since they help run that college they ought to be admitted. If after counselling a student is advised against entering college, you can't very well keep him out, can you Dr. Prentis?

Dr. Prentis: I would like to speak on behalf of the State colleges rather than the Liaison Committee. This is an issue of great concern with the State college system - a very great concern. Hardly a month goes by but what we get into some degree of discussion about this and, frankly, we have people in our college systems who I think would like to institute a system of cut-off point, much like other colleges and the University do; say we will not accept application from people who rank below the 40% of their graduating class, or such and such a figure on some standardized college aptitude test. We have not reached that point in the State colleges, and I kind of hope they don't reach that point because we also have the opposite philosophy that we should have at least some colleges in the State where anybody has a chance. So, when you get right down to it--the one thing we do insist on is high school graduation. As Dr. Bicknell said, we know statistically a lot of people in that lower group can't make it, but we don't know which one of those individuals; so we have followed the practice of admitting anyone who has a high school diploma. The counsellors (and we don't have enough of them) may say, your chances of success in college are going to be very very slim indeed, and we would advise you that you ought not to try it, but if you want to try it you have the opportunity to try it.

Mr. Popovich: As I understand it, persons in public schools today can take college prep or this other course -- what is it? Have you found that any of the colleges were taking those who had not taken college prep at all? Taken this other line of courses in high school?

Mr. Prentis: We didn't investigate that.

Mr. Popovich: Do you take only those who have had college prep?

Mr. Prentis: No. We take them all.

Mr. Schweickhard: Mr. Popovich, we do not have a distinction between those two kinds of work in Minnesota; every student who gets a high school diploma has met the minimum requirements for college entrance.

Mr. Popovich: I'm not being critical. . . . but what I'm wondering about is whether some are getting proper counselling, because you and I know for a fact that they are being steered away from college prep in high school. . . . then I hate to see this problem being dumped on to the higher institutions, when it hasn't been coped with in the four years of high school, and if you're coping with that problem now I think the situation ought to be looked into.

Mr. Schweickhard: Counselling service in the high schools has increased very rapidly in quantity and quality in the last two years.

Mr. Popovich: That's right, and one of the byproducts of that counselling is that many of them are not going into college prep. I'm wondering if you have to contend with them after they've been counselled in high school.

Mr. Schweickhard: That may be true during the high school period, but they are counselled when they are completing high school too as to whether they should plan to go on to college or not. More seniors graduating from high school are getting

I think it's in the right direction.

Senator Wahlstrand: I am rather concerned about this matter of standards. The statement was made that there were no standards at all in the case of the junior colleges--that they were admitted then weeded out after. I think that is generally true - it is being done, and I recognize the pressure that goes on because I was in high school teaching for about 34 years. I know that I was forced, in my classes, to have individuals there that never should have been there because the fond parents were determined that they should finish high school. Now, as I understand it, they are permitted to go right on into your State colleges. There by the process of elimination, after they have been admitted, they're permitted to stay until it's discovered what we already knew when they left high school. Now, obviously, that's a very expensive proposition; and expense to the State and, of course, an expense to the parents. It seems to me that it also affects the matter of the total number that can attend, because if anyone is permitted to come in without any examination, without any standards, they're taking the place of others that should have come in on the basis of advanced request for admission. I think, seriously, that we've got to set up standards and keep these people from coming in. I see no reason why the taxpayers of Minnesota should pay for individuals that never should be permitted to go to our colleges.

Dr. Bicknell: May I react to your comments, Senator Wahlstrand? It is recognized that the lower you go down the scale the higher the percentage of rejects becomes, but no matter how low you go down the scale of these people who would be counselled not to come, you continue to find a percentage who go through in spite of all of these things that they have been counselled about, and make a creditable graduate. Now the point is: Where are you going to make the cutting line? Wherever you make the cutting line you're going to cut off some people who could do well in college, and no matter how high you make the cutting line you're always going to include some who will be kicked out for not maintaining the standards. Even in Carleton where they have extremely high standards, they still flunk out a percentage. If a person has the ability to go on to college should he have the opportunity to try, or should someone make the statement: on the basis of these tests this person's probability of making a success is only 20%; therefore we don't want to take that risk?

Mr. Hofstad: We want to thank you very much for being here today to give your testimony.

Mr. Schweickhard: I'll callon Dr. Stecklein who is a research man from the University to present his part. . .

Dr. Stecklein: Mr. Harvey and Mr. Bicknell told you what has been going on in the Liaison Committee - the kind of information that has been collected in the past six months. My function this morning is to describe to you briefly two other studies that were proposed by the research committee to supplement the first studies described by Mr. Bicknell. The research committee felt that a logical place for the Liaison Committee to begin was to get this broad overview and feeling of the attitudes, pressures, opinions that the administrative heads of the various types of higher educational institutions in Minnesota had or felt, and that these then be supplemented by some more specific kinds of studies that would attempt to gather in a more objective fashion perhaps some data which would tend to supplement and add to the impressions and information that we had received in the first study. The first of these that was suggested was a comprehensive analysis of all courses offered by junior colleges, State colleges and the University. This study was proposed to involve a detailed compilation of all courses offered during the current academic year. It was felt that the question of such data would enable the Liaison

Committee to make comparative analyses of such things as relative number and percentages of courses offered by subject field; for example, you'd be able to tell how many courses in geology were offered in each of the institutions.... two - the number and percentages of courses offered at the various instructional. . . to begin, we would have some idea as to the numbers of lower division, upper division and graduate courses offered in each of the institutions. What proportion each of these divisional levels is representative of the school's instructional offering. . three - numbers and percentages of credits offered by the various courses offered. It seems to me to be important that there be uniformity of interpretation of courses offered in terms of the credits granted for these courses--the number of 2-credit courses, the number of 5-credit courses, etc. - to give some idea of the proportion of each of these. . . four - the number and size of sections used in courses requiring multiple sections. . . five - the comparison of the number and percentage of classes of various sizes so we would be able to determine for these institutions the number of classes with less than 10 students, the classes with 20-30 students, etc. . . six - the kind of teaching done by faculty members of various rank--it was thought that this information would give some idea as to who was doing the lower division instruction at the instructor rank - associate professor or full professor teaching lower division work. . . . seven - the number of class hours required to earn certain numbers of credits. Here we thought it would be valuable to find out what kind of uniformity there was both within a system. . in terms of the number of class hours a student is required to attend class to earn 3 credits or 5 credits, etc. Lastly, some information as to the full-time equivalent staff that was doing at least some instruction in each of the institutions. A form was set up to collect information and some ideas of budget requirements were also presented. Because the Liaison Committee had no budget, however.

The third study that was suggested again was an attempt to get at something that is crucial to a coordinating body and this is the idea of duplication or differentiation of function between several types of institutions of higher education. . . . It was felt that a detailed analysis of the kind of activities that faculty members perform in each of the three types of institutions would be helpful in this. In other words, it would reflect to show how each faculty member spends his time during the previous quarter or semester in. . . . It was felt that after these data were reflected for the individual faculty member it could be put together to represent a composite of allocating the faculty time for instruction. This would be a much more complex study than either of the other two and would cost money -- from \$12,000-20,000. Certainly there are many other studies that are also important to a coordinating group--studies of characteristics of students currently enrolled, relationship of college attended and location of the institution, the type of college in demand in the various communities. It was felt that these three represented the logical first step in order for the Liaison Committee to get a broad overview.

Mr. Hofstad: Are there any questions? If not, we thank you very much Mr. Stecklein for being here today. We are going to have on our agenda at this time a gentleman who cannot be with us after luncheon and was not notified until yesterday that he was supposed to be here. Father Shannon represents 15 of the private colleges in Minnesota. He's also President of St. Thomas College. I wanted the view of the private colleges as well as our public schools.

Father Shannon: I should like to begin by correcting one statement by the Chairman. I was notified very graciously and was invited to this meeting by Dr. Schweickhard's office in sufficient time to be here, but I was not aware of the invitation until last night because I have been out of the city. I am the newly elected president of the Minnesota Private College Council. As my letter indicated, I was asked if I would appoint three representatives of the private colleges to be here, and I am embarrassed that this was not done. We were not asked to testify, but were asked

here today. I should like to begin by questioning: Just as I came in someone quoted the private colleges as saying, we take only the elite - who said that when?

Mr. Schweickhard: I don't recall whether it was attributed to Carleton or one of the other colleges. . . .

Father Shannon: With your permission I would like to speak on that point first of all. Really, this is a very good term--there's nothing wrong with it - but we have standardized democracy to the extent where this is regarded as a bad word. . . . and for the benefit it may be to you ladies and gentlemen in your administrations I should like to expand on the question, whom do we take? - whom do we serve in these private colleges? There is inevitably a difference of educational philosophy here between the public colleges and the University on the one hand and the private colleges. We have first of all in these fifteen private colleges for whom I speak, a religious constituency--everyone of them is a Christian college and they are supported by the Lutheran church, the Presbyterian church, etc., and we have a constituency to whom we have some responsibility because they have contributed to the creation of the college. Now, we feel we have an obligation to accept the representatives of our constituency if, in our judgment, they can do college work. It goes back again to Dr. Bicknell's point and Dr. Stecklein's point--where do we make the cutoff point?

We of the private colleges would agree, I am sure, that not everyone in our society should go to college. This has to be balanced with the very hard fact that this democratic society has a moral responsibility to give as much education to our people as they can take -- society needs it. Unfortunately, our economic limitations do not allow us to bring that threshold lower and lower. We have to act on percentages. We have to act in the private colleges on those whom we reasonably think can get through. I think I heard someone say we take only the upper 15% - or was it 50? I've never heard anyone defend 15%.

Senator Wahlstrand: Father Shannon, that reference was made to Carleton College.

Father Shannon: Oh - well, I think it's safe to say that in the private colleges of the State that is a very very refined figure; most of the colleges, I would assume, would be taking students down to the 50% line. We think we have a commitment to our constituency to accept the students who, in our opinion, can get through college. So I would like to qualify this statement about the elite. As I say, I would like to defend them--they're not really bad people. Unfortunately, we in private colleges have to give a little more attention to the people at the top of the scale than those at the lower end, but I don't want you to think we have some cutoff point at 15%, for instance.

I should also like to make this point: In my remarks I want to be very careful that I speak accurately in trying to reflect the opinion of the fifteen private colleges in the State. I am sure that most of you are aware of the very commendable position which we have in cooperation - peaceful, harmonious cooperation - with the U of M and the State colleges and junior colleges. For this reason we have carefully, in our deliberations, refrained from trying to give fatherly advice to Dr. Morrill and his staff or the Legislature. We feel our primary job is to do a good job in private colleges; and in trying to tell you what we are doing and the standards by which we admit students I would not want any of my remarks to be taken as criticism of what's being done on the State college level or at the University of Minnesota. Dr. Meredith Wilson may be a great fellow, but we have great misgivings in losing Dr. Morrill -- he's been the best friend the

private colleges have had for a long, long time, and we are extremely grateful for the cooperation we have had. I make that statement so that you will not construe any of my remarks as criticism of what's done in the public colleges. We had deliberately refrained from drafting suggestions for you on junior colleges or State colleges - locations, etc. - we regarded it as your prerogative. We would be concerned that you ladies and gentlemen would make a serious effort to appreciate the extent of our operation in the State -- the number of undergraduates whom we serve and the very real effort these fifteen private colleges are making now to expand their facilities and to accept an increased enrollment. We are making a very determined effort to do this. Even so, we know that the balance of 50-50 which it was until some five or six years ago is now gradually shifting-- a higher percentage of undergraduate liberal arts students are going to the State colleges and this shift is inevitable, I think, but nevertheless we are making a concerted effort in the private colleges to do what we can to bear our fair share of this load and to contribute to the solution of this problem of college crowding on the State level. We think that this fact should incline you to be very judicious in the location of the private colleges. This is one point which we have discussed, but as I say, we have not made any memorandum or resolution to you because this is your prerogative. We have enough confidence in your deliberations to think that when you decide where, how many of these schools, or what expansion of present facilities you want -- you will make that decision recognizing that it is to your advantage and to the advantage of the taxpayer to recognize our existence; the numbers we have in our colleges now and the effort we are making to expand enrollment. In my college, for example, we are at the moment conducting a fund campaign for \$2 million for taking our high school off the campus and putting it at Mendota; thus, expanding the facilities for the college, and it is my fond hope that in my term as president that may go well over 2000 - there were 1300 students when I came in. St. Thomas College has increased 30% in registration in the four years I've been president - gone from 1300 to 1700. This is a modest number when you consider the astronomical figures for Dr. Morrill and his staff, but it's a big one for us to make, and we're doing our very best to help solve the problem. I want to reiterate that I am not a participant in this panel; I was invited very graciously as an observer. I think I've exceeded the bounds of propriety as just an observer by the remarks I have made. I thank you for the invitation.

Mr. Popovich: Father Shannon, geographically speaking, how close can a new public institution be established that would not have a bad effect on an existing private school?

Father Shannon: I don't know, and don't know anyone at the moment who can say.

Mr. Popovich: This sub-committee has the responsibility of recommending to the Legislature whether there should be another four-year college established in southwestern Minnesota; the closest college would be Mankato and the University branch at Morris plus private schools in the St. Cloud area and up in Crookston. Could you see any effect on the existing private schools if a four-year college were established, say, at Willmar or Marshall or Redwood Falls?

Father Shannon: Let me make this clear: I have no authorization from the Council to answer that question. We have talked about this - have talked about it two or three times a year. I'll answer it personally. If in the deliberations of your committee you feel that there is sufficient public demand for that kind of college in one of those areas, I think that the voters of the State and the educators, public and private, would have to endorse that decision. This has to be based on studies. Dr. Stecklein and Dr. Harvey are working on studies--where the people

less concerned about that than they would about one in the Twin Cities, for example - or Robbinsdale or someplace like that. Yet, there might be some private colleges - take Gustavus which can draw heavily from that portion of the State (the young man from St. James who got the science distinction this year). . . . I haven't any final answer on it; I just have to go back to my original point--this is the kind of decision that has to be based on statistical study.

Dr. Morrill: May I say that there are two factors that sometimes enter into the answer--one is the examination of a commuting area - that makes a difference - very often 35 miles is considered to be commuting distance. . . . The private colleges, more representatively draw from a wider area than do public colleges, generally speaking. . . .

Senator Wahlstrand: Don't answer this if you don't feel like it, but in this matter of tuition our private colleges I suppose charge not less than \$750 for the school year.

Father Shannon: It's the exceptional college in this State that charges that much - some do. I think that the average would be between \$600-700; ours at St. Thomas is \$625.

Senator Wahlstrand: When you think in terms of the tuition that is being paid private colleges compared with the tuition in our State colleges and University, do you feel that it's unfair to the private college that the State doesn't charge more?

Father Shannon: My private opinion is, yes. I think, and I say this with due respect to my esteemed colleagues in the State University and the State colleges, that the students have far more money than they appreciate for cars and many other things, and I think that at the moment when it is comparatively necessary to find more money for education on the municipal, State and private level. . (this was inaudible due to a group of students in the hall.) . . . This is my personal opinion and I have not been given authorization to say this. As I said before, it is not our job to advise you--this is a matter for your consideration.

Recess for lunch.

The meeting reconvened at 2:10 P.M.

Mr. Hofstad: I'm going to call upon Mr. Prentis who is the Executive Director of the State College Board to make a few remarks about the testimony given here this morning.

Mr. Prentis: I have no prepared statement to make, but I would point out that I as an employee of the State College Board along with two Board members have served as the State College Board representation on the Liaison Committee, and as you already heard, we are still in the process of studying. . . . We have not come to grips with any particularly controversial matters to this time. I have lent my support to the studies that we have conducted and sacrificed much-needed research time in my own office toward the good of this, and we hope that it will be of some value as we proceed. I would say that if this group, and the Legislature in general, views this sort of thing that we are attempting to do with favor and would hope that some good could come from it, that the Legislature will see fit to support it financially in some way or other because it's really quite impossible to do good research - the kind you had outlined to you this morning - without some way of supporting it, and, frankly, we are supporting it now merely by borrowing personnel from other places where they aren't needed. As far as the testimony given by the research team this morning, I believe that it was very well done, and concur with the things they had to say and the conclusions they generally gave. Other than that, we are

taken a position on this southwestern or western Minnesota question that your committee is faced with, so I would be unable to speak on that point from the standpoint of the State College Board. We're interested, of course, in seeing that the best in higher education as possible will come out of this, and to that end we dedicate our efforts and resources. That concludes my statement, sir.

Mr. Hofstad: Thank you, Mr. Prentis. The next on the agenda is the report of the State College Sub-committee, of which I am Chairman. We have had several meetings and several hearings in regard to a new four-year college in the south and southwestern part of Minnesota; we have held hearings: Montevideo on February 8th-- we heard Willmar, Granite Falls and Montevideo; that evening we heard Marshall at Marshall and Tracy at this same place. On February 9th we went to Redwood Falls and at this place we heard testimony of Worthington, Slayton, Pipestone and Redwood Falls.

In considering the problem and giving our attention to the possibility of establishing a four-year college, this Sub-committee has gone into a great deal of study of institutions of higher learning within the State and also in our sister states and their institutions which border the State of Minnesota, and we have today quite a complete summary of the student enrollment in the various colleges and also the center population of student enrollment in the south and southwestern part of the State. I might state to you that in the questionnaire which I sent out to the various communities that were interested in the four-year college, there were sixteen questions which were put to them, and we tried to get the information so that it was easier for our clerk to summarize it and put it into form where it was easier to diagnose, should we say, or to look over the situation and then make a possible determination.

The first of these was the relationship of the cities and business and residential districts in these communities as to their population. Secondly, we were interested in the size and availability and cost, topography, etc. of the site that was available for a four-year college. Third, the contribution which the community in which this college would be designated, as to private donations in the form of either money, land, buildings, scholarships, etc. Fourth, the municipal services that could be had from the cities or villages in which we surveyed. I might go over these very quickly: water, sewer, fire & police protection, electricity, and any others they would come up with. Fifth, we wanted a survey by the local committees as to what the enrollment in those communities would be in the college and also projected into the future. Sixth, housing and rooming facilities that could be possibly had outside of the campus, and also if there were facilities that could be purchased by the State for this purpose. Seventh was the industrial and business potential of the community; this question, of course, projects the possibility of some of the students having to work part-time in order to finish their schooling and help maintain themselves in some way. The eighth is the trade territory area, taking into consideration the valuation or assessed valuation of this area from which students would be drawn and people who would support a four-year college. The ninth question was the relationship to transportation facilities such as rail, bus, airlines and highways. Tenth was the recreational facilities such as lakes, golf courses, etc. Communications, radio, library, newspaper, etc. that could be used by a four-year college. Twelfth was the civic interests in the localities and service clubs - we think this is very important. . . . We also asked for the names of the organizations - their names and memberships and activities that they offered. Thirteenth on the agenda was this: The schools that are available for coordination--by that we mean schools that are available for practice teaching, and other institutions in the area. The fourteenth one was the

adult course interest - what they could project into this college as far as adult education was concerned because this is getting to be an important part of higher education because some of the people living in the rural areas actually have not had the opportunity of higher education. Fifteenth was the church availability - the location and denominations. Then we asked for programs of the curriculum and suggestions of other courses, if they had one in the area. To show you an example of the work that communities went into---this is the one from Redwood Falls. They have prepared a brochure which has the answers to all of the questions, which I have just enumerated to you, in very detailed form. We have the same from Montevideo and all the other cities which I mentioned. Of course, there is competition between all of the cities for this four-year college, and competition they say is good, and I believe it will be in the establishment of this four-year college also. I have been very interested in the work we have done so far. We have not made any recommendations so far; in fact, the Committee has not done anything but to gather information in regard to the establishment of a four-year college.

The utmost in my mind as chairman of the sub-committee is that wherever and what site might be chosen we do not want to harm or take away from other institutions of learning in that area, and we also want to see that in the future the State is not going to spend tax money for a four-year college anywhere in the State without it being something that can be of value to our future generation and the present. I think that a four-year college in the south and western part of the State is essential from the viewpoint that we do not have any in the twelve counties which we are particularly interested in, and there is a question in our minds the reason for the continuance from high school and on being only about 20.5% in these twelve counties that go on to higher institutions of learning.

Another thing this committee is going to have to go into is where is the money coming from that is going into building this four-year college. In this relationship I would have a couple of questions I would like to ask of the gentlemen who are here today. I would like to ask President Morrill -- When the Board of Regents, through your office, announced the setting up of a four-year college at Morris, what were the studies or the facts and figures which you used in determination of a four-year college there? . . . or a branch of the University which eventually will be a four-year college at Morris?

Dr. Morrill: Before I come to that, just let me make one or two remarks about the morning session. Mr. Bicknell stated correctly that there had been no time as yet to summarize the appearance of the University before the Liaison Committee and its representation - that being one of the most recent meetings. I can merely say that what the University sought to show, in addition to the statistics that were furnished, the peculiar nature of the University. . . . The University is the State's almost sole reliance for research, graduate training - except some elsewhere in professional education - training at the highest levels--law, medicine and all the rest--and it must carry a number of kinds of public service - agriculture, extension and other types, labor relations, labor education - that sort of thing - that others are not doing. So we sought to identify the peculiar and special nature of the University - the type of staff, the kind of costs that enter in, so many which are completely non-enrollment related. . . . we can very quickly identify certain types of pressures that bear upon the University for additional assistance. Many of these are professional - the field of agriculture, for example, - it's a highly organized constituency. There are groups whose needs are very real; whose representations are very insistent - usually non-enrollment related entirely - for types of research, for example. This was true in the field of labor relations; the last legislature made a special appropriation for that purpose. We have regional

pressures brought to bear upon us also; most notably I could mention the Morris and Crookston community pressure for collegiate work. Now, in general, that's the kind of statement being made to the Liaison Committee in considerable detail. . . A great many penetrating and appropriate questions were answered here this morning, dealing with enrollments, standards of admission, standards of operation--and these the University has been studying, with particular reference to itself, with a good deal of care and attention. There was some wise. . . Frenchman who once said, "All generalizations are false including this one", and you can see that very plainly when you come to study data. The data on prospective enrollments which were presented this morning by Mr. Harvey are extremely useful if you look at the whole State. . . You can't make generalized conclusions from such broad data, although you look upon the State as a whole they're perfectly balanced and I agree with the research people - the very best you can do. Take the University's experience which in the last two biennium has not realized the enrollment increases which quite honestly and carefully we represented to the Legislature. . . we may have generalized too much the perfectly valid overall future data--future population, college enrollment, high school graduation data--well, it hasn't worked out that way. Curiously, in the whole Middle West in the great State universities they've had exactly the same experience as we've had, although other types of colleges have grown. So we have initiated studies at the University of two kinds - none of which is complete as yet at all. One is to discover why a student in the upper levels whom we fully expected to return to the University did not return, and we're surveying these students in detail to discover what they say about why they didn't return--where they went, why they went there--that sort of thing. Another study that's being made under the direction of the chairman of the Minneapolis Planning Committee, is one that would bear on some of the questions asked by Mr. Popovich -- I'm sorry he isn't here to hear what I am about to say. What factors enter into these fluctuations, of which ours is typical at this point. What economics, sociological, psychological, attitudinal factors may have entered into that picture? And we have drawn upon the very best talent in the University. . . the very best faculty research talent we could find to make that kind of a study.

That brings me then to the Morris matter. There have been at least since 1950 repeated studies made of the higher education picture in this State, and all of them have pointed out that western and southwestern Minnesota is what might be described as a "barren area" insofar as location of collegiate facilities are concerned. . . that's been reiterated again and again. There have been separate studies made about this thing, and you will see striking departures that are both sociological and statistical in that region. High school education in that region generally (until the laws were passed raising the compulsory age) wasn't patronized in that region as compared with other parts of the State. That's pretty much changed since the laws were changed, and you're getting a higher progression of young people through high school and on into college, but you'll find also as you alluded a moment ago, Mr. Chairman, there's a departure of the percentage of young people attending college from that region as compared with other parts of the State, which is not, we believe, to be accounted for strictly in terms of whether there's an acceptable institution there. For example, in Clay County the proportion of young people, with two colleges right under their door, is less than in many other parts of the State--now, they've got two colleges right there - there's an unanswered question there that needs to be explored. . . .

Now, come down to your question about the decision of the Board of Regents - let me remind you that in 1959 two highly representative extremely capable legislative commissions flatly recommended that collegiate work be given at Morris and Crookston; they recommended that appropriations be made both in the building category and operation and maintenance. These were the commissions on the Agriculture

school of the University and the very large representative commission on higher education, of which our regent, Mr. Johnson, was a member. The Legislature didn't act on those recommendations; it finally took the action asking that the matter be studied further and be reported to the next Legislature. We reactivated our studies of Morris and Crookston in the autumn of 1959. Then we were summoned by this Commission to answer this question which was expressed in the letter asking us for testimony--what will be the effect upon the branch of the University at Morris with the establishment of a State college in the south central or southwestern Minnesota? This question received very serious consideration by our staff and by the Board of regents at several meetings. It led to the action of the regents to offer, experimentally, collegiate instruction at the freshman level beginning next autumn. The questions that confronted the University were: Is the establishment of college level work feasible in west central or southwestern Minnesota? And I think that question now takes a little more meaning by reason of some of the things I've said before--is it feasible at all? Second, how might the University contribute to the development of such a program? I have placed in the hands of your secretary, Mr. Swanson, a statement about Morris; the University's approach to the Morris question which is not yet releaseable simply out of courtesy . . . it wasn't written for this Commission at all - it was written for another publication which has not yet been released, and we feel we owe the editors of that publication the courtesy of letting them publish it before we publish it through this Commission, but I was given a copy of it and this will come out within a week or two, I think, and I will be able to place this document in the hands of these members of your Commission, Mr. Chairman, for whatever it's worth; it's interesting in many respects because it treats some of the factors that I have expressed. It wasn't written in any sense to reply to the kind of questions you've just listed as having been asked of certain communities hopeful of having a college established there. As one thumbs through this he sees population studies; he sees some of these things mentioned that I have mentioned, and the statement occurs along toward the end of this that while there's now a greater readiness to support a four-year college in western Minnesota than has been true at any time in the history of the State--and mind you, at least since 1950 every study made has urged that something be done in western Minnesota, but nothing has been done either by way of a junior college or new State college or any expansion of the University program. The question of whether or not the region will furnish the enrollment that would be required for another institution, along with the existing public and private institutions already available in Minnesota, North Dakota, South Dakota and Iowa remains unanswered.

This is the unanswered question for the regents, for your commission and for all the Legislature - we're all concerned about it. But with the question mark as large as it is, the University found itself in the unique position to offer the State the chance to test the feasibility of collegiate work in west central Minnesota at a minimum cost to the people of the State. A plant estimated at a replacement value of approximately \$5 million plus is available. So the relatively small numbers of students attending colleges from these counties allows marked room for an increase. . . . there would be no marked displacement of students from any existing institutions. It was for this reason that the Board of Regents on October 31, reached the decision to offer first-year college courses at Morris. The experiment will permit the State to test the major question confronting the people--will young people in the western counties register in a college established in their midst? Only one-quarter of academic experience will be available when the Legislature meets--that will be the registration experience of the Fall quarter - next August; They will be given this information and this will provide them with important information which no study heretofore could yield

because the studies are all in the abstract; this will be a study in the concrete. We'll know then what happens in that region up there. Then the Legislature will be in a position to make a decision with respect to a continuation of the experiment. That's the basis and background of the University's action. . . . Accompanying all this has been a great enthusiastic interest in that particular Morris region by the people of that region who raised out of their own pockets more than \$60,000 to assist the University in making this experiment. The Crookston situation is a little different; there you have adjacency to certain other colleges and so on. The regents have taken no position on it, and while I'll not be here I would suppose they would await the autumn quarter at Morris with considerable interest to see what bearing that might have on the Crookston thing--which two legislative commissions have already recommended should also be undertaken. I hope, Mr. Chairman, this is at least a partial answer to the questions you asked; if not, I'll be glad to answer any further questions.

Mr. Hofstad: It is in answer to questions I asked, and I thank you very much.

Senator Wahlstrand: Personally, I'm very much disappointed in the action by the Board of Regents. I would assume that the lawmakers of the State represent the people of the State. . . . It is true that studies have been made but the Minnesota Legislature was not prepared to accept any of those studies, as you know; and so, we decided that we would pursue further studies, and to accomplish that purpose two resolutions were adopted: One resolution directs to the Board of Regents in which we request the study in a report to be made to the 1961 Legislature. A similar resolution was directed to the Legislative Research Commission of which this Sub-committee is a part. . . . I've been very frank in my criticism of the action of the Board of Regents because I think that action precluded the position of the Legislature as well as the wishes of the people of the State--if the wishes are represented by the action of the Minnesota Legislature. I was very disappointed, and inasmuch as we are seeking to find a suitable place for a four-year college in southwestern Minnesota I can't help but feel that this precludes any real positive action taken by the next session of the Legislature directing that such a college be established there. . . . you've already established a branch of the University at Morris. Obviously, they have the upper hand. There isn't any question in my mind that is true; therefore, the people that represent areas like Willmar, Marshall, Worthington, Redwood Falls, etc. I can't help but feel have lost the opportunity to present their case. That's the way it appears to me. Of course, there's another factor too. Some of us may not agree that it's wise policy to extend branches of the University. I'm personally opposed to the extension of a branch at Duluth. I think there should be one university--not branches of the university. I don't believe in centralization of higher education to the point where it is controlled by the Board of Regents. . . . So I felt that the purposes and concepts of the ideas of the State lawmaking body have been thwarted by the action of the Board of Regents, and I am still of that opinion. I very much dislike to disagree with Dr. Morrill because I have all the respect in the world for you, as President of the University and for your knowledge of higher education, but I am also concerned from the standpoint of a member of the State lawmaking body and the area that I represent. I have stated my position very candidly, and I am speaking for myself; I am not speaking for the Committee--obviously, I cannot.

Mr. Hofstad: Any other comments to be made here?

Mr. Johnson: Senator Wahlstrand, were you fully aware of the request that was made by your committee that we make a statement on the Morris question?

Senator Wahlstrand: I think that before the Legislature adjourned such a request was made.

Mr. Johnson: I mean the Committee--the Legislative Research Committee--. . . You are aware that this request was made of us that we should state our position?

Senator Wahlstrand: Right - but we didn't ask you to establish a branch of the University at Morris.

Mr. Johnson: I'm fully aware of that, but I just wanted to know if you knew this statement was requested of us. I would like to ask you this, too: You were aware, of course, that the two interim commissions had recommended this before? And you were aware of the fact that besides those studies the University had carried on a continuous study of this question of the agricultural schools prior to this time?

Senator Wahlstrand: I'm perfectly aware of that, but I'm speaking of the fact that the position of the State lawmaking body. . . They decided to defer the action subject to investigation. . .

Mr. Johnson: You're also aware of the fact that this is an experiment of information that we couldn't get by study outside of an experiment.

Senator Wahlstrand: Could be, but I assume that you also concur that the resolutions and studies being made by this Commission ought to have some bearing on the action to be taken.

Mr. Johnson. Just one more question: Is it your opinion now that you feel that the starting of college courses at Morris is going to be sufficient college opportunity for all of western Minnesota?

Senator Wahlstrand: Frankly, I think it's going to delay for a long time any other action being taken.

Mr. Johnson: Do you think it should preclude?. . .

Senator Wahlstrand: No, I'm not saying that. . . . Remember this, Mr. Johnson, you have the responsibility of the taxpayers maintaining institutions too; we have to be a little concerned about how far they can go.

Mr. Johnson: I believe that's one reason why we decided to use the present facilities at Morris.

Mr. Hofstad: I have to ask of Dean Schweickhard -- I should know, but I do not, and I don't know how many of the Commission know -- What the prerogative is of the Department of Education in setting up junior colleges over the State. I think this is misunderstood in many communities by many of our editors in our country papers, and I believe it is proper to ask of you what the programming through your department has to take in order to set up a junior college.

Mr. Schweickhard: The Department of Education has no authority in final action. The action comes from the State Board of Education under statutory provisions which had been made by the Legislature. From the time that the junior college program was in being and provided for in Minnesota, the legislature put in the hands of the State Board of education the approval of applications to establish junior colleges. Now, I see in that the intent of the legislature that the final

determination as to whether or not a junior college would be established and supported would be left to the people of the community to vote on, because the process is this: Sentiment for a junior college develops in a community, I suppose, between the local board of education and the superintendent of schools and the people of the community. When it gets to the point where the superintendent of schools and the local school board decide that they've arrived at the point where the matter ought to be opened, they prepare and submit to the State Board of Education an application for approval to establish a junior college. That application contains much of the same kind of information that you, Mr. Chairman, pointed out that you are considering with reference to the establishment of a four-year college -- not quite as thorough because it's more of a community affair than it is an area affair, but they take into account the total valuation which is a reflection of ability to support the institution, potential enrollment, building facilities, avenues of transportation in and out of the community, and proximity to neighboring junior colleges...Now, that was not a factor in the beginning--some years ago when provision was made for the establishment of junior colleges a number of junior colleges were established probably too close to each other, but that is a factor now. The legislature has stated that no junior college shall be provided within thirty-six miles of an existing junior college or State college, so that is a limiting factor on the State Board's approval. When the application comes in, the instruction division in the Department and the division of business and legal affairs examine this application from all angles--the figures of financial resources, enrollment, etc. are checked against other figures that we have as reported from the school district involved; the staff comes to a conclusion as to whether or not to recommend approval. In the process, conferences are held with the representatives of the local community making the application. The recommendation goes to the State Board and, in the most recent instance where there were two applications in, the Board delayed its action on that for a couple of weeks in order to bring the matter before this Liaison Committee - not for the Committee's action, but for the information of the Committee, in order that action with reference to junior colleges might not be taken independent of any consideration of higher education development.

When the State Board takes action, if it is favorable, then the question goes back to the people of the local community and they must put it up to their voters and receive a substantial majority (well over 50%) in favor of the establishment of a junior college. If the vote carries then they proceed to levy the necessary tax to support it, and if building is necessary they vote on bonding themselves to build the necessary buildings. Up to a very short time ago, the State provided no direct assistance for junior colleges, financially. During this past biennium they have provided aid per student, much the same as in elementary and secondary schools, and I understand a proposal is coming before the Legislature to increase that amount during the next session. There is an element here of local autonomy and local decision which does not exist in connection with any of the other institutions of higher education. The State's hand in it is merely a standardizing one in order to be sure that a local committee does not attempt a junior college beyond their ability to establish it and carry it. There have been some established in the State. One of the towns that's now in the picture for your southwestern Minnesota college once had a junior college - the enrollment dwindled to the point where they had to give it up. There are others that have been in existence and have had to be terminated, but within the last ten to twelve years there have been no terminations; the enrollment in those colleges has increased -- they've demonstrated their ability to survive.

Mr. Hofstad: Pursuing my question further to you - this is a meeting of Liaison, so I think it is perfectly in order that I ask this of you because we seek the counsel and advice of those in education who practically determine the road which higher education is going to take in the State of Minnesota. This is my second question to you: I think in the 1957 session it was the first time that aid to junior colleges on a basic State aid was effective, and I believe this was the sum of about \$250 per student. A bill in the last Legislature was introduced for \$10 million for capital improvements, or to aid in capital improvements, to junior colleges. Is it your contention that the statutes of the State should not be changed at all if we go into such a program of junior colleges and aid to junior colleges that the Legislature practically almost raises the money by taxation? I am of the opinion that the Legislature should have something to say about establishing junior colleges if we're going to go into a program of junior colleges and expend State tax money for this purpose. Now, this is not to embarrass you or anybody else as far as I'm concerned, but it's a practical question in my mind, and I would like to have the reaction of not only you, but others who are interested in junior colleges.

Mr. Schweickhard: I think I understand your question. Up to now, as you say, the Legislature has not provided any money for capital for junior colleges. We saw some rather irregular motives behind the proposal for capital outlay for junior colleges in the last session; in one instance, possibly more, the local school district needed enlargement of the high school facilities which would have meant bonding themselves -- it wasn't actually stated, but it became quite apparent that if by any chance they got money in that community to build a junior college, they would build the junior college and occupy it with junior college activities, and then adapt the released space in use for secondary school purposes and relieve the local community of building secondary schools. It has never struck me that the State was very close to the time of providing money to help build buildings (that is, in general) in Minnesota for elementary and secondary schools. Some of you legislators know of a provision that was made to the legislature to loan money to local communities to help them build when they were hardpressed, but the only advantage they have in it is borrowing at a higher limit than they otherwise could and paying a lower rate of interest which is an advantage but it is not an outright grant.

Now, again, the State Board has not acted on this, but my own opinion is that--I might precede that by saying that I'm aware, too, of the argument that is put up by the local junior college committees that here's an instance of higher education for which the State is providing buildings and other facilities at the University and in the State college towns; therefore, they conclude that the legislature should provide buildings and facilities for junior colleges. . . again, which is a form of higher education, but the case for the junior college and aid to operate the junior college has always been made on the ground that it's a part of the public school system--the elementary and secondary school system. We can't follow both of these lines of reasoning. If this latter one is true, which seems to be more widely established, then the local community which wants to build a junior college better be prepared to build the buildings and support it. . . .

Senator Kording: There is the question of the junior colleges expanding more and more into the vocational field--I think I'm correct on that. Now, if that were done, it would appear to me that a lot of the benefits in a junior college would be lost--they would become an extension rather of the high schools. I wondered what your opinion might be of that.

Mr. Schweickhard: As I watched the development of the junior college in that aspect, it appeared to me that this is not a watering down of the junior college function...its combination with the vocational function--as in Austin, one town where there is a junior college and an area vocational school; many people would think they are one and the same institution - they do use some of the same instructors and the students go back and forth between classes from the junior college to the vocational school - but they operate as two distinct functions. The area vocational school is supported by local taxes, then given special aid for vocational work from Federal and some State funds. It's a post-high school institution, that's true, but the Federal law under which it operates specifies that the work shall not lead toward a degree--it shall be less than college grade, and no credit earned that way can be transferred to the books of a junior college or any other institution in the State--so, it's a different kind of institution even though it's operating under the same roof. There are aspects of the junior college that might be called vocational, but I don't think they're the kinds of things that people thought of as vocational. . . to give advanced business education which may be completed in the junior college period. Up to now, the functions of the post-high school institution and the junior college have been kept separate and I'm convinced that they should be.

Senator Kording: In other words, you feel that they never will work into that?

Mr. Schweickhard: There's always a danger that they might slip into that.

Mr. Prentis: In the original concept of the junior college, it's been my interpretation that one of the principal purposes of a junior college is supposed to be terminal education - and terminal education, I presume, means vocational, although it might not mean the heavy vocations such as machines, etc., but, in practice, junior colleges have tended in most cases to become pre-professional; . . . most of the enrollees in junior colleges in Minnesota are enrolled in programming designed to continue on. . . in Minnesota, at least, the junior colleges have not really developed in the way it was thought they would to begin with. I may be all wrong on this, so those of you who know more about it than I correct me. . . Those are the impressions I have.

Mr. Schweickhard: In spite of the fact that I spent a good part of my educational career rather deeply saturated in the vocational programs, I think the term vocational has been very misappropriately used. As commonly used, we think of it as training farmers or mechanics or homemakers, etc., but actually the University uses many of its departments as vocational training --educating many of its people to be engineers or agricultural specialists; people who go to our State colleges to prepare for being teachers -- they engage in the vocations for which they're trained. As I see, to respond to Dr. Prentis' comment, the junior colleges have three functions: One is pre-college--two years preceding further college work; second is this terminal work which may be vocational and it may not - if it's terminal for some students it may end in a vocation, and if it's terminal for others it may be just that because that's as much college work as they can absorb and it's necessarily terminal, but terminal isn't necessarily (in my mind) synonymous with vocational. The third function, and I think it's a very real one, is a sifting one; in the local communities young people who live in the community can go to the junior college and, at least as far as public expenditure is concerned, can attend one or two years at less public expense than they can to go to one of our State colleges or the University, and if it's determined during one or two years that

they're not fit subjects for further college work then the sifting has been done, rather than having them go to the State colleges or University and have them take up a more expensive chair while they're finding that out.

Mr. Popovich: But can that be done on the limited enrollment that most junior colleges have? In other words, when you have enrollments from 101 up to 400 or 500 how can you cover all those three aspects to the degree that you intimate and do it sufficiently and well?

Mr. Schweickhard: You can't cover the second--the vocational one--very thoroughly unless you have in conjunction with it the vocational facilities that I mentioned that are not a part of the program, but you do the first and third. . .you can offer the first two years of college and let those fall by the wayside that would be eliminated - you can do those two things in a college of any size, I think.

Senator Wahlstrand: You are aware of the fact that the Legislature was faced with the problem of setting up the areas for junior colleges. . .certain areas were designated where it was felt junior colleges might be established. On the basis of the power of the State Board of Education to grant permits, you granted two permits - one to Fergus Falls and one to Fairmont (Fairmont turned it down I understand) but Fergus Falls accepted it, I understand. Fergus Falls is only a comparatively short distance from Morris. In planning this whole venture in higher education, isn't that a conflict in the approach to the solution of the problem?

Mr. Schweickhard: I suppose it could be. However, I believe Fergus Falls is one of the spots that the Legislature rather put the pin on when they designated these areas. That was checked on when the State Board acted on this, and our Department is rather careful not to recommend approval of an application unless it is in pretty close accord with that area established by the Legislature.

Mr. Popovich: I want to ask a question of Dr. Morrill. I missed part of today's session, and you may have answered it, but it seems to me that the University assigned somebody the job of analyzing the Ohio situation where the university serves as providing a community type junior college. . . .I recently had lunch with a young man in the Department of Education who is a strong advocate of that type of higher education, pending the economical reasons. . . , and is seriously worried about the over-population of junior colleges and what it can do to our State if we follow the same thing as California, for example. Have you discussed with this Committee the report on the Ohio situation. . . .

Dr. Morrill: When the legislative interim commission on higher education was established prior to the last session of the Legislature (weren't you a member of it, Mr. Popovich?) we were looking at the whole problem of higher education objectively, as we should. There was a great rush of representation for junior colleges in twenty - twenty-four communities of the State. We sent a man from Mr. Lunden's office on the fiscal side and we sent my assistant, Mr. Stan Wenberg, on the academic side, to study the developments in Ohio and in Indiana -- there are some in Michigan, too, but we didn't study them. These two men went into those two states to study very carefully what had been, in Indiana a very large development of the type you mention, and a growing one in Ohio. We estimated what it would cost to do this--how it could be financed, providing local communities, local school systems were willing or had any desire to enter into this type of operation. We did supply to Senator Dunlap, Chairman of the Interim Commission, a report on this stating that it might be of interest to the Commission. . .we made no

representations about it; we said, here's the study - it may fit in to what you're thinking about. That's the last we heard of it. It may be something that should be pursued though. . . . At the last meeting of the Liaison Committee something of that idea was under consideration within the State College Board. . . It was interesting to me because it would be in the line of the same thing we were thinking about. We pursued it no further though.

Mr. Hofstad: If there aren't any other questions, I'm going to go on to the last of our agenda. A report by Gerald Swanson, our Committee clerk; his findings as to student population--where they go -- how many are there.

Mr. Swanson: Mr. Chairman, ladies and gentlemen, the table on your placemats represents the work of myself, Dr. Bicknell, Dr. Harvey and Dr. Stecklein. There's a distribution by county of residence of Minnesota students in Minnesota colleges, for the Fall term 1959, which does not include Minnesota residents attending colleges and universities in other states. We have gone through the University of Minnesota, the State colleges (which I understand have continued the practice of distributing their enrollments by county of residence), the junior colleges both public and private, and also the private colleges. In the case of the private colleges we had to use their student directories they publish in the fall of each year and correlate to the home town address of each student the county of residence. We tabulated all of this material by the name of the institution and by county, arriving at a total enrollment in each county in Minnesota colleges. On the bottom of each second page is the total of Minnesota residences for the University and for the State colleges plus the residence from other states, foreign countries - and their total enrollment - and this is correlated with the enrollment which is reported to the Sixth Annual Survey for the Fall term 1959. The same was done with public and private junior colleges on pages 3 and 4. We had some difficulty in trying to arrive at the same figures for this survey as was reported to the Sixth Annual Survey for the public junior colleges and private colleges for the fall term enrollment, but I don't think the disparity is too great to destroy the usefulness of the entire table. On page 6 is the distribution of the enrollment for the private colleges for the Fall term 1959, and in many cases we had to go through the student directories and beside the student's name indicate his county of residence. We came out fairly accurate between our figures and the ones reported in the Sixth Annual Survey. The footnotes indicate the number of graduate students and seminary students that were not included in the distribution but were included in the final total for the purpose of comparing them with the report of the Sixth Annual Survey. This distribution by county of residence only represents the undergraduates attending Minnesota colleges in the Fall term of 1959. On page 7 we have summarized the enrollment figures for the University, the State colleges, junior colleges and the private colleges. The last two columns on the right - the percent enrolled and the potential college students in 1959-I would like to point out in regard to the potential college students for 1959 that these figures are based on Dr. Harvey's analysis of the census taken of 16-year-olds in the public high schools; and, after we had completed the table, Mr. Harvey in reviewing his figures thought it would be best to adjust these county figures because of the joint school districts overlapping in more than one county which distorted the percentages and also the potential students for each county, although the total figure on page 8 in the last two columns is accurate to 173,870 potential students in Minnesota . . . corresponds with Mr. Harvey's projection. In the percentage--25% of Minnesota's potential college students going on to Minnesota colleges is accurate. The county by county distribution is subject to change, and we hope to have this ready in the matter of a few months. The percentages in the last column may change from 5-10%.

I'm sorry we didn't complete this for the meeting today, but because Mr. Harvey was so involved in these other reports he didn't have a chance to revise the county by county distribution. It is anticipated that when we get more accurate potential enrollment for each county we will be able to analyze how the students in each county utilize Minnesota colleges. I would like to stop at this point and answer any questions you may have.

Mr. Hofstad: Any questions from anyone?

Mr. Popovich: For clarification, what is this 36% figure? . . . how does that correlate. .

Mr. Swanson: As I recall, the 36% figure includes Minnesota residents going on to colleges and universities in other states. .

Mr. Popovich: So the difference between the 25 and 36--we've got 11% of our potential college students going out of the State. .

Mr. Swanson: Not at the present time.

Mr. Harvey: The number of Minnesota students going out of the State would be balanced by the number of out of State students coming into Minnesota; therefore the 36% does include those who are coming in from out of state to replace the ones who have left the State. There is another factor involved here--the graduate students are included in our 36% too. There were a little better than 4000 of those in that group for 1960; a little more than 7000 for the group for 1970. . . I'm a little ahead of myself. . . you have the 1959 figures here, so we'll back up. . . it's around 4000, too. You would also have to deduct the approximately 10,000 students from Minnesota who are going out of State if you want it kept down to this 25% figure. The 25% figure includes only the Minnesota residents in Minnesota colleges and undergraduates; the 36% includes all Minnesota residents regardless of where going, and graduate students. . . .

Mr. Prentis: Actually, the corresponding figure for right now is about 32%, and this 36% is a projection of the 1970 figure. . . . That's a third aspect involved here.

Mr. Harvey: I believe I said this morning that 30% - just under 30% - was the percentage of undergraduates in 1959.

Mr. Swanson: Continuing on the answer to Mr. Popovich's question: In 1959 the total enrollment in Minnesota was 56,076 students, and as a percentage of the potential of 173,170, there were 32.3% in college. Then if you take off of this 56,000 figure the 4,363 graduate students the percentage is 29.7%. Using my total of the graduate enrollment of 43,512 students in 1959, and then adding--we're assuming at this point that the foreign students coming into Minnesota equal the number going out of Minnesota--the foreign student enrollment of 10,071 you get 53,583 -- that comes out to 30.8%. This bears out the fact that the distribution is fairly accurate except for the last two columns where we have to readjust. The final analysis will help to show how many Minnesota resident students are using Minnesota colleges. On page 8 I've made some penciled analyses here of the distribution between the University, State colleges, etc. Of the total college undergraduate enrollment in 1959 of 43,512 students, the University of Minnesota including Minneapolis, St. Paul and Duluth, enrolled 48.7%. This compares with 44.9% as reported in the Sixth Annual Survey. The State colleges enrolled 21.2%; the public junior colleges enrolled 5.9%; the private junior colleges enrolled .5%, and the private colleges enrolled 23.6%.

As part of our study we sent out a questionnaire to the school superintendents in the 23 southwestern counties and requested an analysis of the college attendance pattern in these counties for the 1959 public high school graduation class and also the 1960 class, and these two tables contain (Tables 4 and 5) the compilation of the results of these questionnaires. The first column on page 10 represents the 1959 graduates as reported by the school superintendent; next is indicated the number of college students that the superintendents had records on as going on to college, and the percentage of the total number of graduates. On the bottom of the page, 34% of the total 1959 graduates in 23 counties went on to college, according to the records. This 34% corresponds to a report I received the other day from the Department of Commerce--an analyses of the plans of the 1959 high school seniors for attending college (this is a nation-wide analyses), and as a result of this study they concluded that 34.4% of rural farm boys in 1959 had planned to go on to college, and 29% of rural farm girls planned to go on to college. Based on this comparison the 1959 figure of 34% at least represents the national trend.

Mr. Popovich: Mr. Harvey, what do you define as potential college students - what age group?

Mr. Harvey: Eighteen to Twenty-one.

Mr. Popovich: Looking at Table 2 on page 7, look at Big Stone and it says 15.5 enrolled. . . then on page 10, Table 4, and you see 37% that attended school - is this for one year? . . . a kid fresh out of high school going on, or does 15.5 cover anyone from 18 to 21?

Mr. Harvey: I think there's one other possible interpretation, and that is Big Stone being right on the boundary could conceivably draw from the other states. You are right in assuming that the percentage was based on four years; therefore, it may not reflect one year's percentage--that could change in a four-year period.

Mr. Swanson: I hope eventually to get the county distribution of students enrolled in North and South Dakota to get some idea of where they come from. . .

Senator Wahlstrand: I know the statement has been made repeatedly that approximately the same number of students come in from outside to attend our colleges as the number going out of State -- are there any real statistics on that, or are we just guessing?

Mr. Swanson: There was a study made in 1959 by the American Association of Collegiate Registrars that analyzed this migration of college students, and their study pointed out the accuracy of the statement that it's balanced between students coming in and going out -- this is for 1958.

Senator Wahlstrand: Wouldn't that be subject to the kind of institutions we have? The University of Minnesota is one of the leading universities of the United States, particularly in certain fields like medicine; wouldn't it be true that people recognizing that fact would flock into Minnesota to receive the benefits of the higher standards?

Mr. Swanson: It's true -- but if the picture of higher education stays the same, without any new institutions being added anyplace around the surrounding area, this still would hold true--the number of students coming in and the number of students going out should be equal.

Dr. Morrill: Mr Chairman, I can remember when I first came to Minnesota -- the thing that sticks in my mind -- this income and outgo was in balance with a figure of about 8%; now it has risen way up. . . .

Mr. Popovich: How do you analyze Kandiyohi which is not a border county? 21% attending college; then on Table 4, 41%--nearly twice as much--going on to school. Could that many more be going out of State?

Mr. Prentis: May I suggest one possible reason for this: You're looking at freshmen enrollments, I believe, and your freshmen enrollment is always going to be higher than your average enrollment over the four years because the drop-out is great in the freshman and sophomore years; I don't think you will ever find the average enrollment over four years anywhere near as high as it would be in the freshman year.

Mr. Popovich: That's true, but you see Tables 4 and 5 are going to directly affect us as to the potential student enrollment in southwestern Minnesota. That's why I'm so concerned about these two tables. Take Kandiyohi on Table 5 which is the potential in 1960. . . it's upped from 41% to 47%; personally, I think the superintendents based that on kids saying: yeah, I'd like to go to school -- but when the hard practical reality comes I think there's some over-optimism included in Table 5. I just don't want to be in a position of somebody citing Tables 4 and 5 and saying: will you establish a four-year school out here in this town; we're going to have x number of students there. I think we have to be careful how we project these enrollment figures; I'd rather project them on the conservative side than on the optimistic side.

Mr. Johnson: I would like to ask Mr. Swanson here if you have any breakdown of records of migrating students--like for instance in western Minnesota where we have very little college facilities--- I believe that the percentage of the State students there - Minnesota students that go out of the State - is much bigger than it is in other parts of the State, except maybe down here in the Twin Cities.

Mr. Swanson: We've been attempting to get a county by county distribution from the colleges in North and South Dakota. We've gotten most of the reports back from those States, but there are three missing, and in one of the colleges it is going to be necessary to find the means of employing someone at the college to make this analysis. As I recall, based on this 1958 study, a large percentage of the total number of students leaving Minnesota attend North and South Dakota colleges and universities, and I would assume (based on that) that a large percentage of these students attending those colleges come from the western part of the State. To make a real detailed use of these larger tables on an area basis, it is going to be necessary to try and get an analysis of how the pattern is in both North and South Dakota.

Mr. Johnson: It's the very thing that you pursued this morning, Pete--that if you were to establish a college in western or southwestern Minnesota, it wouldn't alleviate the enrollment in our other colleges very much because of the fact that--for one thing--more students out there would attend college and then we probably would hold a lot of our Minnesota students that now go to North and South Dakota. I think you will find that the number of students attending college outside of our State is larger in western Minnesota than in any other part of the State.

Mr. Prentis: I suppose that one of the concerns of people thinking about providing college education is whether or not people are actually getting a chance to go to

college. My reaction to Tables 4 and 5 is almost opposite to yours, Mr. Popovich, in that I was stricken by the high numbers represented. I got the feeling that if these numbers are actually this high then you might say that people in southwestern Minnesota are pretty much going to college as it is--so you could also approach it from that point of view. I'm not trying to draw any conclusions from it, I was just amazed to see how high these figures were because I expected to see something smaller than that. To get back to another point--whether or not our people in Minnesota get a chance to go to college--I'd like to bring up another point. . . . I think we're doing something in our tuition structure which is actually working against the best interests of the State of Minnesota - when we're putting on a higher and higher type of non-resident tuition, and I think it would be of benefit to North and South Dakota and Minnesota students if we could somehow or other work out a reciprocal non-resident tuition arrangement so that we don't penalize people in Minnesota who wish to go to school in North Dakota, and North Dakota people coming into Minnesota. North Dakota at the last session of its legislature raised the non-resident tuition by quite a bit. We've got a lot of people along the Red River Valley, clear up into Canada, who might want to go to the University of North Dakota, but the University of North Dakota has made it more difficult for our people to do that because they raised the non-resident rates. We do the same thing to North Dakota students. So rather than raise the non-resident tuition rates higher I would like to see somehow or other a reciprocal arrangement brought about so we can cut out that increase in tuition. I think we might be serving our own people better if we could do that.

Senator Kording: Do you have any figures for the fact that though we have two colleges in the Moorhead area, the trend is a greater number of Minnesota students going to North and South Dakota colleges than there are students from North and South Dakota coming here. . . .

Mr. Harvey: I have a little information on that. In Fargo a course is offered in Home Economics that is not offered in Moorhead State College, for example -- it may be that it's a matter of choice. . . .

Mr. Popovich: Dr. Morrill, when the University opened Morris. . . very frankly, I did feel that there was a vacuum up there and something had to be done, but it has complicated somewhat our committee here in determining whether or not we should still recommend another four-year school and, if so, where in that area. Do you have any personal feeling on the effect that Morris would have on this committee of ours recommending another four-year school? If you do, how close can we come to Morris without adversely affecting the University? I'm predicating that on the assumption that Morris is growing, will continue to grow, and will probably end up as a four-year school.

Dr. Morrill: I can't answer this in terms of distance. Speaking personally, on whatever data that we have had, I would suppose that there is still room for either a junior college or State college development in southwestern Minnesota. . . that's just a curbstone guess. Furthermore, before you came in, Senator Wahlstrand made some comments about the action of the regents at Morris. . . . This action of the regents was frankly and candidly experimental. We have just one year; by the time the Legislature meets we'll have two quarters to appraise what has happened at Morris. The University will not be in position to go any farther with it without legislative assistance. . . this assistance can be withheld in the light of any

consideration you may have in this Committee with respect to location elsewhere. This matter still rests within the hands of the Legislature -- that was fully understood by the regents when taking the action which they did. We were responding to a request from this Committee. It seems to us that we're performing actually a public service in this experiment up there to appraise what could happen in western Minnesota. It's not anywhere near adjacent to any other existing college.

Mr. Popovich: The only difficulty there, though, is you had something--buildings, land, etc., and for that of course there's going to be some value to the test; but we, on the other hand, can't recommend the four-year school in some other town. I think once we do that and . . . the die has been cast because there's nothing else comparable--where you have existing structures and things that you could move into; that's the only problem and, frankly, I'm perplexed as to how we're going to meet it. For example--can you see if the University continues, if the Legislature says it should, at Morris, the wisdom of creating another four-year school at, say, Montevideo?

Dr. Morrill's reply was inaudible due to disturbance.

Mr. Schweickhard: As Chairman of the Liaison Committee, may I express appreciation for the opportunity to meet with you today. We've learned fully as much as we've given, I am sure.

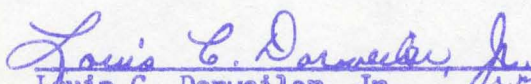
Mr. Hofstad: We regret, Dr. Morrill, that you are leaving the University of Minnesota. We know that you're going to enjoy your future years with the Ford Foundation, and what is a loss to our State will be a gain to the Foundation. I think I can speak for every member of the Sub-committee that we've enjoyed working with you.

Dr. Morrill: Thank you, Mr. Chairman. I'm going to miss you and the members of the Legislature more than you're going to miss me. I feel that the people of this State, acting through their Legislature, have done a distinguished and productive thing in the building of this great University. While there are the ups and downs of the various legislative sessions, when we look over the years and see what has been accomplished, it's almost phenomenal that the people of this State could have built so large, so productive, and I think so useful, an institution. The friendships I have made since 1945, and the kindnesses and courtesies I have received from so many of the members I will cherish all my days. Thank you.

Mr. Hofstad: To Mr. Schweickhard, I want to say that it's been an honor and a privilege to be Co-chairman of this meeting with you. I think we should have more of them in the future. The name liaison in itself is explanatory enough so that we should know what each other is doing. We can gain some knowledge of the problems of the other branch of education. I think it has been very fruitful.

The joint meeting adjourned at 4:30 P.M.

Respectfully submitted,


Louis C. Dorweiler, Jr.
Director, Legislative Research Committee

L.C.D.

MINUTES OF MEETING

Sub-Committee to Study the Feasibility of Establishing a Four-Year State College Centrally Located in Western and Southwestern Minnesota.

May 16, 1960

The meeting followed the joint meeting of the Liaison Committee on Higher Education and this Committee.

The next Sub-Committee meeting was set for Monday, August 1, 1960, at 9:00 A.M.

Some of the members planned to look over the sites again, or for the first time, in order to make a revaluation.

The motion was made, seconded and unanimously carried, that Gerald Swanson, Research Analyst, be granted the authority to gather the necessary information on North and South Dakota enrollment figures for his report, in the best and least expensive manner.

At the August meeting Mr. Roy Prentiss will discuss the types of buildings necessary for a State college, and Mr. Richard Hammel will discuss the priority of buildings, dormitories, available funds, costs, etc.

There being no further business the meeting adjourned at 4:55 P.M.

Respectfully submitted,

Louis C. Dorweiler, Jr.
Louis C. Dorweiler, Jr.
Director of Research

MINUTES OF MEETING

LEGISLATIVE RESEARCH COMMITTEE SUBCOMMITTEE ON A FOUR YEAR STATE COLLEGE

The meeting was called to order by Chairman Alvin O. Hofstad, at 10:00 a.m. on September 26, 1960, in Room 113 of the State Capitol at Saint Paul, Minnesota.

The roll was called and a quorum was present.

Chairman Hofstad called upon Dr. Prentiss to express the views of the State College Board on the possible establishment of a new four year college in Minnesota.

PRENTISS: We have been invited to make a presentation of what our ideas are on what should go into the establishment of a new college, if and when such a college is established. I should say at the outset that I am not here on behalf of the College Board to plead for or against such a college. We are not concerned, at least from our point of view, about the location of such a college.

This leaves a vacuum as to just how to plan such an institution without more groundwork. We have attempted to work out a program on that basis. Before I actually begin, I would like to say, that from the standpoint of the State College Board, and also from the liaison committee on higher education, I cannot speak officially for this group of course, but we have been studying within the limit of our resources, the need for college facilities in Minnesota in the next 10 to 15 years.

I would say that it appears to us that we are going to have great need for college facilities. Certainly a great deal more than we have at the present time. We have been conducting studies on probable future college enrollments, without trying to define them too clearly. It is our feeling they will probably reach the 100,000 mark by 1970. This fall, I presume, we will have enrolled in Minnesota colleges somewhat less than 60,000. We are quite sure that this figure is going to be in the neighborhood of 100,000 by 1970. The fact seems to be that there is great need. It would be reasonable, we think, that facilities so far as possible ought to be placed within reasonable distance of the people that wish to attend. This would be for economy and efficiency. Knowing that there are areas in the state that do not have colleges, I assume that our thinking would then lead to the idea that it would be well to establish some in those areas.

The state colleges, of which we have five at the present time, have experienced exceptional growth in the last 10 years, and in the last 5 years have doubled. We have grown from about 5,000 in 1954, to

Prentiss continued:

just about 10,000 students in the fall of 1959 (fulltime students). What it will be this fall I cannot say at this time. In another week I can give you an exact figure on that, but it will probably run somewhere about 11,000. Within the last few years we have been averaging an increase of about 1,000 a year.

We have tried to project what the future enrollments might be, and this of course is loaded with ifs. We believe that we will continue to increase at about 1,000 per year, taking us up to about 1970 where our projection stops at 20,400. This is based on present colleges in Minnesota. That is projecting enrollments of existing colleges. We do not know what is going to happen in the way of new junior colleges, state colleges, and University branches. All of these things of course will have a very profound effect upon what the existing state colleges do, as will what you gentlemen do in connection with the establishment of a possible new state college.

I would guess that this would then increase the total number of people attending state colleges. We have Mr. Harvey of my office who has worked quite closely with Mr. Swanson in developing statistics that either have been presented to you or will be presented to you. Without going too deeply into it, it appears that in the south, west, and southwestern parts of the state, there would be sufficient students for the establishment of such a college. So apparently the need is there and exactly what the details will be is of course to be decided by the legislature and not by the state college board.

We have adopted the idea that if a state college is to be constructed, it ought to be done properly. We do not think we ought to enter into some sort of a shoe-string operation. We ought not to kid ourselves that this can be done for 3 or 4 or 5 million dollars, and get into it and discover that we have to have a great deal more than that in order to have a properly functioning college. We have tried to be realistic, we have tried to be conservative, but we think that we have developed something that will be workable.

(Doctor Prentiss then passed out two brochures which he reviewed with the members. Copies are on file in the offices of the Legislative Research Committee at the State Capitol.)

KORDING: I would like to ask if you have taken into consideration anything concerning the junior colleges, and if there is to be any state aid to them?

PRENTISS: We haven't gone into this. Frankly it is an area that would be difficult to project. In the overall distribution of enrollments made to this time, we have assumed only those colleges that are in existence. The establishment of a new college, whether it be a junior college, University Branch or a state college, is definitely going to change, probably, the total enrollment picture, and certainly

Prentiss continued

the distribution in the existing colleges. I think it would be safe to say that if junior college aid were materially increased, there would tend to be an increase in junior college enrollments. This would probably not reduce state college or University enrollments. It probably would have its greatest effect on encouraging more people to go to college.

POPP: You quote the figure 100,000 by 1970 and then state 20,000 enrolled at the state colleges. Where would the other 80,000 students be?

PRENTISS: At other private colleges in the state, the University and the junior colleges.

POPP: How many students do we have in private colleges now?

PRENTISS: There were 17,015 in the fall of 1959, full time, as compared with 26,538 at the University, including the Duluth and Saint Paul Campuses.

POPP: From projections this would mean that from 1960 to 1970 the population of all colleges would have to double, wouldn't it?

PRENTISS: Close to it.

POPP: And you think it will?

PRENTISS: I think there is a very strong probability that it will. We have had tremendous increases within the last several years. At a time when the age group, population of those from 18 to 21 was almost at its lowest point. It is only now that this group is starting up. We will not feel the effect of the post-war birth increase until about 1962, when it really hits hard. From 1962 on we will have the largest increase that we have ever had. The reason for the increase up to this point has not been that there have been more people of that age group, but a larger percentage of the people in the age group have gone one to college.

First of all, a great number of these people have been graduating from high school, because we are retaining people in high school much more than formerly, and of these people that graduate from high school, a much higher percentage have been going to college. Our growth up to this point has almost entirely been attributable to larger percentage of people going on to college. Now we are about to hit the point where we will get many more people of that age, and if the percentage holds, or increases as it may still do, then we will see a rapid increase. As a matter of fact, the percentage of people in Minnesota that are going to college now, is still low, when we compare it to the national average. We do not have as high a percentage of our 18 to 21 year olds going to college in Minnesota as in the nation as a whole.

WAHLSTRAND: Have you made any projections beyond 1970?

PRENTISS: We hesitate to do that, because we then have to project those children that are very young and the projecting gets much more difficult. We know that it is still going up after 1970. We do not have a ceiling on it yet. Actually the birth rate in this state up through last year had been increasing. I have heard rumors that the number of births this year is down. I don't know just how much, but if it is down, it is the first time in several years that it has been down. So up until the time that the children born last year reach college age, if we hold the percentage constant, we should continue to have increasing college enrollments for at least the next 20 years.

WAHLSTRAND: In this analysis of the growth of our colleges, isn't it true that there will be a lot of students that will be going into industrial schools and technical schools, take nursing for example and the tremendous appeal that has at the present time? Wouldn't that effect the general increase in our college population?

PRENTISS: I am sure it does. It is affecting it right now. Just within the last couple of days Mr. Harvey has been working out the special aspect of the study of enrollments in colleges and we don't have final figures on it, but we were rather amazed to learn of the number of people in schools beyond high school in Minnesota that we do not ordinarily take account of. I am thinking of bible institutes, or seminaries, a school like Dunwoody, and others of technical and vocational nature. I believe that we have arrived at a figure approaching 10,000 students doing work beyond high school, which requires high school graduation to get into the state. This comes as a surprise as we have worked on this for a number of years and it hasn't been until now that we have become concerned about this particular area.

The trouble is that noone keeps figures on the vocational and technical programs. I expect this sort of thing to go on, and I think more so than we are doing it now. I honestly feel that we are not providing satisfactory post high school, technical, vocational training in Minnesota, although I think we are improving in it through the vocational schools, which are starting to come into their own now.

Many of your nurses are included in the enrollments in colleges that we are talking about. The University has a nurses program as does Mankato, and also various colleges in the Twin Cities. It is true that some hospitals carry on nurses programs that are not connected with a college. Mr. Harvey has a figure of 3,084 in training in Minnesota last year that were not connected with any college. (Practical and Registered nurses.)

At this point in the meeting, Dr. Prentiss began to review the brochure he presented to the members earlier. This brochure contains assumptions relating to the proposal of a new state college, and estimates the cost of construction.

Dr. Prentiss emphasized that the material submitted was all based on assumptions and whether or not they would ever materialize he could not say.

PRENTISS: It has been our attempt to build this program in steps. You notice that we have talked in terms of 1,000 and 1,500 and 2,000. So now we have tried to gage our construction program to fit needs as much as possible.

(Doctor Prentiss then read page 2 of his report, on file in the offices of the Legislative Research Committee.) Following are added remarks.)

Prentiss continued:

The construction of the first building will contain all classrooms, laboratories, offices, the library and auditorium. I suppose those of you who have seen the old Saint Cloud Building, the old Winona Building, Mankato, or any one of our five colleges, know the main building started out like this. They started out with the main building, and put everything in that building. Whether this is the best way of doing it, I don't know for sure, but to us it seems like the most logical procedure. You then start to specialize after that time.

There are a good many things, however, that will have to go up before the buildings themselves. One of these would be the heating plant and the utilities system. We are proposing that we start out right on this one. That we start with a separate heating plant at the outset rather than making it part of the original building, and then having to move it at a later date. Get it out by itself where you can expand it and construct a good system of utilities from the start - with a tunnel from which you can walk for service purposes. This tunnel would then carry all of your utilities, heat, lights, water, etc.

We would have to have dormitory facilities. In the early phase we are talking in terms of housing for 200. The first year you would probably not need 200, but in our opinion it is un-economical to build one smaller than that, and you would certainly need it in two or three years. There would need to be some way to feed these students, and you would need social areas for them - since we do not have them any place else, and so we suggest a start on a food service and a student center for \$400,000.

We are assuming that this would take at least a quarter section of land. We are talking in terms of 160 acres - surely there ought to be no less than that. We are assuming \$1,000 an acre. That might seem like a high price for land, but we have somehow or other had the experience that when we start looking at a piece of land for college purposes all of a sudden it gets very valuable. Maybe this isn't even enough, I don't know. Inside the campus you are going to have to develop roads, walks, and we have put in on the first page, \$150,000 for that. In addition to that, \$50,000 for land development, including construction of parking lots, grading, landscaping, etc. This would be based on an easy piece of land to work

Prentiss continued:

In the first phase we have a total of \$5,410,000, which is our best guess as to the cost of the opening phase.

We then suggest 1965 as the appropriation for the second phase of facilities to be available in 1968, at which time we are preparing for 1500 students.

We estimate that a science building would cost in the neighborhood of \$1,000,000. We can use this figure with some degree of accuracy, because we have just planned 2 or 3 science buildings, and we know about what the cost would run on these. Further development of the field would run about \$80,000. At this time we would also plan a library, and our figure on that is \$1,000,000.

Then there is another building put in here at this point that I am not completely sure of. We call it a technical-vocational facilities building for \$1,000,000. I don't know if this building ought to go or not. I can't tell. I don't know where this college is going to be built, I don't know the needs of that community. I would suspect that if this college is going to meet the needs of that region properly, we should do something in that region in this regard. Now if some other facility can do this, then it doesn't need to be here. We now have in each of our five colleges, something in the way of an industrial arts program. We had not planned industrial arts as such in this building, and probably to meet fully the needs of whatever area this might go - something along this line would probably be very desirable. We have it down here for \$1,000,000. I think time will prove this sort of thing will be in demand by whatever area this building might go in.

We would at this time, under service systems, complete our heating plant and utilities system. We would not stretch that out into three phases, we would put it all in now and complete the runs and put in the extra boiler or boilers and finish that off with capacity. At this time we are going to have some college vehicles - trucks and lawn mowers, and we need a maintenance building, just like we need them in our present colleges. Let us build this one right, so I say that we ought to have this maintenance building at this time.

This college has grown at this time, we use in our assumption that we will need more dormitories, and so we have suggested capacity for 400 more at a cost of \$1,500,000. We will need to expand the food service - \$300,000 has been put in for this. Roadways and walks will need to be expanded, we have \$75,000 for that, and general land development, etc. \$50,000. Now we have completed the second phase for a total of \$5,355,000.

The third and last phase as we see it, which will need to be appropriated in 1967, according to these assumptions, and be available by 1970, will bring our capacity to 2,000. We would now add to the physical education building, because we had very limited

instructional spaced in it before. We would add, according to this program a field house and a pool. We estimate \$700,000 for this. We would round out our field development, complete that for an additional \$80,000. Then we would build our last classroom building which we call a humanities building, for \$1,000,000. This building would contain all specialized facilities and according to this plan would include work in speech, drama, arts and music and a small theatre.

This then would free space in the original building and that building would then be primarily administration, almost all of the general classrooms would be in that building and there would be many faculty offices in that building. Although, surely when these other buildings were built there would be some offices in them. The original building that we started with would remain the main building, the center of the campus, with the classrooms which are left in it being general classrooms.

We would then need to finish our dormitories, and we have put in 200 more, which would then be housing 800 of the 2,000 students. I don't know if this is the right figure or not. I believe that it would need at least this many, but I am not sure. I don't know what the commuting habits will be. Our commuting habits are changing right now. We know that in the last few years, the number of people who are commuting to our state colleges has increased several times, and it may someday have a profound effect on the need for campus housing. I don't know what is going to happen here.

We would then finish the food services, student center for \$100,000, complete our roadway system and our land development for \$75,000 and \$50,000 respectively, for a total of \$2,855,000.

At this point then, we have developed a need for \$13,620,000. We still haven't done quite everything, I'm afraid.

There are some additional items on the last page of the report that we should think of, that probably should, but are not included in the program. One is some sort of an athletic stadium. We did not include a laboratory school. I do not know where this college is going to be. I don't know the situation as far as public schools. I would think that there would be a very good reason for having a laboratory school, particularly if this college is to be oriented toward teacher preparation.

The the third need, which is not recognized in Minnesota as far as our state colleges are concerned, is the need for housing of married students. Now if this new college is going to be anything like our existing colleges, we are going to find boys and girls enrolled who are married. Presumably they have to live someplace. In the past either the college provided it or they had to find some place in town. We find that the facilities they are finding in town are not very adequate.

Prentiss continued:

I put it here at the end as at this point, the legislature has not really recognized this as a need at the existing colleges. We believe there is a need. At least as long as there are students in college that are married.

This adds up to a tall picture, I'm afraid, so I will say that if we back up just a little to the housing situation, I believe that whoever administers this college can help in this regard. I would say in the first phase that the legislature will have to appropriate everything for housing. That it would be pointless and impossible to think that the college itself at this point could even dream of going into the revenue bond situation, because there would be no background, no backlog, no history to lean on. I would say, in the first phase, whatever is done it would have to be straight appropriation. In the second and third phases, the part under dormitory and food service could well be split 50 - 50 between appropriation and revenue bond.

WAHLSTRAND: I feel that the students should pay their own dormitory costs. The units should be built by the students and paid off by amortization. All other liberal arts, private colleges build dormitories on this basis. I don't feel the state should assume such responsibility.

PRENTISS: This is being done to some degree, but not completely. In our own state colleges, for instance, we have been in a program the past 6 years, where we have constructed or will construct out of monies available, almost \$16,000,000 worth of dormitories and food service facilities. We have had no help from the legislature for this program. We had some help when we went into it, in that we had an existing backlog of buildings.

Everyone of the colleges had some dormitory facilities. They varied in amount. When the state college board sought and secured permission from the legislature to issue revenue bonds for constructing dormitories, they were given by the state all existing dormitories. At the start that was a very substantial amount, because we had all the existing dormitories, we constructed \$3,000,000 worth of new dormitories. We then pledged the income of the old dormitories as well as the income of the new dormitories to pay for the new ones, because the old ones had been paid for. At this point one fourth of our dormitories were new and three fourths were old dormitories. This was a great help. Now we have continued this program through two more sessions. We are now up to almost \$16,000,000 worth of construction, of which three fourths of our dormitories are new and only one fourth of them are old. The backlog of dormitories is a very small portion of our total picture, and we have determined and resolved that it cannot go further with a 100% bond revenue construction program. If we do, it would force board and room rates to such a high level that it would freeze out students and jeopardize the soundness of our program.

WAHLSTRAND: Doctor Prentiss, do you mean to imply that you don't think students should have to pay for their board and room?

PRENTISS: I think they should pay something for board and room, but when this cost gets as high as it is getting, we believe it is forcing students out of college. We have serious doubts that we should do it.

HAMMEL: I might add here, that the charge for board and room at the state colleges is \$630 per year, and has been increased by the state college board from \$440 in the past five year period. At the present time one quarter of this payment goes for the construction of the building. The remaining funds pay for the room and the food.

WAHLSTRAND: At our liberal arts (private) colleges tuition is \$750 and board and room is added to this. I don't see why the state should become an instrumentality for giving everything to those who attend state institutions. I think we have to draw the line somewhere or the taxpayers are going to go bankrupt.

At this point in the meeting, Doctor Prentiss introduced Mr. Richard Hammel to the committee, stating that Mr. Hammel is the consulting architect to the state college board.

KORDING: Is the cost of the architectural planning, the grounds, the testing of soil, etc. included in the costs shown, and also the equipment?

HAMMEL: Yes, the figures include the cost of design and equipment.

POPP: When you say that it would cost \$20 per square foot, does that include the physical education building, the field house and the library?

HAMMEL: Yes.

POPP: The heating plant?

PRENTISS: No, the heating plant is set out separately. We have used \$20 a square foot for the buildings under the instructional area. On top of that you are going to have the heating plant and the other things like service building, housing, food service, etc. that are above and beyond that cost.

POPP: Well, Mr. Chairman, then we can't say that a college would cost of \$20 per square foot, it would be more like \$40 per square foot because you cannot operate a college without a heating plant.

HAMMEL: That is correct.

POPP: Well, Mr. Chairman, wouldn't it be better to look at the over-all picture as to what this is going to cost you?

PRENTISS: We were not in any way trying to make this look small, we were merely trying to work with some basic unit figures that are reasonably certain. We feel sure that 200 square feet of space, in the buildings which we described, is a good figure. We simply used those as building blocks on which to build these cost estimates, knowing full well that there are many other costs. The total costs, however, are expressed here. The number of dormitories would greatly change our figures. Even the cost of the land could be different and whatever it turns out to be it will certainly affect the total cost per student when you get through.

HAMMEL: I would like to point out that what we have presented is not meant to be a plan for a new state college. It is meant to be a diagram to assist you in visualizing what a new college might entail. Comparing the costs of building high schools and colleges - colleges are higher because they have bigger libraries, more extensive physical education facilities and a greater diversity of other facilities. There is a built-in inability in colleges to use space to the same degree as you can in a secondary school because of this diversity of courses offered. The other costs depend on how well you house and how well you feed the students, which may or may not live on the campus.

Actually the cost of a 200 bed dormitory is around \$3,500 per student to house. As Doctor Prentiss points out, the more dormitories you have, the higher the cost per student. If you took all of the dormitories and food services out, the cost per student would get back to a \$4,000 figure, instead of the \$6,000 figure we indicate with dormitories. We are not promoting the dormitories. Building them depends on the location of the college.

ZWACH: Have you in your planning taken the traditional small classroom? Have you looked ahead to the use of TV and other types of teaching methods that are undoubtedly coming in the future? Will there be some classrooms that will handle 100 to 200 students?

HAMMEL: Yes, sir. This is one of the greatest lacks at the present colleges. We have recently completed or have under construction at all colleges at the present time classrooms that will take up to 200 to 250 students.

KORDING: What will it cost to bring the water lines up to the campus compared with Mankato?

HAMMEL: It is going to cost approximately \$120,000 to bring our storm water from the upper campus at Mankato to the ponding area on the west side of town. It is going to cost approximately \$75,000 for water and sanitary sewer extension this biennium, and approximately \$150,000 for sanitary sewers last biennium. That will complete the job.

This includes the cost of getting water to the campus, although at Mankato there was already in existence a city sewage disposal plant to dump the sewage into. In Mankato the City paid its share of the benefits from the sewer that was put in. the state paid the remaining

Hammel continued:

However, this was to handle 8,000 students, and we are talking in terms of 2,000 here.

Representative Popovich questioned if 2,000 students was the maximum planned for.

HAMMEL: Provisions are included for a larger enrollment.

PRENTISS: The area of student centers is one of our real serious problems at the state colleges, for a long time. We need some kind of a student center. There are just no two ways about it. You can't operate a college without student activities. These just have to be done or you don't have a college.

What we are doing now is more in the line of patch work, and it isn't very good. Actually it works well tied in with the food service, where meals can be served and that sort of thing. We have been able to build some dormitories out of revenue bonds, but we have also looked into the possibility of constructing these so-called student centers in the same manner and we find that we cannot do it. We cannot find revenue producing activities sufficient to meet the cost of construction.

We have so told the legislature and have asked for appropriations. We feel that this is a legitimate college activity. We have received little encouragement in this regard, and we have felt that the legislative angle isn't going to be very productive either. I have been talking for some time about a 3 way split, assuming that we could handle about 1/3 of the cost of such a facility through revenue producing activities. But when you get beyond a third, it starts to build up to a point where you are on pretty thin ice. If the legislature could be convinced that the 1/3 would be a reasonable contribution from the legislature, and I do believe that it can be shown that there are things that have a very substantial worth, I think that some of these things are of a specific instructional nature and could well come under appropriation.

The local community might consider taking subscriptions or raising money through their alumnae associations. This of course will depend on the people in the localities to make that effort. I can also indicate to you that there are interests in this state that take a very dim view of this program, saying that a state institution ought not to go out seeking private gifts. We have private colleges that should have the exclusive right to this sort of thing. The state then is telling the state colleges literally to go out and build your buildings by subscription and thereby taking away a possible source of revenue from the private colleges. I can appreciate this point of view.

KORDING: How long would it be practical to go without a laboratory school if we make arrangements with the local school system?

PRENTISS: That would be what you would have to do. Make arrangements with the local school system or systems, for this type of thing. We have discovered that our laboratory schools are no longer sufficient for handling even a fraction of our practice teaching needs. We must go out even now for practice teaching purposes. The laboratory schools do handle a good number, but they are coming to have a more important function as demonstration schools. This conceivably could be worked out with the local school system. I don't think it is the best arrangement. Lab schools should be worked into the college by the time the enrollment reaches 2,000.

POPP: You stated, Dr. Prentiss, that the college would no doubt be located in a small town. Now isn't it possible that this particular community wouldn't have adequate water supply, sewer disposal, etc., and isn't it possible that this would add to the cost of the college about one half to three quarters of a million dollars?

PRENTISS: There is no question about it. We assumed that these things would be there, but if they are not, naturally they will have to be provided.

WAHLSTRAND: Is it conceivable that the small town where the college would be located would pay for the acquisition of land?

PRENTISS: Yes, it is conceivable.

POPOVICH: When you visited communities where a college might be located, did they ever indicate that they would pay for the land or cost of utilities up to the grounds?

HOFSTAD: Every community said they would furnish the site. Sewage and water was not discussed, but was added to the agenda and I think 5 of the 9 communities felt that for the first 4 years they would have adequate facilities as far as sewage and water, but after that time it was questionable.

WAHLSTRAND: Many of the communities also felt they had adequate facilities for housing for the first 200 students.

Following a recess for lunch the meeting reconvened.

Chairman Hofstad introduced Mr. Philip C. Helland, Superintendent of Schools at Willmar, to the committee. He stated that Mr. Helland was called before the Committee to discuss the use of high school facilities for higher education purposes.

HELLAND: The things that I am going to talk about are the things that have been talked about by a group of school superintendents from western Minnesota for some time. The towns to be mentioned are towns that have been involved in each of the studies that have been made as proposals for future higher education in western Minnesota, and all over Minnesota for that matter.

While these towns are being considered there has not been a great deal of work done in our local communities. They have tended to take more of a wait and see attitude. We have for many years had an off campus program operating in our school and also in these other towns, from St. Cloud college. This program has been almost entirely for upgrading teachers in service. We have had many of the teachers in our system, and many teachers from the rural areas surrounding us, who have completed their degrees through off-campus courses. Our problem is where do we as a community fit insofar as this discussion that is going on? What our interest would be and how we can contribute.?

Last spring the St. Cloud College changed its off-campus courses in many cities in western and central Minnesota, but they felt for economic reasons it would be wiser for them to concentrate these courses in a few centers. Seven centers were established. We in Willmar were one of them. Those seven towns were Alexandria, Anoka, Brainerd, Hutchinson, Montevideo, Mora and Willmar. During the spring quarter, in Willmar, four off-campus courses were offered, and had very large enrollments in all of them. The classes varied from 40 to 70 students. These were primarily classes for teachers in service. People who had obtained certificates of two or three years of college who were working toward their bachelor degree. There were, however, other adults who took the courses. After this happened, some of the superintendents and I discussed this and wondered if this wasn't an indication of the need for lower level college work in our community. We approached the other superintendents involved in the area and asked for a meeting with the president of St. Cloud College. We met with them on April 18, last spring. We brought up the things that we had in mind and asked them how they felt about it. They were rather noncommittal, but they suggested that they were not against such a program. I asked them if it would be possible to appear before the State College Board, which we did.

At the meeting in St. Cloud, we proposed first that courses be offered for high school graduates who had recently finished high school. Courses would be offered in our school facilities after school hours. Our school buildings in Willmar are open from 2:45 p.m. on, with the exception of the music rooms and gymnasium, which are used after that time. We thought the rooms should be put to some use after that time. We felt that the rooms could be used full time during the summer.

We proposed that a schedule of courses be offered in each of our schools during the summer quarter each year, and during the fall, winter and spring quarters on a half time basis.

Helland continued:

We felt that in the summer time it could be full time, because the facilities are entirely open. If courses were arranged in the proper fashion, the students could get 16 credits during the summer (eight in each of two summer sessions) 8 during the fall quarter, 8 during the winter and 8 during the spring. In two years then, with the summers attached, a student could gain 96 credits if that were allowed. We asked the Dean at St. Cloud to prepare a schedule to show, whether or not, this would be possible. He did that, and provided a schedule which would go up to about one and one half years of college. If this was done, our libraries would be open during the summer.

Our idea was not to appeal to the type of students who wanted the services available as outlined by Dr. Prentiss this morning. We realized that there was a lot to be gained from residents living in a college program. However, we felt that there are students in the full time colleges who do not go full time. There are many part-time students and those part-time students could go in their home communities at a much lower expense and then transfer in their junior and senior years, or even their sophomore, junior and senior years to some campus. We planned that during the winter we could operate our cafeteria during the dinner hour. None of our cafeterias are used then.

Willmar has recently built a new senior high school. We feel that our communities have investments in buildings which would preclude the possibilities of them going into junior college programs. We in Willmar are in good shape right now, but even this year with our new senior high school, we already have three elementary grades in our junior high school building. We assume that we will have one or two more next year so we know that in the near future we will have to do more building for elementary schools. It is hard for us to think at the same time that we have to build for junior colleges.

KORDING: Did you say that St. Cloud supervised these courses?

HELLAND: No, they send someone. It is feasible in the future there would be lower level courses and St. Cloud college would hire one of our instructors to teach lower level courses. To date the courses have been conducted by instructors from St. Cloud and the courses carry credits at the St. Cloud State College.

KORDING: Do these instructors teach as part of their regular teaching load?

PRENTISS: Some of them take an off-campus course in addition to their regular load, some of them as part of their regular load. We like to have them do it as part of their regular time load, but we cannot always do it that way. In some cases we have to take people who have a full load on campus and assign them on some sort of an overload proposition.

WAHLSTRAND: The primary cost here then is in instructors and the library. Would it not be true that in most of our high schools we would have qualified teachers going into this program on a larger scale? The instruction cost would then be considerably less.

HELLAND: Yes, this is true.

POPP: Is there a registration fee for these courses?

HELLAND: The only charge that we have for off-campus courses offered so far, to my knowledge, is the \$7.50 per credit.

POPP: Do you envision that a program of this kind might be self-supporting?

HELLAND: It has been self-supporting up to this point. But I am sure there are costs that don't appear. Dr. Prentiss, do you feel that your off-campus program could be self-supporting?

PRENTISS: Ever since the program has been in operation, since the middle of World War II - it was put in as a means of bolstering teacher supplies - the theory has always been that this program was to be self-supporting. It has been, depending on what you want to take into account.

We have figured that if it just took care of the additional cost of salaries, etc., that would do the job. But you see, that is not completely the whole story. Because if you count your overhead, if you count your administration of a college, if you count other things that are really not considered in this - the State College Board would take the position that if the Board would wish to extend this type of program that Mr. Helland is talking about - that the legislature ought to take a very careful look at this thing and deliberately appropriate for it.

I don't think it is right for a college to continue to carry on this type of a program on an expanded basis, and in a sense it is living off of the on-campus situation. If this would be expanded much more, it would certainly add to the administrative overhead costs on down the line. I don't know if it could be made self-supporting. I suppose if the rates for the off-campus students were upped, it could happen.

Senator Wahlstrand pointed out that the schools in the state are only used two-thirds of the time and expanding the adult courses would put them in use full time.

Senator Popp questioned if through these courses, students who would ordinarily go to college were being reached, or if these students would not ordinarily go on to college?

HELLAND: So far we have only had the program for teachers who have been teaching for a number of years. We have not offered it to high school graduates. However, in my opinion, some would be able to attend who ordinarily would not. This program would attract mostly the part-time students.

Mr. Hellend stressed that the program now in operation is entirely upper level courses for teachers in training. The Attorney General rules that courses for freshmen and sophmores could not be offered. "That is what we would like to try. The courses offered in the extension centers now are upper level college courses offered for teachers in service. In other words there are some teachers in our elementary system who have just three years of college. By taking evening school courses offered by St. Cloud, some of them have finished their course, but that is all that has been offered to date."

Chairman Hofstad thanked Mr. Helland for appearing before the committee. He then introduced Mr. Stanley Wenberg, Vice President of the University of Minnesota, who appeared before the committee to brief the members on courses offered by Universities in other states. Chairman Hofstad pointed out that Mr. Wenberg's report today is not a recommendation of the Board of Regents.

Mr. Wenberg submitted a summary report on the extension center programs of the University of Indiana and Purdue University, and on the branch program of the Ohio State University, which he wrote in 1958. He stated that the report is not an official action on the part of the University. The assignment grew out of the discussions of the 1957 Session with the appointment of the interim commission on higher education.

WENBERG: We thought, President Morrill particularly, that we should be taking some initiative in attempting to understand more thoroughly, alternate methods of solving the higher education problems of our state. It appears that a first hand experience would be desirable. So to prepare this report I spent time on the Purdue Campus, the Indiana campus, and the Ohio State Campus, talking with administrative people and faculty. Then I went out into the communities where the centers existed and talked to the people in the centers - and then went to the school people in those communities also.

This report reflects interviews with people in the public school system, in the communities where these centers are, people in the centers and the people on the campus who sponsored these. The reason this is a re-written report is that while all the essentials of our study appear in this report, there were a good many candid but confidential comments, especially of what Purdue thought about what Indiana was doing, and what Indiana thought about what Purdue was doing. It seems desirable not to put that kind of thing into a document which would become public.

This report was completed in September of 1958, and at that time the interim commission on higher education had just about completed its work. The question then arose, what do we do with this report?

We decided administratively to have it available if the hearings of the 1959 session suggested the desirability of introducing this kind of report. By the time we were prepared to introduce it, the junior

college movement took such momentum in the state, that after counsel with a number of legislators who were in this picture, we were advised not to introduce it. But as we turn the pages, I would like to call to your attention certain key points throughout the report. You will see in the State of Indiana what the effect of the extension center idea has been to develop a state higher educational pattern in which there is not a single junior college. We do not advocate this position, but the fact that this appears in the report might be, and we have the feeling that the time the junior college discussion was the liveliest it would work to the disadvantage of the University to appear to introduce an idea which did not support the junior college movement.

So in the interest of good higher education relationship, we did not introduce the report at that time.

Mr. Wenberg began to review the report. Copies are on file in the office of the Legislative Research Committee at the State Capitol. Following are statements made by Mr. Wenberg, which are not included in the report.

WENBERG: Extension centers are essentially branches of a central university enterprise offering collegiate level work, leading toward, but not including, the full requirements for the baccalaureate degree. In every case the programs consisted only of the first two years. They do not go beyond the first two years of under-graduate work, but they may also offer some non-degree work.

I want to point out that the term branch program in relation to the Ohio University - does not mean branches in the sense that the University of Minnesota has a branch school. This is another word for center. They just decided not to use the center. We are talking really about the center program at the Ohio State University.

I should point out that the Universities of Indiana and Purdue have been in the business since the end of World War I. This is then, a long background and actually their Gary Center for example, and their Indianapolis Center, I think, ought to be considered branches of the University. The cooperation between public and private education in Indiana is a remarkably smooth thing. They work in complete harmony.

The Ohio State University is actually the last of the universities in Ohio to start the center program. The state of Ohio is zoned so that the schools are located in each of the four corners and in the center of the state. So that centers are located throughout the state of Ohio, but they are not all controlled by any one institution.

Ohio feels that these campuses could be set up on a self-supporting basis. The philosophy there is that if these children wish to work in their own community, because they are employed and because

Wenberg continued:

education is secondary to them, the assumption is as it is in our own night school on our campus - that they can pay higher fees and contribute more toward the cost of their education.

Now in the middle west, as far as I can determine, while the State of Michigan has a good extension center system, the State of Wisconsin also has a good extension center system, I think President Herman Wells of Indiana University is probably the most able philosopher on this subject. The reason why we should do this, and I would like to call your attention to the comments on the bottom of the page - President Wells does not feel that the ownership of plant and a full time staff is a necessary ingredient here in offering this service. A number of times he made the comment in an interview that I had with him - that offering afternoon and evening programs in local high school facilities is really the backbone of the extension center idea. He feels there is no good reason why these offerings in high schools cannot be flexible enough and adequate for a community's needs.

I don't think that we can compare Minnesota with Purdue in their feeling that no center can operate with a population of less than 150,000 within commuting radius, as these population numbers do not exist in Minnesota in the areas where there are no opportunities now. We have to look at it just a little differently.

Another problem is where the harmony is not complete, it is possible for two institutions to develop competing centers within the same city.

Also listed in the report is local community reaction to the branch program system. In every case I found the local school people expressing a strong preference for this program. This was very interesting to me because we had not been aware of a similar reaction in the State of Minnesota, and still in the states of Indiana and Ohio there seemed to be almost enthusiasm for the local schools not getting into high education, wishing the people in higher education to come into their schools and do the job.

Page 20 of the report gives an idea of costs of these programs.

When we speak of self-support - they are actually not self-supporting. No matter how you try to organize this thing, and I think Purdue cut it down to the finest line, and put the maximum of any of these programs on to the students, even they had to provide 10% of the cost. Indiana University provided 24% of the cost with the other 75% coming from the students.

Senator Zwach questioned the cost percentage paid by the students at the University of Minnesota.

Mr. Wenberg stated that the students' tuition covers 27% of the instructional cost in Minnesota.

POPOVICH: In the branch programs they didn't all use local high schools did they?

WENBERG: No. They started with local facilities and in Indian and Purdue, once the program had been under way, there were a remarkable number of gifts that gave buildings for school sites. You will see club houses turned over, mansions turned over and these then became the next step, an intermediate step, and then these things prospered. Purdue University operates under the Purdue Foundation. The Purdue Foundation actually now owns most of the buildings in which the extension center work is conducted. The income from the operations was put into the Purdue Foundation - the Purdue foundation then as it had funds would build a new center building in the community. You will note in my report that there were a number of significant gifts which made it possible for these centers to move out of a high school into something better.

One of the fundamental characteristics of the operation is that there is no community with an adequate population to require an extension center, which does not already have facilities which could be used.

The extension center is a trial and error device that is available to you to test whether or not you should develop a permanent institution in an area. I am not advocating it, but it is my feeling that it is a testing device.

Now one of the great strengths of the center system is the kind of faculty that you can offer the student, because the faculty, I was satisfied, was the equal of that on the main campus. While the use of local high school teachers is described as one of the possible sources of teachers, I found almost no local high school teachers being used. That is a simple statement of fact. The faculties of the institution of the department tended not to regard that as a good source.

Mr. Wenberg reiterated the conclusions of the thesis written by Donald Swank documented that there is no significant difference in scholastic achievement of campus and extension students except during the period of adjustment to sophomore year.

WENBERG: In other words, if a student went two years to a center and transferred to the main campus, on the average he did as well as the student who started at the main campus. He suffered no disadvantage academically. If he did one year's work at the center and transferred to the main campus, he had a greater difficulty in adjusting, but you have to take the data and see what that means.

The students who have completed two years of work have gone through one additional year of screening, additional failures have been weeded out so you have a more selected group transferring at the end of two years than you have at the end of one year, and so it is very logical that those who transfer at the end of one year will have more difficulty because they are not as highly selected.

WAHLSTRAND: It appears to me that this would be a rather superior system to the junior colleges.

WENBERG: Our studies show that transfers at the end of the sophomore year from the junior colleges, do at least as well as the students who have completed their first two years at the University.

WAHLSTRAND: Well then, inasmuch as they are using extensively high school teachers in these junior colleges, obviously you are saying that these high school teachers are doing as well as the college teachers at the centers.

WENBERG: I am not sure that it would be a safe conclusion that most of the junior colleges are using high school teachers. I think this is true at Worthington, it is somewhat true at Ely, but when you get to schools like Virginia, Austin and Rochester, it is not true. They are using college teachers and they produce the far largest sample, proportion of the sample, because they are the largest junior colleges.

WAHLSTRAND: It is my understanding that the University has been very careful not to bring the junior colleges into the picture so I can understand your position too.

ZWACH: We know that scholastically there isn't much change, and that the transfer can be made. How does that apply in other types of activities? Athletics for instance?

WENBERG: This is the principle problem. It isn't just athletics. The adjustment to campus life is very difficult. That is why I was careful to indicate that we were talking about academic progress. But as far as a student's social life is concerned, his chance to get to work on student publications, take part in student government, to join societies of one kind or another - there is a sharp disadvantage. I think this was agreed by the Deans of Students of the Universities at Ohio, Indiana and Purdue. I talked to the people in all phases of personnel work, admissions office, etc., and I am satisfied that while these students do as well academically, they are disadvantaged rather remarkably, unless they are exceptional students, in their social adjustment.

POPP: Mr. Wenberg, I have been told that students transferring their credits from a junior college to the University are penalized for transferring their credits. Is that true?

WENBERG: The kind of penalty the students experience is that in a two year program it is difficult to design a program which will fit into a student's ultimate major. For instance if a student is going to be a pharmacist, to try to give him two years that count credit for credit towards that degree, to give him the progress in chemistry which is necessary for a student during a freshman and sophomore year of pre-chemistry work, is quite a difficult challenge.

Mr. Wenberg pointed out that the average graduate of the University of Minnesota no longer completes his degree work in four years. It takes closer to four and one half years to graduate now. So a student who transfers from a junior college and finds that because he has a deficiency of a certain kind, for example he finds that he took a beginning chemistry course that will not satisfy the pre-requisite for the chemistry course he wishes to take to go on into pharmacy, dentistry or medicine, has to come back and take our course and has that course disallowed.

POPOVICH: Would you say that this disadvantage is so great that it would be deterring to anyone wanting a higher education?

WENBERG: No. Not at all.

POPOVICH: It seems to me it would be better to do this and maybe lose a credit or two and transfer and go on - than not to go on at all if you couldn't go down to the main campus to being with.

What is the feeling of the Regents toward embarking on extension centers, realizing that there is a feeling that the University is getting too big.... what prompted this report? Do they feel, forgetting about public acceptance, there is some good value to a program of this type - let's forget about the practical politics?

WENBERG: This report was made to the administration of the University, and was never submitted to the Regents.

POPOVICH: Let us leave out the regents then. What is the feeling on the part of the administration as an answer to the need for more higher education facilities?

WENBERG: They think it has a good deal of promise.

POPOVICH: Have any other states moved into this program other than Ohio and Indiana?

WENBERG: Oh yes, Wisconsin and Michigan in this region are both good. West Virginia, Pennsylvania also have programs.

POPOVICH: Supposing this committee recommended, rather than the establishment of a four year school with the necessary facilities that would have to be created - a couple of centers as branches of the University. What would you say, would you run away from it and say we wouldn't want to take it?

WENBERG: I would hope that the liaison committee would eventually assume responsibility for studying the whole center idea. Because whatever happens, there are sections of the state which could still usefully use centers. For example you could see one at Willmar no matter what happens. I could see one at Thief River whatever happens. I don't believe we could afford to establish the centers in Minnesota in

isolation. I think the private institutions and the public institutions should work cooperatively so we could staff them with qualified people at the nearest institution.

POPOVICH: Do you have enough constitutional power now so that if the University wanted to make arrangements with Willmar, just by cooperative agreement you could go out there and establish a center now without legislative action?

WENBERG: Yes sir. We have a center now in Saint Paul as you know.

Following discussion, the meeting then continued on to the approval of the minutes of the last meeting of the committee. Mr. Popovich corrected the minutes as outlined on the addendum attached here.

Mr. Kording then moved that the minutes of the last meeting of the committee be approved as corrected. The motion was seconded and carried.

Following discussion, members agreed that the next meeting of the committee be held on the 21st of November, 1960, at 10:00 a.m.

The meeting adjourned at 3:15 p.m.

Respectfully submitted,

Louis C. Dorweiler, Jr.
Louis C. Dorweiler, Jr. *tab*

LCD/tab

ADDENDUM
State College Subcommittee Minutes
May 16, 1960

The following is a correction to the minutes of the LRC State College Subcommittee meeting with the Liaison Committee on Higher Education on May 16:

At page 34 at the end of Representative Popovich's statement the following should be added in which Representative Popovich continues:

Mr. Popovich: Would there be any grinding, you might say, between two institutions located that close together?

Dr. Morrill: I think it would be difficult for one or the other that close together.

Mr. Popovich: So that if we did recommend another four year school on the assumption that the University experiment is valid and it gave us material to agree that they should continue, then we ought to get a reasonable distance away from Morris.

Dr. Morrill: That would be for your committee to decide.

LEGISLATIVE RESEARCH COMMITTEE
FOUR YEAR STATE COLLEGE SUBCOMMITTEE

November 21, 1960

The meeting was called to order by the Chairman, Representative Alvin O. Hofstad, at 10:15 A.M. on Monday, November 21, 1960 in Room 3 of the State Capitol.

Members Present:

Senators

Herman J. Kording
Franklin P. Kroehler
Clifford Lofvegren
John M. Zwach

Representatives

Walter E. Day
Alvin O. Hofstad
Dr. J. J. Kelly
Peter S. Popovich

Member Absent: Senator Harry Wahlstrand.

Also present were: O. T. Bussard, John T. Suedbeck, C. J. O'Brien, and L. M. Frey of Marshall; Mrs. Charles R. Cashel, Raymond Crippen, Senator John L. Olson, and R. W. Lowry, Jr. of Worthington; Jens H. Jorgensen, Dr. Paul A. Asleson, Wallace Olson, Ed. Johnson, Rex H. Galles, Mrs. B. E. Marsh, Mr. J. W. Anderson, Mrs. Smith Edwards, and Mrs. Adeline A. Davis of Redwood Falls; Mr. Norman Rommes of Belview; D. G. Rauenhorst, Robert E. Sarhe, Charles O. Anderson, C. W. McDonald, Harold C. Cole, E. J. Erlandson, and Reuben Wee of Slayton; Gerald H. Swanson, Research Analyst of the Legislative Research Committee.

Representative Walter Day made a motion to approve the minutes of the last meeting. The motion was seconded by Senator Herman Kording and carried.

REPRESENTATIVE HOFSTAD: This morning we will begin our hearing on the southwest and western Minnesota college establishment. I might say this to start with that we have had eight different meetings or hearings on this and one, of course, was a two day hearing. I am not certain whether this morning will be our final meeting or not but at least we are trying to wind up and get all of the evidence that it is possible to get to come to some agreement or conclusion as to where a college should be situated. With that I am going to follow the same agenda that was set up for the meetings in February with the exception that I am going to call on Worthington first. They asked and requested to be heard for approximately 10 minutes and this is the time which will be allocated to all of the communities that are present. At this time I am going to call on Worthington and the gentlemen or lady who will represent them.

SENATOR OLSON: Members of the commission, I am John Olson from Worthington. Mr. Chairman, would it be permissible to pass these brochures to the members of the commission? I don't think you will have to refer to them during the presentation but we would like to have you have them. We are very grateful to the commission this morning for giving us this chance to appear before you. We have some new facts that we didn't have when we first made our presentation to you. We realize that your time is at a premium this morning so Mrs. Cashel will make our presentation for us. We have two research men with us this morning, Dr. Lowry and Ray Crippen who will answer any questions that the commission may have at the close of our presentation. We will try diligently to stay within the time that is allowed.

MRS. CASHEL: Mr. chairman and members of the committee, I am Mrs. Cashel from Worthington, Minnesota. I am a housewife, mother, grandmother and chauffeur, otherwise I can only identify myself as having lived in our community for some 30 years. I feel, that perhaps, I will be able to present to you some of the facts about Worthington's request for a four year state college. We are interested, mainly, in presenting to you what we consider and what should be considered the southwest Minnesota area.

This map shows the figuration of the four year state school. In this particular area we notice that there are some counties contiguous that could be included in the concept of southwestern Minnesota but they, as you can see according to this map, can be served as readily by the existing colleges as a new one placed in this area. This ten county area is the void in education in southwestern Minnesota. There are seven counties that are at least removed by two counties from existing sites of four year state colleges. There are border towns within this area, Worthington is one of them. By just a short few miles more, Marshall can be considered one and from the point of view of district, Granite Falls and Redwood Falls also. We feel that from the point of view of existing facilities in transporting - these distances mean very little. There are other things of greater significance than this particular factor. The location must be decided on factors that are completely and directly relevant to the problem.

Community resources, as such, are important but great weight must be given to records . . . towards higher education. There is one thing that we would like to point out. For sometime we have understood that there was a need in this particular area for higher education. When was this need recognized? As early as 1936 Worthington recognized the need and did something about it. A junior college was established as a "stop-gap" measure - it was never considered, never has been considered or is it now considered anything other than that. It only compliments the educational picture, the educational problem by half, it offers two years instead of the four years that we need. The Worthington community has within this time supported it financially, almost completely - completely up until the year 1959 when state aids were available and up until that time hundreds of thousands of dollars were out of the pocket of the Worthington community in support of higher education in this district. At this point we find increasing pressures of enrollment, increasing pressures that are demanding more and more education for our area. We have, for instance, figures that will show, in a certain report that was submitted just this last November and documented in our brochure, that Worthington was estimated -- her enrollment estimate as late as 1955 is now 201.6% over the figure that was estimated in that particular year.

From the point of view of projected enrollments we have tried to be most moderate, most conservative. We have not drawn any of our statistics from these border counties that I indicated could just as well be served by existing colleges. The point in question obviously is - when you arrive at statistics, that you want to minimize the . . . you want to estimate as closely as possible what you have to offer. We have not drawn from the data and statistics of these counties because we feel that they are out of our area. We feel that some of the data is certainly accreditable to the existing areas or spheres of influence of the existing colleges. Obviously in projecting enrollment we may bring to you, for a four year college, the maulers around our enrollment in the junior college itself. The most conservative estimates that we arrived at -- that the percentages having been derived from the state board . . . percentages using 24% of our local enrollment, 12% of the contiguous counties and 8% in the border counties - we would arrive at a figure of 1,046 in 1963, if the college is established next year. That from our point of view projects a college that can reasonably be expected to be acceptable from the enrollment point of view.

Worthington has at your disposal, for a four year college, a campus site of 164 acres, which has been purchased by Worthington industry, which lies on the north shore of Lake Okabena adjacent to the city, plus the 15 city parks, the golf course, and highway 16 which runs immediately to the north side of the plat. The existing college equipment is all at your disposal. A 4,300 volume library will be given to this proposed college, also all of the physical plant, the fixtures, the athletic and scientific equipment will become the property of the four year school. Aside from that, the school district has to offer adequate gyms, adequate athletic fields and all of the facilities that we have in our tremendous school expansion system in Worthington is at your disposal.

Also the scholarships, there are currently available and I mention currently available, will be at your disposal with expansion certainly pledged in case it becomes a four year institution.

From the point of view of community resources, we feel that our existing facilities meet all of the requirements of a four year school, in fact, they meet more than the requirements. I would like to tell you that we have not prepared this poster merely to decide how much better Worthington is in certain respects; but in order to present a figure you have to have something to back it up against so that you can compare. Worthington is a fast growing, progressive community. It is the largest in this part of the area, or in this area. According to the 1960 census figures, you see a census figure of 8,909, this represents a growth of 132% since 1930, and 50% since 1940. As you can see our utilities have been geared to meet the population trend. It may seem that they are more than adequate but our city planners have made arrangements that the plan in-service is going to meet future needs, you can see how this would apply in all respects to a four year institution that would need all of these facilities.

From the point of view of communications you can see that we have all of those factors which would be a great addition to a four year college.

Health is an important consideration for this sort of an institution. We have a fully accredited hospital with expansion of 200 beds - civil defense. . . We have medical facilities, our clinic is the largest in the area with 13 specialists in its organization. We have our crippled childrens schools, we have our existing college enrollment - this figure is made up of the number of people who are permanently enrolled in the school, together with special students, together with adult education classes; it all adds up to quite a figure as you can see.

A YMCA and also nineteen churches which would take care of most of the spiritual needs of students and faculty in such an institution, the approximate percentage of balance of religious affiliation in Minnesota which is 75% protestant and 25% catholic.

Then from the point of view of housing and employment. I think we would like to present these figures that we have before you, as completely adequate without further discussion, to take care of any program that might demand that all of the students in this institution be housed privately - at least for a period of time.

It is also a critical thing to know that from the point of view of industrial expansion -- there is always the possibility that students don't always come into this type of an institution with their pockets bulging - they very often need jobs. I think the . . . in our community is essentially obvious when you take a look at the figures here. There would be jobs for students wanting them and not only that but the auxiliary sources that would be available in this kind of a dynamic community are obviously adequate.

Then we go on to something that I feel, and I feel qualified to speak in this respect with the dealings that I have had with what we call a college climate. We have arrived at this specific wording because of several reasons. I will go over some of them very quickly. We have it established as an educational center. We have 3,100 students in six schools in Worthington, together with that we have a hospital school. We have several parochial schools, we have 29 high schools in the county, we have the YMCA, we have the Luverne Opportunity School - all of these educational institutions could be used in a teachers training program.

It is also the hub of communications and transportation in southwestern Minnesota. As far as communications are concerned, you will note that we have a daily newspaper with a circulation of 11,000. We have a FM radio station, we have an AM radio station with a radius operation of 250 miles.

We have, from the point of view of transportation, airline services - four planes a day into Minneapolis and points west. We have direct airmail service. We have buses, most of the towns have that, but our highway system is an important consideration because we have highway 60, highway 59, 169 and 60 coinciding at Worthington. It is a hub. Immediately north of it is the newly constructed highway which will go through it sometime soon - inter-state highway 90. All of these factors are very important from a point of view of an established institution.

More and above that, it has great facilities for information and recreation that we have discussed, but the thing that I want to bring out -- to spend a little bit of time on, is the ironic and unique cultural program. This is something that is a product of the initiative of the Worthington people and I think that our record will substantiate some of the things that we offer in our bulletin. In 1947, the citizens of Worthington, on their own, took the initiative to affiliate with a German city. During the last 14 years this affiliation has produced, within our community, an interest in and an infinitive for educational opportunities that would reflect our interest in international understanding. We have, along with this program, since 1958, a plan to affiliate with a city in India. The state department has set up many individuals, many state department leaders from India to get us information and experience to augment this particular program.

Aside from that we have subsidized our own youth - we feel the youth in our community deserve the best opportunity and so we have instituted a biennial scholarship the equivalent of a Fulbright - at the junior level of high school whereby two of our students go to Germany to study for a year and the alternate occurs where the German students come into the Worthington community. All of this is paid for by the community. This is the type of dynamic enterprises that Worthington has offered during these past years. Along with that we have instituted a program of foreign languages in our school, four years of German starting in 1959 to compliment this scholarship.

The pressures have been there to bring better educational opportunities to our children. Not only that, but we have also used our high school debate classes and speech classes to . . . before some organizations in this town to encourage contributions toward this scholarship fund. The budget annually is between \$1,500 and \$2,200 a year. This is the type of support that the Worthington citizens have been able to give to a cultural program and this is what we mean - in part - by a cultural climate or a climate for a college. Not only that, but we have had a foreign leader program starting in 1948 under the first Marshall plan organization, when the invitees came from Germany before the state department

had a program. These people came, and since that time we documented 235 international leaders that have been posed in our community. It does seem to me that these facts do reflect the climate that we have. We have concerts and a civic art series - these had an attendance of over 7,000 at six different programs last year.

I do submit to you gentlemen that this is a unique record for a town of our size. We feel that we are growing, we do feel that this particular thing is the sort of thing that will sustain interest and allow you to keep a college faculty and supply high standards of education for a community.

REPRESENTATIVE HOFSTAD: Thank you Mrs. Cashel. Senator Olson.

SENATOR OLSON: Do any of the members have any questions? We have two men here that I think could answer them.

SENATOR ZWACH: Senator, in the main of the information presented, we couldn't grasp it all and I presume it is in the brochure?

SENATOR OLSON: It would be in the brochure in one place or another. I think the first two pages will give you a pretty good run-down on all of these facts.

SENATOR LOFVEGREN: I suppose Worthington, by this time has overcome their water problem -- as I remember you had a water problem in Worthington?

MR. CRIPPEN: That's right, Worthington is now a part of the Okabena-Ocheyda Watershed District which was organized through this past summer. They have completed a three year long range water research program. The city now has 18 municipal wells, capable of producing an estimated 2,000,000 gallons of water per day. We are now consuming 1,000,000 gallons of water a day. In addition we have the two lakes, Ocheyda and Okabena which provide a natural reservoir of about 3,000 acres surface water.

SENATOR LOFVEGREN: You have thoroughly overcome that problem then?

MR. CRIPPEN: Yes, and that was a problem.

SENATOR ZWACH: This may be answered in here but do you have a stand-by electrical supply?

MR. CRIPPEN: That is just in the process of installation -- a stand-by power source from the Interstate Power Company. They have extended a line from the sub-station at Magnolia and we are thinking of hooking into that.

SENATOR OLSON: Thank you for the chance of appearing before you and for your very kind attention.

REPRESENTATIVE HOFSTAD: Thank you Senator. Is there anyone present from Willmar? Then next I am going to call on Granite Falls. Montevideo, Tracy, Marshall.

MR. O'BRIEN: Mr. Chairman, members of the committee. We didn't come down here today prepared to take a lot of time in going over the ideas that we have presented. Every member of this committee has had a chance to study our brochures and our ideas of a four year college at Marshall. Along with the eight meetings that you men have had, and with the research people that you have, I think that you have a pretty good idea of the situation in our town of Marshall. I would however,

like to say this -- it has been my pleasure to attend these meetings that you have had and I would like to extend to this committee, on behalf of our committee for the four year college and the citizens of Marshall for the courtesy and efficiency with which this committee has been operated. It has been a pleasure to meet all of you people who are on this committee and I sincerely hope that this committee will make a decision shortly on the site of the four year college.

Now I have here a summary of a few of the points of why Marshall should be the site of the four year college. (Distribution of the summary was made to each member.)

Now I would like to thank you for the opportunity of appearing, and I in my expression of thanks, express the appreciation on the part of our educational committee. Thank you.

REPRESENTATIVE HOFSTAD: Mr. O'Brien, is there any water problem at Marshall?

MR. O'BRIEN: We have had a water problem in Marshall, there isn't any question about that. We started a water - river diversion project in which the U.S. Government had appropriated the first installment for the survey of this water diversion. We have met with the engineers of the U.S. Government and the plan is completely drawn. We have a fellow here who has had a lot to do with this water diversion, our former mayor, Mr. Bussard, and I sure he can answer that for you.

MR. BUSSARD: Gentlemen, you are talking about surface water now aren't you?

REPRESENTATIVE HOFSTAD: Both.

MR. BUSSARD: The last three years we have worked with the US Corps of Engineers on this water problem here at Marshall. We have the plans completely drawn up, they have been certified in the Chicago District Office and now go down to the office in Washington, wherein the surface water would be diverted around the city of Marshall and this is going to be an entirely government project of the US Army Engineers. This diversion channel will handle any water, any flood water, any rain water that might come into the watershed area. Our surface water trouble is now practically eliminated for all times.

DR. KELLY: I wonder if your question didn't include the availability of water supplies also?

MR. BUSSARD: That has been settled in entirety in the last couple of years. We don't have any problem of any kind with water.

SENATOR KORDING: Now as far as availability of site is concerned -- those sites that the city of Marshall has in mind, would these be in the proximity where they could use city water and sewer and would it be on high enough ground where they wouldn't be affected regardless of your surface water problem at the present time.

MR. BUSSARD: Yes, they could be connected to city water and sewer. The designated chosen sites are high and dry - no trouble with any surface water. They could be connected with the city of Marshall's water mains, sewer mains, and there would be no trouble there.

SENATOR KORDING: Your sewage system and your water system would be able to supply, say or take care of a college of up to 2,000?

MR. BUSSARD: Right. In 1959 we just completed a lagoon system of sewage disposal that is to be sufficient for a population of 40,000.

SENATOR LOFVEGREN: I believe the Worthington chart said that your sewage disposal would only handle 18,000 - am I correct in that?

MR. BUSSARD: We do take care of from 17,000 to 20,000 but it is sufficiently large enough to handle 40,000.

REPRESENTATIVE HOFSTAD: Any other questions -- if not, I am going to call on Slayton.

MR. ERLANDSON: I am L. J. Erlandson, representative of the Slayton group. Gentlemen, your's is a task that I do not envy. It is a task of what is right, not only for today nor only for this year but for a lifetime. It would be a disservice to you if I would say anything that would lead you to a wrong decision. It is my earnest intention to help you reach the right one. As a Slayton spokesman at this meeting, I propose to do that by refreshing your memory by a brief summary of the reasons why Slayton is the right decision for your college site. As I see it, to reach the right decision, you gentlemen must find positive answers to the following questions:

Should the college be located geographically where it will do the most good for the most people? The question answers itself in a resounding yes, and the answer points a finger on the map to Slayton. Slayton is in the heart of the area that has no four year college of any kind. Within a 60 mile radius of Slayton there reside over 160,000 people. Of these about 2,000 will be graduating from high schools this coming June. Of the 2,000--- research indicates that about 600 would be expected to form a class at the college in Slayton. Of that 600 it is safe to assume that 300 from the 42 communities in the area could commute to classes and thus receive a higher education that would otherwise be denied them because of high college costs. These high college costs today are the principal cause of college drop-outs. Wouldn't the year after year after year total of such people be a compelling reason for locating the college in the center of the state's one educational void? Then too, four larger communities are located approximately 30 miles in any direction from Slayton. Any special services that these communities can offer would be available and only 30 minutes away.

When you have chosen the central location the next question to be answered in the affirmative would be this: Shouldn't the choosing of the local building site be a combined task of engineers, architects, educators and other technicians -- obviously they should be free to choose a site. At Slayton they would be free to do so. Property is available in any direction from the city and a college could be located as close as one-half mile from the business district. Our community is prepared to present to the state the specific location that the experts would choose.

Now out of Slayton, can municipal facilities be provided economically? That is the next question that your committee must answer. The answer involves two basic needs, water and sewage disposal and such lesser items such as power, police, fire protection, and mail service. On the score of the availability of water - engineers tell us that Slayton is located on an underground lake approximately $1\frac{1}{4}$ miles wide and three miles long. This inexhaustable supply of water is located

but 140 feet below ground and insures us this one basic need. Isn't it important that you choose a site where there is no question of the abundance of water economically available.

On the score of sewage -- in 1957 Slayton constructed a lagoon type sewage disposal system capable of handling an increased population of 2,500 with little or no additional expense. The system is readily and economically available to a site chose in any direction from the community.

On the score of other municipal services, electric power is provided by Northern States Power Company from two sources. House to house mail delivery is provided. A municipal building houses an 8,000 volume library. The police and fire departments are competent and have modern equipment, in addition to these the municipality has a swimming pool completed in 1959 and our community has provided a new golf course.

Slayton has developed housing facilities over the years to accomodate the rapid growth of a 32% population increase in the last 10 years. Presently a new trunk sewer and lift station is under construction to provide approximately a hundred ideal building sites. Slayton can and will produce the rooming and housing facilities a four year college would require.

In reference to transportation and community services, Slayton is located at the intersection of highways 59 and 47. All weather hard surface roads fan out in all directions. North Central Air travel is available within 30 minutes of Slayton. Our city is served by television from three stations with ideal reception; modern widely circulated newspapers, radio reception from many areas, including the Minneapolis stations.

Slayton is served by churches of 19 denominations, providing for the various religious interests of college students.

Why did Slayton enjoy a 32% population increase in the 1960 census? Because Slayton is centrally located and is known as a progressive and friendly community. Perhaps more important is that Slayton has no industries, no one to cater to, no influx of low paid labor to present community problems. Our population increase is due to our central location. Slayton will be a 100% college town as citizens working with and for the college interests.

Now here I have some interesting information I would like to present to you. We realize that Slayton is considered by many to be a small town. We have no competition here and this we feel will surely help you with this one situation where you have no competition -- we are a small town. Some may feel that this presents a disadvantage. We, however, have taken the liberty of contacting college officials from other parts of the nation, and the remarks they volunteered make extremely interesting reading. Following are a few of the replies that we have received from some of the nationally known leaders in the field of education.

What advantages for the taxpayers. "One of the advantages of a small community is the fact that room for expansion is available. Our college campus was recently enlarged at a much lower cost than a city college could expect to buy a half block of land." Edenbrough, Pa., Population 1,567.

"Expansion of the institution is easier since. . ." Hanover College, Indiana.

"We believe that smaller communities tend to permit great expansion." Cornell College, Mt. Vernon, Iowa, population 2320.

What advantages for the college administration and faculty? "Faculty members like this kind of city as a place to live." State Teachers College, Eden-

"Better environment in which to bring up faculty children -- cost of living is considerably less." Hanover College.

"What advantage to the student body? "Cost of education for the student is less in a small college in the smaller communities - provides a means of equalizing college opportunities by placing college out in the rural areas - cost of transportation is less." State Teachers College, Mayville, N. D. population 1790.

"A college in a small town is better for student life since there are no distractions - a smaller town cannot afford high priced, highly organized vice and corruption, therefore students are not exposed to the seedy side of life during their college program. The small town atmosphere is one of the major factors in our being able to describe Shimmer College realistically as a community of scholars." Shimmer College, Illinois.

"It is important that all parts of the state be served as nearly equal as possible so that the students do not have to spend time and large sums of money in travel. The rapid growth of the community college idea in such states as Michigan would indicate that statistics about the area in southwestern Minnesota might be the most winning argument of placing a state college in Slayton." Yellow Springs, Ohio. population 2896.

"Students from the small communities which a college serves have an easier adjustment to college life since they do not have the additional problem of adjusting to large city living." Nebraska State Teachers College.

"All of the 14 state colleges of Pennsylvania were established in small towns with the idea that small towns provide good moral surroundings. None of the Pennsylvania colleges are situated in any sort of industrial community." Edenborough, Pa.

What then have these educators put forth in their reasons for colleges in a small town. In a nutshell - location of a college in a town the size of Slayton represents a savings to the taxpayers of the state due to the relatively low cost of land, more pleasant and desirable surroundings for members of the faculty and their families, a wholesome studious atmosphere for the students free of the distractions and corruption so prevalent in large communities.

We firmly believe that these impartial statements from leading educators throughout the nation make even more compelling Slayton's case as the logical location for a four year college to serve the needs of southwest Minnesota. Statistical data has been sent to you people and we will continue to send that. The final report is forthcoming.

Gentlemen, if you have any questions, maybe members of my panel can do a better job than I.

SENATOR LOFVEGREN: You mentioned a 32% increase, was that in population?

MR. ERLANDSON: The 32% population increase was shown by the 1960 census. That is not for the county, but for Slayton alone.

REPRESENTATIVE HOFSTAD: If there are no further questions from the members, I will call on Pipestone -- Redwood Falls.

MR. GAILLES: Mr. Chairman and members of the commission. Thank you very kindly for the opportunity to present briefly to you the additional information which our group has prepared. After the hearings in February it occurred to us that perhaps each town selected areas of influence which best suited their particular

case. It then occurred to us that a little further investigation of the enrollment potential might be of value in our own minds and perhaps to this commission. In attempting to determine what the ultimate student potential would be in the nine towns that are being considered, we determined that we should try to establish some similar basis on which these enrollments should be compared. Therefore, we prepared a study in which we used a 30 and a 40 mile circle around each of the nine existing towns, or nine competing towns, and then in those circles we determined as closely as possible the total students enrolled that would be available. In this way we would then be comparing the nine towns on the same basis instead of on a different basis for each one. We have a series of maps we prepared, one for each of the towns which show the existing institutions of higher learning circled in red. The Branch at Morris, St. Cloud, Minneapolis, Mankato, Worthington, Sioux Falls and Brookings.

The circle, in this case we are studying the Redwood Falls map - I will show you the other ones - where the circles overlap, those are the existing institutions. The count in the overlap was divided equally between the two towns. In other words this part of the area was credited to Mankato and this part to Redwood Falls. This followed through on all the towns under consideration. The figures were obtained from the State Board of Education, from the county superintendent of schools, and from private and parochial schools within the area. We counted all students, including the country schools, the city schools and the private schools. I have given the chairman of your group a summary of these figures which I believe is in your hand.

We will just run through these very briefly. This is Tracy, showing the overlap at this point; this is Granite Falls, the overlap is here; in each case the figures are identical for each town so that we have sound basis for comparing the nine towns under consideration. In other words, we felt that existing institutions certainly have a bearing on where the new college should be located and this would prove up the overlap areas and show the potential that would be remaining in the towns under consideration. See, here is an overlap with St. Cloud and one with Morris. So in each case the figures are all based on identical situations. We have summarized that, and you have a sheet in front of you, of the six columns, Redwood Falls ranks first in four of them and is preceded by Granite Falls in two of them. From there on down there is a drop off of student potential within the area.

I think perhaps this is contained a little more concisely in this form which I will present to the committee for their consideration. In other words these maps in this book are merely a repeat of this, but cut down to show the overlaps are cut off. All towns are listed so you have a complete listing of the towns and the total student population that exists. We studied the total enrollment in the 30 and 40 mile circles. We studied the high school enrollment, and we studied the high school graduates. I am sure that if you will refer to this study and this summary sheet, you will understand that Redwood Falls rates very high. It is preceded only by Granite Falls in two of the categories. One of the primary considerations that must be taken into account in the location of a four year state college in southwestern Minnesota is the student population, as well as many other considerations which all have been presented to you previously. These are contained in our brochure. Thank you very kindly.

SENATOR LOFVEGREN: What do you have to offer for housing? I was wondering about the places. You had a 32% increase in population and I was wondering if you are talking on a community basis, or whether this is housing which would apply to all the towns?

MR. GAILLES: Our original brochure carries that information, Senator Lofvegren. We can accomodate 778 in housing that exists. We also made a survey in the immediate rural areas surrounding Redwood Falls. We felt that many farm boys and girls might come to a farm home to live near town, and in that area we found an additional 125 homes who would take one youngster for college.

REPRESENTATIVE HOFSTAD: I have a note stating that you have some changes in the projected institution enrollment. Is this note of mine erroneous or did you have some change in your projected institution enrollment?

MR. GAILLES: No, we feel that this is still right.

The only other area that I would like to make one statement on is that we compared the enrollment within the Morris area to the enrollment in the nine towns. We found that we have a 50% greater student potential in the Redwood Falls area than in the Morris area. That would seem to me to more or less substantiate the projected enrollment that if Morris could enroll 241 freshmen in its initial year, that at least would be a satisfactory figure for any four year state college in the Redwood Falls area, and it might be exceeded.

REPRESENTATIVE HOFSTAD: We thank you for your presentation this morning. Are there any of the other towns which I called upon that have come in since the meeting was started such as Willmar, Granite Falls, Montevideo, Tracy? If there is not, I would want to make this statement to the guests that testified here this morning. The commission wishes to thank you very much for your appearance here. We think we have worked rather diligently and are going to come up with some conclusion according to the statute that reads as follows: Chap. 397, sec. 1. Legislative Research Committee shall report to the 62nd session of the legislature not later than January 15, 1960, on its findings concerning the possible establishment of a four year college centrally located in the western and southwestern section of Minnesota. The committee shall determine the needs of such a four year state college in this area considering the possibilities of the enrollment together with the circumstances related thereto.

At our first meeting which was on October 19, 1959, the subcommittee members instructed the chairman to set up an agenda. This was done and was followed in the hearings of February 8 and 9, which we made in the area which is under consideration for a four year college. We have met 6 different times - this is our seventh meeting besides the 2 day meeting in the southwestern area of the state. We have given, I think, very complete data according to the agenda which was set up by this committee. You all received a copy from the chairman in due time before the two day meeting, and the Worthington group followed that this morning. I have not looked over the brochure which they presented, but they said that they followed this set up. We have a task of numerating and tallying the testimony which has been brought before this commission in a form which I think is going to be very easy. The tabulations which the communities have given us are in the areas which were requested by this outline.

Gentlemen, that concludes the statement that I am going to make. Is there any statement from anyone on the committee?

SENATOR KORDING: Well, the only statement that I would make is this. I think the committee here really appreciates the amount of effort all of these people in the various communities have exerted in informing this committee of their availability. I am sure that I for one, and I am sure the committee members all feel the same way, that they have done a good job.

SENATOR KROEHLER: I have no comment to make, Mr. Chairman, but the only trouble with their presentations is that they have all done such a good job that it makes it difficult for us to decide.

SENATOR ZWACH: I am wondering if the other communities that are not present know that they would, as of today, had an opportunity to make a 10 minute supplemental presentation.

REPRESENTATIVE HOFSTAD: They were not notified as to the 10 minute supplementation because this came on - I failed to inform you of this at the beginning of the meeting, Senator, - but Senator Olson from Worthington called up and said that they had additional testimony they would like to bring to this commission and he said it wouldn't take more than 10 minutes. As chairman of this commission I could not refuse any extra testimony or their appearance before the commission, and in due respect to all of the other communities they know of the meeting today. I have talked to some of the individuals who testified and they were satisfied that they had given in full, whatever presentation they had to make, with the exception of Willmar. I am sorry that Senator Wahlstrand is not able to be here. He is hospitalized, and I might say that in talking to Superintendent Helland of Willmar, they are more interested in the extension system which we have discussed at length and have gone into quite thoroughly in this commission than in a four year college. Is this satisfactory?

SENATOR ZWACH: Mr. chairman, if the other communities should hear of this further presentation and request it of you, I presume that we would then, at our next meeting give them that opportunity. Or is it concluded that we ought now to preclude further presentation?

REPRESENTATIVE HOFSTAD: Well, they have been informed of the meeting today but not of the opportunity to speak. It has been related to me orally, Senator, that they had made their presentation and didn't have any additional information.

SENATOR ZWACH: If you are satisfied, then that satisfies me, Mr. chairman.

REPRESENTATIVE HOFSTAD: Granite Falls, I contacted them and I think they have made their presentation. We have the brochure which they gave us when we were at Marshall and I think this is it.

SENATOR ZWACH: Tracy - have you had contact at all with their community?

REPRESENTATIVE HOFSTAD: Yes, I have been to Tracy. I would like to ask this of the commission. I think we need to discuss at considerable length these presentations individually. We have not done that as a committee. I think we should go over those and evaluate them. We have until the 15th of January to make our report, but of course we have to bear in mind that we have to give our clerk a reasonable time to write the report, and also time for the printer to set the print and have the report back.

SENATOR KORDING: Mr. Chairman, the question in my mind is don't we have to report to the LRC and then they will make the recommendation? Isn't that right?

REPRESENTATIVE HOFSTAD: Yes, but that has to be done no later than January 15th when the LRC reports back, and this is what I was trying to convey.

SENATOR KORDING: We have to report to the Research Committee, I believe, in December.

REPRESENTATIVE HOFSTAD: That's right and then the full LRC, if they accept our report, then that report has to be on the desk of the legislative members by the 15th of January. So we have approximately seven weeks. What are the wishes of the commission members as to what our agenda should be from now on.

SENATOR ZWACH: In deference to two of our members, who I think expect to visit these communities and have not had the opportunity, I think that perhaps we should hold any motion for the establishment of a state college. But I would expect soon to make such a motion, that there be a college established in southwestern Minnesota. That should not be made until we further study the situation for those who are not yet satisfied with the issue, and until the men who have not yet had the opportunity to make the visit and want to go. We ought to withhold any action until they have had that opportunity.

REPRESENTATIVE HOFSTAD: I might ask, Representative Popovich and Representative Day, are you still going to make this inspection?

REPRESENTATIVE POPOVICH: I think the first thing that we have to decide is whether or not there is the need for an establishment of a four year school. Mr. Day and I feel that there is no need - there is no sense in us running out there and making the trip if there is not a need for such an establishment. I think the trip follows what discussion there may be as to the need. Now very frankly, I thought we could discuss that a little bit today. How convinced are you that this committee should recommend a four year school, can it be handled through existing institutions such as Morris or some other way without definitely taking a position that there has to be a four year school recommended. I take it, Senator Zwach, that you are convinced that there should be one.

SENATOR ZWACH: I am so convinced.

REPRESENTATIVE POPOVICH: I think we should kick that around a little bit. Mr. Day and I chatted a little bit about this and very frankly I don't want to have to go through the work of having to go out there and look through the area if this committee may not come up with a formal recommendation that a four year school be established at one or more of these towns. Maybe they won't come up with that recommendation - I don't know. I would like to get some thinking along that line. Maybe the chairman wants us to start discussing that now, or maybe you will want to do that this afternoon.

REPRESENTATIVE HOFSTAD: Well, this is what I was going to suggest, Mr. Popovich, that we start this discussion now and since a delay is not in order because our time is valuable, it is not too long a time and we have to report to the LRC. I think we should avail ourselves all the time that we have, because I know as far as I am concerned, I am convinced that we need a four year college in the southwestern part of Minnesota. I don't want to be biased, but I am just stating that as an individual not as the chairman of this commission.

SENATOR KORDING: Well, the point that Pete brought up is a point that I was just going to make too. I thought that the first thing that we should do is discuss the needs and if we are agreed that there is a need in the southwestern part of the state, that we should then take these various communities today and discuss the advantages and disadvantages. If we come to the conclusion that we should establish a college in the southwestern part of the state, then I believe it would even be well for the committee -- for all of the committee, to still take an addition trip to look over prospective sites again to refresh our memory. I don't remember the exact time that we were out - February 1960 - we would have a

better opportunity to tie together...First of all, of course, we have to decide on the issue, and then have a little discussion on the various potentials of these various communities if we come to the conclusion that we should establish a college.

REPRESENTATIVE HOFSTAD: I might say this, the members here, don't have to go out to the communities to definitely decide for themselves whether the need is there or not. I think they have more or less made up their minds to that at the present time. If it is the will of this committee, I am going to go down the line and take that roll as of now, just for the sake of showing us whether we think there is a need for a college or not in the southwestern part of the state. Is this satisfactory with the commission members?

SENATOR ZWACH: I am wondering if they want the discussion first. I would have been willing to withhold that in deference to the members who hadn't been out there. I thought I caught a tremendous feeling, when I was there, of having been forgotten. A feeling of living in the one area that has been forgotten in the establishment of higher learning institutions. I got the feeling of economics involved. First of all the economics of the state, then the economics of the students, then the economics of the parents, and then a regional economics. I got a lot out of making these visits. Of course living out there, I think I have lived in it too.

If they are ready to vote on it without any further ado, I certainly am, but I didn't want to press this thing until everybody had been able to satisfy themselves.

REPRESENTATIVE HOFSTAD: I think you misunderstood me a little bit, Senator Zwach. I was going to do this just as a courtesy to Peter Popovich and Walter Day, so that they would not be making this trip unnecessarily. This is not definitely an affirmative vote - this is a vote only to encourage Mr. Popovich and Mr. Day to make this personal tour of their own which the committee authorized some time back. Is there any objection, I might say, to this procedure.

REPRESENTATIVE POPOVICH: I wonder if I might interject this at this point? Could I just make a general statement as to my feeling on this? It just may effect you a little bit on your discussion on it. Just so no one gets the idea that I am against higher education, but in view of the fact that I made the comment that maybe there is not a need. Here has been my thinking as I poured through some of this material presented to me. There is no question that there is, or that there has been, up until a year ago, a void in southwestern Minnesota. I mean you just looked at a map and saw where your institutions were and there was nothing down there whether it was private or public. I think that is one conclusion that I have arrived at. However, since then there has been the establishment of a school at Morris, which I think complicates this picture. That establishment at Morris, of course, was done in a sense pursuant to our own recommendation that the University study it. They thought they had studied it enough, and the only thing that they could do at this point was to actually experiment with it. But in the experiment they were more cautious than we are, or we might be, on this committee. They just determined to experiment with a four year school without any guarantee to the people that it was going to become a two, three or four year school. I have no doubt in my mind that that has affected some of the possible enrollments there for the simple reason that there might be someone who would hesitate to go to a school that says this year we are offering freshmen and if that works we will offer sophomores. If it works out we might offer junior, etc. There are some people that want to go to school and know that they are going to go through that school for a four year period. I think that has affected the beginning of the school there and yet despite that uncertainty, Morris has had a pretty sizeable enrollment.

Now I think this is an advantage to the committee if we look at it and feel that the University's studies will show us what is happening at Morris. Secondly, I am mindful of the fact that Morris has a capitol investment. There are buildings and land there - it may not be as strategically located as some of the other areas may want, but the decision was made years ago when it was made an agricultural station, and it can move over to the study area pretty well. Thirdly, for us to say without any experimentation of any kind that there is an additional need for a four year school in southwestern Minnesota, and we right here recommend the establishment of one, and recommend that the legislature appropriate some \$13,000,000 over the next three or four years for it -- I think it is a bigger step that we would be taking than the experts in education themselves took, which was primarily the University of Minnesota.

I for one do not want to see Morris established and then this legislature establish another four year school whether it be at Marshall, Redwood Falls, or Worthington, or where ever it may be, and have the two or three of them competing against each other in the years ahead. Now as is obviously true as you look through this preliminary statement that Mr. Swanson has made, there has been a leveling off or a decrease in population in that nineteen county area. It certainly has been so in the rural portions of those counties, and in fact, some of the other counties themselves have declined. Their total ratio to the state as a whole is less now than it was in 1950. I am not going to argue over that, irrespective if they remain stable or if there has been a slight decline, the fact still remains that they are Minnesota citizens and they are entitled to fair advantages, possible advantages as the others had by having higher educational institutions available.

My own feeling is that we ought to see how the University works. I am not going to vote for a four year school if it is going to mean that the Morris branch has got to be stopped, or that it is going to be knocked out. I think that we have to go on to this assumption, that irrespective of what this committee does, that we have the Morris school and we should encourage it and strengthen it and see that it continues to grow. Because irrespective of southwestern Minnesota there is a portion from Alexandria, from Big Stone County and the rest and so primarily in my mind at this point since we are now faced with this deal, I personally want to see a recommendation that the Morris branch be enlarged, be strengthened and be continued before we determine to establish another four year school. I think that is important. At the same time, I want to see a recommendation in this report that the University as such, not that in any discussion of branches whether it be Morris or state colleges, that we are mindful of the fact that nothing should be done that would hurt the University as such in its standing nation wide. After all I am a city fellow, and I am a graduate of the University, and there are some problems that come in with decentralization. I don't want to see the University get hurt in any way because of the desire to bring higher education out to the rural areas. I think there is a way that it can be taken out to the rural areas, but still not hurting the University.

I can speak with some sympathy there because for four terms now I have sat in on the University budget hearings, and sometimes some of you may wonder if I am a friend of the University or not because I have been a little mindful of what the costs are. But I am not so shortsighted to see or take the position that whatever we do is going to curtail that University or cause it to drop. I think this would be the greatest catastrophe that could come as a by-product of any recommendation that we make.

Fourthly, I think we ought to consider, in conjunction with those first two assumptions, what value the centers - the extension centers, might have for the rest of the area in the sense that if Morris is strengthened and if one or more of these communities desires to go into a center cooperative agreement with the University, such as they did in Indiana or Ohio, that ought to be explored. I know one community is seriously considering it and that is Willmar. The superintendent was here himself and it is entirely possible that one or more institutions, or that type of arrangement can be established. If that is the case, I don't think that we ought to rush that fast into saying that there is an additional need for another four year school, when we don't know if Morris is going to become a two, three, or four year school. We don't know that yet. Now if you know for sure that it is going to be a four year school of science, literature and art, can you in all certainty say, and project into the future, that we can still have another one in that area?

Now if you can say that, and hindsight 10 or 15 years from now proves it, that would be fine. But my own personal feeling is that we ought to encourage Morris, we ought to encourage the centers and we ought to say that so far as this committee is concerned that while we are mindful of the problems out there that we are not so sure that they can't be completely handled by some strengthening at Morris and by the centers idea. Rather than saying there is no need, we feel there is such a need, that dependent upon these other two things that this committee at this time should not make a recommendation for the establishment of a \$13,000,000 college. Now this doesn't mean that I am against it. It just means that I just kind of want to watch it and see what happens, and I think that in the next year or two or three, depending on this other development that then we can more clearly indicate what the situation is.

Now I am not so naive politically to know that some of you are on the spot coming from that area. Certainly if I came from that area I would be shouting and hollering for a school for my area and I am mindful of that. I am not saying that politics is being played, don't get me wrong. There is no indication there, but I know the pressures that one gets whether you come from Worthington, Redwood Falls, or Marshall. More than one member of this committee has been contacted by the Chamber of Commerce, by a group or what have you. Mr. Day and Senator Kording and I are, I suppose in a sense, further away from this. At any rate Walter comes a long distance and he won't be back so whatever the recommendation he makes, he can make it without any fear of reprisal because he is voluntarily retiring. I come from the city, and while I have the interest of the city people in seeing that the University here continues to grow, not to the detriment of the rural area, but that its' standing grows is what I mean. I don't care if the total enrollment grows but I want its' standing to grow, its reputation. Maybe in that sense Herman and Walter and I can look at it a little bit more dispassionately. I won't use the word objectively, dispassionately would be the better word to use. I don't want to see some of you men run the gangplank and say I am for a school at Marshall, Redwood Falls or Worthington, because some of these other considerations from a local political situation - when we haven't answered these other questions -- what is the full effect of Morris - there isn't anybody that can answer that question right now because we don't know what the full effect will be, and there isn't anyone that can answer the question of what will happen.

For example, if Willmar decides to have a center operation, or one other school - Worthington might move over to it from a junior college because of full credit or something. This is always a possibility, I don't know. But no one can certainly say that they can answer that, because you just can't and we don't know what the decision is. I personally would rather see that we have these first two or three recommendations and then have this definite recommendation as to the four

year school - whether or not there should be another state college as such just to wait for a two year period without having any of you having to run the gangplank and waiting to see what the experience at Morris will show.

That's my personal feeling. Maybe it is a cautious attitude to take, maybe it is too cautious, I don't know, but I know it takes a little while to get a university or a college established. On the other hand, if the legislature and they are going to look to us, the nine or 10 men on this committee, and the other 190 or so of them are going to say -- they will have some emotional scale or something like that, but when it really comes down to the merit of it they are going to say you fellows studied it and we made our decisions based on your recommendations as to whether there is a need. We may argue as to whether it should be at Marshall, Redwood Falls, Worthington or what have you, Slayton or any of these other towns. There is a difference of opinion, drawing circles on maps and looking at population and things like that, but as to whether or not there is a definite need, and that need exists irrespective of what happens to Morris, they are going to look at us for that recommendation, because we are going to have to come up with the factual data to support that. That is the one that I want to go a little slow on before we make the decision. That is the only reason that I raised the question as to whether or not we ought to definitely say there is a need right now, that the college should be established -- we recommend it. When I get on the floor of the house I am going to say, I can't really in full sincerity say that I am utterly convinced at this point that there should be another one. Not knowing what is going to happen at Morris, that is the point, and I don't feel that Morris should be discontinued for the establishment of another state college at this time. Cash wise, enrollment wise, and everything else - there might be some problems there. All right, I state that as a background.

REPRESENTATIVE DAY: I think this kind of fits in after what Peter said. Now to a very large extent I will agree with Pete, but when it gets toward the conclusion I don't agree with him. I don't want anyone to really think that we fight and disagree exactly, because Pete and I have disagreed before and nothing happened from it. But I want to say that I am the one that hasn't attended most of these meetings, but I am the one, also, that has had the time to study these things that have been presented - all these brochures. I have read them from cover to cover and I have read all the reports from the machine here, and in fact I have gotten complaints from my better half that I spend too much time reading. I have done some thinking about the whole proposition before.

Now the first question that I was going to raise is the question that Peter raised. What effect will this have on the University's move to Morris? Now what I know about the legislature, and I am just a little familiar there, is that I doubt very much if the Legislature will support the two. That part of the state is entitled to some consideration. I don't question that at all. But how are you going to do it? Here's where I differ with Pete. To me its \$13,000,000 to start another school and that will be limited to \$13,000,000, and won't keep growing. Now \$13,000,000 is a sizeable amount that will have to be spent during a few years but remember when they move into Morris there are no limits on that. You know what that means. It means a school at Crookston, it means one at Waseca, it means one at Grand Rapids, just like that and off the cuff.

Now Minnesota already has a branch University and I want you to take a look at that. When they got that branch University at Duluth, Duluth furnished a million dollars, they furnished a campus, they furnished a million dollar building to be placed on that campus. The state didn't pay anything for it at all. And that isn't all. It was 1946 when that branch was established. Now when I started in the legislature the trust fund for the University of Minnesota was 1 and 3/4 million dollars, in 1946 when we established that one branch at Duluth - I got the

figures for 1944 - it was 17½ million dollars. Now where did that money come from? Ninety percent of it came from St. Louis County and being a member of the conference committee that established that college, I felt who are we, when they had more than paid for a branch, not to allow it to them. It came from a center of population, Duluth. It came from the center of wealth in Minnesota - one of the great centers of wealth in Minnesota and we couldn't deny it. Mr. Popovich, I want you to take note of that move, in there to the branch of Duluth. The president of the University was so exercised about it that he wrote a book about it, trying to convince the legislature not to allow it.

Now it seems to me that before we get into this school for the southwest we have got to take up and settle that Morris business. All right, now Minnesota is just one state and Minnesota settled it once, they settled it well. The University was started in territorial days and when we became a state then they decided what they were going to do and everybody wanted to branch out all over the state with the University and the legislature decided that we will have it in one place and in only one place. As a result we have a great University. Now all the states didn't decide it that way -- in fact, I think over half of them decided to -- oh yes, this town should have this and that town should have that and the other town should have that. You go and look at those states, states with much more wealth than Minnesota and they have got a second class University. Now Pete wants to protect the main University - that's what I want to do. I am for the University and I believe in education and I voted for them to cross the river and grow, but to stay in one place. Now as far as I am concerned, I will object to any report of this committee authorizing any branch of the University staying at Morris, just because it means four towns just like that and you can't stop it. I know how the log rolls and the legislature -- already the board of regents from Crookston has been consulting me about they moved into Morris so now we can have it at Crookston. I also know of plans taken into Waseca. I was brought up within twelve miles of there. I think that somebody in the legislature has got to take the animal by the horns and settle it because we are in a place where we will undercut the main University and that will be the result of starting branches around the state and it is a serious question.

I am going to press for a decision in regard to Morris ahead of this other. Now I think something should be done for that part of the state and I wouldn't object too much to starting another teachers college, or what have you -- a four year college in that part of the state, and as far as going down there is concerned, I have all the respect for that part of the state. I have friends in a number of those localities and I would be -- I would let the committee decide it because that is only \$13,000,000 and then you have all these colleges on the same basis and one is going to hold down the other. But when you start branch Universities, brother you have started something. It has got out of hand in eight, 10 or 15 states, I think the time to stop it is to just simply require of any branch University what was required of Duluth and that will settle it. Now for a starter, Mr. Chairman, I think that states my idea.

REPRESENTATIVE HOFSTAD: Mr. Day, we appreciate very much, but I think both of you gentlemen did not understand what I wanted to do here originally. I wanted a concensus of opinion from the commission or the committee whether you two gentlemen should go out and view the sites for yourself. I have made a second tour of all of these places, myself, as an individual, and this is part of the work of the committee. It is too bad that Pete and Walter were not able to make the meetings on February 8 and 9 when we went out there. I was trying to encourage you, gentlemen, to make this trip, not that we were definitely going to set up a four year college.

SENATOR KORDING: I do think, of course, that Pete brought up a very good question but I kind of agree with you that a visit out there would certainly be of some benefit no matter what their thinking is now. I think the problem that was being brought up here by both Popovich and Day are very good questions. There is no reason why you shouldn't give it a very thorough study. I had some reservations from the very beginning, but in a different direction, my reservations were in this respect -- that before we consider the establishment of a four year college in the southwestern part of the state, if that is what we intended to do, that we would have to come to a real meeting of the minds in the higher education fields and to a certain extent that has been answered by committee that is now working together in the higher education field which is composed of your junior colleges, state colleges, University and I don't know if there is anyone else. I believe the private colleges are just consultative, they are not on the committee. But at any rate they are looking at this problem a little more thoroughly and I have noticed now that they have come up with a recommendation as to junior colleges - that they be of a certain population and a certain distance apart, and I don't know if there were any other requirements. But at any rate we are heading in the right direction when we are getting a committee like this to study this problem thoroughly and come up with some recommendations that will hold down any expansion that is made without good reasons. In that respect I will go along with Pete, we should make a thorough study of it in this connection.

However, my conclusion will be slightly different than these two gentlemen. I still feel under the circumstances, that a thorough study is being made on higher education that we can still have the financial ability to carry on a four year college in southwestern Minnesota. The only question is one that Walter brought up, but I believe that this higher education committee acting together will control any type of expansion in the branches of the University.

REPRESENTATIVE DAY: Here is one of their reports. A page and a half or two pages and all it does is to tell the advantages of it. Not one word in there is there about what it will cost, and you have branch Universities and there is no end to it. They will eat up the main University, that is what they have done in every other state.

SENATOR LOFVEGREN: Mr. Chairman. I think when we started this off we drew a line down the center of the state of Minnesota and we found that there was very little higher education, other than Moorhead and the two agricultural schools in the western part of the state. I feel like the southwestern part of the state feels, that they have been neglected. Those young people in that area are as much entitled to higher education as, perhaps, the whole eastern part. You draw a line down and you have everything in the whole eastern half. That is perhaps a selfish reason but that is one of the reasons -- I know that whatever recommendation we come up with here - in my own experience in the last ten years - regardless of the recommendation and if we even picked a town, I am quite sure that wouldn't be the town that the legislature would settle on. That is for your information -- I went through this for ten years, trying to get an institution -- it is sad to say but that is true.

I will not do anything that will disturb Morris, that is in my area and they have the facilities there and the housing which is very important and it does serve part of western Minnesota. I may be selfish in that but I am not - like Pete said - I sure want to see Morris work out. Now I have picked a town from your group here that I think would be the best town in the southwestern part of the state if there is going to be another college other than Morris. But the battle has just started and I am not going to do anything to hurt Morris. I grant you that. I can see a need down in that part of the state - they are taxpayers too, they have children and a lot of them could commute. There is a cost, I am sure of that, and all of those things we will have to take into consideration like Mr.

Day said. But there is politics involved, and I went through that. I don't know what you will decide here today but I hope we come up with some kind of an answer.

REPRESENTATIVE DAY: My question is simply this: are you willing to make the Minnesota University a second class University in order to have one at Morris, Crookston and Waseca?

SENATOR LOFVEGREN: I would say that as far as I know, Morris will never make the University of Minnesota a second class University. . .

REPRESENTATIVE DAY: The only thing that I can say in answer to that is that when you have been around the legislature as long as I have and have seen it roll, you can be sure branches will come to Crookston and Waseca just the same as it came to Morris. You can't stop it.

SENATOR LOFVEGREN: You have been here a long time, Mr. Day, - 30 or 40 years, and I have been here 10, but I have seen a lot of things happen too.

REPRESENTATIVE DAY: I am willing to look at the history of those things in other states and here is some state that has four times the money that Minnesota has, because after all Minnesota isn't a rich state.

SENATOR LOFVEGREN: I thought there were just two states, California and Texas, that had more money then we have.

REPRESENTATIVE DAY: You need to study the financial resources of the states.

SENATOR LOFVEGREN: That is just the trust funds.

REPRESENTATIVE DAY: Well, I am not talking about trust funds, I am talking about the ability to pay of the taxpayers in the state.

SENATOR LOFVEGREN: It will be a long time before we break the University of Minnesota.

REPRESENTATIVE DAY: You can hurt it pretty quick and pretty easy.

REPRESENTATIVE HOFSTAD: I think that at this time the only request that I have to make was to urge you two gentlemen to make this trip. This is why I am asking you again. You have the authority from a previous meeting, of which you were not present yourself, or possibly you would want to eliminate some of them and get down to a smaller number and not make all nine, I am not sure. I think you should make all nine of them. We heard -- we were two days of driving and hearings -- it was very interesting to see. You will see a nice part of the State of Minnesota.

REPRESENTATIVE POPOVICH: Alvin, I have been in everyone of the 87 counties, you know my work takes me around.

Recess until 1:30.

REPRESENTATIVE HOFSTAD: At this time we will continue the discussion which we got into this morning and I think in your regular binder you will find the comparisons there in attendance in 1954-58, 1959, in our schools of higher learning, in the private schools, the parochial schools, in the state colleges and the University. This is a rather interesting table which Mr. Swanson set out. I think there is a lot of information in there that we can use.

I think, Senator Zwach, you had the floor when we called for a recess and I will recognize you to continue.

SENATOR ZWACH: Well, Mr. Chairman, I just felt that the situation that we were in - a recess and a little lunch was a good thing. I have something to say but I have talked once and I thought maybe some of the others would want to make comments first.

DR. KELLY: Well, Mr. Chairman, I don't have much to say. The only thing is that I would kind of like to call your attention to the fact that in the metropolitan area - I don't recall the exact percentages - but around 54 or 55% of the high school graduates go on to higher education. Out in our country I think it is 23, 24 or 25%.

REPRESENTATIVE HOFSTAD: It is 20.9 isn't it Gerry?

MR. SWANSON: It is about - depending on what survey you take, it is 37%. . .

REPRESENTATIVE KELLY: I didn't think it was that high. I thought it was about 25%. There is quite a difference.

MR. SWANSON: If you will look at this report that I mailed out last week, on the bottom of page 48 and the top of page 49 there it compares the potential college enrollment in the nineteen county southwest area in 1959. Minnesota enrollment distribution in the area of the southwestern counties had enrollments of 19.1% of the potential. If you include the enrollments in North and South Dakota colleges, from those colleges you have 21.5% as compared to a state average of 25%. On the bottom of page 49 I point out that depending on which percentage you use there could be a difference of 771 to 1300 more students - or there could have been in Minnesota colleges from that area in 1959.

REPRESENTATIVE HOFSTAD: Here you give the percentage of 21.5 for the southwestern counties along the South Dakota line. That is on page 49. Did you ever get complete numerical numbers of graduates in schools from that area.

MR. SWANSON: Well, we have a section in the report on page 51 in which this summarizes an estimate of the school superintendents in that area of the number of 1960 graduates who plan to go on to college and the number who plan to pursue some other form of higher education. In that particular case of 19 counties the average indicated that 35% of the 1960 high school graduates had planned to attend some form of formal higher education. Then if you add to that basic figure the number of graduates from the area who plan to pursue another type of post-high school education, your percentage increase to approximately 56.4%.

REPRESENTATIVE HOFSTAD: Well the difference then, between page 49 and 51 -- I would just surmise that due to the fact that we have made available student loans and scholarships and what not, in order to encourage some of these that couldn't go to far away from home with what they had, but with what the small scholarships they have they are able to do so.

MR. SWANSON: I think one of the differences here in the 1960 class is based on questionnaires sent to superintendents as pointed out in the report and does not necessarily indicate accurately what the individual intentions of the graduates were, and secondly, the 19.1% is based on a four year enrollment whereas plans for attendance is just based on one high school senior class. You may have quite a variance for the year.

Mr. Chairman, if you want I could go through this report page by page or at least the briefly.

REPRESENTATIVE HOFSTAD: I think that this would be a good thing to do at this time, Gerry, you can start off if you would do that. If we will take it piece meal - we will not get it as concise and fully as if you will do it starting at the beginning and going through it as you have made your analysis and your statistics.

MR. SWANSON: I might begin by saying that in this preliminary draft, Mr. Chairman and members of the committee, what I attempted to do was to answer the question of whether or not there was a need, or there is a need for a state college in southwestern Minnesota. I hope that I have avoided trying to analyse any of the communities - compare the communities. The attempt was just to answer the question, is there a need for new state colleges in southwestern Minnesota? In pursuing this study, I will begin on page 7 with the introduction. The introduction merely points out that in Minnesota in the past thirteen years we have had a number of studies, a number of commissions, appointed both by the legislature and the governor, and also by citizen groups interested in the question of higher education. One of the suggestions made was the suggestion for putting a state college in southwestern Minnesota.

REPRESENTATIVE HOFSTAD: Gerry, if you have any extra copies of this report maybe they should be distributed to our guests.

REPRESENTATIVE POPOVICH: Mr. chairman, these are Gerry's tentative findings, and I have no objection to the people going through these folders but I think they should be turned in and not taken out of the office.

REPRESENTATIVE HOFSTAD: No, this was done for purposes of the committee and I think they should be handed back but I thought they could follow along.

REPRESENTATIVE POPOVICH: It is the preliminary draft and I wouldn't want any quotes to be made from this committee.

REPRESENTATIVE HOFSTAD: I think that is agreeable to you gentlemen here. Continue then Gerry.

MR. SWANSON: During the initial stages of our study you will recall that the University decided to proceed with their experimental collegiate program at Morris, and also the Fergus Falls community approved a proposal to create a junior college in that city. As a result we have two new college programs located somewhat in the central - western Minnesota. Rather than try and make a study of the area being served by these two communities, what I have done here is eliminated the counties located in central western Minnesota and approached this problem on a 19 county basis. Those counties are listed on page 9 of the introduction.

You can see that I have just drawn a rough outline around the county boundries of this 19 county area. Now included in this 19 county area are a number of border counties that are within commuting distance within the service area of the existing colleges. I think you will recall that during one of our first meetings

it was indicated that the committee would like to include those areas within this study in order to try and appraise or determine the amount of enrollments that could be expected to come from those counties to a new state college, therefore the border counties are included in this area. The rest of the introduction on pages nine and 10 indicate where the more salient areas that we attempted to assess as far as trying to come to a conclusion as to whether or not there is a need for a new state college in southwestern Minnesota.

Beginning on page 11 there is a rather long discussion of the history of the state college system in this state, beginning with the creation of the normal school system, going back to the first stages or the early history of the state. What I have done in this particular section is pointed out how these normal schools, which later became state colleges were initially created, what contributions were forthcoming from the communities, how their programs expanded so they eventually became state colleges, and what can be anticipated in the future as far as the state colleges are concerned in providing for teachers within our public school system.

On page 20 there is a brief outline of what today's state colleges provide in the area of educational programs. The four programs begin educational training for those who receive the bachelor of science degree. This permits them to go out and teach within our public school system. There is also offered a graduate program in the teaching field which leads to a master of science degree. The state colleges provide general and liberal arts education which leads to a BA or a bachelor of arts degree. They also have a pre-professional training program. The state colleges are presently under agreement with other Universities and colleges whereby students at the state colleges pursuing such programs as engineering, home economics, journalism, etc. can transfer after receiving preliminary training or education at the state colleges to these professional colleges. The fourth program is terminal in nature. It is provided, or made available, to those people who do not plan to complete four years of college or do not plan to go into a teaching profession. They pursue a two year terminal program at the end of which they receive an associate of arts degree.

On the top of page 22 there is a brief analysis of the number of graduates, of the 1959-60 school year, at the state colleges pointing out that 85% or 86% of the graduates had received bachelor of science degrees which qualified them to teach in Minnesota's public school system. Of the total four year enrollment at the state colleges in 1959 - 25.4% were in programs other than the teaching programs. So the state colleges concentrate primarily on training teachers for service in Minnesota and they have about 25% of their enrollment who are in other than teaching programs.

On the bottom of page 22 and the top of page 23 there is an analysis made of what can be expected if -- or what the state colleges will be confronted with in the next few years as far as continuing to provide teachers or graduates qualified to teach in Minnesota.

In 1960-61 this . . . approximately 3,545 teachers will have to be made available in this state to replace those leaving the profession, but by 1970 this drop-off factor means we will need about 4,177 teachers, to replace those leaving the profession. The conclusion is drawn that if the state is to maintain its present teacher-pupil ratio of 1 to 23 or if it is to be reduced, the state colleges will be called upon to provide a large number of graduates in the teaching field. So the need for teacher training in the state colleges is quite apparent

and will most likely remain the same, and most likely increase in the years ahead. On page 24 we begin a discussion of population trends in southwestern Minnesota. It is pointed out that of the 19 southwestern counties, 11 counties recorded less total population in 1960 than they had in 1950. Only one county had a loss in the population of municipalities of 1,000 or more between these two census years. I have generalized on the bottom of page 24 pointing out that larger metropolitan communities tend to generate and increase in body of young people entering college. As your metropolitan areas enlarge in population you can expect a larger number of people going on to college. Of course, there is a trend in the movement of the population from the farm to other activities and to the municipalities, and along with that you are going to find an increasing number of people who are going to have to look toward some other profession, or some other vocation, for their life program rather than going into the farming program.

On page 25 a comparison is made within the category of municipalities of 1,000 or more. In the 19 southwestern counties the total residents increased from 123,640 in 1950 to 135,033 in 1960. There were 11,393 more people living in this category in 1960 than in 1950.

Lac Qui Parle County was the only county that declined in this particular analysis. They decreased by 15.4% in 1960. All other counties in the area had a net increase in residents of 1,000 or more municipalities. At the bottom of page 25 the counties are ranked according to the total number of people living in municipalities of 1,000 or more. On page 26 there is a table showing, by counties, the names of these municipalities and their 1950 and 1960 census figures and the percent of increase or decrease.

REPRESENTATIVE POPOVICH: On page 26, does this list all of the towns of 1,000 or more in these 19 county districts?

MR. SWANSON: That's right.

REPRESENTATIVE POPOVICH: For example, if you look at some of these counties there will only be 2 or 3 towns. Is that as many as they have that are that large?

MR. SWANSON: Right.

REPRESENTATIVE POPOVICH: All the rest are under 1,000?

MR. SWANSON: There was only one change between 1950 and 1960 of municipalities that had less than 1,000 in 1950 and more than 1,000 in 1960. That was Edgerton, in Pipestone County, they had 961 in 1950 and in 1960 they had 1,017. The 1960 census figures are based on the preliminary reports from the Bureau of Census, so there is a possibility that they may change between now and the time the final report is made.

On page 27 it is pointed out that in contrast to municipal growth in the southwestern area, the total county population declined by .2%. Half of the counties increased between 1950 and 1960 and half of the counties decreased in total population.

The counties are listed again on page 27 according to their rank in total county population. On the bottom of page 27 a summary is noted that there was a loss of 595 inhabitants in this 19 county southwestern area between 1950 and 1960. Whereas at the same time municipalities of 1,000 or more increased in total population by 11,393.

REPRESENTATIVE POPOVICH: All of the decrease of the 595 then really occurred in Lac Qui Parle County. They dropped from 4,100 to 3,400. The had over 600 decrease and so if you were to eliminate that one county the rest of them would have a net increase wouldn't they?

REPRESENTATIVE HOFSTAD: This decrease is all within the one city of Dawson.

REPRESENTATIVE POPOVICH: For example, you say that between 1950 and 1960 the southwest area lost 595. The total net decrease in the counties was 595, but over on the other page you said that Lac Qui Parle was a county that decreased from 4,137 to 3,499, that was 638 they lost. So that in reality, if you forgot about that one county, the rest at least stayed level.

MR. SWANSON: But you have increases and decreases that off-set each other in the other 18 counties. For instance Chippewa County declined, Jackson declined, Lac Qui Parle declined.

SENATOR KORDING: I think that the point that is attempted to be brought out here is that where the cities are growing very fast there is a possibility there that they may continue to grow and as a result you have a greater need perhaps even though the rural area may decline.

REPRESENTATIVE POPOVICH: I have no objection with that assumption at all. I was just looking about in the theory that someone might say, well the whole 19 county area is decreasing. We know that the whole 19 county area is not decreasing. Theoretically, if you eliminated Lac Qui Parle you would have a net increase.

I would like to ask Gerry a question. Looking at these several counties on pages 26, 27 and 28, the ones that had a net decrease in population, could you spot them on a map to see what conclusions would be drawn up for us?

MR. SWANSON: I had them on a map, but I didn't include it in this report because I had to change the diagram. I had it between black and white and the black looked rather ominous, but if you want a map included in the final report, this can be included.

REPRESENTATIVE POPOVICH: The reason I ask, I am wondering if it might be around the periferal. For example, you see Murray, Nobles, Pipestone, well Nobles had an increase, but Pipestone and some of the others had a decrease. Is there any reason to it? If the decrease in around the core it might decide where you should locate the college you see.

REPRESENTATIVE HOFSTAD: On the basis of Table II, there is only .2% decrease in all counties.

REPRESENTATIVE POPOVICH: Here is what I was thinking is more long range. If you have had a decrease like the black shows along this area, you may have some doubt as to where you should locate a college. For example, I was hoping it would come out a different way, actually that is the reason I asked for the map. If the fringe was like this, with the increase in the middle, you would then locate your college right in the hole because you wouldn't want to have it in a decreased area, except the line here, the whole area has gone down. You can see what I was hoping would come out. It just didn't work out that way.

MR. SWANSON: Communities of 1,000 or more accounted for 35.4% of the total population of this area in 1950 and in 1960 the same communities accounted for 38.7%.

communities of 1,000 or more. So you see the growth in the metropolitan areas. The decline, of course, in the rural areas, and the growth in the metropolitan areas almost off-sets the total decline in the farm or rural areas. The total population in the 19 counties in 1950 was 349,511, with 11.7% of the total state population, while the 1960 preliminary census figures show a drop in the area's proportion of the state total to 10.3%. So the growth is not quite equal to the state growth in that 19 county area.

SENATOR ZWACH: Mr. Chairman, while we are on this, let me speak of this 1,000 matter for just a moment. Let us take Redwood County. Redwood County is a county of communities smaller than 1000, and yet the fastest growing community was the community of Wabasso - a strong community under 1,000, but that increased in the area of about 15%, I think. Then the community of Morgan. Nobody would care to write that strong flourishing community of Morgan off the map, and Walnut Grove. What I mean is that this happens to show a partial type of a picture and I have some quarrel with this position of taking communities of 1,000. We have a very strong community of Morgan that is just now building an old folks home. They have built several brand new churches, very thriving community, but they are under 1,000. The same thing is true of Wabasso, new churches, new school development, fastest growing percentage wise town in the county. They are building churches in Walnut Grove, they are building an old folks home, expanding their schools - they are not going to be dying on the vine.

Now we have some smaller communities of about 300 and less, where this death process is more evident. But it is a point that I want to make, that when you start going into rural areas where you have service centers in the main for the people, that is what these communities are, that to take an arbitrary cut-off of 1,000 doesn't fit to the pattern everywhere. I would quarrel with this assumption that these communities like Morgan, Wabasso and Walnut Grove are going to be dead communities in our life-time when every indication shows that they are flourishing and growing and strong. This is something that I just couldn't help but point out. I would hate to see this type of thing go into a report where it doesn't show the real picture of what is actually involved in an area.

REPRESENTATIVE POPOVICH: Well, I don't want to quarrel with you, but actually he shows both. He shows what happened to each county, then he shows the towns of 1,000 or more. I think the reason he has taken 1,000 or more is I don't think you would find any colleges in towns of less than 1,000.

SENATOR ZWACH: Oh no. I think that taking a break off of 600 or 700 would perhaps give a much more accurate situation in some towns than other towns.

REPRESENTATIVE HOFSTAD: Looking at my own county from the last census I am very doubtful that the last census is too accurate. I don't think they went out and counted everyone that was there.

SENATOR ZWACH: The community of Lamberton claims that, and they expect a correction, they are shown here with a loss. Every count that they have made indicates that they don't have a loss. Then to bring out a point, all of our students that are away from home at college, and we have several thousand of those in the southwest area, according to my best information, they were not counted. They were counted in Ramsey County or Hennepin and Blue Earth. So we have several thousand here, there and everywhere else. I think that this ought to show up in our report too. Once we get our own college we are always going to get counted on the jaw, on this particular thing, whenever these things come up. These are things that I want to bring up at this point as long as we are speaking of these numbers. Every one of our counties is going to be hit hard

and also it will make a difference between a gain and a loss by just the college enrollment alone. If we are just going to talk about loss or gain, we ought to have a list here of all the enrollments. Those that are temporarily away at school. If we had our own set up there we could also reap a little benefit from that type of a thing.

SENATOR KORDING: Along that line, I don't believe I saw it in the report, but most of your schools are reorganized now under a reorganization system. I think that if we had the figures from each one of these larger schools, even though the city would be less than 1,000, it might be a little more helpful too. However, I know from experience that generally speaking in cities of less than 1,000 you have less children, it is composed more of older people than a growing town of 1,000 or more. If we had some more definite figures on the amount of high school students in these cities it might be helpful. I don't know.

REPRESENTATIVE HOFSTAD: In my own county we would have approximately 150 more in the census count just by students alone. Because actually that's their home and that is where they are being supported from - this rural area.

SENATOR ZWACH: I could rattle off about a dozen right now that are down here at business school, technician schools and that type of thing, in addition to this four year formal type that we talked about.

MR. SWANSON: Do you want to have this table changed to include all communities in southwestern Minnesota?

REPRESENTATIVE HOFSTAD: I think some section in there should make some mention of the students that come from that area. Then make an estimate as close as possible in the nurses training and the technician schools such as Dunwoody, and other places where they were counted away from home because actually the figures that we are using here actually aren't the figures that ought to be used in considering what we are considering.

SENATOR ZWACH: Well, Gerry, could you kind of make a preliminary run in the whole area, break it down to 500, and sort of see what the 500 population fact would do? I don't believe that there are communities in my area over 500 that are deteriorating.

REPRESENTATIVE POPOVICH: Well you wouldn't change the fact that the entire county population. . .

SENATOR ZWACH: No, it wouldn't change the county population, you are correct.

REPRESENTATIVE POPOVICH: I have no objection if you want to put it at 500 or 750.

REPRESENTATIVE HOFSTAD: It would change the county population though, Pete, on. . . . (student enrollment)

REPRESENTATIVE POPOVICH: I think that would be worth while. For example, if you would list the counties with their population and add to them the student enrollment at all four-year liberal arts schools. I don't think personally you ought to have the business schools for the simple reason that there is not as much guarantee that they would stay and go to school as there is those who are going to Gustavus, or the University or what have you. Assuming that we had a school that we got all these students to stay home, then the enrollments might look as follows, the county population - then just add them.

But here is the problem, for example, if Rock County has 300 kids away from home at a four year school or University, taking those 300 and adding to Rock isn't necessarily going to result that way. Because if the college is located at Marshall or Redwood Falls for example, there is no guarantee that those 300 will go up there. You might get 100 of them, but they might say well, its 60 miles, or 70, to go up there, as long as I have to room away from home, I might as well go to the University or Gustavus. You get into a lot of assumptions when you do that. So where would you add the population? Theoretically the population should be added to the town where the school might be located. If you want to take the whole list, take the 1960 population, then on the assumption that all these students away from home, you want to put a separate column on those, then adjust the total, I have no objection to it. Statistically I don't think it would be a valid thing to do, but if you want to do it, I have no objection.

SENATOR KORDING: Mr. Chairman, on page 41, we have an estimate or the figures on the amount of freshmen in the various counties, but of course we don't have the breakdown as to the cities of a certain population, do we, Gerry? That might be more helpful than the population. For instance, you might have a city of 500 population where they have a reorganized school that is quite large, so that might be helpful.

SENATOR ZWACH: You mean the school population?

SENATOR KORDING: Yes.

SENATOR ZWACH: Very helpful, because this would be a good index of . . .

SENATOR KORDING: Yes.

SENATOR ZWACH: I would much prefer to go in that direction of the school enrollment all over here than to start talking about towns of 1,000. It presents a lot better picture.

These communities in Redwood County, of Morgan, Wabasso and Walnut Grove, all have very fine reorganized school districts, with very good enrollments, and everyone of them has made large major school expansions, etc.

SENATOR LOFVEGREN: John, isn't that pretty general all over? As I look around Alexandria, I think we have several new schools in the last three years.

MR. SWANSON: Mr. chairman, all that was intended in this particular section here was to point out that you have municipal growth no matter what you use as a figure for a cut-off. We point out that in the 19 counties you have a total net decline of .2% whereas the municipalities have increased 1,000 or more, by some 11,000 people.

The chart or table that Senator Kording mentioned on page 41 -- this is an estimate, and I think it is as accurate as you can get of the potential college enrollment in the southwest area. It is based on the school census figures and they are projected through 1970 and they are much more accurate than just taking a growth figure of people enrolled in public or private parochial schools in the area.

REPRESENTATIVE POPOVICH: This is taken right off the school census as required by law. I agree, I think the table on page 41 is as close as you can get.

There is only one disadvantage to this however, that is it doesn't try to analyze what would be the situation with the continuance of Morris and another state college. Some of these state colleges on the table are within 20 miles of Morris.

REPRESENTATIVE HOFSTAD: No, no, there aren't any of them within 40 miles. Chippewa is further than we are.

REPRESENTATIVE POPOVICH: Are they? To Morris?

REPRESENTATIVE HOFSTAD: Yes.

REPRESENTATIVE POPOVICH: How about Swift?

REPRESENTATIVE HOFSTAD: Swift is better, about 30 miles. But Swift isn't on this column on page 41.

SENATOR ZWACH: Yes it is.

REPRESENTATIVE HOFSTAD: Where is it?

SENATOR ZWACH: Down third from the bottom.

REPRESENTATIVE HOFSTAD: Oh. Well, yes, excuse me, I didn't see that. But Swift is about 30 miles.

SENATOR KORDING: I was just going over some of these figures on page 41 that would give some indication of the trend of children of school age from 1956 to 1961, Brown increased 102, Chippewa 47, Cottonwood 75, Jackson only 12 and so on down the line. Kandiyohi made a big gain there, Lac Qui Parle gained slightly, Lincoln about a little less than 30 and Lyon made quite a sizeable gain from 32 to 427. Martin county made a good gain of almost 100, Meeker gained 42, Murray had a slight gain and Nobles again had a very good gain. Pipestone there gained. Redwood of course almost 100, and Renville below 100, and Rock made a very good substantial gain there. Watonwan didn't gain too much, nor did Yellow Medicine. I think that in a way would point out more toward the direction of what we are looking for.

REPRESENTATIVE HOFSTAD: Some of these counties, when these figures came out weren't under the reorganization act and with the . . . and they didn't have the opportunity to go to school and now they are being transported and I know as of my own county, I think you can double that.

SENATOR KORDING: They cross county lines too now.

REPRESENTATIVE HOFSTAD: Yes.

MR. SWANSON: The cross county line is adjusted in this projection and as far as the number of pupils going, continuing in this secondary school, from 1959 on, the percentage is 95.76% of the total 16 year-olds that we anticipate in the high school. You've got nearly 100% accounted for in projecting your potential through 1970.

REPRESENTATIVE HOFSTAD: What I am trying to point out, Gerry, is that we had just gotten into reorganization this last year. These figures for the western counties aren't, I should say are accurate according to the figures that

were given you, but they will not be accurate next year. I think you can double the enrollment in our high school because we just added a \$1,200,000 addition and it is already too small.

SENATOR LOFVEGREN: What are the total figures for the population in these 19 counties?

MR. SWANSON: In 1960 there were 40,916 in the 19 county area. I can't quite see the importance of trying to distribute back to the counties, students who are enrolled in colleges outside of the area, because the real crux of the problem here in projecting potential enrollments and these students will not be accounted for in the projection because they will have finished school by the time you get a state college built in that area. The real essence of the question is what is potential? The potential is based on an actual count of the youth in the area, projecting them on a four year basis, what the total potential enrollment could be in a college in the area.

SENATOR ZWACH: The benefit of adding them would be to show that when you use the 1960 census, and you have no colleges there, that actually the census is not a true reflection of the population of that area, especially when you get a population decline in a whole region.

SENATOR KROEHLER: What the secretary is trying to do is use the official 1960 census and you can't include those students that are attending school away from home.

SENATOR ZWACH: We can put it in a different item, I suppose.

MR. SWANSON: But Senator, when you try to distribute back these students, you have to do the same thing for 1950 and this is impossible.

SENATOR ZWACH: But you can at least distribute on the total population in 1960 census. You can show that in 1950 it was this much and in 1960 it was this much of the students enrolled, - would give it this type of total.

MR. SWANSON: We have no account for 1950.

SENATOR ZWACH: There weren't many of them there because they weren't going to college then because we were just getting them into high schools in 1940 and 1950. (Here he reiterates about his graduating in 1922 from grade school in a class of eight and he was the only one to go on to high school because of lack of transportation.)

You can see why the first bills I introduced were transportation bills for a number of years. Now in 1922 less than 10% of our country boys and girls were going to high school because they were stuck way out. Now I don't know of a single 8th grade graduate in Redwood County that isn't in high school now. So we have a lag in college demands, parents of these folks often couldn't - now the parents want all of the children to go beyond high school. So we are just catching up here on a lag.

So I would quarrel with the second assumption that because you live in the country the demand for college is going to be less. Within 10 years it is going to be no different no matter where you live. The demand for college is going to be just as great. First of all because a lot of our boys and girls who have traditionally raised big families can't stay on the farm. They are going to have the know-how to fit in anywhere else, and secondly because agriculture is going to

demand so much know-how in every area, that we are going to have to have students in higher education in that field. So you can't draw any lines between where they live. But with regard to college needs, I am satisfied that this is a basic assumption, and that as we look forward here in education we have got to say that it is a truism, and it is a fact and we can't draw any lines even in 1,000 population communities or even in the metropolitan areas. The demand for college, the development of their minds wherever they are going to be just as big a percentage. The country boys and girls are going to be in colleges provided it is at all economically feasible for them, as are your boys and girls. I have helped all these years to provide a bountiful opportunity for college.

REPRESENTATIVE HOFSTAD: Senator, I agree with everything that you have said.

SENATOR ZWACH: If we ever expect to bring agriculture out of the economic doldrums we are going to do it education wise. You can't leave half-educated and educated and expect economic justice and fair play. That is never going to happen. Education know how and ability and literacy - we are not going to settle for anything to the contrary.

REPRESENTATIVE POPOVICH: Do you remember years ago when they were passing the compulsory school attendance bill, to require people to go to school for nine months? It was largely the rural people who opposed it, who said we want our people to help us on the farm. Then we gave you potato vacations and things like that. Actually you've got to give consideration to some of the others, particularly my predecessors who tried to see that everybody got an 8th grade education. Some people in the rural area were short-sighted themselves. We can say that with utter truth today.

SENATOR ZWACH: We have had a lot of help from city folks to bring up our school standards. A lot of our people who didn't have it just didn't sense the values and appreciation of it. But they are coming around.

REPRESENTATIVE DAY: How many branches of the University do you want to have to accomplish all this.

SENATOR ZWACH: I am not talking about branches of the University, but I do know this Representative Day, that we are going to have 100,000 college students pretty soon demanding college, and somewhere we are going to provide the housing and the facilities for it. Now I don't think we can handle it all. For instance, at our University, and you have never found a stauncher supporter of it than I have been. I am satisfied that we are going to have the students, we are going to be spending the money, we are going to be building the facilities. I think that one of the sensible things, if we are thinking of economy state-wide, if we are thinking of economy student-wise, etc. that our college facilities ought to be distributed state-wide. Our University has got to be one of the best in the United States, especially on the graduate school and to the extent that we have metropolitan enrollments for the undergraduate school region enrollments -- but I don't think you'd want to say, Walter, that southwestern Minnesota ought to transport all of their students into the economy of the metropolitan area to get their college degrees.

REPRESENTATIVE DAY: That isn't what I am thinking of - what I object to is bringing the University out there.

SENATOR KORDING: I think we are going off the track of this report.

MR. SWANSON: On page 29 we discuss college attendance patterns as related to metropolitan areas in a study by Corcoran and Keller, of the 1950

secured some work in college within four years following graduation as compared with 32% of rural residents. I conclude from this, that if the reasons for college attendance can be identified by particular external characteristics - residents within a city or suburb appears to be such based on this 1950 study. On the bottom of page 29 and on the top of page 30 it is pointed out that none of the communities in southwest Minnesota, of course, do not have populations comparable to the major metropolitan areas of the east, and that two of the communities, New Ulm and Willmar presently have populations that exceed the population of the smallest state college town of Bemidji. It is stated that this should not, however, in itself jeopardize a possible new state college since such an institution with its dormitory facilities serves the educational needs of a large area, and included in the southwest there are 135,033 people living within municipalities of 1,000 or more.

Over simplification of attendance patterns may be misleading. Based on the review of the basic data compiled by Corcoran and Keller, we divided the state between eastern and western Minnesota, between the college and non-college counties. In the remaining 37 counties of eastern Minnesota, college attendance was at the rate of 30% of the 1950 class, and in the 32 non-college counties of western Minnesota, based on the same study 32% of the high school seniors enrolled in colleges within four years. Thus, in these two large areas of the state, comparable in the extent of urbanization, yet dissimilar in college accessibility, college attendance follows somewhat the same pattern with an ever greater percentage going on to college in the area with no colleges.

There must be something else than just municipal growth that influences college attendance. In order to evaluate whether or not additional factors are present in southwestern Minnesota I hope that through a survey concerning the experience of the Morris branch, we will be able to determine what the educational climate is in this area. That is whether or not there are factors in southwestern Minnesota, the same as may be at Morris, which will influence college attendance. This information has not been completed to date, I am still receiving questionnaire replies from the colleges in Minnesota. What I attempt to do is to show the change in college attendance based on the enrollment for the freshmen year at Morris and at all the other colleges in Minnesota.

If you have an increase in college attendance at Morris, or because of the college attendance at Morris there is an increase in college attendance in Stevens County or Chippewa County, or Big Stone or Traverse. This would indicate in my mind that there are these additional factors in the southwest area, because the areas are comparable which will influence college attendance if there is a college accessible.

On page 34 we discuss college enrollment trends in Minnesota. This is based, of course, on an analysis of the school census figures that all school districts are required to compile. They get their \$10 income tax aid based on this census. Most of the material was compiled by the State College Board and particularly by Walter Harvey of the State College Board.

They have estimated that the total college age population in Minnesota will increase by 99,572 between 1959 and 1970. Now this is the total college age population, 18 through 21. Of that population group of course, not all of these individuals will be eligible to attend college because they have not graduated from high school. So an adjustment is made to indicate what the percentage of this total group will actually be able to attend college based on high school graduation. As I indicated before, we have used from 1959 on the percentage of

95.76%. It is possible that this will increase to close to 100%. I doubt if it will ever reach 100%, but it may increase closer to 100%. In the next projection we have adjusted the total college age population according to the maximum potential college age population. We estimate that by 1970 there will be approximately 272,215 potential college students in Minnesota, or 98,345 more than in 1959. Through the years the increase will vary considerably - between 1964 and 1968 when the potentials will increase between 13,000 and 14,000 each year.

Now with this projection of potential college students based on high school graduation, we have attempted to indicate what the enrollments in Minnesota will be within the next 10 years, or by 1970.

SENATOR LOFVEGREN: With this increase in population do you still feel that we should still haul them into Minneapolis at the University there?

REPRESENTATIVE DAY: Well, no, I think the college work should be done in the country.

SENATOR LOFVEGREN: I was under the impression that you felt it should be centralized at the University.

REPRESENTATIVE DAY: No, I think the University's activities should be centralized there. I admit that they should have the four year school out there the same as others.

REPRESENTATIVE POPOVICH: But not a branch of the University. What Mr. Day means is that there should be state colleges, but there should not be further decentralization of the University such as Morris and Duluth.

REPRESENTATIVE DAY: No, I don't agree with Morris. I think the University has all they can handle at the University proper. Just as I explained this morning how it happened they got into Duluth. They got in there on the opposition of the president of the University. It cost the people in that county over 20 million dollars.

I was on the conference committee, that after they had done what they had done, who was I, or anybody else, to say no.

SENATOR LOFVEGREN: Do you think now, over the years, that that was a good move?

REPRESENTATIVE DAY: Yes, I can't deny it, but I want to call to your attention the value that come out of St. Louis County to do it. I think the University has got all they can handle where they are.

SENATOR ZWACH: I am very much inclined to agree with Representative Day that all of our higher education should not be bundled into the University. I think that the private coeducational program in this state is terrific and I hope that it remains as healthy and expands. The University certainly has a great load and certainly there is a place for state colleges. Now I am satisfied that it would be better not to bundle it all, or try to burden one administrative setup with 100,000 students.

REPRESENTATIVE DAY: I can give you another illustration that fits right in there on that. Wisconsin is economically just a little better off than Minnesota, more population and more wealth. Not too much, but they are better off than we are.

Now when it gets to the University, they are not under near the pressure that we are in Minnesota. Why? Because they have got more private schools and bigger ones. In Milwaukee alone there is a private University that has 10,000 students. Now that's taking quite a load off of them. Supposing we had a private university in Minnesota. It would help us a lot. I am not fighting these private institutions. I didn't graduate from high school like some of these guys - I graduated from a church school. I have sat on the appropriations committee for a number of years, and I just feel, God bless these private schools, for taking a load off of all of us.

REPRESENTATIVE HOFSTAD: Going back now, my information is that the University has an enrollment of about 26,000 at the present time. The state colleges have more than they can take care of in both Mankato, St. Cloud. I know St. Cloud is very crowded and so is Mankato. I think we have heard from the private schools, and I don't think we are so bad off, Walter. I think in the private schools we have -- let's see 16 private schools and they take up 16,000 pupils. From the extension program which they gave us, in the next five years they would be able to take care of another 1/3 as much - they would be up around 23 or 24,000 pupils. So Minnesota is pretty well blessed with private schools.

REPRESENTATIVE DAY: Massachusetts doesn't have a University. Harvard is furnishing students a higher education cheaper than the state can furnish it, and better. But that is a private school.

REPRESENTATIVE HOFSTAD: Gerry, would you continue.

MR. SWANSON: The State College Board estimates that by 1960 the percentage or proportion of the potential college age population in college in Minnesota would be 36%. We anticipate that by 1970 there will be 97,997 full time students, or 38,138 more than in 1959. The 1960 enrollment figure indicates that percentages are somewhat conservative, in fact we have a greater percentage in college in 1960 than the State College Board estimated. This is all colleges in Minnesota. This estimate is somewhat conservative.

To go on, we use an optimum suggested by the Presidents Committee on Education Beyond the High School of 50% - that to use this optimum in Minnesota, the 1970 enrollment would increase to 117,000 rather than the 97,997.

This increase of course will mean that many of our colleges, both public and private will have to expand to take care of the anticipated enrollment. In projecting this necessary expansion to the southwest the question is then asked as to what are the potential enrollments from the southwestern area and how are these enrollments, or how have the educational needs been met in the past in the southwestern area? The table on page 38 indicates the basis for the projection in Minnesota and on page 39 there is a comparison of various projections made for enrollments in Minnesota. On page 40, the section entitled Potential College Students in Southwestern Minnesota discusses projections based on the school census data. Of this 19 southwestern county area, there were 22,034 potential students in 1959 or 12.7 percent of the total potential in Minnesota.

SENATOR KORDING: Now these potential students, of these potential students, what percentage has the record shown would be actual - about 30 some percent, isn't it?

MR. SWANSON: Well, we estimate that by 1970 it will be 36 percent. In 1960, this school year, it was 33%. The growth in the southwest area will be

somewhat less than the state rate of increase by 1970. The southwest counties will account for approximately 11.3% of 30,681 potential students of a statewide figure of 272,215. The year to year increase will vary in all of these counties, but by 1970 they will all have their highest potential college students.

SENATOR ZWACH: Because the southwest has not grown as rapidly as some other areas, some of that may be very well due to the fact that we have shipped out, transported from our territory, all of our college enrollment. We have trained them away from our area. Now we train them there, and train them into our area, our economic potential, our economic resource, and our people are just as good as any other region in Minnesota and we orient our people into our area, train them there. I look for a change in this and I think the southwestern area of Minnesota is going to make substantial growth as soon as we can orientate our youth into our area rather than ship them out and train them out of it. Now I am satisfied that this is not at all an economic dead area and I wouldn't say that this is a true projection when we once train our students in our area. After once we get away from the idea of shipping them all out, which we have been doing all the time they are inclined then to be oriented away. Now we orient them into it and we are going to find more development in our own area than we have had. Because I don't know in what respect our area is short-changed through our natural resources or anything else. I think there is a great economic potential in that area when we once quit sending our young folks away from there for their training. It is true that we haven't been able to hold our youth but we tend to ship out our young people and have only our old folks left.

MR. SWANSON: The table on page 41 shows the projected potential college students in the 19 southwestern counties. Again I should indicate that this is based on the 1960 census data, adjusted in those cases where school districts overlap in other counties. The totals for each given year represents a four year total of the freshmen, sophomore, junior and seniors that could be expected to be enrolled in colleges in that area.

If the proportion of college attendance in the nineteen county area were to correspond to the estimated percentages used in projecting Minnesota college enrollments in Table VI, this area would have had 7,391 students in colleges in Minnesota and other states in 1960. By 1970, 11,042 students would be in college out of a maximum potential of 30,681. The 1960 enrollment figures suggest that this estimate for 1970 may be conservative.

REPRESENTATIVE POPOVICH: You estimate that out of the 19 county area that the total number of students in college to be 7,391. Are there that many in school right now?

MR. SWANSON: I don't know, Peter, I think that between 4,000 and 5,000 would be in college right now. We have a distribution for the 1959 school year which would indicate there are about 4,300 students from the area in college now, in Minnesota Colleges and in North and South Dakota.

On the bottom of page 42 we begin the discussion of college students that migrate.

REPRESENTATIVE POPOVICH: Let me ask just one question, in the middle of the Table 6, if anybody asks us, for 1960, the total number of students in college 7,391, there is no way we can prove that right now?

MR. SWANSON: No, this is merely an estimate of what it could be if this area's attendance corresponded to the percentage used in projecting enrollments for the 1960 year for the entire state. If there were actually 7,391 students in college in the area, there would be about 10 or 11% of these enrolled in colleges in other states if attendance patterns followed the same pattern as the state as a whole. We have about 10% of our students leaving the state and about an equal number are coming into the state to attend colleges here.

The degree of college migration would indicate, if there is an imbalance between those going out of the state and those coming into the state, that either the state has more than adequate facilities or that they are not providing the opportunities for education that other states are making available to them. The flow of college students between states was analyzed by the American Association of Collegiate Registrars and Admission Officers for the fall term of 1958 and as shown on Table 7 there were 10,114 Minnesota residents enrolled in public or private colleges of other states as undergraduates, graduates and professional students, and 10,390 students from other states enrolled in Minnesota. This distribution indicated to me that because of the sparsity of college facilities in western Minnesota a large number of students are going to college in North and South Dakota. In the fall of 1958 North Dakota enrolled 1,554 undergraduates in public institutions, South Dakota enrolled 607, for a total of 2,161 students or 55.4% of the total 3,902 residents from the state to be enrolled in public institutions in other states. The fact that North and South Dakota account for 55% of our total enrollment in 1958 in public institutions in other states, indicates that in the western tier of counties apparently there are a large number of students - a greater proportion of students than the rest of the state, leaving the state to attend colleges in these two states. The same is indicated when you analyze the freshmen enrollment. Of the 8,268 residents who enrolled as undergraduates in public and private colleges in other states, 2,424, or 29.3% attend college in North and South Dakota.

In the next paragraph I raise a question. When you consider creating a new state college you must keep in mind that by so doing you affect the colleges that are presently serving the area in which you plan, or propose, to create a new college. Of course this is a policy decision for the legislature. Some still say that they will look with reservation on the proposal because they are afraid they are going to affect these other colleges who have somewhat become dependent on the enrollments that they get from the area. Others will say why should we have to permit our children to pay more to attend college some place else?

REPRESENTATIVE POPOVICH: You say that because of the large migration of college students to North and South Dakota, apparently due to the lack of similar facilities in western Minnesota, it may be assumed that a new college established in this area of the state would enroll many of the students who would otherwise leave the state. How many of these 2,400 are from the 19 county area?

MR. SWANSON: 540.

REPRESENTATIVE POPOVICH: Lets put that in there.

MR. SWANSON: Let me correct myself. That 540 isn't right Pete. I don't know what the total number was in 1958, but for 1960 we have a distribution from this area. This is later discussed in a few more pages.

REPRESENTATIVE POPOVICH: I don't like that percent frankly, because that is a pretty drastic assumption, I think you will agree to that, based on the premises so far.

MR. SWANSON: I agree with the statement. I think that a new college in the area is going to affect the colleges particularly in South Dakota because this area does provide a large number of students to these colleges. If you provide a college education cheaper within their own area, I am sure a large number will not want to go on to a college in some other state and pay the increased cost.

REPRESENTATIVE POPOVICH: But how do you know this large migration is due to the lack of similar facilities? How many of these 2,400 come from this 19 county area that is due to the lack of facilities?

MR. SWANSON: Well, the assumption is based on this. With this 1960 distribution of enrollments in Minnesota, North and South Dakota colleges, I took that and indicated a percentage of students, or potential students in the area who went to college in North and South Dakota. The counties bordering North and South Dakota -- the percentages range -- I think the north counties range about 47%. In the southern counties the percentages were about 27%, 30% and sometimes 40% attending North and South Dakota Colleges. So you have a large percentage going into these other states and this is why I made this assumption. I am sure you have a greater percentage in these counties leaving the state than you would have in the eastern tier of counties.

REPRESENTATIVE POPOVICH: Well, I have no doubt about that. You see they are stretched all the way from the International Border all the way to Iowa, and the establishment of a four year school in this area won't necessarily take away any of the migrations from Pope up on north. In fact it wouldn't affect it at all.

MR. SWANSON: Probably not.

REPRESENTATIVE POPOVICH: That is why I would like to know how many of these students were from within the 19 county area.

MR. SWANSON: On page 50 there is a table showing a distribution of the fall term 1959 enrollments, undergraduate enrollments in Minnesota, North and South Dakota. In the third column it is shown as a total, there were 540 students enrolled in these other states from the 19 county area.

REPRESENTATIVE POPOVICH: Well, did we determine this 540 left the area because of lack of similar facilities? Would all 540 stay here or did some of them go just because they wanted to go? For example, if you have somebody down in the southwest corner in Rock County, of the 45 from Rock County that went out of state -- if the school were located at Redwood Falls or at Marshall maybe none of those 45 would come back.

MR. SWANSON: It is possible, but if the college attendance is cheaper at Redwood Falls than in South Dakota, I'm quite sure, at least, that there will be a number who will attend college at Redwood Falls rather than leave the state.

SENATOR LOFVEGREN: Mr. Chairman. The same thing might apply that we might get South Dakota students too.

REPRESENTATIVE POPOVICH: I am just not convinced that the 540 will all stay in Minnesota. I am not convinced that it is due to the lack of facilities. I will say that some of them, maybe the larger portion. . .

REPRESENTATIVE HOFSTAD: Then as you said those from Pope County would not be affected at all because they are far away from the area which we are investigating.

MR. SWANSON: On page 48, the geographic origin of Minnesota resident students is discussed. Within this southwest area of the 22,034 potential undergraduate students in 1959, there were 4,199 attending colleges in Minnesota. Of the potential enrollment 19.1% were actually in Minnesota colleges. If the enrollments of North and South Dakota were included the total is increased 4,739 or 21.5% of the maximum number of students that could have been enrolled.

SENATOR ZWACH: A subtraction there ought to give us the number of actual students from the 19 counties that are actually enrolled out of state.

MR. SWANSON: 540.

SENATOR ZWACH: 540 is right?

MR. SWANSON: Yes, there were 43,512 undergraduate students from Minnesota attending public and private colleges within the state in 1959. This compares to maximum potential of 173,870. Thus 25% throughout the state attended colleges in Minnesota. Had college attendance by potential students in the 19 county area equaled the state-wide average of college attendance, there would have been 771 more undergraduate students from this area enrolled in colleges in this state and in North and South Dakota in 1959. If you exclude North and South Dakota's enrollments, and start with the percentage of 19.1%, compared to 25% and the state-wide rate, there would have been 1,300 more undergraduate students from this area in 1959. Thus, it would seem that if you had equal opportunities in the southwest, there would be between 771 or 1300 more undergraduate students enrolled in Minnesota colleges in 1959. The 771 includes the 540.

REPRESENTATIVE POPOVICH: We would then have a total net of 231 more students.

MR. SWANSON: The 771 includes the 540 attending college in North and South Dakota. When you add the 540 and compare the percentage derived using that figure, to the statewide percentage of 25% the difference would amount to 771 students. If you exclude the 540 from North and South Dakota students the difference would amount to 1,300 students.

REPRESENTATIVE POPOVICH: Assuming that the ratio went up?

MR. SWANSON: Yes, if it compared to 25%.

REPRESENTATIVE POPOVICH: This is based on 1959?

MR. SWANSON: Right.

REPRESENTATIVE POPOVICH: How many are enrolled at Morris this fall?

MR. SWANSON: 241. I don't have the distribution right now.

REPRESENTATIVE POPOVICH: Well if you take the 771, and subtract the 540 from it, that is 231 which is slightly under the 241 that is enrolled at Morris.

REPRESENTATIVE HOFSTAD: All but about 8% of the students at Morris are within the 35 mile area.

REPRESENTATIVE POPOVICH: The point is we have 1959 figures. The 771 includes that 540 that are at North and South Dakota. But since then Morris got established.

So some of the 771 who were going to North and South Dakota now stayed home, or would have gone, and they are now enrolled at Morris. You have 241 enrolled at Morris, and I dare say that if Morris had been a four year school, bear in mind that the 540 from the 19 county area that are in North and South Dakota range from freshmen through seniors.

SENATOR ZWACH: You just have to remember, Peter, that Morris is almost as far away from southwestern Minnesota as are the Twin Cities, or Mankato. Morris is in west central Minnesota and there is just a tremendous distinction there. Morris must be 80 miles from Marshall, it is over 100 miles from Redwood Falls. You get to Worthington and Slayton and these other places - why you are a long ways from Morris. It is just as far from Morris to Slayton as you are from Mankato. Perhaps further. You just don't have much improvement in this whole thing we are talking about with Morris, while we realize that up there in that area it does give them a job.

REPRESENTATIVE POPOVICH: Except that on page 48 and 49 there are two factors here. One is the non-residents who are attending other schools. The other is that he has projected, assuming that we had an institution there, we would have the statewide ratio of 25%. You have two factors in here.

REPRESENTATIVE HOFSTAD: Pete, 87% of the total enrollment at Morris comes from within 35 miles of Morris.

SENATOR ZWACH: Is that true? 87%?

REPRESENTATIVE HOFSTAD: Yes. They come from Steven, Pope, Swift, Bigstone, Grant, Douglas, Lac Qui Parle, Traverse and Ottertail.

SENATOR ZWACH: I was just wondering, I thought you would find. . .

REPRESENTATIVE HOFSTAD: Well, I have the rest of them here. You have Kandiyohi with three, which is 1%, or Hennepin with 3 which is 1%. Crow Wing with two which is .9% of 1%, Polk with 2 which is .9% of 1%, Wilkin with two, Chippewa with two and Wright with one, Stearns County two, Lincoln one, Ramsey one, Nobles one and Yellow Medicine one.

SENATOR ZWACH: Now really, from southwestern Minnesota you just don't have any enrollment at Morris.

REPRESENTATIVE HOFSTAD: No, not from the counties that we are interested in. Outside of Yellow Medicine and possibly some from my county.

SENATOR ZWACH: One from Yellow Medicine?

REPRESENTATIVE HOFSTAD: One from Yellow Medicine. Swift, where is Swift? Swift has 28. Stevens county which is within Morris is 84, Pope County 29, Swift 28, Big Stone 24, Grant 20, Douglas 14, Lac Qui Parle 8, Traverse 6, Ottertail 6, Kandiyohi 3, etc.

SENATOR KORDING: We had a letter from Sioux Falls and apparently they seem to be worried that they would lose a certain number of students, Have you any figures on how many students are going to that college?

MR. SWANSON: I don't have figures from that particular college but in his letter he was concerned. He was apparently voicing the opinion of most of the college presidents in South Dakota, that Minnesota should be more concerned about the availability of institutions in this particular state than about spending money to create a new college in Minnesota. That is why I raise this question here. When you consider creating a new college in Minnesota you have to consider what the effect is on other colleges serving the area. Not only in Minnesota, but in other states. What is the effect at St. Cloud, at Mankato or the University?

REPRESENTATIVE HOFSTAD: I surveyed the situation at Augustana College at Sioux Falls in South Dakota quite thoroughly, and I found only 4 students from this area.

MR. SWANSON: A letter was mailed to you from the President of Augustana. This came about when I started the survey, I sent a letter to that particular college asking for a distribution of their Minnesota enrollment.

SENATOR ZWACH: Do you say they expressed the concern that we would be trespassing on kind of a devious field of recruitment for them - potential enrollment?

MR. SWANSON: That's the feeling I got from the letter. Secondly, he was concerned about the approach I was taking in trying to find out where students were going. That is what is the potential in the area. So in order to find out the potential you have to know where students are going, now to find out what the rate of attendance is.

SENATOR ZWACH: (Reads in part a letter from Yankton College in South Dakota.) "Furthermore all of the other five private colleges in South Dakota, Augustana, Dakota Wesleyan University, Huron, Mount Marty and Sioux Falls College can also accommodate a good many more students from these areas. I cannot understand why, when the private colleges could accommodate many hundreds more students, the taxpayers of Minnesota should consider spending the immense capital and current funds necessary to build a new institution." If you can duplicate that I would like to have a copy of it. Now they say their private colleges have openings.

REPRESENTATIVE DAY: Some of them, you can't get in unless you show them that you are at the top half of the class.

SENATOR ZWACH: Top 10% I think.

REPRESENTATIVE HOFSTAD: Let's move on with your report, Gerry.

MR. SWANSON: Then on page 51, the Agricultural Marketing Service of the U.S. Department of Agriculture issued a report of the school plans of high school seniors in 1959. They concluded that seniors living in urban places planned to attend college at the rate of 50.8% as compared to 47% of the rural non-farm youth, and 32% of the rural farm youth. We sent a questionnaire out to the superintendents in this 19 southwestern county area asking for an indication of plans of the 1960 senior class for college attendance, and they replied that 37% of the high school seniors planned to attend college following graduation.

REPRESENTATIVE POPOVICH: How do the superintendents make that - the agricultural service has their study based on contacting the seniors themselves, but the superintendents you contacted, I wonder how they made that study. I wonder if they sent it right back and said this is what I feel.

MR. SWANSON: I assume they made their estimate on the basis of the ranking of the students, what type of student he was, the contacts that this school had received requesting information of the students. I indicate that it is an estimate based on the student - superintendent opinion.

SENATOR ZWACH: I would think that the superintendents sent a slip and asked the senior class to vote on it. We have a superintendent of schools in that area - it would be interesting if he wouldn't object to letting us know just how these superintendents made that survey.

REPRESENTATIVE POPOVICH: Is this a nation-wide survey that the agricultural people made?

MR. SWANSON: That is right.

L. M. FREY: I am sure most superintendents followed the same procedure. Our figures were based on the number of applications that our seniors had made to colleges. Actual applications, made right at graduation.

REPRESENTATIVE HOFSTAD: It would be conservative then, because some would make application later.

MR. FREY: However, some make application and then don't follow through, so I imagine one would off-set the other.

REPRESENTATIVE POPOVICH: I am not surprised though that it is higher than the nationwide survey.

MR. SWANSON: Comparing the results of our survey with the results of the Berdie Study of 1950, of the Minnesota High school class, those who planned to attend college in the southwest increased about 5% in the last 10 years. The Berdie survey showed that 232 percent in the non-metropolitan areas planned to attend college. The national rate of 47% would indicate that the statewide rate has increased by about 10%. Comparing this 47% to the 37%, I concluded that there is a possible increase in attendance in the southwest area.

Then I go on to page 53 and point out that in conjunction with plans to attend college you have to keep in mind the number of high school seniors that plan to and have to go on to some other kind of post high school education. Included in our survey was a question along these lines. As a result of this additional question there were approximately 56.4% of the 1960 high school senior class in the 19 county area that planned to pursue some type of post high school education. Either vocational training, nurses training or college training. I compared this with the president's optimum of 50% and concluded that there may not be much increase in the college attendance in the southwest if you accept the 50% optimum suggested by the president's committee as a goal to attain since you have 56% going on to some form of post high school education now. But as you accept higher optimums of 50, 60, or 80 percent, then of course college attendance in the southwest would tend to increase accordingly. The table on page 54 summarizes the results of the LRC survey.

On page 55 there is a discussion on what the effect a new state college would have on colleges in Minnesota and North and South Dakota. It is generally concluded that the effect would be greatest on public supported colleges in Minnesota, since they presently enroll approximately 65% of the undergraduates attending college from this area. Worthington Junior College of course, may be more directly affected than any other college - depending again as to where you put the college. In 1959 the public colleges in Minnesota enrolled 2,952 undergraduate students from this

colleges, they would be less affected in terms of number, but they would be affected just as much, I would guess, as colleges in Minnesota.

The Table on page 56 summarized the results of this comparison between public and private colleges in Minnesota, North and South Dakota. I might point out that in addition to this table, I have another breakdown here that Mankato, in 1959, had 1,062 students from this 19 county area. That was the largest enrollment in the state colleges from this area. The University of Minnesota at Minneapolis and St. Paul had 1,240. So if you create a new state college in the southwest, you would affect the state colleges particularly at Mankato and the University at Minneapolis and St. Paul more than you would affect the other public colleges.

Then on page 57 there is a review of estimated plant investment in a new state college. Two methods are pursued. One is a college replacement value. There is an estimate of what the total plant value is of the existing five state colleges, excluding the investment in land. This is estimated at \$65,453,093. As you project it on a per student basis, there is an over-all replacement value of \$6,561 per full time student. A college using this for a full time student cost figure, a college of 1,500, would cost approximately \$9,841,000, and a college of 2,000 would cost \$13,122,000 and 2,500 students \$16,402,500.

This can be compared to the projection, or the estimated cost figures we received from the State College Board and their firm of consulting architects in which they estimated an enrollment of 2,000 full time students. A college with that enrollment would cost approximately \$13,620,000 or \$6,810 per student. Then on page 62 starts the section which summarizes rather briefly what these 9 communities have presented to this commission in the form of a research report.

If the support that must be forthcoming for a new college, to become a successful and thriving institution, can be measured by community interest alone, the members of the subcommittee assigned to this study would all agree that southwestern Minnesota will provide the enrollments, civic encouragement and continuing support necessary. I think that is the only area where I have put words in your mouth. But I have attempted to show you the fact that these communities have shown a great deal of interest through their reports, and if a successful college can be measured on the basis of community interest alone, I think you would all agree that this interest is present in this southwestern county area.

REPRESENTATIVE DAY: I want to say that the report is very good and represents a great deal of work.

REPRESENTATIVE POPOVICH: I notice Gerry doesn't go into what the various communities will provide until you reach page 63. He has summarized these here by proposed site contribution, enrollments and rooming facilities. Do you feel that this is adequate enough, Gerry, or should it be enlarged, or should we do it by table form?

MR. SWANSON: I took the approach in this manner. I was afraid to summarize in detail what each one of these communities presented here. For one thing as you recall, their projections of enrollments for instance were not based on the same area, the same limitations. Secondly, some communities expounded more thoroughly on housing facilities, more thoroughly on churches, others didn't go into such great detail. To indicate the variations of these reports I would tend to, in reporting to this commission, indicate my bias toward one community or another. Now the committee may want to include in their report an exact duplicate of what these other communities have presented. We attempted to equate this down to tabular form. In the case of churches we indicate in one column denominations.

Well under denominations all the communities were listed because the denominations were listed, in some cases they said they had 19 churches, in other cases they just said they had various denominations. Another example, if you try and appraise or compare municipal services, it would be almost impossible to do justice to all the communities, because one community may have had an engineer present his report to the committee, and you have much more detail on that report, whereas another community may have said well our services are adequate to meet the needs of our existing population, or 10,000 more, or even for a new state college.

What I have attempted to do here is to indicate what the interest of the southwest is for a state college on the basis on which they report rather than try to set up a report whereby you can select a college site.

REPRESENTATIVE POPOVICH: I think we are going to be confronted with this. There are a lot of details given by these various nine communities and if this matter gets to the point where the legislature is going to have to choose a site, or determine what to do, much more of this information is going to have to be given to the members of the legislature. Now should this committee try to distill it, or should we let it up to these communities to follow their own lobbying activities? Once the decision is made that there is to be another four year school, the big decision is going to be where to locate it. I don't think our people are going to be able to decide it on these $3\frac{1}{2}$ pages. I am not criticizing you at all, I understand your predicament. This is a policy question that we are going to have to decide - just how much of this stuff to include. I would like to get some of the other members reaction. My own personal one is, I kind of think, that we are going to have to put a little more in here than we have. For example, a map showing their circles of areas. There is nothing wrong with us showing what each one thought their enrollments might be. Maybe we should ask the nine communities to distill their information into five pages and we will take it exactly as they give it to us, but no more than five pages.

REPRESENTATIVE HOFSTAD: They should, because they would be in a better position to write it than Gerry would.

REPRESENTATIVE POPOVICH: Let us examine what will happen to this. We are going to make a report. Whether we make one recommending another four year school or not, I am sure there is going to be a number of legislators introducing bills. Those are going to end up eventually in appropriations, I am looking at it from my own personal point of view - but what will happen on appropriations. They will appoint a subcommittee. That means we are going to have to sit down and hear everybody all over again. Well, I have no objection to that, I think we are going to have to hold a certain amount of hearings. But on the data I can't help but feel that we ought to have one good place where they can go and look because coming as the session does, they are not going to wade through that kind of material. And if these people who want a school in their area are really smart about it they are going to try to get it down to a point where the average legislator in the hurry of the legislative session can go through something fairly quickly. Some subcommittees might want more data, but the average person on the floor of the house or the senate is not going to wade through 12 inches of material, and mine is actually a foot high when you add it all together. That is just too much to expect them to do. Maybe we ought to take the very obvious thing and say let each one of the nine communities distill what they want, be sure to cover the following points and we will take it exactly as they give it to us and put it in the report. Or should we leave it just as Gerry has it now?

SENATOR ZWACH: I am satisfied that as it is here, it is not satisfactory. It is incomplete, it is sort of just rounded out. I don't think anybody can base decisions on these last pages. Certainly they are going to have to have better

REPRESENTATIVE HOFSTAD: If you are going to ask these communities to do that you are going to have to send them a form to go by so they all are similar, so when you compile this, or look for it, or if you know where to look for it.

REPRESENTATIVE POPOVICH: I know myself, supposing I were sitting on this committee and I weren't sitting on appropriations, I was just a member on the floor and the matter is taken out there where you are going to decide. I would like to be able to look and say well, if we established a school, how big would it be here, here and here. What is the local contributions from here, here and here? For example, what are the municipal services? You would at least have to have that minimum information. If we are going to establish a school, I would want it to be in the area of the most optimum growth. Wouldn't you?

REPRESENTATIVE HOFSTAD: I just want to insist on this, Pete, that if we are going to do this, you have to send out an outline for each community to follow. You just can't do it otherwise. I don't believe it would be uniform.

SENATOR KORDING: It would seem to me that it would be putting these communities to a lot of extra work. They have already done a good job and I wonder if it wouldn't be better to have this on file and make notations on it, that all of this material from these various groups in the various places is on file. Anyone could read it and evaluate it. I don't quite see that we ought to put these people through all the work of filling out some more. I don't know what they can do besides what they have done.

REPRESENTATIVE POPOVICH: I think Gerry has done an excellent job in pointing out the needs. There isn't anyone who oughtn't be able to go through here and answer the question -- do I feel there is a need, or do I not? Whether he is for it or against it he ought to be able to do this. There are enough facts here for him. Then comes the second and the most important question, - where do we put it? You have got to give them some facts to be able to make that decision. That's my feeling. The only question is how are you going to do it?

SENATOR KORDING: Mr. Chairman, on that point -- when we get to that point of discussing it, wouldn't we bring these various factors into our discussion? If we make a recommendation of it?

REPRESENTATIVE POPOVICH: I think there is enough in it right now that you could come up with a page of recommendations.

SENATOR KORDING: Yes, but not a site. I mean we would still want further discussion.

REPRESENTATIVE POPOVICH: I will just go a little farther and say we could decide what we want to recommend -- depending on how it came out by vote. Then you could say if you decided on a site, we recommend the following, and then you could go into a list of reasons why you recommended it. I think the report at this point brings us up to such a situation that we should make some policy decisions as to what we are going to recommend and what we are going to do.

REPRESENTATIVE HOFSTAD: Any other comments from committee members on this? Do you have any comments to make on what Pete and Herman have been discussing here?

SENATOR LOFVEGREN: No, I haven't. I have been wondering when we get around to making our decision as to which town. Undoubtedly, we won't come up with an unanimous decision as to the location. However we might.

REPRESENTATIVE HOFSTAD: Now do you think we should go further in and get a synopsis of community qualifications?

SENATOR LOFVEGREN: I think each town will be here with plenty of material. Like Pete says, the lobbying will be terrific. When we recommend a town, as I say, I don't suppose this committee will be unanimous on it.

SENATOR KORDING: It would just seem to me that we wouldn't continue now, at this point but at the next meeting we would go over the various facilities and all of the things that these communities have to offer. Go through them at the next meeting, and debate them as we go, and discuss them. This would all be in our minutes and then if we do make a final decision we can say why we have recommended a college and why we have at this particular site. We may have a defending opinion too.

REPRESENTATIVE HOFSTAD: I am just going to take this as an example. It is very easy here -- now on the sites, the contributions, the services, the enrollment, the housing, and everything - business area, trade area, transportation, recreation, communication - I have no difficulty in finding any of them in any of these brochures or reports from the communities.

REPRESENTATIVE POPOVICH: Neither do I because we have been working with it. I was only thinking of the others.

REPRESENTATIVE HOFSTAD: But don't you think, Peter, that this should be our business, to distill this rather than the areas themselves.

REPRESENTATIVE POPOVICH: I have no objection to that, I agree with you.

REPRESENTATIVE HOFSTAD: Because they have gone to a lot of work in presenting us with a great deal of detail just to summarize, or distill or whatever -- you have to cut it down. I know we have to get this down to a booklet of not more than 25 or 30 pages, and not over 50, otherwise you might just as well throw them in the wastebasket because I think most members wouldn't read it.

SENATOR LOFVEGREN: I think one of the determining factors here is to pick a site that will serve this whole southwestern area. Not get so far north or so far south that in two, three or four years they will be in here saying - now you are serving this corner. I think for the benefit of the coming generation we better get it to serve this area as closely as we can, geographically. There isn't any great big population in any area. It is pretty much evenly divided. None of the towns are very large. If we go too far down to the Iowa border we are going to be in trouble, somebody is going to want one farther north.

REPRESENTATIVE POPOVICH: I was going to ask this question. Are you satisfied that whatever contribution would be made, if you recommend a four year school that the local communities would have exerted themselves to the utmost? I have a feeling that as we went through this report that many of our former areas, the legislature put some contingent requirements on them. There were no schools started unless there was at least \$5,000 in cash - this was back in 1860 or 70 and \$5,000 in those days was big money. (Here he made the statement that a mill levy was placed over St. Louis county for the Duluth branch but that it wouldn't work out in this area because some counties wouldn't collect a mill levy for a school that wasn't in their county.)

SENATOR LOFVEGREN: I was just going to say this, Pete, that I don't think we should take into consideration either the site or what they are willing to contribute. I don't think that should be figured here at all because that is so small in comparison to the overall cost and up keep, that I don't think that should have any bearing on it. I think it should be on location, and what facilities they have. I don't think donation should be figured. How about you, Mr. Day, I just can't figure that.

REPRESENTATIVE DAY: I don't think we are going to gain much by local contribution.

SENATOR LOFVEGREN: I don't think it should even be considered. How do you other members feel about this?

SENATOR KORDING: That isn't the thing that bothers me. What would bother me is this. If after one place would be designated that there wouldn't be the cooperation between all the groups and I think the cooperation should run along the lines of scholarship programs, and perhaps if there is a student union demand for a student union that all of these groups that I hear asking for a college during this period would go all out to do something like this. That is the kind of thing that we want - the spirit. As for just donating a piece of land, I don't think that is the important part.

REPRESENTATIVE POPOVICH: Put it on the contingency that no matter where you started it or determined it, that a land site of X number of acres must be donated and (2) a scholarship program of X number of dollars should be contributed and (3) that a student union should be paid by local subscription and support. This was done before. There is a lot of legislative history for this. I have the idea that a lot of people expect to get this for nothing. This is something good to get for their community and they want to get it. I think it would be stronger and better place if one is started if they had something to do with kicking in to get it. That is my own personal feeling.

SENATOR LOFVEGREN: I think any contribution that they make should be made after we have picked the site, and I think they will. I surely don't want that to have any effect on choosing a site for a college.

REPRESENTATIVE POPOVICH: The same thing could be put down to anyone of them. Does the committee feel that we ought to put conditions, and say based on these conditions we recommend the school to go here -- not if you give them to us we will put it in your town. Then the something would apply to everybody.

REPRESENTATIVE KELLY: Just so it would have a uniform base so that we wouldn't end up with a bidding -- just so that one couldn't come in and outbid the other.

REPRESENTATIVE POPOVICH: I wouldn't want it on that basis.

SENATOR LOFVEGREN: I don't know Pete, I don't know if it is a small town or a large town as far as that is concerned. To make any contribution would be very detrimental. I think the people in the town of Alexandria are paying about all of the taxes that they can carry -- on their homes, personal property and all over.

REPRESENTATIVE POPOVICH: I am only mindful of what happened at Duluth, the site was given and also many other things.

REPRESENTATIVE HOFSTAD: Any other discussion on this? I know that we aren't going to finish here today.

SENATOR LOFVEGREN: Mr. Chairman, perhaps the reason why all of our colleges institutions and everything is in the eastern part of the state, up on the iron range and all scattered on the eastern border - maybe the west didn't have the funds to donate. Maybe that's why we haven't any more colleges on the western part.

REPRESENTATIVE POPOVICH: Did you look at the ^{normal} school act -- any community that would contribute the sum of \$5,000 and a site could have qualified. Look at the original act.

SENATOR LOFVEGREN: Do you think that was a good act?

REPRESENTATIVE POPOVICH: Do I think that it was a good act?

SENATOR LOFVEGREN: Do you think that the \$5,000 should have any bearing on where those places should have been. I don't. They used that, but I don't think it was a good idea.

REPRESENTATIVE HOFSTAD: Any other discussion on this?

REPRESENTATIVE DAY: Mr. Chairman, the last branch University set up in the State of Michigan, set up this last winter, was set up on this basis. Michigan has branch universities scattered all over the state - it is something that I am trying to prevent here. They discovered a town . . . that didn't have a branch, and bingo a bill goes through the legislature -- goes through the house and passed, and comes to the senate. At this same time you know about Michigan - they are bankrupt. Well when it got to the Senate in Michigan they amended it. The amendment provided that when they will furnish 200 acre campus, and a million dollars and there was something else to it, they could start. Now they got rid of it.

REPRESENTATIVE POPOVICH: We had the same thing on that bill for educational TV - Remember? Appleton was in, Duluth was in - so how did we provide the bill? We said that we would give them \$20,000 each when they raised the sum of whatever it was - \$100,000. Neither one of them has yet raised \$100,000 so we saved \$40,000. That is just a small item but you see a lot of times it is easy to ask, but when you have to put up a little bit too -- and I don't say -- it has got to be uniform. I agree with Dr. Kelly, we have got to determine what the conditions are and then determine the site if that is what it is going to be, if we agree there has got to be another one. When these conditions are met then the state shall go ahead.

SENATOR LOFVEGREN: We might have a perfectly good location, or an ideal spot, but that community might not be able to meet those requirements, that's what I would be afraid of.

REPRESENTATIVE POPOVICH: I don't think the conditions have to be that stringent that there wouldn't be any hope of meeting them. I don't want to block it that way.

SENATOR LOFVEGREN: You are liberal, Peter, you should understand the position of poor people in poor communities better than you do.

REPRESENTATIVE POPOVICH: I can imagine what the state would have to do if the state would have to go out and condemn. But I tell you that the state could go out and say they chose a site if whoever owned that land knew that the school was going to go there irregardless. . . . Whereas if they knew that it was going to go there, but that the community had to donate the site, then the people could go to the farmer or whoever owned the site and say, lets set a reasonable value and

et them work the values out on a local level. It would be a whole lot cheaper for us.

SENATOR LOFVEGREN: You could say that for no location will we pay over \$200 an acre, or something to that effect.

REPRESENTATIVE POPOVICH: No, because you have no control over that. I think the site ought to be donated free by whoever wants it.

REPRESENTATIVE HOFSTAD: There is no question about that, they have all said that they will donate a site.

SENATOR LOFVEGREN: But that shouldn't have any affect on our decision here.

REPRESENTATIVE POPOVICH: Not at all, but it will save us the money. First of all we save \$300,000, and secondly we don't have the problem of condemnations and having to go out and get it.

REPRESENTATIVE HOFSTAD: Some of them have as high as four or five different sites that can be chosen.

SENATOR LOFVEGREN: Personally I don't believe that the community should have to make that sacrifice.

REPRESENTATIVE HOFSTAD: But they offered this. This wasn't asked. Getting back to the original plan that I set up when I sent those questionnaires out on sites, they volunteered and put this in. I think it is in every one that sites are furnished by the local people that are interested in having the school. Everyone of the nine have a site that is free without any cost to the state. You have a choice of sites in most instances. So this is no problem.

Well the hour is getting late and I know that we are not going to come to any decision today. I am now going to ask when it will be most opportune for you to meet again. I have just talked to Senator Kording here and time is getting short. I don't think we can delay this too much longer. I was suggesting a week from today or next Monday.

General conversation was held as to when the next meeting date should be. The motion was made and seconded that the meeting be held on Monday, December 5th at 10:00 A.M.

Mr. Hofstad stated that the communities that weren't at this meeting would be notified that they could have 10 minutes at the next meeting to present a summary of their information.

Motion was made and seconded that the meeting adjourn. Motion carried.

Respectfully submitted,

Louis C. Dorweiler, Jr.
Louis C. Dorweiler, Jr.
Director of Research