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BIENNIAL REPORT Of The MINNESOTA STATE COLLEGE BOARD

To
THE GOVERNOR
Of The
STATE OF MINNESOTA

December 1960

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Of The
MINNESOTA STATE COLLEGE BOARD

To
THE GOVERNOR
Of The
STATE OF MINNESOTA

December 1960

457 Centennial Office Building
Saint Paul, Minnesota

THE MINNESOTA STATE COLLEGE BOARD

		Term Expires
S. J. Kryzsko, President	Winona	January 1, 1961
Norman H. Nelson, Vice President	Moorhead	January 1, 1963
Dean M. Schweickhard, Secretary	St. Paul	Ex Officio Member
Helen M. Conway, Treasurer	St. Paul	January 1, 1963
F. A. Buscher	Mankato	January 1, 1961
Dr. Harry B. Clark	St. Cloud	January 1, 1961
Charles F. Mourin	Aurora	January 1, 1963
Roland Muller	Windom	January 1, 1961
Herbert E. Olson	Bemidji	January 1, 1963

Dr. Roy C. Prentis, Executive Director

STATE COLLEGE PRESIDENTS

Bemidji State College	Dr. C. R. Sattgast
Mankato State College	Dr. C. L. Crawford
Moorhead State College	Dr. John J. Neumaier
St. Cloud State College	Dr. George F. Budd
Winona State College	Dr. Nels Minne'

This copy is distributed by
The Minnesota State College Inter-Faculty Organization

THIS REPORT WILL REVEAL

- Some of the problems facing the State Colleges and the State College Board.
- That the State Colleges have had an average increase of 125% in enrollment in the past six years.
- That the rate of growth of the State Colleges has been three to four times as rapid as any other type of four year college in Minnesota in the past six years.
- That the State Colleges prepare nearly one half of the teachers prepared in all Minnesota colleges.
- That nearly 94% of the students in the State Colleges are residents of Minnesota.
- That dormitories for nearly 4,000 students have been or will be constructed at no cost to the taxpayer.
- That the cost to the state per full time student has been increased only 7% in a six year period.
- That the cost to the taxpayer for maintainance is less for a full time student in a state college than for a pupil in an average Minnesota high school.
- That needs exist for -
 - Improved salaries for faculty and staff
 - Improved faculty-student ratio
 - Additional supplies and equipment
 - State assistance with the National Defense Student Loan Program
 - Continuation of the college construction program
 - State help in the dormitory construction program

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Public Property Division -- The Public Property Division of the Department of Administration has certain responsibilities in accounting for state property and disposing of surplus or obsolete property.

Civil Service Department -- The Civil Service Department has certain responsibilities in connection with all employees of the State College Board. The professional staff, faculty members and administrators, are in the unclassified service and have only slight relationship to the Civil Service Department. All employees of the State Colleges who are not faculty members are in the classified Civil Service. The Civil Service Department exercises its full responsibility in relation to these people. Positions are classified by the department, applicants are examined and classified by the department, and when positions are open in the college system lists of eligible prospective employees are submitted by the department. The civil service employees and the State Colleges abide by civil service laws and Rules and Regulations set forth by the Civil Service Commission.

State Auditor's Office -- All approved quarterly budgets are filed with the Auditor, who allots and encumbers funds accordingly. This office serves the pre-auditing function. There is accordingly a great amount of continuous communication with this office.

Attorney General's Office -- The Attorney General is the legal adviser to the State College Board. In recent years it has been found that the services of the Attorney General's office have been required more often than in the past. This is because of the growth in the colleges and because of an increase in problems resulting from growth.

There are other offices with which the State College Board has relations. Some of these offices include:

- The State Treasurer
- The Division of Employment Security
- The Teacher Retirement Association
- The State Employees Retirement Association
- The Minnesota State Board of Investment
- The Secretary of State
- The Public Examiner
- The Minnesota Archives Commission
- The Fire Marshal's Division
- The Health Department
- The Labor and Industry Department

There are still other agencies not listed with which the State College Board has occasional relations. It becomes apparent from this rather cursory review that the State College Board does not operate as an isolated and independent agency but rather as an agency intimately associated with many other agencies, some of which have a controlling function, some of which have a service function, and some of which perform both functions.

BY-LAWS AND RULES AND REGULATIONS OF THE STATE COLLEGE BOARD

The State College Board is authorized by law to make rules and regulations relative to the management of the colleges. Generally, these are adopted as resolutions or motions by the Board and appear in the Minutes. A compilation of these regulations had been made in 1938 and again in 1945. No systematic compilation had been made since 1945, and the Board had felt the need for some years for a compilation of effective regulations. It was felt that such a compilation properly codified would be of great value to the Board, the college administrations as well as to the faculty and students. Such a compilation and recodification was undertaken under the leadership of the Board's central office and with the cooperation of the administration of each college, faculty groups and the Board itself. This work was completed in the spring of 1960, and the Board adopted a new set of rules and regulations on May 9, 1960. This set has been duplicated, and copies made available to all Board members, administrators, and faculty members. Plans have been made for keeping certain registered copies of the rules and regulations continuously updated as Board action will from time to time undoubtedly alter or supplement the regulations.

A public hearing as provided by law was held on October 3, 1960, at which time all interested parties were requested to express their views relative to the rules and regulations. On November 11, 1960, the State College Board took note of the statements made at the public hearing and reaffirmed its approval of the rules and regulations as earlier adopted. A special Board committee was also appointed at the November 11 meeting to consider future changes and refinements in the Board's rules and regulations.

In connection with the general matter of bringing the rules and regulations affecting the colleges up to date, the Board also revised its by-laws regulating its own organization and procedures. The adopted by-laws are very simple and concise. Of most note in this connection is the fact that major provisions of long standing relating to the duties and responsibilities of "resident directors" were completely removed. As a matter of fact the term "resident director" no longer appears in the by-laws or the rules and regulations. Officially all directors, those appointed at large, those appointed from counties containing colleges and the ex officio member, the Commissioner of Education, bear equal responsibilities to the entire State College system, and no directors have special responsibilities to individual colleges.

SELF-SURVEY TASK FORCE

During the 1959-60 school year the third phase of the state government self-survey was conducted. The State Colleges participated in this program. A task force was set up for study of the Central Office and the Board's operation. A task force was also set up in each of the colleges. The groups consisted of personnel from each governmental unit, legislators, and public members. The central office task force held several meetings on problems relating directly to the central office. Some members of the central task force also attended at least two task force meetings in each of the colleges. Each task force prepared a report covering the operations of its agency during the course of the study. The work in each case was concluded by a statement of recommendations. The central task force similarly developed a series of findings and recommendations. In this case the findings and recommendations were developed by the public and legislative members. The recommendations are as follows:

1. That the progress made during the last several years toward a coordinated approach to the overall State College problem has been beneficial. Continuing steps ought to be taken in this direction.
2. That there are still problems in achieving a coordinated approach that must be met and solved. Primarily, an understanding between the local college presidents and the central office concerning decisions made and reasons therefore must be achieved. This would involve a greater degree of communication so that there would be fuller understanding of the responsibilities of the central office to the local colleges and the local colleges to the central office.
3. That more definite lines of authority should be established for the duties, functions, responsibilities, and relationships of the central office, including the Executive Director, in relation to the duties and responsibilities of the local college presidents and the local college staffs. This should be done within the concept of a stronger Board Office authority.
4. That it is apparent to us that a revision and delineation of responsibility is required regarding the relationship of the State College operation with other staff agencies of the state so far as budgeting, purchasing and other similar areas of service are concerned.
5. That the Task Force recognizes the problem of the resident director status on the State College Board. It considers this to be a source of difficulty. We recommend that directors be appointed on a statewide basis.
6. That at the present time we have found very little or negative support for merging of the State Colleges with the University of Minnesota or for the creation of separate college boards for each college. However, we are mindful that future developments and considerations of the entire problem of higher education may require review of this conclusion.

7. That the establishment of geographic areas of service for the local colleges is a responsibility of the State College Board. We recommend that the Board establish such boundaries for economy and efficient operation. We further recommend that adult education and other services to the local communities and regions be provided by the colleges on a self-sustaining basis, providing there is need existing that is not being met by other agencies.

8. That the problems relating to the organization are still so complex and continuing that within the time of study available to this Task Force all aspects could not be adequately studied. We recommend that a conference be held with representatives of the local colleges, the State College Board, the central office, the Departments of Education and Administration, and interested members of the Legislature and the public, to be able to fully discuss and make recommendations relating to the future of the State College operation. We are also of the opinion that additional and more searching thought and research should be given to the correlation of the goals of higher education in Minnesota. Study of the mutual problems and responsibilities of each area of higher education, i.e.: university, state colleges, junior colleges and private colleges, should be made and conclusions well determined and defined.

In addition to the subjects included in the recommendations quoted above, the Task Force considered the matter of the adequacy of faculty salaries, and the extent to which the State College Board should attempt to provide dormitories under the revenue bond authority. Because of the limitations of time, no recommendations were made on these subjects.

The third phase of the self-survey was concluded so far as the colleges and the State College Board are concerned by a presentation of the findings of each group to the Governor of the State of Minnesota on May 11, 1960. The State College Board has acted on a portion of recommendation seven relating to the establishment of geographic boundaries for certain services. This is explained in a later section on page 5.

LIAISON COMMITTEE

The 1959 Legislature passed a joint resolution inviting the three Boards that control various institutions of higher education in Minnesota to form a committee to consider the problems of higher education in Minnesota. The resolution passed by the Legislature is as follows:

HOUSE CONCURRENT RESOLUTION RELATED TO LONG-RANGE PLANNING FOR HIGHER EDUCATION

WHEREAS, the rise in college-age population nationally and in the State of Minnesota has been a matter of public and legislative concern; and

WHEREAS, the need for joint and long-range planning and improved coordination in the program for publicly supported higher education in Minnesota is clearly evident and advisable;

NOW, THEREFORE, BE IT RESOLVED, by the House of Representatives of the State of Minnesota, the Senate concurring, that the Board of Regents of the University of Minnesota, the State College Board, and the State Board of Education are hereby authorized and encouraged to create a liaison committee to provide for educational planning and coordination of public, higher education affecting the relationships between the schools of the public school system, the state colleges, and the University of Minnesota, and to make recommendations thereon jointly to the Regents of the University, the State College Board, the State Board of Education, and the State Legislature.

Adopted by the House April 9, 1959

Adopted by the Senate April 20, 1959

In compliance with the wishes of the Legislature as expressed in the above resolution, the Board of Regents of the University of Minnesota, the State College Board, and State Board of Education have formed the Liaison Committee on Higher Education. The committee as it is presently organized consists of three members from each of the three boards, including the chief administrator from each board. This committee has met approximately once per month since its inception in 1959.

Basic to the successful operation of such a liaison committee is availability of research resources. The liaison committee itself had no budget of any kind, and thus was unable to employ a research staff. The three cooperating boards made contributions of research staff time for the studies conducted by and for the committee. Although all boards must have felt the pinch of providing staff for this purpose, it was especially noticeable in the case of the State College Board, where there is but one research person available. The contribution of a sizable portion of time to the liaison committee makes it difficult or impossible to accomplish the routine statistical work and the needed special studies for the State College Board. Nevertheless, some excellent research work was accomplished by the joint research team of the Liaison Committee. A report of the liaison committee work has been prepared. The State College Board believes that the liaison committee offers possibilities for constructive leadership in the matter of planning for coordinated higher education in Minnesota. It is sincerely hoped that the liaison committee will be continued. In order for the liaison committee to function most effectively funds should be made available to it for research assistance, stenographic help, and printing costs. A proposal is being made by the Liaison Committee for legislative support for such a program.

GEOGRAPHIC AREAS OF SERVICE

The Minnesota State Colleges are regional colleges in a very real sense. There are many services that these colleges offer to the regions in which they are located. Public school administrators and teachers especially find much to help them from the college facilities and personnel. The colleges also have needs that can be satisfied only in the surrounding areas. Of the many relationships that exist between college and region, there are two found in each college which are of particular importance. They are the off-campus instruction program and the program of placing student teachers from the colleges in schools in the surrounding districts for a period of practice teaching. It was found that there was developing an undeniable competition between colleges in certain towns that were located along the boundaries of the natural service areas of the colleges. In some cases two or more colleges were offering off-campus classes simultaneously in the same town. It was also found in some cases that two colleges were placing practice teachers in the same school system, thereby causing concern on the part of one or the other college.

After a thorough study of the problem by the various department heads of the colleges, by the college presidents, and by the State College Board, the decision was made to establish boundaries for each college for the purpose of the two services mentioned -- the off-campus instruction program and the student teacher program. These boundaries were fixed for the most part by mutual agreement by the colleges. In a few cases where mutual agreement could not be reached the Board made the decision. The boundaries for all were adopted by Board action on May 9, 1960.

It should be clearly understood that the establishment of the boundaries is only for the two purposes specified. It is assumed, however, that other college services would be confined generally to these areas. These boundaries in no way are designed to control where students may or may not attend college.

THE AMERICAN COLLEGE TESTING PROGRAM

With the rapidly increasing enrollments in the State Colleges, it becomes increasingly important for the State Colleges to have available the best possible information regarding the entering students. It is true that the Statewide Testing Program administered under the auspices of the Association of Minnesota Colleges has been in operation for many years. Under this program certain tests have been issued to high school juniors throughout the state and the results of these tests have been made available to the colleges sharing in the costs of administering the tests. The Minnesota State Colleges have not shared in this cost and thus have not been qualified to receive the scores made by the students.

The American College Testing Program is sponsored by the University of Iowa and is being used in many of the midwestern states. The tests are given to high school seniors, and are paid for by the pupils. The results for any student are made available to any college that indicates that the test is required as a condition of admission. The tests are available at the colleges for those students who did not take them in high school. The Minnesota State Colleges all participate in the ACT program. The plan is one that does not cost money for the colleges; it is offered over the entire area, and thus gives the colleges information on students from other states, and the type of test seems to offer promise of producing results that will be of great value to the colleges. The

results of the tests should be useful for guidance and counselling purposes, for developing student work loads, and for attempting to evaluate whether or not a student is working up to his capacity. The test results will not be used as a criterion for admission to college, at least not under the existing admission policies of the Minnesota State Colleges.

NATIONAL DEFENSE STUDENT LOAN PROGRAM

Title II of the National Defense Education Act of 1958 provides for loans to college students. This provision of the act has become known as the National Defense Student Loan Program. Some of the provisions of this program are as follows:

1. Any college may apply for a grant from the federal government for the purpose of loaning money to students.
2. The college must provide an amount equal to at least 1/9 of the federal grant as a local contribution to the loan fund. (The 1/9 contribution may be borrowed from the federal government, but interest must be paid on this at a rate determined by the government.)
3. The local college selects the students who are granted the loans. Each college establishes its own criteria for selection, although the federal government indicates that special consideration shall be given to those who are preparing for teaching, mathematics, science or foreign languages. The colleges also take into account academic achievement and need of each applicant. Loans to any one student are limited to \$1,000 per year or a total of \$5,000. This allows a student to use federal loans for both graduate and undergraduate purposes.
4. The interest charge does not start until one year after a student leaves school, and is then at the rate of 3% per year. The borrower has ten years from the time he leaves school to complete the repayment.
5. If the borrower goes into public school teaching, 10% of the loan will be cancelled each year for five years, thus making it possible to have one half of the loan forgiven if he teaches for as long as five years.
6. If a portion of a loan is cancelled, the federal government will repay the local share to the extent that it was involved in the forgiveness.

The Minnesota State Colleges were authorized to participate in the National Defense Student Loan Program by Chapter 22 of the Laws of 1959.

This program has proven to be very successful and many students have taken advantage of its splendid provisions. The federal government makes the grants for the program directly to each college. The amount of the grant is determined by the federal government based upon the applications submitted by each college. In spite of the excellence of the program in fulfilling a very important need in each of the State Colleges, and in spite of the generous grants on the part of the federal government, there is one very real problem. This is in the matter of providing the local money for matching purposes. In 1959 the legislature appropriated the sum of \$22,835 for matching purposes for the amount of the federal grant known at that time. Actually this amount proved to be insufficient for the 1958-59 school year because each college received a supplemental grant for that year. No appropriation was made for any year later than 1958-59. The matching funds have been provided by temporary loans from existing loan funds in the colleges, from college bookstore balances and by borrowing the matching funds from the federal government. Actually, all of these methods are unsatisfactory. Money in other funds in each college is needed for other purposes. Money borrowed from the federal government must be repaid with interest. A request will be made of the 1961 legislature for money required for matching to cover the 1959-61 biennium as well as the 1961-63 biennium. Details on this request will be found in the last section of this report.

CENTRAL PAYROLL

The State Colleges have now moved to complete mechanization of payrolls with the exception of part-time student help payrolls. This was done in steps by adding groups of employees to the

mechanized system at various times. These changes were not accomplished without some measure of difficulty in making the various adjustments. The State College Board reviewed this problem in June of 1960 and directed that all possible payrolls be included in the mechanized plan. The Board felt that advantage should be taken of the opportunity to utilize modern machine processes that offer a chance for increased efficiency, notwithstanding the fact that some inconveniences may be experienced in the change-over and in the early period of the new operation. Under this procedure the payrolls are processed and pay checks are written in the Central Services Division of the Department of Administration, all on high speed machines. Certain by-products are available from this process which will prove of great saving to the colleges and the central office. Such by-products include automatic W-2 withholding statements for federal income tax purposes and quarterly reports which must be made to the OASI and to the State Retirement Association. The need for maintaining individual employee earnings records by the central office or the colleges has been eliminated, and the problems of maintaining a composite record of earnings of employees working under two or more accounts has been greatly simplified.

GRADUATE PROGRAM

The graduate program whereby the State Colleges grant the degree of Master of Science in Education continues to grow in strength and in the number of students served. In a later table it will be shown that the number of students in this program and the number of graduates has increased greatly in recent years. All colleges have now secured accreditation of this program from the North Central Association and the National Council for the Accreditation of Teacher Education, and approval has been granted by the Minnesota State Department of Education for recognition of this work in granting the Elementary Principal's Certificate for qualified graduates of this program.

SPECIAL EDUCATIONAL PROGRAMS

The Minnesota State Colleges are continuously striving to serve the educational needs of the State of Minnesota. The great bulk of this service is normally accomplished through regular programs of instruction. However, there are special classes, workshops, seminars and other activities, both of a credit-earning and non-credit-earning nature, conducted in all colleges. The following listing attempts to sample some of these special activities of the past two years, and is not meant to be comprehensive in scope.

Bemidji -

1. Institute for Science Teachers -- This is a special in-service institute in physical sciences for elementary school teachers and supervisors conducted during the 1960-61 school year. Thirty students are enrolled. The program is supported by a grant of \$5,250.00 from the National Science Foundation.
2. Mosquito Research Study -- This was a special research study for the National Science Foundation which ran from September 1958 through November 1960. It was supported by a total grant of \$3,203 from the National Science Foundation.
3. Mathematics Teachers Workshops, June - August 1959 -- This program was conducted in cooperation with the Minnesota National Laboratory for the Improvement of Secondary School Mathematics. Ten students, all high school mathematics teachers, participated. This was supported by a grant of \$2,750.00 from the National Science Foundation.

Mankato -

1. Workshop for 12th Grade Teachers of Mathematics -- This special workshop was conducted during the first summer session of 1959 in cooperation with the Minnesota National Laboratory for the Improvement of Secondary School Mathematics. Twenty-eight high school teachers of mathematics were enrolled. This was supported by a grant of \$2,750 which originated with the National Science Foundation.
2. Workshop for High School Science Teachers -- This was a workshop supported by the National Science Foundation which enrolled fifty students, all high school science and mathematics teachers. There was a grant of \$43,700 from the National Science

Foundation. This program was conducted in the summer of 1959.

3. Workshop for 7th and 8th Grade Teachers of Mathematics -- This is a program similar to the above except for a different grade level. It was supported in the same manner in the amount of \$2,750.
4. Science Program for High Ability High School Students -- This program ran from July 20 to 31, 1959, and was supported by a grant from the National Science Foundation in the amount of \$7,980.

Moorhead --

1. Workshop for High School Teachers of Mathematics -- This was a program put on in cooperation with the Minnesota National Laboratory for the Improvement of Secondary School Mathematics and is similar to programs in all State Colleges during the summer of 1959. This was supported by funds originating with the National Science Foundation. This program was followed by a series of meetings in cooperation with the School Mathematics Study Group, in which mathematics teachers in the region exchanged experiences and received help.
2. This college annually puts on a series of short courses between the end of the spring quarter and the start of the first summer session. These courses are one week in length and cover a variety of fields developed according to the expressed needs of the students.
3. During the summer of 1960 the college put on a series of ten lectures covering a number of topics. This series entitled "The Challenge of Ideas" was presented by faculty members of Moorhead State College, Concordia College, and North Dakota Agricultural College. These lectures were open to the public and were well attended.

St. Cloud --

1. Mathematics Teachers Workshop -- This program was put on in cooperation with the Minnesota National Laboratory for the Improvement of Secondary School Mathematics. This program was attended by approximately twenty high school teachers of mathematics. It was supported by a grant of \$2,750 which originated with the National Science Foundation.
2. Institute for High School Students -- This program offered in the summer of 1959 was for sixty advanced high school science pupils. It was supported by a National Science Foundation grant of \$14,920.00.
3. Institutes for High School Teachers -- This was given in the summer of 1960 for sixty-three high school science teachers. It operated on a National Science Foundation Grant of \$50,900.00.
4. Institute for High School Students - 1960 -- This was similar to the 1959 program and was supported by a grant of \$14,420 from the National Science Foundation.

Winona --

1. Institute for Teachers of High School Mathematics -- This program was conducted in the summer of 1959 in cooperation with the Minnesota National Laboratory for the Improvement of Secondary School Mathematics. This was supported by a grant originating with the National Science Foundation.
2. An annual summer workshop has been held on conservation at Whitewater State Park for the past several years.
3. Special summer workshops have been held on campus in Health Education, International Relations and Reading.
4. Inter-Institutional Project with The Teacher Training College of Oslo, Norway -- This has been an exchange of materials program sponsored by a grant from the American Association of Colleges for Teacher Education.

ENROLLMENTS AND ENROLLMENT PROSPECTS

INTRODUCTION

This section of the report will be devoted to a review of the enrollments in the State Colleges for the past several years. A number of different indices will be used designed to give the reader a picture of the nature of the colleges' operations and the growth trends. Attention will be given to the number of students, source of the students, number of graduates, and distribution of students by classes and types of program. Attention will also be given to future enrollment prospects for higher education in Minnesota with special attention given to the State Colleges.

COLLEGE ENROLLMENTS

Attention will first be directed to the matter of a review of enrollments in the State Colleges. There are many ways in which college enrollments can be reported. Any of the many ways can be considered "correct" if a clear definition is given of the system used. This report will actually deal with three different methods as defined below. No particular claim is made that these systems are the best, but they have proven useful and seem to present the enrollment picture in a fair manner. The three methods are defined as follows:

1. Total Enrollment On Campus -- Fall Quarter

This includes all of the on-campus students, full or part time, enrolled in regular on-campus college courses. It does not include off-campus students or students who appear on campus only for short courses, special events, adult education courses or special evening courses. This enrollment is taken as of the end of the second week of classes.

2. Full-Time Enrollment On-Campus -- Fall Quarter

This includes all students enrolled for regular on-campus course work and who carry nine quarter hour credits or more. No other students are included.

3. Full-Time Equivalent Students

This is a derived figure found by adding all credits earned by all students, including off-campus work, and dividing by 48, the number of credits a student must earn in one year in order to graduate in four years. In some cases full-time equivalent students is based upon the regular school year, and in other cases the term is based upon the total year including summer school. Two terms are actually used. They are "Full-Time Equivalent - regular year" and "Full-Time Equivalent -- total year".

TOTAL ENROLLMENT ON-CAMPUS

The history of total on-campus enrollment in each of the Minnesota State Colleges for the fall quarter of each year since 1954 is shown in Table I. In every case the State Colleges have more than doubled in enrollment by this index during this period. Enrollment increases were registered varying from 682 in the case of Winona to 2850 in the case of Mankato. Percentagewise the increase ranged from 107.2 per cent for St. Cloud to 157.2 per cent for Bemidji. A total increase of 7,091 students is indicated for all colleges in this period which represents 124.7 per cent increase.

TABLE 1
Minnesota State Colleges
Total On-Campus Enrollment - Full and Part Time Students
Fall Quarter 1954 through 1960

Year	Bemidji	Mankato	Moorhead	St. Cloud	Winona	Total
1954	600	2,085	718	1,661	623	5,687
1955	706	2,643	844	1,947	802	6,942
1956	845	3,038	975	2,207	932	7,997
1957	847	3,285	948	2,506	947	8,533
1958	1,037	3,958	1,153	3,053	1,008	10,209
1959	1,318	4,420	1,295	3,285	1,151	11,469
1960*	1,543	4,935	1,553	3,442	1,305	12,778
Increase 1954-60:						
Number	943	2,850	835	1,781	682	7,091
Per Cent	157.2	136.7	116.3	107.2	109.5	124.7

*End of second week

Total on-campus enrollment as represented in Table I is a valid index of load. Although there are included in this figure some students that are taking limited course work, each of these students represents a real load for the college. Registration procedures and other record keeping activities require fully as much time for a part-time student as a full-time student.

FULL-TIME ENROLLMENT ON-CAMPUS

Table 2 shows the full-time on-campus enrollment for the fall quarter for the period 1954-60 for all Minnesota State Colleges. This table shows that there has been a continuous increase in total enrollment of the state colleges from 5,009 in 1954 to 10,943 in 1960, or an increase of 118.5 per cent. Each college has increased significantly with percentages ranging from 85.8 to 150.3 from 1954 to 1960. This index of enrollment is considered especially important as a measure of growth and of load. It is particularly important in assessing such needs as dormitory capacity.

TABLE 2
Minnesota State Colleges
On-Campus Enrollment -- Full-Time Students
Fall Quarter 1954 through 1960

Year	Bemidji	Mankato	Moorhead	St. Cloud	Winona	Total
1954	561	1,697	711	1,458	582	5,009
1955	645	2,125	777	1,821	733	6,101
1956	813	2,427	858	2,065	833	6,996
1957	813	2,639	807	2,303	808	7,370
1958	981	3,298	1,012	2,595	866	8,752
1959	1,232	3,705	1,165	2,893	981	9,976
1960*	1,404	4,011	1,321	3,099	1,108	10,943
Increase 1954-60:						
Number	843	2,314	610	1,641	526	5,934
Per Cent	150.3	136.4	85.8	112.6	90.4	118.5

*End of second week

FULL TIME EQUIVALENT STUDENTS

The term "full-time equivalent students" gives a measure of the entire instructional program, including full-time students, part-time students, and off-campus students. In this unit are included the credits earned by all students. Credits "earned" in this case is defined as the total number of credits enrolled by students at the time after which no refunds are given because of students dropping courses or dropping from college. As mentioned above, all credits earned are totaled and divided by 48, the number of credits that a student needs to earn each year to graduate in twelve quarters or four regular school years. The legislature has come to use this index in computing legislative appropriations. In some cases the full-time equivalent students for a regular school year is used and in some cases the number of credit hours (which can be converted to full-time equivalent students) for the entire year including summer school is used. Information concerning full-time equivalent students is presented in both of the above mentioned ways. Table 3A shows the number of full-time equivalent students for the regular school year, and Table 3B shows the full-time equivalent students for the total year. The differences in the figures between 3A and 3B are accounted for by the summer school activity.

TABLE 3A
Minnesota State Colleges
Regular Year Full-Time Equivalent Students*
1954-55 through 1960-61

Year	Bemidji	Mankato	Moorhead	St. Cloud	Winona	Total
1954-55	548	1,932	777	1,663	639	5,559
1955-56	650	2,439	896	1,901	772	6,658
1956-57	832	2,695	937	2,153	871	7,488
1957-58	883	2,884	908	2,410	877	7,962
1958-59	1,022	3,465	1,100	2,657	925	9,169
1959-60	1,273	3,830	1,162	2,786	1,053	10,104
1960-61**	1,438	4,294	1,377	3,135	1,138	11,382
Increase						
1954-55 to 1960-61:						
Number	890	2,362	600	1,472	499	5,823
Per Cent	162.4	122.3	77.2	88.5	78.1	104.7

*Found by taking the total credits earned by all students, on-campus and off-campus during the fall, winter, and spring quarters of the regular school year and dividing by 48.

**Estimated

TABLE 3B
Minnesota State Colleges
Total Year Full-Time Equivalent Students*
1954-55 through 1960-61

Year	Bemidji	Mankato	Moorhead	St. Cloud	Winona	Total
1954-55	690	2,292	964	2,044	763	6,753
1955-56	796	2,832	1,107	2,325	936	7,996
1956-57	979	3,133	1,124	2,550	1,033	8,819
1957-58	1,021	3,283	1,105	2,784	1,033	9,226
1958-59	1,213	3,945	1,318	3,055	1,105	10,636
1959-60	1,489	4,378	1,399	3,221	1,243	11,730
1960-61**	1,659	4,870	1,607	3,552	1,337	13,025
Increase						
1954-55 to 1960-61:						
Number	969	2,578	643	1,508	574	6,272
Per Cent	110.4	112.5	66.7	73.8	75.2	92.9

*Found by taking the total credits earned in a full year by all students, on-campus, off-campus, regular school year and summer session, and dividing by 48.

**Estimated

The total number of full-time equivalent students enrolled in state colleges for the regular school year (Table 3A) has more than doubled in the period from 1954-55 to 1960-61. Growth in all colleges has been high, with Mankato registering the greatest increase of 2,362. Proportion-wise, Bemidji showed a growth of 182.4 per cent for a high, with Moorhead showing the least relative growth at 77.2 per cent.

The number of full-time equivalent students for the entire year (Table 3B) shows very substantial increase in the period covered. The average for all colleges is a little below that shown for the regular school year and stands at 92.9 per cent. This would indicate that summer programs have not grown quite as rapidly as the regular school year. The individual colleges all show substantial increases, with the trends in Table 3B paralleling those in Table 3A, but slightly less pronounced in each case.

ENTERING FRESHMEN

The total enrollment of a college eventually depends in a great degree upon the number of freshmen who enter a college. It is true that there are transfers in and out during the course of a college program, and this has been particularly noticeable in recent years with transfers in at the junior year level from junior colleges, but the size of the entering freshmen class is still the strongest indicator of future total enrollment. The number of entering freshmen in each State College during the fall quarter from 1954 through 1960 is shown in Table 4.

TABLE 4
Minnesota State Colleges
Entering Freshmen*
Fall Quarters 1954 and 1956-60**

Year	Bemidji	Mankato	Moorhead	St. Cloud	Winona	Total
1954	245	693	303	500	256	1,997
1956	310	860	292	750	281	2,493
1957	264	864	204	834	220	2,386
1958	288	1,127	405	940	245	3,005
1959	384	1,235	394	947	349	3,309
1960	425	1,269	431	1,089	365	3,579
Increase 1954-1960:						
Number	180	576	128	589	109	1,582
Per Cent	73.5	83.1	42.2	117.8	42.6	79.2

*End of second week.

**7th Annual Survey of Minnesota College and University Enrollments. Figures for 1955 not listed.

Table 5 summarizes the four indices of enrollment and enrollment growth that have been presented above. These figures are all presented as percentages of increase from 1954 to 1960 and include (1) total on-campus students, (2) full-time on-campus students, (3) entering freshmen, and (4) full-time equivalent students. The full-time equivalent student figure applies to the regular year, hence the 1960-61 figure used in computing the percentage was an estimate based upon actual figures for the fall quarter of 1960, but using estimates for the winter and spring quarters of 1961. Upon examination of Table 5, it may be noted that there are very high increases in all measures cited. There is some variation, however, in the percentage of increase from one index to another. This difference is not unexpected and probably indicates that several measures are required to present a truly representative picture of enrollment growth.

TABLE 5
Percentage of Growth in State Colleges
By Four Different Measures
From 1954 to 1960

College	Type of Measure			
	Total On-Campus Students (Fall Quarter)	Full-Time On- Campus Students (Fall Quarter)	Entering Freshmen (Fall)	Full-Time Equiv- alent Students (Regular Year)*
	Percentage of Increase			
Bemidji	157.2	150.3	73.5	162.4
Mankato	136.7	136.4	83.1	122.3
Moorhead	116.3	85.8	42.2	77.2
St. Cloud	107.2	112.6	117.8	88.5
Winona	109.5	90.4	42.6	78.1
Total	124.7	118.5	79.2	104.7

* Estimated

COMPARATIVE GROWTH -- STATE COLLEGES VS OTHER FOUR-YEAR COLLEGES

Evidence indicates that the State Colleges in Minnesota have been increasing in enrollment somewhat more rapidly than other four-year colleges in Minnesota. The Association of Minnesota Colleges has now completed its seventh annual survey of college enrollments in Minnesota. Table 6 contains information taken from the seventh annual survey. This table shows percentage of increase from the fall quarter 1954 to the fall quarter 1960 for three measures of growth: (1) total students (full-time, part-time and special), (2) full-time students, and (3) entering freshmen.

TABLE 6
Per Cent of Enrollment Growth In Four-Year Minnesota Colleges
From 1954 to 1960 -- Fall Quarter
By Type of College

Type of Institution	Method of Enrollment Reporting		
	Total Day Students (Full-Time, Part-Time, Special)	Full-Time Students	Entering Freshmen
	Percentage of Increase		
Private Liberal Arts Colleges	31.3 (1)	31.9 (2)	29.8 (2)
University of Minnesota	27.0 (1)	38.6 (2)	56.2 (2)
State Colleges	124.7 (3)	118.5 (3)	79.2 (3)

(1) Derived from Table II of the Seventh Annual Survey of College Enrollments - Association of Minnesota Colleges

(2) Derived from Table III above

(3) From official State College Board records

CREDIT HOURS EARNED

Mention has been made of the term "full-time equivalent students" in the discussion of previous tables. It has been pointed out that this is a derived term found by adding all credit hours earned and dividing by 48. Credit hours earned as used in this sense are the number of credits enrolled at the time after which refunds of tuition are no longer made, which is four weeks for a regular school term. Table 7 presents a summary of credit hours earned for 1959-60, the latest completed school year, for each college. This information is presented for the undergraduates enrolled on campus, the graduate students on campus, and the off-campus students. Total credit hours for each type of student are given for the regular school year and for the total year including summer school. The last two

columns show the corresponding number of full-time equivalent students for each category. An examination of this table reveals that the credit hour load is heaviest for the fall quarter in all colleges. The winter quarter credit hour load is somewhat lighter than the fall, and the spring quarter load is somewhat lighter than the winter. This is a general pattern found year after year. The legislative formula for calculating faculty allocations has been based upon total full-time equivalent students for a regular school year. This method of calculation takes all three quarters into consideration and actually produces a result based upon average enrollment for a school year. It always develops, therefore, that even though a given college may be allocated exactly the right number of faculty members for the year according to formula the college will have more students per faculty member in the fall quarter than the formula provides.

TABLE 7
Minnesota State Colleges
Summary of Credit Hours Earned, 1959-60 School Year

COLLEGE	Total SS	Fall	Winter	Spring	Total Regular Year	Total Year	Full-Time Equivalent Students	
							Regular Year	Total Year
<u>Bemidji:</u>								
Reg. On-Campus	7,218	19,929	19,529	17,992	57,450	64,668		
Grad. On-Campus	1,170	80	91	122	293	1,463		
Total On-Campus	8,388	20,009	19,620	18,114	57,743	66,131		
Off-Campus	2,002	960	1,188	1,200	3,348	5,350		
TOTAL	10,390	20,969	20,808	19,314	61,091	71,481	1,273	1,489
<u>Mankato:</u>								
Reg. On-Campus	21,835	60,252	59,882	55,352	175,466	197,321		
Grad. On-Campus	3,275	831	833	1,034	2,698	5,973		
Total On-Campus	25,110	61,083	60,715	56,386	178,164	203,294		
Off-Campus	1,181	2,423	1,268	1,957	5,648	6,829		
TOTAL	26,291	63,506	61,983	58,343	183,832	210,123	3,830	4,378
<u>Moorhead:</u>								
Reg. On-Campus	9,471	19,041	17,637	16,247	52,925	62,396		
Grad. On-Campus	647	160	190	271	621	1,268		
Total On-Campus	10,118	19,201	17,827	16,518	53,546	63,664		
Off-Campus	1,285	677	540	992	2,209	3,494		
TOTAL	11,403	19,878	18,367	17,510	55,755	67,158	1,162	1,399
<u>St. Cloud</u>								
Reg. On-Campus	16,350	46,087	42,395	37,865	126,347	142,697		
Grad. On-Campus	2,030	536	476	482	1,494	3,524		
Total On-Campus	18,380	46,623	42,871	38,347	127,841	146,221		
Off-Campus	2,504	2,164	1,000	2,706	5,870	8,374		
TOTAL	20,884	48,787	43,871	41,053	133,711	154,595	2,786	3,221
<u>Winona:</u>								
Reg. On-Campus	6,608	16,008	15,633	14,731	46,372	52,980		
Grad. On-Campus	1,579	540	403	573	1,516	3,095		
Total On-Campus	8,187	16,548	16,036	15,304	47,888	56,075		
Workshops	446	-----	-----	-----	-----	446		
Off-Campus	492	1,133	352	1,166	2,651	3,143		
TOTAL	9,125	17,681	16,388	16,470	50,539	59,664	1,053	1,243
<u>All Colleges:</u>								
Reg. On-Campus	61,482	161,317	155,076	142,187	458,580	520,062		
Grad. On-Campus	8,701	2,147	1,993	2,482	6,622	15,323		
Total On-Campus	70,183	163,464	157,069	144,669	465,202	535,385		
Workshops	446	-----	-----	-----	-----	446		
Off-Campus	7,464	7,357	4,348	8,021	19,726	27,190		
TOTAL	78,093	170,821	161,417	152,690	484,928	563,021	10,104	11,730

TABLE 8
Minnesota State Colleges
Distribution of Students by Classes and Fields of Study
Full and Part-Time Students -- Fall Quarter -- 1959

Class	Teacher Education	On-Campus Non-Teacher Program	Specials	Off-Campus	Total
<u>College - Bemidji</u>					
Freshmen	245	209	---	5	459
Sophomores	207	61	---	45	313
Juniors	279	31	---	121	431
Seniors	229	14	---	51	294
Graduates	21	---	---	---	21
Special	---	---	22	18	40
Total	981	315	22	240	1,558
<u>College - Mankato</u>					
Freshmen	1,003	497	---	38	1,538
Sophomores	744	339	---	125	1,208
Juniors	679	210	---	307	1,196
Seniors	539	132	---	83	754
Graduates	191	---	---	87	278
Special	---	---	86	25	111
Total	3,156	1,178	86	665	5,085
<u>College - Moorhead</u>					
Freshmen	325	133	---	0	458
Sophomores	240	76	---	35	351
Juniors	182	25	---	122	329
Seniors	240	26	---	38	304
Graduates	31	---	---	---	31
Special	---	---	17	---	17
Total	1,018	260	17	195	1,490
<u>College - St. Cloud</u>					
Freshmen	648	493	---	47	1,188
Sophomores	486	202	---	99	787
Juniors	540	111	---	171	822
Seniors	525	90	---	88	703
Graduates	113	---	---	21	134
Special	---	---	77	99	176
Total	2,312	896	77	525	3,810
<u>College - Winona</u>					
Freshmen	279	169	---	3	451
Sophomores	158	51	---	33	242
Juniors	158	30	---	103	291
Seniors	140	21	---	55	216
Graduates	113	---	---	---	113
Special	---	---	32	107	139
Total	848	271	32	301	1,452
<u>All Colleges</u>					
Freshmen	2,500	1,501	---	93	4,094
Sophomores	1,835	729	---	337	2,901
Juniors	1,838	407	---	824	3,069
Seniors	1,673	283	---	315	2,271
Graduates	469	---	---	108	577
Special	---	---	234	249	483
Total	8,315	2,920	234	1,926	13,395

TABLE 9
Minnesota State Colleges
Number of Graduates By Degree Granted
By Academic Session - 1959-60

Degree	SESSION				Total
	Summer 1959	Fall 1959	Winter 1960	Spring 1960	
<u>College - Bemidji</u>					
B. S. (Teaching)	81	20	17	107	225
3-Year Certificate (Teaching)	5	2	0	1	8
B. A.	1	0	3	7	11
A. A. (2 years)	--	--	0	4	4
M. S. (Teaching)	13	--	--	1	14
Total	100	22	20	120	262
<u>College - Mankato</u>					
B. S. (Teaching)	258	72	63	234	627
3-Year Certificate (Teaching)	15	4	0	10	29
B. A.	27	26	26	75	154
M. S. (Teaching)	20	4	2	14	40
Nursing or Medical Technology	5	4	2	11	22
Total	325	110	93	344	872
<u>College - Moorhead</u>					
B. S. (Teaching)	112	19	14	106	251
3-Year Certificate (Teaching)	9	1	2	6	18
B. A.	5	3	1	9	18
A. A. (2 years)	1	--	--	5	6
M. S. (Teaching)	7	--	--	2	9
Total	134	23	17	128	302
<u>College - St. Cloud</u>					
B. S. (Teaching)	197	64	53	165	479
3-Year Certificate (Teaching)	19	8	1	1	29
B. A.	14	15	9	41	79
A. A. (2 years)	--	0	--	5	5
M. S. (Teaching)	10	2	2	5	19
Total	240	89	65	217	611
<u>College - Winona</u>					
B. S. (Teaching)	76	9	9	108	202
3-Year Certificate (Teaching)	5	0	0	0	5
B. A.	5	2	6	12	25
A. A. (2 years)	--	--	--	2	2
M. S. (Teaching)	15	--	2	8	25
Total	101	11	17	130	259
<u>All Colleges</u>					
B. S. (Teaching)	724	184	156	720	1,784
3-Year Certificate (Teaching)	53	15	3	18	89
B. A.	52	46	45	144	287
A. A. (2 years)	1	0	0	16	17
M. S. (Teaching)	65	6	6	30	107
Nursing or Medical Technology	5	4	2	11	22
Total	900	255	212	939	2,306

ENROLLMENTS BY CLASS AND FIELD OF STUDY

Earlier tabulations have shown total enrollments in various manners, e.g.: full-time enrollment, full and part time enrollment, full-time equivalent. Table 8 shows the distribution of students in the 1959 fall quarter according to classes and according to their fields of study. This table includes all students enrolled in courses on campus and off campus. It is shown that a total of 13,395 students took credit earning courses in the fall quarter of 1959. Of this total 8,315 were enrolled in various teacher education courses on campus while 1,926 students were enrolled in off-campus courses. Most of these off-campus students were public school teachers who were enrolled for additional college work. A total of 2,920 students were enrolled in some program of studies other than teacher education. Many of these enrollees were students who were taking pre-professional work prior to transferring to a specialized program in some larger university.

GRADUATES BY DEGREE GRANTED

The number of graduates is one measure of the output of a college, although other purposes of the State Colleges should not be overlooked. Table 9 shows the number of graduates of each of the Minnesota State Colleges for the 1959-60 school year by academic sessions. A breakdown is given for each college according to the type of diploma awarded. This table shows that a total of 2,306 diplomas were awarded. Of this number there were 1,980 diplomas in the field of teacher education counting three-year, four-year and graduate degrees.

SOURCE OF CERTIFICATED TEACHERS IN MINNESOTA

One of the historic functions of the State Colleges is to prepare teachers for the elementary and secondary schools of Minnesota. In an earlier table the number of graduates of the State Colleges for 1959-60 was listed, indicating those that were prepared in teaching. Not every graduate who prepares for teaching will actually teach, and some who teach will teach in another state. One additional measure of how adequately the State Colleges are meeting their responsibility to prepare teachers may be found in the number of graduates who apply for and receive teaching certificates. A tabulation was made recently from the records in the Minnesota State Department of Education showing the college of graduation of all those who were issued their first teaching certificate in Minnesota. This tabulation covered the period July 1, 1956 to June 30, 1960. A total of 10,111 first teaching certificates were found to have been issued to graduates of Minnesota colleges in that period of time. A great number of other certificates were also issued, including special certificates and administrators' certificates; these were not tabulated.

TABLE 10
Number of "First Time" Teaching Certificates Issued
By Minnesota State Department of Education to Graduates of Minnesota Colleges
July 1, 1956 -- June 30, 1960

Institution	Number	Per Cent
State Colleges:		
Bemidji	633	6.2
Mankato	1,458	14.4
Moorhead	674	6.7
St. Cloud	1,591	15.7
Winona	563	5.6
All State Colleges	4,919	48.6
University of Minnesota (Minneapolis)	2,409	23.8
University of Minnesota (Duluth Branch)	583	5.8
All University of Minnesota	2,992	29.6
All Private Colleges (Minnesota)	2,030	20.1
Teacher Training Departments	170	1.7
Total	10,111	100.0

Table 10 shows the distribution of the number and percentage of the "first time" teaching certificates issued to graduates of Minnesota Colleges. This table reveals that 48.6 per cent of all such certificates were issued to graduates of the Minnesota State Colleges; 29.6 per cent to graduates of the University of Minnesota, including the Duluth Branch; 20.1 per cent to graduates of private four-year colleges; and 1.7 per cent to graduates of the High School Teacher Training Departments.

The percentage of certificates issued to graduates of the State Colleges has been increasing in recent years. Studies similar to the one described immediately above were done in 1955 and in 1957. Summary of the three studies indicates the following percentages of the total teachers who received certificates graduated from Minnesota State Colleges:

July 1, 1952 through June 30, 1954 --	42.0%
July 1, 1954 through June 30, 1956 --	46.1%
July 1, 1956 through June 30, 1960 --	48.6%

THE OFF-CAMPUS PROGRAM

In keeping with their purpose of teacher preparation, the State Colleges have conducted a program of evening instruction for teachers in off-campus centers in or near the towns where the teachers are teaching. This program was initiated during the severe teacher shortage during World War II as a method of upgrading teachers who were returning to teaching after a period of absence. The program has been very successful, and many hundreds of teachers have been added to the Minnesota supply of teachers because of it. In its earlier years it was anticipated that the need for the program would diminish, but the number of people asking for and attending these off-campus classes does not appear to be diminishing. The tuition charge has been somewhat higher for off-campus classes than for classes on campus, and the cost of instruction for off-campus programs has been carried out of tuition receipts.

Table 11 reviews the activity in the off-campus program during the regular school year of 1959-60 for each college. On this table are given the number of classes offered, the number of students enrolled (with duplication removed when one student enrolled for more than one class) and the number of credit hours earned for each college by quarters of instruction.

The summary at the end of the table may be read as follows, taking the fall quarter as an example. During the fall quarter off campus courses were held by all colleges in 65 different centers in Minnesota. Eighty-three different classes were organized and held in which 1,926 different students were enrolled. This amounted to a total of 7,357 quarter hours of credit. In the total row it is shown that during the regular year 222 different classes were held with students earning a total of 19,726 credit hours. This number of credit hours equals 411 full-time equivalent students. In other words, the regular year off campus activity was the equivalent of instructing 411 students on a full-time basis. No totals for the year are listed under "number of centers" and "number enrolled", since there is much duplication in both of these columns from quarter to quarter.

UNDER-GRADUATE ENROLLMENTS BY COUNTY OF RESIDENCE, FALL QUARTER 1960

The county of residence of the students that attend the State Colleges is of interest in the total higher education pattern in Minnesota. For several years the State Colleges have maintained comparable records on the county of residence of full-time undergraduate students. This information for the fall quarter of 1960 is shown on Table 12. A similar table was shown in the Governor's Report of 1958.

As would be expected, those counties in which the colleges are located are heavy contributors to the State Colleges, with Blue Earth County (Mankato) providing 611 students to State Colleges, Clay County (Moorhead) providing 380, Beltrami County (Bemidji) 328, Stearns County (St. Cloud) providing 588, and Winona County (Winona) providing 420. Of special interest is the fact that Hennepin County, quite far removed from any State College, provides more students to the State Colleges than any other county with a total of 981. Ramsey County is also a heavy contributor with 319.

When the information of this table for 1960 is compared to the table for 1958, certain facts become apparent. In general, there has been an increase in students from 1958 to 1960 in almost all counties. Certain counties have shown unusually large increases, most significant of which have occurred in Hennepin and Ramsey Counties. Between 1958 and 1960 the number from Hennepin County increased from 484 to 981, or 103 per cent, while Ramsey County went from 189 to 319 for a 69 per cent

increase. Other larger than usual increases were found in the following counties: Dakota, Faribault, Itasca, Kittson, Pipestone, Red Lake, Roseau, St. Louis, Stearns, Traverse, Wabasha.

TABLE II
Minnesota State Colleges
Summary of Off-Campus In-Service Program
1959-60 School Year

College	Number of Centers	Number of Classes	No. of Students Enrolled (No Duplication)	Number of Credit Hours Earned
Bemidji:				
Fall Quarter	11	11	240	960
Winter Quarter	14	14	297	1,188
Spring Quarter	13	13	300	<u>1,200</u>
				3,348
Mankato:				
Fall Quarter	20	25	665	2,423
Winter Quarter	15	18	360	1,268
Spring Quarter	19	23	563	<u>1,957</u>
				5,648
Moorhead:				
Fall Quarter	8	8	195	677
Winter Quarter	7	7	154	540
Spring Quarter	9	9	263	<u>992</u>
				2,209
St. Cloud:				
Fall Quarter	21	24	525	2,164
Winter Quarter	10	10	246	1,000
Spring Quarter	7	27	622	<u>2,706</u>
				5,870
Winona:				
Fall Quarter	5	15	301	1,133
Winter Quarter	4	5	107	352
Spring Quarter	7	13	283	<u>1,166</u>
				2,651
Total All Colleges:				
Fall Quarter	65	83	1,926	7,357
Winter Quarter	50	54	1,164	4,348
Spring Quarter	55	<u>85</u>	2,031	<u>8,021</u>
Total Regular Year	--	222	-----	19,726
Full-time Equivalent Students				411

At the end of Table 12 are shown figures representing the number of students attending Minnesota State Colleges from outside of Minnesota. This table indicates that Moorhead and Winona enroll about one sixth of their undergraduate students from outside of Minnesota. The other three colleges have very small non-resident enrollments, with the undergraduate enrollment from out of state in all colleges equal to 6.4 per cent of the total undergraduate enrollment.

TABLE 12
Enrollment of On-Campus, Full-Time Undergraduate and Special
Students in Each Minnesota State College by County of Residence
Fall Quarter, 1960

County of Residence		Bemidji	Mankato	Moorhead	St. Cloud	Winona	Total All State Colleges
1	Aitkin	13	2	0	17	0	32
2	Anoka	2	2	2	52	0	58
3	Becker	24	3	87	14	0	128
4	Beltrami	324	2	0	2	0	328
5	Benton	1	2	2	98	1	104
6	Big Stone	0	4	21	12	0	37
7	Blue Earth	0	608	0	1	2	611
8	Brown	1	144	1	5	0	151
9	Carlton	16	0	0	12	1	29
10	Carver	0	33	0	29	0	62
11	Cass	88	3	1	13	0	105
12	Chippewa	0	28	3	37	1	69
13	Chisago	0	0	0	34	0	34
14	Clay	0	0	380	0	0	380
15	Clearwater	61	2	1	1	0	65
16	Cook	2	1	0	1	0	4
17	Cottonwood	0	83	0	2	0	85
18	Crow Wing	30	2	3	61	1	97
19	Dakota	6	40	0	20	30	96
20	Dodge	0	33	0	1	12	46
21	Douglas	0	10	23	59	0	92
22	Faribault	1	220	0	2	2	225
23	Fillmore	0	17	0	0	71	88
24	Freeborn	1	130	1	6	12	150
25	Goodhue	0	53	0	19	51	123
26	Grant	2	3	14	10	0	29
27	Hennepin	18	310	27	593	33	981
28	Houston	0	3	0	5	73	81
29	Hubbard	71	0	1	6	0	78
30	Isanti	0	0	1	29	0	30
31	Itasca	113	2	2	34	1	152
32	Jackson	1	53	0	0	1	55
33	Kanabec	1	0	0	28	1	30
34	Kandiyohi	2	16	2	113	0	133
35	Kittson	28	0	19	2	0	49
36	Koochiching	62	0	0	9	0	71
37	Lac qui Parle	1	24	13	24	0	62
38	Lake	1	1	0	4	0	6
39	Lake of the Woods	15	1	1	7	0	24
40	Le Sueur	0	133	0	15	1	149
41	Lincoln	1	45	2	2	7	57
42	Lyon	7	65	0	19	4	95
43	McLeod	2	50	1	32	3	88
44	Mahnomen	20	1	29	4	0	54
45	Marshall	22	0	22	2	0	46
46	Martin	1	194	0	14	2	211
47	Meeker	0	15	1	56	0	72
48	Mille Lacs	3	1	4	93	0	101
49	Morrison	9	4	0	79	0	92

Enrollment of On-Campus, Full-Time Undergraduate and Special
Students in Each Minnesota State College By County of Residence
Fall Quarter 1960

Page 2

	County of Residence	Bemidji	Mankato	Moorhead	St. Cloud	Winona	Total All State Colleges
50	Mower	0	104	0	2	28	134
51	Murray	2	38	0	2	0	42
52	Nicollet	1	157	0	0	0	158
53	Nobles	4	47	0	1	4	56
54	Norman	4	0	68	3	0	75
55	Olmsted	0	80	2	5	26	113
56	Otter Tail	27	3	112	14	0	156
57	Pennington	28	2	11	15	2	58
58	Pine	1	0	0	22	0	23
59	Pipestone	0	22	0	14	10	46
60	Polk	86	2	56	2	0	146
61	Pope	1	1	32	31	0	65
62	Ramsey	11	141	1	138	28	319
63	Red Lake	17	1	6	1	0	25
64	Redwood	0	93	0	8	0	101
65	Renville	1	63	1	36	0	101
66	Rice	2	111	0	1	8	122
67	Rock	0	29	2	0	3	34
68	Roseau	46	0	11	6	0	63
69	St. Louis	115	8	5	80	12	220
70	Scott	0	46	0	7	2	55
71	Sherburne	1	1	0	53	0	55
72	Sibley	0	66	1	3	0	70
73	Stearns	2	6	3	577	0	588
74	Steele	1	99	1	3	8	112
75	Stevens	0	2	11	19	0	32
76	Swift	0	9	10	35	0	54
77	Todd	6	3	11	77	0	97
78	Traverse	2	1	18	8	0	29
79	Wabasha	1	19	0	1	55	76
80	Wadena	25	0	12	28	0	65
81	Waseca	2	122	1	0	4	129
82	Washington	2	23	1	59	10	95
83	Watonwan	0	82	0	3	0	85
84	Wilkin	0	1	48	1	0	50
85	Winona	0	16	0	0	404	420
86	Wright	3	6	3	97	0	109
87	Yellow Medicine	2	39	2	16	2	61
Total Minnesota Residents		1,343	3,786	1,093	3,046	916	10,184
Residents of Other States		42	166	213	36	175	632
Residents of Foreign Countries		15	29	8	3	8	63
Total Enrollment		1,400	3,981	1,314	3,085	1,099	10,879
Number of Counties Represented		60	74	52	80	37	87

ENROLLMENT PROSPECTS

The increases in total full-time students enrolled in the Minnesota State Colleges in 1959 and 1960 corresponded very closely to the increases predicted in the December 1958 Biennial Report of the Minnesota State College Board in Table 14, page 24. It was estimated that 9,722 full-time students would enroll in the five colleges in the 1959 fall quarter and that 10,787 would enroll in those colleges in the 1960 fall quarter. Actual enrollment figures for these two years were 9,976 and 10,943 full-time students, respectively.

The estimates used were based upon Minnesota school census totals as reported in Column E of Table 13 on page 23 of this current report. As noted in the 1958 report, the school census for ages six through sixteen in Minnesota school districts is quite accurate because each district receives \$10 income tax aid for each individual in this age group who is enrolled in some school, public or private. Because no aid is payable for sixteen-year-old persons who were not enrolled in some school during the previous school year, each district also reports the number of individuals of that age not attending.

Most children enter first grade at the age of six and make normal progress through school, graduating from the twelfth grade at the age of eighteen. It is usually acknowledged that the majority of individuals enrolled in a four year college, therefore, will be included in the 18-through-21-year-old age group. The number of sixteen-year-old persons listed on a statewide school census as attending some school should correspond rather closely to the maximum number of individuals who would be eligible to enroll as college freshmen two years later. The number of potential freshmen thus estimated may shrink in the interim because some fail to remain in school until graduation from the twelfth grade or because some move away; on the other hand the number of eligible freshmen could be larger than thus calculated if immigration should exceed the number dropping out or moving away.

The actual total number of sixteen-year-old youths reported on each statewide school census from 1940 through 1959 is listed in Column A of Table 13. The totals shown in Column A for the years 1960 through 1970 are estimated, with the number of sixteen-year-old persons shown for the year 1960 based on the number of fifteen-year-olds on the 1959 census, and so on, with the number of sixteen-year-old persons in 1970 based on the number five years of age on the 1959 census. Experience (as represented by nine year median percentages of survival from 15 to 16, from 14 to 15 to 16, etc.) was used to alter the totals actually reported in each age group to reflect changes which could be expected to occur in the number in that age group by the time those in the group became sixteen years of age.

Column B of Table 13 differs from Column A in that the totals given in Column B omit the number of individuals of each group who were reported as not attending high school and who thus presumably would not qualify for admittance to college. As noted above, unless more people of a given age moved into Minnesota between the ages of sixteen and eighteen than dropped out of high school before graduation or moved out of the state, the total number of eighteen-year-olds eligible to enter college would probably be smaller than the number listed in Column B two years before. On the 1959 school census it was reported that 95.74 per cent of all sixteen-year-old Minnesotans had been enrolled in some school the previous year; the predictions for 1960 and subsequent years in Column B were therefore estimated as 95.74 per cent of the number recorded for the same year in Column A.

The estimated total population of college age (18 through 21 years) is reported in Column D of Table 13 and was obtained by adding totals for the four appropriate years as given in Column A. Similarly, the estimated maximum potential college population (with those not in high school at the age of 15 excluded) is reported in Column E and was computed by adding totals for the four appropriate years as shown in Column B.

The number of Minnesotans who may be expected to enroll in Minnesota colleges in any given future year will depend upon the number of college age individuals available, and upon the number of that same group who are eligible to apply for admission to college. Because of the elapsed time of eighteen years between the recorded date of birth and the date when the average individual applies for admittance to college, estimates of college age population based upon total births within a given state or smaller political subdivision are subject to substantial errors if immigration or emigration in that subdivision are not in balance. The use of the reported number of sixteen-year-olds on the statewide Minnesota school census reduces the period of time during which population gain or loss would affect enrollment estimates to a minimum of two years (between the ages of sixteen and eighteen) or a maximum of six years (between the ages of sixteen and twenty-one).

TABLE 13
Minnesota State College Board
MINNESOTA SCHOOL CENSUS DATA, 1940-59
Total 16-yr-olds vs. 16-yr-olds in School at Age 15

Calendar Year	(A) Total Number of 16-yr-olds On School Census	(B) Number of 16-yr-olds In School Previous Year	(C) Per Cent of 16-yr-olds In School Previous Year	(D) Estimated Total Population Of College Age	(E) Estimated Maximum Potential College Population	(F) Est. Maximum Per Cent of (D) Eligible to be College Enrollees
1940	50,816	42,111	82.87	--	--	--
1941	50,318	41,746	82.96	--	--	--
1942	48,467	40,228	83.00	--	--	--
1943	47,672	38,307	80.36	--	--	--
1944	47,751	36,311	79.37	--	--	--
1945	43,914	35,831	81.59	197,273	162,392	82.32
1946	44,623	37,044	83.02	192,208	156,592	81.47
1947	43,586	36,973	84.83	185,804	150,677	81.09
1948	42,785	37,007	86.50	181,960	147,493	81.06
1949	41,353	36,215	87.58	177,874	146,159	82.17
1950	40,897	36,469	89.17	174,908	146,855	83.96
1951	41,986	37,781	89.98	172,347	147,239	85.43
1952	42,515	38,530	90.63	168,621	146,664	86.98
1953	43,203	39,631	91.73	167,021	147,472	88.30
1954	44,372*	41,373*	93.24	166,751	148,995	89.35
1955	45,154*	42,495*	94.11	168,601	152,411	90.40
1956	46,627*	44,102*	94.58	172,076	157,315	91.42
1957	48,578*	45,933*	94.56	175,244	162,029	92.46
1958	51,350*	48,840*	95.11	179,356	167,601	93.45
1959	57,364*	54,920*	95.74	184,731	173,903	94.14
1960	53,239	50,971	95.74	191,709	181,370	94.61
1961	52,508	50,271	95.74	203,919	193,795	95.04
1962	54,585	52,260	95.74	210,531	200,664	95.31
1963	71,205	68,172	95.74	214,461	205,002	95.59
1964	66,888	64,039	95.74	217,696	208,422	95.74
1965	67,626	64,745	95.74	231,537	221,674	95.74
1966	69,303	66,351	95.74	245,186	234,742	95.74
1967	73,072	69,959	95.74	260,304	249,216	95.74
1968	74,266	71,102	95.74	275,022	263,307	95.74
1969	75,120	71,920	95.74	276,889	265,094	95.74
1970	76,255	73,007	95.74	284,267	272,157	95.74
1971	-- **	-- **	--	291,761	279,332	95.74
1972	-- **	-- **	--	298,713	285,988	95.74

Figures below the zigzag line are ESTIMATES based on census projections; those above are actual counts obtained from State Department of Education census records. Totals marked with an asterisk (*) are adjusted to reflect all corrections reported prior to November 1960 to the State Department after original sums had been released.

**Estimates for 1971 and 1972 could have been provided but would be based on 4-yr-olds and 3-yr-olds, counts of which are seldom accurately compiled by local districts.

NOTE: The maximum number of resident Minnesota college freshmen in a given year should approach the number given in Column B two years before. Column D and Column E are the totals of the four appropriate corresponding years in Columns A and B, respectively; e.g., the 1945 Column D figure is the sum of the Column A figures for 1940, 1941, 1942, and 1943, etc. (assuming that those 16 years of age in 1943 were 18 and ready to enter college in the fall of 1945).

Since early in 1958, the Minnesota State College Board has been basing its estimates of the Minnesota college age population upon school census data as reported to the Minnesota State Department of Education. In Table 14 are reproduced the estimates of the total number of Minnesota college age youth and of the "maximum potential college population" (or the maximum number expected to be eligible to enter college) for the calendar years 1956 through 1970 as based upon three consecutive statewide school censuses -- 1957, 1958, and 1959. The estimates based upon the 1957 census are those which appeared in Columns B and C of Table 12, page 26, of the 1958 Biennial Report. The estimates based upon the 1958 and 1959 censuses were prepared as each census count was completed and became available. The reader will note that variations between the three estimates of total college age youth for any given year appear to be quite small throughout the period of years covered in the table; these variations occur as medians are revised to reflect changes in trends revealed as new census data are released. Larger variations for specific years will be noted between the various estimates of maximum potential college population; these are occurring principally because of changes in the per cent of sixteen-year-olds remaining in some public or private school at least through the age of fifteen; since 95.74 per cent of this group were in school in 1958-59 according to the 1959 census, future variations from this factor should become smaller and smaller. Should the proportion of Minnesotans remaining in some school through the age of fifteen ever reach 100 per cent, the estimated maximum potential college population would then equal the estimated total number of college age youth and there would be no need for computing figures such as those reproduced in the last column of Table 14.

TABLE 14

Minnesota State College Board
Comparison of 1957, 1958 and 1959 College Population Estimates
as Based on Minnesota School Census Data

Calendar Year	Estimated Total Number of College Age Youth			Estimated Maximum Potential College Population		
	1957 Census Base	1958 Census Base	1959 Census Base	1957 Census Base	1958 Census Base	1959 Census Base
1956	172,064	--	---	157,306	--	--
1957	175,219	---	---	162,007	---	---
1958	179,326	---	---	167,574	---	---
1959	184,695	---	---	173,870	---	---
1960	191,786	191,671*	191,709*	181,137	181,332*	181,370*
1961	203,901	203,834*	203,919*	192,902	193,352*	193,795*
1962	210,199	210,125*	210,531*	199,123	199,581*	200,664*
1963	214,339	214,143*	214,461*	203,215	203,673*	205,002*
1964	217,210	217,175*	217,696*	206,024	206,557*	208,422*
1965	230,974	230,773*	231,537*	219,125	219,491*	221,674*
1966	244,773	244,649*	245,186*	232,241	232,689*	234,742*
1967	259,320	259,261*	260,304*	246,069	246,586*	249,216*
1968	274,036	273,832*	275,022*	260,060	260,445*	263,307*
1969	276,481	275,813*	276,889*	262,380	262,329*	265,094*
1970	284,656	283,031*	284,267*	270,139	269,194*	272,157*

*Totals adjusted to reflect corrections reported prior to November 1960 to the State Department of Education after original counts had been released.

Figures in Columns headed "1957 Census Base" are estimates reported in Biennial Report of the Minnesota State College Board To The Honorable Orville L. Freeman, Governor, State of Minnesota, dated December 1958 and based upon the 1957 Minnesota School Census.

Figures in Columns headed "1958 Census Base" are estimates based upon the 1958 Minnesota School Census data.

Figures in Columns headed "1959 Census Base" are estimates based upon the corrected 1959 Minnesota School Census data.

Figures above the zigzag line are actual counts and will change only if corrections in that year's census are reported; figures below the zigzag line are estimates and are subject to revision as each new census count becomes available.

Revised 11/23/60

Table 15 permits comparison of the estimates made by the Minnesota State College Board of the total number of full-time students expected to enroll in all Minnesota colleges in the fall quarters of 1958 through 1970 and based in turn upon the 1957, 1958, and 1959 statewide school censuses. The table also gives the sums of the individual estimates made by each Minnesota college for 1960, 1965, and 1970, as reported in the SIXTH and SEVENTH ANNUAL SURVEYS dated November 1959 and November 1960, respectively. Since actual enrollments in the fall quarters of 1958, 1959, and 1960 in each instance exceeded estimates slightly, it has been necessary with each revision of the college Board estimates to increase the percentage of the "maximum potential college students" expected to enroll in Minnesota colleges in the 1970 fall quarter. As indicated in notes (1), (2), and (3), on Table 15, the percentage used in the 1958 Biennial Report of the Minnesota State College Board was 35.4; that used for the 1958 census in the estimates prepared June 1, 1959, was 36.3; and the one used for the 1959 census as currently revised on November 28, 1960, is 36.4. Estimates for individual years between 1960 and 1970 were adjusted in each instance to compensate for the increase in the 1970 expected total.

Some of the upward adjustments have also been necessary in order to allow for the increase in the percentage of Minnesota children remaining in school through the age of fifteen; should that proportion continue to increase, further upward revisions will be mandatory. It is currently estimated that 99,086 students may be expected to enroll in all Minnesota colleges in the 1970 fall quarter; this College Board estimate agrees closely with the sum of the individual college estimates as reported in November 1960 to the SEVENTH ANNUAL SURVEY and reproduced in the second column of Table 15. Should the current emphasis upon the need for an educated citizenry encourage a larger proportion of Minnesota youth to choose to go on to college than is envisioned in the table, the estimates will be too low.

A college enrollment of 99,086 from an estimated 1970 total college age population of 284,267 would require only 34.9 per cent of that population to attend college. Some estimates assume that at least 40 per cent of American youth in that age bracket are capable of profiting from post high school training. Should that percentage of all Minnesota college age youth enroll in Minnesota colleges in 1970, the total full-time enrollment could exceed 113,000.

The estimated fall quarter enrollments of full-time students in each Minnesota state college for the years 1961, 1962, 1965, and 1970, together with the actual enrollments in each college in October 1960 are presented in Table 16. The 1961 and 1962 estimates are those used by each college in preparing its Biennial Budget for 1962 and 1963, and the 1965 and 1970 estimates are those reported by each college to the SEVENTH ANNUAL SURVEY previously cited. According to the estimates in Table 16, enrollments in all Minnesota state colleges are expected to approximately double between 1960 and 1970, rising from 10,943 in 1960 to 21,767 in 1970. Minnesota College Board estimates are in the process of preparation but were not ready for release at the time this report went to press. Preliminary, rough estimates based upon census trends would indicate that the total enrollments for all state colleges could reasonably be expected to approximate those shown in the table for 1965 and 1970. The opening of two new colleges in the 1960 fall quarter--the Fergus Falls Junior College and the University of Minnesota branch at Morris--may have operated to slow the growth of certain of the state colleges somewhat. Until the effects of the establishment of these two new institutions can be assessed more accurately and completely, the rate of growth of individual state colleges cannot be predicted with confidence. County of residence data for freshmen enrolled at all Minnesota colleges are now being gathered with the cooperation of the Legislative Research Committee in order that they may be compared with like data jointly collected for the 1959 fall quarter by the Liaison Committee and the Legislative Research Committee. Analysis of the information thus obtained will be released as soon as it can be made available.

TABLE 15
Minnesota State College Board
Projected Number of College Students
State of Minnesota
1958 - 1970

Fall Quarter	7TH ANNUAL SURVEY Full-Time College Attendance Estimates	All Minnesota Colleges,* Total Number of Full-Time Students		
		(1)	(2)	(3)
1958		52,400	(54,143)	(54,143)
1959		54,960	56,769	(56,076)
1960	58,451**	57,873	59,825	(59,859)
1961		62,309	64,439	64,659
1962		64,994	67,181	67,637
1963		67,041	69,244	69,801
1964		68,668	70,919	71,677
1965	78,757	73,801	76,082	76,915
1966		79,008	81,076	82,247
1967		84,574	86,747	88,166
1968		90,267	92,493	94,047
1969		91,990	94,033	95,587
1970	99,657	95,629	97,748	99,086

*Including all Minnesota Colleges reporting statistics to SEVENTH ANNUAL SURVEY OF MINNESOTA COLLEGE AND UNIVERSITY ENROLLMENTS, Bureau of Institutional Research, University of Minnesota, November 1960. If new colleges are established and begin operation after September 1960, estimates will need to be revised upward to include additional students who will then be encouraged to attend college.

** Estimate reported in the 6TH ANNUAL SURVEY, November 1959.

Figures placed in brackets (--) in 1958, 1959, and 1960 are fall quarter actual full-time enrollment totals as reported in the respective ANNUAL SURVEYS, November 1958, 1959 or 1960, including the Minneapolis School of Art, which first reported in the 1958 survey.

(1) From Biennial Report of the Minnesota State College Board, December 1958, in which the 1970 full-time enrollment was computed as 35.4 per cent of the Maximum Potential College Students estimated on the basis of the 1957 School Census.

(2) Revised 6/1/59 to allow for changes in trends noted on the 1958 School Census and including for the first time Minneapolis School of Art; 1970 full-time enrollment in this column was computed as 36.3 per cent of the Maximum Potential College Students estimated on the basis of the 1958 School Census.

(3) Revised 11/23/60 to allow for changes in trends noted on the corrected 1959 School Census; Minneapolis School of Art included, and 1970 full-time enrollment computed as 36.4 per cent of the Maximum Potential College Students estimated on the basis of the 1959 School Census.

TABLE 16
Estimated Fall Quarter Enrollments in State Colleges
(Total Full-Time Students)

College	1960*	1961	1962	1965	1970
Bemidji	1,404	1,569	1,735	2,133	2,673
Mankato	4,011	4,753	5,219	6,000	8,000
Moorhead	1,321	1,515	1,695	2,165	2,800
St. Cloud	3,099	3,323	3,486	4,299	6,094
Winona	1,108	1,265	1,320	1,450	2,200
All State Colleges	10,943	12,425	13,455	16,047	21,767

*Actual as of October 20, 1960.

THE DORMITORY PROGRAM

INTRODUCTION

The Minnesota State Colleges have experienced unusual growth in the years since World War II. These colleges have been able to accommodate this increased number of students through the purchase of additional land and by the construction of classroom buildings and libraries made possible by money appropriated for these purposes by the State Legislature. Since most of the students that attend the Minnesota State Colleges travel a considerable distance from their homes and reside in the city in which the college is located, it is necessary for the colleges to provide a major portion of the housing and the food facilities for these students.

By 1955 it was clear that the Legislature was not providing for the construction of dormitories and food service facilities at a pace either to keep abreast of the needs of the colleges or to correspond with the increasing capacity of the instructional facilities. In order to bring a balance between the housing and food service facilities and the instructional capacity of the colleges, the State College Board in 1955 secured authority to issue revenue bonds, to construct dormitories and food service facilities from the bond proceeds, and to retire the principal and interest on the bonds from earnings of all the dormitories.

The enabling act for the dormitory operation and construction program was passed in 1955. At the same time specific authorization was granted to the Board for the issuance of bonds in the amount of \$3,100,000. These bonds, now known as Series A, were sold as 30 year serial bonds to the Minnesota State Board of Investment. Because of the relatively low interest rates prevailing at that time, Series A bonds were sold at an interest rate of 3%. In 1957 the Legislature authorized additional bonding authority in the amount of \$6,700,000. Once again the bonds were sold to the Minnesota State Board of Investment, but these bonds, known as Series B, were sold as 40 year serial bonds and carried an interest rate of 4%.

Again in 1959 the Legislature further extended the bonding authority of the State College Board by an additional \$6,000,000. This issue, known as Series C, was sold by a negotiated sale to private bond buyers. Interest rates at the time of this sale were at a relatively high level. Nevertheless the Board secured a net average rate of 4.58% on 40 year serial bonds. The Board was pleased to have the fact affirmed that its revenue bonds were readily salable on the commercial market.

DORMITORY FACILITIES IN 1956

The amount of dormitory construction from the end of World War II to the start of the revenue bond construction program was very limited. The record shows that in this period of time the following dormitory facilities had been constructed in all the State Colleges:

Bemidji	--	Birch Hall -- Capacity, 211 students
Mankato	--	Addition to women's group -- Capacity, 150 students
		Searing Hall -- Capacity, 252 students
Moorhead	--	Ballard Hall -- Capacity, 177 students
St. Cloud	--	No addition
Winona	--	No addition

Total Capacity Added During This Period--790 students

The 1956-57 school year was the last year of operation before the addition of buildings from the revenue bond program. Table 17 indicates the normal capacities of the dormitories in the several colleges at that time. Note that a portion of the total capacity is listed as sub-standard. The sub-standard capacity consisted of rooms in buildings of a temporary nature, in old residences or in very old dormitories, all of which were not fire-safe. It was deemed not advisable to expend the amount of money necessary to restore them to a proper physical condition, to make them functional as dormitories, and to make them life-safe for dormitory usage.

TABLE 17
Dormitory Capacities at State Colleges
During 1956-57 School Year

College	Total Capacity	Sub-Standard	Total Satisfactory Capacity
Bemidji	255	-0-	255
Mankato	578	-0-	578
Moorhead	358	181	177
St. Cloud	379	88	291
Winona	185	50	135
Total	1,755	319	1,436

THE REVENUE BOND PROGRAM OF CONSTRUCTION

The program of construction under the revenue bond authority has been conducted under the direction of the State College Board. Projects completed, under progress or scheduled are shown on Table 18.

TABLE 18
Completed and Scheduled Construction of Dormitory and Food Service
Facilities in the Minnesota State Colleges
Under Revenue Bond Authority

College	Building	Bed Capacity	Ready for Use
Bemidji	Food Service Building to seat approximately 500 students		January 1958
	Dormitory -		
	add to women's unit (Birch Hall)	108	September 1959
	new unit for men (Pine Hall)	208	September 1960
	Addition to Pine Hall	212	September 1961
Mankato	Men's dormitory (including food service to seat approximately 300 students)	290	September 1957
	Men's dormitory (including food service to seat approximately 600 students)	380	September 1959
		192	January 1960
	Men's dormitory	590	September 1961
	Dormitory	200	September 1962
Moorhead	Women's Dormitory	304	September 1958
	Men's Dormitory	200	September 1962
St. Cloud	Women's Dormitory	214	September 1958
	Addition to above	206	September 1959
	Men's dormitory (with food service to seat approximately 260)	400	September 1960
	Dormitory	200	September 1962
	Food Service		September 1962
Winona	Men's dormitory (with food service to seat approximately 250)	151	September 1957
	Women's dormitory	110	September 1959
	Total	3,965	

Information on Table 18 indicates that dormitory capacity for 3,965 students has been constructed or programmed for construction. Food service facilities have been constructed where the need was most pressing. It was indicated in Table 17 that in the 1956-57 school year there was a total capacity for

1,436 students in satisfactory buildings that existed prior to the self-liquidating construction program. The unsatisfactory capacity that existed at the start of the revenue bond program has for all practical purposes been abandoned on the grounds that it was not economically feasible to restore these facilities to a usable level of quality.

Table 19 indicates the student capacity expected to be available in the dormitories at each of the State Colleges by approximately September 1962.

TABLE 19
Student Capacity of State College Dormitories at Completion
Of Present Construction Program

College	Old Buildings (Satisfactory)	New Buildings	Total
Bemidji	255	528	783
Mankato	572	1,652	2,224
Moorhead	177	504	681
St. Cloud	288	1,020	1,308
Winona	139	261	400
Total	1,431	3,965	5,396

According to this table there will be a total student capacity in the five colleges, consisting of satisfactory old facilities and all new facilities constructed under the current revenue bond program, of 5,396.

A summary of information relative to dormitory capacities and the full-time on-campus enrollment at each college for selected years is shown in Table 20.

This table contains four lines under each college. The first line is for the fall of 1956, the last year of operation before new facilities resulting from the revenue bond program were added; the second line is for the fall of 1959; the third for the fall of 1960; and the fourth for the fall of 1962, the first year of operation upon the expected completion of facilities from the presently authorized revenue bond proceeds.

The first column in each part of Table 20 lists the number of full-time on-campus students enrolled in the fall quarter. The second column lists the normal capacity of the dormitories, while the third column contains a figure showing the percentage of the enrollment that normally can be housed in the dormitories. The last column contains numbers representing the number of students enrolled that cannot be accommodated in the dormitories under normal conditions. Numbers in the fourth column are differences between the numbers in columns one and two. In each column of the table a summary line is given representing totals of all five colleges. All figures are actual except for the fall of 1962. The figures for the capacity of dormitories for 1962 should be precise, barring some unforeseen circumstance. Figures on 1962 enrollments are estimates and could vary considerably. Actual enrollments in the past several years have exceeded estimates.

In the period of time from 1956 to 1962 expectations are that the enrollment will have increased from 6,996 to 13,455 -- a difference of 6,459. The projected 1962 enrollment will be nearly double the 1956 enrollment. In this same period the dormitory capacity will have increased from 1,755 to 5,396 -- a difference of 3,641. The dormitory capacity in 1962 will be more than three times the capacity in 1956.

Two possible measures of the adequacy of the amount of dormitory capacity are contained in Table 20. One measure is the percentage of the student body that can be housed in the dormitories. In 1956 this ranged from a low of 18% at St. Cloud to a high of 42% at Moorhead. The overall average in the five colleges stood at 25% in 1956. The percentage has fluctuated in the various colleges from year to year because of changing enrollments and changing capacities in the dormitories due to the addition of new facilities, remodeling, or the abandonment of unsatisfactory facilities. By 1962 it is anticipated that Winona will have a normal capacity for 30% of its students for a low figure, while Bemidji will have a normal capacity for 45% of its students for a high figure, with an overall average of 40% in all colleges.

TABLE 20
Dormitory Capacities and Enrollments
Minnesota State Colleges -- Selected Years

College and Year	Full-Time Enrollment	Total Dormitory Capacity (Normal)	Per Cent Housed (Normal)	Number Not Housed (Normal)
Bemidji State College				
1956	813	255	31	558
1959	1,232	363	29	869
1960	1,404	571	41	833
1962	1,735	783	45	952
Mankato State College				
1956	2,427	578	24	1,849
1959	3,705	1,242	34	2,463
1960	4,011	1,434	36	2,577
1962	5,219	2,224	43	2,995
Moorhead State College				
1956	858	358	42	500
1959	1,165	481	41	684
1960	1,321	481	36	840
1962	1,695	681	40	1,014
St. Cloud State College				
1956	2,065	379	18	1,686
1959	2,893	708	24	2,185
1960	3,099	1,108	36	1,991
1962	3,486	1,308	38	2,178
Winona State College				
1956	833	185	22	648
1959	981	400	41	581
1960	1,108	400	36	708
1962	1,320	400	30	920
Total All Colleges				
1956	6,996	1,755	25	5,241
1959	9,976	3,194	32	6,782
1960	10,943	3,994	36	6,949
1962	13,455	5,396	40	8,059

The above figures indicate that the State Colleges are slowly increasing the percentage of students enrolled that can be housed. But does this really indicate an improvement in the college housing situation? The answer is probably "No."

The absolute number of students enrolled in excess of normal dormitory capacity is probably a better measure. Each of the cities in which colleges are located have limited facilities for satisfactory off-campus housing. The capacity of adequate off-campus housing has probably already been reached or exceeded in all cases. It is not reasonable to expect that a constant percentage of the enrollment can be housed off campus when there is a very rapid increase in enrollment.

In 1956 there was a total of 5,241 students enrolled in the State Colleges above the capacity of the dormitories. By the fall of 1960 there were 6,949 students enrolled beyond the capacity of the dormitories, and by 1962 it is expected that there will be over 8,000 students enrolled beyond the normal capacity of the dormitories. This greatly increased number of students above the dormitory capacity is made possible by a greatly increased number of students living at home and commuting daily to college. Commuting long distances has many bad aspects for students. It is time consuming, costly, tends to make class scheduling difficult, and tends to upset normal college activities in the late afternoon, evenings and week ends. Usage of library and laboratory facilities is often shortened

or missed completely because of the necessity to meet driving or car pool schedules.

From the above analysis of dormitory capacities as related to enrollments in the State Colleges, and taking into account the probable future growth of the colleges, it becomes apparent that there is a great unfilled need for dormitories in the State Colleges.

STATUS OF THE DORMITORY FUND

The dormitory fund is officially entitled "The College Board of The State of Minnesota Revenue Fund". It is formally established and described in the basic bonding resolution in accordance with Chapters 136.31 through 136.41 of the Minnesota Statutes. One requirement of this basic resolution is that the fund be audited annually and copies of the report be made available to the original bond purchasers. The annual financial report of the year's operation ending June 30, 1960 was audited by the Public Examiner of Minnesota. The Balance Sheet taken from the audited report is shown as Table 21 of this report. The Statement of Operations for the year ending June 30, 1960, taken from the audited report, is shown as Table 22.

The reader may note that the Statement of Operations (Table 22) is divided into three parts, the capital expenditures account, the maintenance and operations account, and the bond and interest account. The capital expenditures account is primarily for construction purposes. Into it are placed receipts from the sale of bonds and from it are disbursed moneys for the payment for construction.

All receipts from operations, such as board and room receipts, go into the maintenance and operations account. From this account are paid all expenses of operation, such as wages, supplies, heat, etc. Money is also transferred from this account to the bond and interest account for the payment of principal and interest on the bonded debt.

Principal and interest payments are made from the bond and interest account. Money is transferred as needed into this account from the maintenance and operations account. Money earned on invested funds is credited directly to the bond and interest account. The balance in the bond and interest account must be sufficient to cover a permanent reserve of \$900,000 plus the next payment of principal and interest.

The maintenance and operations account reflects the earning capacity of the dormitory operations. This account must show receipts sufficient to cover all current costs of operation and provide sufficient additional earnings to transfer to the bond and interest account to maintain the required balance.

The report contained in Table 22 shows that in 1959-60 there was an excess of receipts over disbursements for maintenance and operations of \$496,489.79. It is also indicated that \$189,791.85 was transferred to the bond and interest account, and \$56,983.69 was spent on rehabilitation of the older dormitories. The balance carried over in this account increased from \$433,796.98 on June 30, 1959, to \$683,511.23 on June 30, 1960.

It may also be noted from Table 22 that the sum of \$600,000 had been transferred from the capital outlay account to the bond and interest account to help establish the permanent reserve of \$900,000 which must be carried in this account. This \$600,000 may be returned to the capital expenses account when it is possible to replenish this amount from the maintenance and operations account. The State College Board is striving to return the \$600,000 to the capital expenditures account as soon as possible so that this money may then be used for additional construction.

PROBLEMS OF FUTURE DORMITORY CONSTRUCTION

It was pointed out earlier that the State College Board has brought about the increase in dormitory facilities through its authority to construct buildings with money obtained by the issuance of bonds. The income from the new as well as the old dormitories is pledged for the retirement of the bonds. Also from the earnings of the dormitories must come the money to pay costs of operation, including salaries, food, heat, light, upkeep of buildings, and all other expenses connected with the dormitories or food services. There have been no state appropriations for construction or operation of the dormitories since the start of the revenue bond program.

The revenue bond program together with the dormitory operation is on a sound basis. In spite of the fact that the bond covenants are rigid, requiring the establishment of substantial reserves and

TABLE 21
The College Board of the State of Minnesota
Revenue Fund
Balance Sheet June 30, 1960

<u>Assets</u>		
Cash in banks:		
American National Bank of St. Paul	\$ 80,021.89	
Dormitory operating accounts	<u>26,847.01</u>	
Total cash in banks		\$ 106,868.90
Investments:		
Securities held at par	\$7,700,000.00	
Less discount on investments	<u>141,689.37</u>	
Book value of investments		7,558,300.63
Amount available and to be provided for the retirement of bonds		15,725,000.00
Capital assets:		
Construction completed	\$3,347,714.88	
Construction in progress	<u>6,035,001.82</u>	
Total capital assets		9,382,716.70
Total Assets		<u>\$32,772,886.23</u>
 <u>Liabilities and Account Balances</u>		
Revenue Bonds outstanding		\$15,725,000.00
Capital Expenditures Account:		
Contracts payable	\$2,658,451.83	
Budgeted for construction	2,079,926.00	
Unobligated balance	<u>1,078,905.47</u>	
Available for the completion of construction		5,817,283.30
Maintenance and Operation Account:		
State College Board	\$ 656,664.22	
Dormitory operating accounts	<u>26,847.01</u>	
Available for operations		683,511.23
Bond and Interest Account		1,164,375.00
Invested in construction		<u>9,382,716.70</u>
Total Liabilities and Account Balances		<u>\$32,772,886.23</u>

TABLE 22
The College Board of the State of Minnesota
Revenue Fund
Statement of Operations
Year ended June 30, 1960

Capital Expenditures Account:

Receipts -			
Sale of Bonds			
Disbursements and transfers -			\$7,500,000.00
Contract payments on dormitory construction -			
Bemidji	\$ 432,556.70		
Mankato	1,206,448.29		
Moorhead	7,873.70		
St. Cloud	1,166,776.90		
Winona	43,773.35		
Total contract payments		\$2,857,428.94	
Transferred to Bond and Interest Account		600,000.00*	
Transferred to Maintenance and Operation Account		129.48	
Total disbursements and transfers			<u>3,457,558.42</u>
Excess of receipts over disbursements and transfers year ended June 30, 1960			\$4,042,441.58
Balance July 1, 1959			<u>1,774,841.72</u>
Capital Expenditures Account Balance June 30, 1960			<u><u>\$5,817,283.30</u></u>

Maintenance and Operation Account:

Receipts -			
Room and board	\$1,997,551.13		
Miscellaneous	23,459.12		
Cafeteria	40,433.83		
Other reimbursements	19,272.33		
Hot lunch	33,815.11		
Food Service (Slater)	27,842.04		
Total receipts		\$2,142,373.56	
Transferred from Capital Expenditures Account		129.48	
Total receipts and transfers			\$2,142,503.04
Disbursements --			
Salaries and wages	\$ 373,448.26		
Rents and leases	1,328.50		
Repairs and maintenance	16,125.92		
Bonds, insurance, printing and binding	12,499.95		
Advertising and publications	91.55		
Communications and travel	9,440.78		
Utility services	137,827.83		
Freight, express and other services	71,190.32		
Food service	762,840.95		
Stationery, supplies and materials	975.82		
Provisions and fuel	110,489.67		
Construction materials and supplies	67,460.10		
Social Security and retirement contributions	24,347.65		
Furniture, furnishings and fixtures	34,931.13		
Refunds	23,014.82		
Total disbursements			<u>\$1,646,013.25</u>
Excess of receipts over disbursements year ended June 30, 1960			\$ 496,489.79
Balance July 1, 1959			<u>433,796.98</u>
Available from operations			\$ 930,286.77
Transferred to Bond and Interest Account		\$ 189,791.85	
Rehabilitation of older dormitories		56,983.69	
Total transfers and rehabilitation			<u>246,775.54</u>
Maintenance and Operation Account Balance June 30, 1960			<u><u>\$ 683,511.29</u></u>

Bond and Interest Account:

Receipts-

Interest received from investments	\$172,870.83	
Accrued interest from sale of bonds	<u>81,899.82</u>	
Total receipts		\$254,770.65
Transferred from Capital Expenditures Account		600,000.00*
Transferred from Maintenance and Operation Account		<u>189,791.85</u>
Total receipts and transfers		\$1,044,562.50
Disbursements -		
Interest payments	\$359,875.00	
Bonds retired	<u>75,000.00</u>	
Total disbursements		<u>434,875.00</u>
Excess of receipts and transfers over disbursements		
year ended June 30, 1960		\$ 609,687.50
Balance July 1, 1959		<u>554,687.50</u>
Bond and Interest Account Balance June 30, 1960		<u>\$1,164,375.00</u>

*Pursuant to the Authority as defined in the bond resolution dated October 2, 1959, section 2.4, subdivision (b) the transfer of \$600,000.00 to the Bond and Interest Account is reimbursable to the Capital Expenditures Account as such excess becomes available.

taking into account that such a program is most difficult during the first few years because of the need to pay interest before the facilities are constructed and earning, the record is good. The required reserves have been established and total earnings, present and projected, are sufficient to carry the program as it stands today.

In order to meet the requirements of the bond retirement schedule and the costs of operation, the Board has found it necessary to increase rates for dormitory room and board rather substantially. In the 1954-55 school year the average board and room charge was approximately \$450 for the nine month school year. This charge has steadily increased so that the average charge for the 1959-60 school year is \$630 for a nine month school year. This rate is higher than board and room rates in any other state college of a similar nature in a seven state area. The State College board and room rate is also higher than the rate charged by ten out of seventeen private colleges in Minnesota and in the immediate vicinity of Minnesota in neighboring states. A survey of the costs of attending college was conducted by the State College Board office involving all of the state colleges in Minnesota, North Dakota, South Dakota, Nebraska, Kansas, Iowa, and Wisconsin. The same survey sought information of a similar nature from all of the private colleges in Minnesota and from those private colleges in neighboring states close to the Minnesota border where many Minnesota students commonly attend. Results were obtained from a total of twenty-nine state colleges that are similar in support and program to the Minnesota State Colleges. Replies were received from seventeen private colleges mentioned above. Only seven colleges of both types mentioned above had rates higher than the Minnesota State Colleges, and all of them were private colleges.

The question might arise, "If it has been possible for the State College Board to build dormitories and food service facilities for nearly 4,000 students and be on a sound basis, why is it that the program cannot be extended on the same basis?" There are two reasons why it cannot be continued without greatly increased rates.

The first reason relates to the fact that income from facilities which were already in existence at the colleges and built from tax funds prior to the start of the revenue bond program was dedicated to the payment of principal and interest on bonds as well as the income earned from the new buildings constructed with the bond receipts. In the early period of the revenue bond constructing program there was a relatively large proportion of old facilities to help pay for a relatively small proportion of new facilities. The new facilities in reality needed to support only a relatively small portion of their own construction cost. As the construction program continued and the amount of new facilities became larger, the assistance of the income from the old facilities became proportionately less and less. Nearly three-fourths of the facilities will have been constructed under the revenue bond program by the time the present program is complete. The point has now been reached where each new facility must support itself almost completely and can share but little in the benefit of the income from the older facilities.

The second reason relates to the covenants which apply to the existing bond issues. The existing bonds have been issued under an open ended indenture which provides that additional bonds can be

issued and be secured at a par with the present bonds when certain conditions have been met. Naturally, one of these conditions is authorization by the legislature. A second provision requires that projected earnings of the dormitories above and beyond the cost of operations must equal at least 125% of the amount required for projected bond and interest purposes. This provision which has the effect of providing a measure of added security to the holders of existing bonds also has the effect of making the issuance of additional bonds more difficult.

The State College Board considers the self-liquidating revenue bond program to be a most successful venture. Nearly sixteen million dollars worth of state owned buildings have been provided to the state at no cost to the state. Thousands of college students who would not have had the opportunity to go to college had it not been for this program are being accommodated in clean, modern and efficient quarters.

The program as it stands today is sound. On the opposite side of the ledger is the fact that the cost to the student has increased substantially. It has been determined that it will be necessary to continue to raise rates for board and room if the dormitory construction program is to be extended and if the financing of the operation remains as it has been.

In brief, this is the situation:

1. Cost of all new construction has been met by issuing revenue bonds which are being retired from earnings of the dormitories.
2. Cost of all operations including heat and utilities is supported by earnings of the dormitories.
3. Cost of all remodeling and rehabilitation is supported from earnings of the dormitories.
4. The dormitory account makes a contribution of \$25,000 per year to the state's general fund for overhead purposes, mainly for costs in the central office attributable to dormitory purposes.
5. No tax money has gone into any portion of the dormitory construction or operation program, although it is true that the dormitories and food service buildings have been constructed on land previously owned or purchased by the state.

The Board is of the belief that it is not in the best interest of the State Colleges and the clientele of the colleges to raise dormitory rates still further for additional construction in spite of the fact that great unfilled needs still exist. In order to further expand the dormitory facilities it will be necessary for the State College Board to receive some direct assistance from the Legislature. Conceivably, this help could come in either of two forms or both.

1. An appropriation for a portion of the building construction cost. Present projection indicates that help in this manner and leaving the operation costs entirely to earnings would demand an appropriation equal to one-half the cost of the project.
2. An annual appropriation to defer part of the cost of operation. This appropriation could well include cost of heat, light and other utilities and the cost of dormitory director and counsellors. The latter cost could well be considered an educational expenditure as a part of the function of the office of student personnel. Practice in many states provides for a variety of costs such as those mentioned above and others being paid from state funds. It is rare to find a dormitory operation as completely self-sufficient as ours has been.

Very simply stated, the Board finds itself faced with these alternatives:

1. Secure sufficient legislative help in one form or another and thus continue to expand its dormitory facilities, or
2. Stop construction of dormitories at the end of the present authorization.

This has been a difficult decision to make, knowing that the provision of sufficient and adequate residence halls is as important to the well-rounded development of the State Colleges as any other type of facility.

RECENT PHYSICAL PLANT DEVELOPMENT OF THE COLLEGES

It has been shown in an earlier section of this report that the Minnesota State Colleges have been the fastest growing institutions of higher education in Minnesota for a period of several years. Much credit is due the state administration and the state legislature for creating a favorable climate for the development of these colleges so that they are better able to serve the needs of an ever increasing number of students. This favorable inclination has been most materially demonstrated in the areas of appropriations for new facilities and appropriations for operations of the colleges. Without the substantial increases in both these areas the State Colleges would not be in their present favorable position to continue to serve this state.

Legislative appropriations for land acquisition, improvements to existing buildings, and construction of new buildings have exceeded twenty-seven million dollars in the last three bienniums. Much of the construction contemplated by these appropriations is now completed and nearly all of the remaining projects are under construction. The two court cases relating to the 1957 and 1959 building appropriations slowed progress to some extent. There were other delays in construction starts due to the necessity of first acquiring land on which buildings were to be constructed. In every case involving the construction of new facilities, the administration and staff of individual colleges participated to the fullest extent in the planning and programming of buildings. Naturally, not every need could be satisfied in each instance due to limitations of the appropriations. In every case involving the matter of planning a building within a fixed dollar limitation there is always the problem of designing a building that will prove to cost no more than the amount available. In this regard the record has been good. In only two cases in the last six years have low bids exceeded the money available. In one case the nature of the project was changed by subsequent legislation, and in the other case the building was redesigned and rebid to come within the money available.

Table 23 lists the appropriations for the construction of buildings and the acquisition of land made by the Legislature during the last three bienniums to the State Colleges.

TABLE 23
Appropriations To Minnesota State Colleges For
Capital Outlay 1955, 1957 and 1959

College and Purpose	Legislative Year			Total
	1955	1957	1959	
<u>Bemidji</u>				
Steam line	65,000			
Land acquisition		80,000	90,000	
Physical Ed. and Ind. Arts Bldg.		1,000,000		
Boilers		259,000		
Steam lines, utilities and tunnel		64,475		
Lighting athletic field		10,867		
Special Repairs and Improvements	16,500	21,390	212,200	
Prelim. Plans Maintenance Building			965	
Science Building			1,080,000	
Equip Physical Ed. and Ind. Arts. Bldg.			50,000	
Central Sub-station			64,000	
	<u>81,500</u>	<u>1,435,732</u>	<u>1,497,165</u>	3,014,397
<u>Mankato</u>				
Land acquisition	180,000	380,000	254,000	
Construct library	800,000			
Special Repairs	15,174	56,400	248,000	
Laboratory School		1,470,000		
Addition to Science and Arts Bldg.		1,337,000		
Physical Education Building		455,500		
Lighting System		44,000		
Power Plant Survey		3,000		

Table 23 (continued)

Pre-Planning Home Ec and Music Bldg.			9,000	
Heating Plant and Utilities System			1,030,000	
Industrial Arts Building			900,000	
Physical Education Building			1,797,000	
	<u>995,174</u>	<u>3,745,900</u>	<u>4,238,000</u>	<u>8,979,074</u>
<u>Moorhead</u>				
Addition to Weld Hall	240,000			
Special Repairs	20,000	26,414	104,000	
Addition to Weld Hall		60,235		
Land Acquisition		250,000	110,000	
Plans for Science Building		71,400		
Physical Education Building		1,462,500		
Library		905,000		
Heating Plant		550,000		
Land Improvements		31,103		
Relocate Athletic Field		150,000		
Science and Industrial Arts Building			1,751,000	
Storm Sewer			16,000	
	<u>260,000</u>	<u>3,506,652</u>	<u>1,981,000</u>	<u>5,747,652</u>
<u>St. Cloud</u>				
Land Acquisition	170,900	500,000	450,000	
Laboratory School	800,000			
Special Repairs and Improvements	20,000	46,958	121,000	
Science and Mathematics Building		1,412,000		
Power Plant Survey		3,000		
Preliminary Planning			21,425	
Industrial Arts and Classroom Building			950,000	
Heating Plant and Tunnel			689,000	
Addition to Laboratory School			350,000	
Remove Old Library and Brainard Hall			8,000	
	<u>990,900</u>	<u>1,961,958</u>	<u>2,589,425</u>	<u>5,542,283</u>
<u>Winona</u>				
Remodel Somsen Hall	200,000			
Addition to Phelps Hall	300,000			
Special Repairs	34,000	16,350	75,000	
Land Acquisition		582,000	100,000	
Power Plant Survey		3,000		
Library Addition		174,440		
Rehabilitation, Phelps Hall		218,000		
Complete Somsen Hall Rehabilitation		23,000		
Equip Phelps Hall		20,000		
Flood lights		19,250		
Heating Plant			700,000	
Science building			1,253,000	
Land development			50,000	
	<u>534,000</u>	<u>1,056,000</u>	<u>2,178,000</u>	<u>3,768,000</u>
Total All Colleges	<u>2,861,574</u>	<u>11,706,242</u>	<u>12,483,580</u>	<u>27,051,406</u>

In addition to the buildings constructed by direct appropriations, the legislature has authorized the State Colleges to issue revenue bonds for the construction of dormitories. The details of this program and the specifics of the results are set forth in an earlier section of this report. Of a total authorization of \$15,800,000, the entire amount has been issued in bonds and construction has

been completed, is in process, or has been allotted for a total of \$15,754,806.61 as of November 15, 1960, leaving a balance of only \$45,193.39 which has not been allocated but will serve as a contingency fund. Allocations of this money have been distributed as follows:

Bemidji	\$ 2,199,226.46
Mankato	6,337,876.41
Moorhead	1,872,268.08
St. Cloud	4,304,450.59
Winona	<u>1,040,985.07</u>
Total	\$15,754,806.61

Total appropriations and allocations on all campuses since 1955 are therefore as follows:

<u>Bemidji</u>		
Appropriations	\$3,014,397.00	
Dormitories	<u>2,199,226.46</u>	\$ 5,213,623.46
<u>Mankato</u>		
Appropriations	8,979,074.00	
Dormitories	<u>6,337,874.41</u>	15,316,948.41
<u>Moorhead</u>		
Appropriations	5,747,652.00	
Dormitories	<u>1,872,268.08</u>	7,619,920.08
<u>St. Cloud</u>		
Appropriations	5,542,283.00	
Dormitories	<u>4,304,450.59</u>	9,846,733.59
<u>Winona</u>		
Appropriations	3,768,000.00	
Dormitories	<u>1,040,985.07</u>	<u>4,808,985.07</u>
Grand Total All Colleges		<u>\$42,806,210.61</u>

The information presented above clearly indicates that substantial progress has been made in recent years in the improvement and expansion of the physical plant facilities at all of the State Colleges. It must be recalled, however, that the physical condition of the State Colleges was very poor at the start of this program. The site conditions were especially inadequate, with no space available for expansion. The cost of securing adequate sites has been high in most cases, and the problem of site acquisition has been met only partially. The bad physical condition of the existing buildings made it necessary to expend substantial amounts on what may properly be termed deferred maintenance. Finally, there was a definite shortage of physical facilities at the start of the program. Since 1954 the enrollments have been growing at about 1,000 students per year, so that in just six years the enrollments have more than doubled.

It is anticipated that the colleges will continue to grow at about 1,000 students per year for the next few years and then will probably increase at an even faster pace as the children born immediately after World War II reach college age. It is reasonable to assume that the State Colleges will once again double their enrollments in the next ten to twelve years.

On the basis of this assumption it appears that continued physical plant expansion and improvement in the State Colleges will be mandatory in order to continue to meet the educational needs of this state.

SUPPORT OF THE STATE COLLEGES

SOURCES OF SUPPORT

The major account for the operation of the State Colleges is known as the Maintenance and Equipment Account. Out of this account are supported nearly all of the day by day costs of operation including salaries, heat, light, equipment, supplies and all of the other items needed for the operation of the colleges. This account, of course, does not include major building items, land purchase and some minor special accounts.

Income for the support of the maintenance and equipment account comes from a number of sources including a direct appropriation by the legislature from tax sources, income from the Swamp Land Fund, a contribution from the State College Dormitory Fund, tuition collected from the students, tuition from laboratory school pupils, grants for special institutes, and income from minor items such as sale of scrap.

Table 24 lists the amount of the expenditures from the maintenance and equipment account for all five State Colleges and the State College Board from 1954-55 through 1959-60. The total expenditures in 1954-55 amounted to \$3,597,098.93. The expenditures increased continuously to 1959-60, during

TABLE 24
Minnesota State Colleges
Total Expenditures and Source of Income
Maintenance and Equipment Account
1954-55 through 1959-60

Year	Total Expenditure	Income			
		From Receipts		From Appropriations	
		Amount	Per Cent of Total	Amount	Per Cent of Total
1954-55	3,597,098.93	808,558.39	22.48	2,788,540.54	77.52
1955-56	4,073,737.32	1,189,005.43	29.19	2,884,731.89	70.81
1956-57	4,460,138.55	1,421,664.65	31.87	3,038,373.90	68.13
1957-58	5,987,410.44	1,732,200.56	28.93	4,255,209.88	71.07
1958-59	6,680,912.30	1,947,656.38	29.15	4,733,255.92	70.85
1959-60	7,885,085.21	2,699,102.61	34.23	5,185,982.60	65.77

which year they amounted to \$7,885,085.21. Table 24 also shows the source of the income to support the college system broken into two parts, namely: appropriations, which includes the amount of the direct appropriation from tax sources and the Swamp Land Interest; and receipts, which includes tuition and all other sources of income listed above. It is interesting to note that the percentage of the total expenditures that has been provided by "receipts" has fluctuated somewhat, but the general trend has been upward. In 1954-55 the receipts amounted to 22.48 per cent of the total cost of maintenance and equipment. This percentage of support from receipts rose in 1955-56 and again in 1956-57 to 31.87 per cent. In 1957-58 the proportion of support from receipts dropped slightly to 28.93 per cent, only to rise in 1958-59 and again in 1959-60 to a new all-time high of 34.23 per cent.

There may be a number of contributing factors to the increase in the proportion of support that comes from receipts, but the largest factor by far is the increase in tuition that has been directed by the legislature from time to time. The rather sharp increase in recent years in the proportion of support that comes from receipts should cause everyone concerned with higher education to consider whether this is in the best interest of the state. The State Colleges have historically been structured so that students from all walks of life and all economic levels can find a place to receive higher education. The cost of attending these colleges should not be so high that precious human talent is denied the chance for further development.

COMPARATIVE COSTS OF COLLEGE OPERATIONS

The costs of operation of the several colleges has varied from year to year with the total cost

generally moving upward. Because of the variation in the size of colleges, some unit must be adopted if comparisons are to be made. For the purposes of this report the unit of full-time equivalent student will be used. This term has been defined in the section under enrollments. Table 25 lists the cost per full-time equivalent student for the five colleges for each year since 1954-55. Also shown is the average cost for the entire State College operation including the Board expense. An examination of this table will reveal that Mankato State College has had the lowest cost of operation per

TABLE 25
Minnesota State Colleges
Cost per Full-Time Equivalent Student
Maintenance and Equipment Account
1954-55 through 1959-60

Year	Bemidji	Mankato	Moorhead	St. Cloud	Vinona	All Colleges
1954-55	723.11	444.90	596.79	499.00	619.11	532.67
1955-56	682.07	429.11	616.50	463.03	579.71	512.68
1956-57	613.58	421.45	645.83	468.88	567.78	505.74
1957-58	819.85	527.83	819.83	558.96	767.12	648.97
1958-59	767.54	515.09	739.36	592.89	751.29	628.06
1959-60	734.76	584.96	822.89	639.07	762.77	672.22

full-time equivalent student in each of the six years shown on the table. In four of the six years Bemidji State College has registered the highest unit cost, and Moorhead has been the highest in two of the six years. There are a number of factors that tend to influence this cost, some of which include: size of college, large colleges probably having somewhat greater natural efficiency; nature of program, (the senior high school in the laboratory school at Moorhead and the nursing program at Mankato are examples of possible additional cost); nature of weather, (heating costs at Moorhead and Bemidji are probably higher because of colder weather); size and nature of grounds; differential in costs of certain items, such as fuel. In the six year period covered there has been a closing of the spread in unit costs from the highest to the lowest. In 1954-55 the college with the highest unit cost was 62.5% higher than the college with the lowest unit cost, while in 1959-60 this differential had decreased to 40.7%. Preliminary figures for 1960-61 (not quoted here) indicate that the differential will be further reduced to approximately 32%.

MAINTENANCE COST IS LOW

The cost per full-time equivalent student in the State Colleges was listed in the preceding table. It was shown that the cost ranged from \$584.96 to \$822.89 in 1959-60, with an average for the entire system of \$672.22. The reader must realize that a sizable portion of this cost is not carried by the taxpayer but comes from various receipts of the colleges, mainly in the form of tuition. The proportion of the total costs covered by receipts was shown in Table 24. If the percentage figures shown in the last column of Table 24 which represent the proportion of the cost of maintenance attributable to direct appropriations are applied to the average per full-time equivalent student costs as shown in Table 25, one derives an adjusted unit cost which is the cost supported by the state. These figures are shown in Table 26 and are of great significance. One will note that the

TABLE 26
Minnesota State Colleges
Cost per Full-Time Equivalent Student
Covered by Direct Appropriation
1954-55 through 1959-60

Year	Cost to State
1954-55	\$412.93
1955-56	363.03
1956-57	344.56
1957-58	461.22
1958-59	444.98
1959-60	442.12

cost per full-time equivalent student to the state was \$412.93 in 1954-55. This cost fell in 1955-56 and in 1956-57, but increased to \$461.20 in 1957-58. In 1958-59 the average cost dropped, and again in 1959-60 the cost dropped to \$442.12. The total increase in cost from 1954-55 to 1959-60 is but \$29.19 per full-time equivalent student. This represents an increase of only 7.07% over a six year period. Surely the costs of maintenance and operation of the State Colleges based upon this measure must be considered very low.

The costs per full-time equivalent student as used in Table 26 and in other preceding tables are based entirely on the college students. The costs of operating the laboratory schools are included in the expenditures in all cases, while the elementary and secondary school pupils are not included in the number of equated students. If they had been included the unit cost would be lowered considerably. During the six year period covered in the preceding tables there were in attendance in the laboratory schools in the State Colleges between 1,400 and 1,500 elementary and secondary school pupils. If the figure of 1,400 were added to the number of full-time equivalent students because of the laboratory school pupils in the 1959-60 school year the average unit cost attributable to appropriated money would have been less than \$395 per student.

Based upon the above figures, the average cost for maintenance purposes per full-time equivalent student in the State Colleges is considerably less to the taxpayer of Minnesota than the average high school student in the public schools. The median cost for public high school pupils in 1959-60 was \$445.50, with at least one high school in Minnesota having a cost as high as \$844.50 per pupil.

NEEDS OF THE COLLEGES

INTRODUCTION

It will be the purpose of this section of the report to give a brief summary of the budgetary and other needs of the State College system for the 1961-63 biennium. The process of formulating the budgetary requests contained herein has involved many persons ranging from the faculties of the colleges to the State College Board. The State College Board has provided direction in establishing certain system-wide goals concerning faculty salary proposals, faculty-student ratios, and other broad aspects of the budget-developing process. The budget requests themselves are as developed by the personnel of the individual colleges who followed the general principles adopted by the Board.

The capital outlay requests were developed by each college with the technical assistance of the Consulting Architect of the State College Board. The capital outlay budget requests have all been presented to and studied by the State Building Commission.

THE MAINTENANCE AND EQUIPMENT BUDGET

Attention will first be directed toward the maintenance and equipment budget. This is the budget that provides funds for the day by day operation of the colleges. A summary of the maintenance and equipment budget requests may be found in Table 27. This table is in five columns and shows actual expenditures for 1958-59 and 1959-60, estimated expenditures for 1960-61, and requests for

TABLE 27
Minnesota State Colleges
Consolidated Maintenance and Equipment Budgets
1958-59 -- 1962-63

Code	Classification	Actual		Estimate	Requested	
		1958-59	1959-60	1960-61	1961-62	1962-63
0	Pers. Service	\$5,504,173	\$6,433,545	\$7,477,088	\$10,442,456.00	\$11,787,003.00
1	Other Service A	141,268	181,061	217,028	297,315.00	315,180.00
2	Other Service B	230,555	310,530	350,490	472,954.00	500,300.00
3	Materials & Sup.	426,616	483,907	531,737	677,144.00	722,016.00
4	Fixed Charges	138,592	188,641	197,341	381,173.00	424,974.00
5	Acquis'n of Prop.	221,965	255,327	277,861	661,588.00	711,245.00
8	Non-Expense Items	17,743	32,074	18,200	25,000.00	27,790.00
Totals		\$6,680,912	\$7,885,085	\$9,069,745	\$12,957,630.00	\$14,488,508.00

1961-62 and 1962-63, according to major state accounting classifications. The formal budgets which have been submitted contain the details of the requests with supporting evidence. The reader will note that the requests for each year of the biennium call for increases in each category. The general reasons for the increases can be summarized under a fairly small number of headings.

1. Increased Enrollment. One of the basic reasons for increased cost of operation is of course the fact that the colleges are continuously serving more and more students. The increasing number of students creates greater costs up and down the line. This may easily be seen in the need for more faculty, more clerical help, more supplies and equipment and more utilities and janitorial services for the increased size of plant. Enrollment prospects were reviewed in an earlier section where it was shown that the enrollment estimates made by the colleges indicate an expected increase of 1,482 students for the 1961-62 school year over the present year and an additional increase of 1,030 for the 1962-63 school year.

2. Improved Faculty Salaries. One of the most desirable outcomes of recent legislative actions is the adjustments that have been made possible in faculty salaries. In the 1956-57 school year the median salary of all faculty members in all State Colleges was \$5,261 per year. Salaries have increased to the point where the median salary for the 1960-61 school year is \$7,382. This is an increase over a four year period of slightly over \$2,100 per year, and has made it possible to hold many of the faculty already on the staff and to recruit new members. However, the colleges continue

to lose good faculty members to more attractive positions, and it is difficult or impossible in some cases to engage completely satisfactory staff in this highly competitive field. It is anticipated that competition for college faculty will grow sharper and sharper. If the Minnesota State Colleges are to continue to hold their present relative position in the educational world, continuing increases in salaries will need to be made.

Realizing the need for further improvement in the faculty salary situation, the State College Board has gone on record as favoring an adjustment in the faculty salary schedule. Table 28 shows the existing salary schedule which was included in the 1959 education appropriation act.

TABLE 28

Minnesota State College Faculty Salary Schedule
(Adopted by Legislature in 1959)

Group	I	II	III	IV	V
Minimum	7100	6200	5400	4800	3760
Step 1	7400	6500	5700	5100	3880
2	7700	6800	6000	5400	4000
3	8000	7100	6300	5700	4120
4	8300	7400	6600	6000	4240
5	8600	7700	6900	6300	4360
6	8900	8000	7200	6600	4480
7	9200	8300	7500	6900	4600
8	9500	8600	7800	7200	4720
9	9800	8900	8100	7500	4840
10	10100	9200	8400	7800	4960

The State College Board recommends that the schedule to be adopted by the 1961 legislature be as set forth in Table 29. This proposed schedule differs from the 1959 schedule in that the steps in Group I have been increased by four increments, and steps in Group II have been increased by two increments. The remainder of this proposed schedule is the same as the 1959 schedule. For the past several years, increases to faculty members in the various groups (except Group V) have been in equal amounts. In other words, Group IV members received increases as large as those in Group I. This practice has had the effect of creating a lesser proportional differential between the several groups.

TABLE 29

Proposed Minnesota State College Faculty Salary Schedule
(Recommended by State College Board)

Group	I	II	III	IV	V
Minimum	8,300	6,800	5,400	4,800	3,760
Step 1	8,600	7,100	5,700	5,100	3,880
2	8,900	7,400	6,000	5,400	4,000
3	9,200	7,700	6,300	5,700	4,120
4	9,500	8,000	6,600	6,000	4,240
5	9,800	8,300	6,900	6,300	4,360
6	10,100	8,600	7,200	6,600	4,480
7	10,400	8,900	7,500	6,900	4,600
8	10,700	9,200	7,800	7,200	4,720
9	11,000	9,500	8,100	7,500	4,840
10	11,300	9,800	8,400	7,800	4,960

Comparative studies of the faculty salaries in colleges of surrounding states indicate that higher ranking faculty members in Minnesota State Colleges are in a relatively poorer position than the lower ranking faculty members. It was therefore deemed advisable to recommend action which would tend to correct this situation.

The adoption of a faculty salary schedule is merely the first step in establishing actual salaries. In addition to the recommendations concerning the schedule itself, the State College Board also recommends the following points for the establishment of actual salaries:

- A. That new faculty members be brought into the system at an average annual salary not to exceed \$6,900 for each year of the biennium.
- B. That faculty members presently on the staff be granted increases for the biennium as follows:
 First Year -- 3 steps for Groups I and II
 2 steps for Groups III, IV and V

(This is in keeping with the point mentioned above in connection with the proposed salary schedule, namely that steps should be taken to increase the relative differential between the higher ranking positions and the lower ranking positions.)

Second Year -- 2 steps for all groups

- C. That one per cent of the salary money appropriated for the academic year 1960-61 be appropriated in addition to the above increases for adjustment of inequities.
- D. That the legislature approve a measure that will pay toward the premium of a minimum insurance program for each faculty member.
- E. That the salary for a 30 day summer session be one-sixth of the basic nine-month salary with no limit.
- F. That any salary increases for all academic personnel employed on a twelve-month basis begin with the state fiscal year.

3. Improved Faculty-Student Ratio. Although some gains have been realized in the matter of faculty salaries in the State Colleges in the past several years, there has been another closely related problem which has deteriorated. That is the matter of the faculty-student ratio. A few years back the faculty-student ratio was planned to be 1-14 to 1-16, depending on the year. In many cases it was true that the actual ratio became less desirable than planned because of more students than anticipated or because of the failure to fill all available teaching positions. However, the 1959 legislature planned the ratio to be 1-19, but once again the actual ratio proved to be greater than this because of more students than anticipated and insufficient money to engage as many faculty as indicated by the formula designed to compute the faculty allowance.

It should be mentioned that the faculty involved in the ratio calculation include many more than the classroom teachers. In fact, all professional people including administrators, teachers, librarians, and counsellors are included. There is an allowance of seven administrators in the smaller colleges and eleven administrators in the larger colleges not counted in the ratio. It is the belief of the administration of each college that the present teacher-student ratio is too high for the most effective work. Under these circumstances it is extremely difficult or impossible to give proper attention to all the aspects of a proper college program.

For the above reasons the college board strongly recommends that the formula for determining faculty allocations be based on a ratio of faculty to students of 1 to 16 and retaining 7 or 11 additional allowance for administrative purposes. Because of the traditional method of calculating students which employs the full-time equivalent student concept based on the whole school year, there will still be times, particularly in the fall quarter, when the actual ratio will be from 1-18 to 1-20 even with this more desirable overall ratio.

4. Additional Clerical Help. As the enrollment in the colleges increases there will be a continuing need for additional clerical help. The present budgets are based upon a continuation of the formula employed by the legislature in 1959 for the determination of clerical employees. The formula employed for the determination of clerical help, which was defined as all employees outside of engineers, janitors or other buildings and grounds employees, is as follows:

1	employee	per	50	students	for	the	first	600	students
1	"	"	60	"	"	"	the	second	600
1	"	"	75	"	"	"	the	third	600
1	"	"	90	"	"	"	above	1,800	students

Students in the above calculation are total full-time equivalent students for the regular school year, on-campus and off-campus.

This formula apparently has worked reasonably well in meeting the needs of the colleges. However, there has not been sufficient money appropriated to keep a full staff as defined by the formula. The State College Board requests that the present formula be retained and that sufficient overall funds be made available so that a full complement can be retained at all times.

5. Additional Engineers, Janitors and Custodians. With the increasing size of the college campuses and additional facilities, there is an ever growing need for engineers, janitors, groundsmen and tradesmen. Serious difficulties have been encountered in the present biennium because of shortage of personnel in these areas. Apparently the legislature in 1959 failed to give sufficient consideration to the fact that new facilities would become available during the biennium. In some cases where allowances were made it was for a smaller complement of employees than required. The State College Board makes an urgent request for the most careful consideration of the needs in this regard.

6. Additional Utilities Resulting from Growth. The expansion of the campuses naturally tends to increase the cost of heat, utilities and other services. Substantial increases will be found in the budget requests for these items. These costs have been carefully projected by each college and represent the best estimate possible. In 1959 the calculations carried out by the legislature in connection with these items proved to be much too low. As a matter of fact, it would have been impossible to operate the colleges on the amounts listed in the legislature's work sheets. It was only by virtue of the fact that the College Board could use money planned for other purposes that it was possible to heat the buildings adequately. It became necessary to transfer so much money to meet costs of heat, light and power, water and telephone that the Board was forced to leave certain faculty positions and clerical positions unfilled.

7. Additional Educational Supplies. The State Colleges have always felt a distinct shortage in the money available for educational supplies. Recent appropriations have been based upon the allowance of 35¢ per credit hour earned in the smaller colleges and 30¢ per credit hour earned in the larger colleges. No credit has been allowed for the pupils enrolled in the campus laboratory school, which draws heavily on these supplies. No comparative figures can be offered from similar institutions, but the simple fact is evident that the allowance is too small. The State College Board suggests that the allowance be based on 45¢ per credit hour in the three smaller colleges and 40¢ per credit hour in the two larger colleges, and that the laboratory school pupils be counted in the calculation.

8. Additional Equipment. Another perennially critical area for the State Colleges is the matter of equipment. The "5" group in the state accounting classification provides for the purchase of equipment. Included in this group are such items as automobiles, trucks, lawn mowers, all types of educational equipment, classroom furniture and library books. For many years the legislature has based its appropriation on an allowance of \$25 per year for each full time student. Here again the laboratory school pupils have not been taken into consideration, although their demand on equipment is fully as great as for college students. In the budget requests the College Board is once again appealing for greater consideration in this matter. The legislature is respectfully requested to grant equipment allowance on the following basis:

1. Remove the purchase of automobiles and other automotive devices from the formula
2. Remove the purchase of library books from the formula
3. Include the laboratory school pupils in the formula
4. Provide an allowance of \$35 per student for equipment purchase excluding 1 and 2 above.

REPAIRS AND BETTERMENTS BUDGET

The Repairs and Betterments Account provides funds for minor repairs and improvements in the State College Buildings and on the grounds. Work accomplished under this account is handled by regular college employees in some cases and by contract in other cases. Historically the amounts appropriated in this account have been lower than needed to maintain the physical plant in a good condition. As a result, major appropriations have been required to rehabilitate buildings that have deteriorated badly. The requests for appropriations in this account for the coming biennium are still very modest. These are summarized for all colleges in Table 30. In this table there are five columns. The first two columns show the amount actually spent in 1953-59 and in 1959-60. The third column shows the

estimated amount to be spent in the current year, while the last two columns show the consolidated requests for all colleges for 1961-62 and 1962-63.

TABLE 30
Minnesota State Colleges
Consolidated Repairs and Betterments Budgets
1958-59 -- 1962-63

Code	Classification	Actual		Estimated	Requested	
		1958-59	1959-60	1960-61	1961-62	1962-63
0	Employee Services	\$14,441	\$15,424	\$19,900	\$ 28,610	\$ 30,210
1	Other Services A	15,294	10,801	10,690	14,996	16,246
2	Other Services B	---	---	---	16	16
3	Materials and Supplies	24,647	35,117	31,700	41,200	47,300
4	Fixed Charges	390	417	463	815	866
5	Acquisition of Property	16,148	11,903	13,597	32,300	31,574
	Totals	\$70,920	\$73,662	\$76,350	\$117,937	\$126,212

SPECIAL EDUCATION BUDGETS

Specific appropriations have been made for several bienniums to three of the State Colleges to support programs for the training of special education teachers. This was deemed necessary because of the scarcity of teachers to teach the exceptional child. These programs are serving a very important function in meeting the needs of the State. Action of the 1957 legislature in creating aids to school districts that embark upon programs for exceptional children has greatly increased the demand for this special preparation. A summary of the budget expenditures and legislative appropriations requests for the three colleges having this program (Mankato, Moorhead and St. Cloud) is shown on Table 31.

An examination of Table 31 will reveal that Mankato State College is requesting an increase in its appropriation. This is to make it possible to expand services and includes the addition of four professional staff members -- two speech correctionists, a psychologist and a special teacher for the mentally retarded. The appropriation request for the Moorhead program is increased somewhat over the present level. In this increase are included funds for a speech correctionist, a clerk-steno and small increases for supplies, equipment and travel.

TABLE 31
Summary of Special Education Budgets
1958-59 -- 1962-63

College	Actual		Estimated	Requested	
	1958-59	1959-60	1960-61	1961-62	1962-63
Mankato State College	\$14,493.46	\$15,536.50	\$17,000.00	\$55,154.00	\$57,887.00
Moorhead State College	12,388.49	15,003.50	17,000.00	25,772.00	27,453.00
St. Cloud State College	47,469.23	64,206.81	48,100.00	22,145.00	22,668.00

The St. Cloud figures for 1961-62 and 1962-63 represent a decrease from the present level according to Table 31. Actually, St. Cloud is requesting to hold its program at its present level and the appropriation of \$22,000 plus is sufficient to do this. The expenditures ranging from \$47,000 to \$64,000 in the past two years reflect expenditures of money earned through contract arrangements with public school districts. These contract arrangements will probably be continued, but they will not affect the amount of appropriation necessary to carry on the basic program.

OTHER SPECIAL BUDGETS

Nursing Education Program - Winona. The proposed budgets contain a request for the inauguration of a program in nursing education to be conducted at Winona State College in cooperation with the Winona General Hospital. There is great need for additional nurses in southeastern Minnesota, and the proposed program would assist materially in meeting this need. In general, the plan would be to

offer the basic sciences and general education at the college and provide for the practical work at the local hospital. This is the same basic plan employed at Mankato State College, where an excellent program of this type has been functioning for several years.

Psycho-Educational Services Program - Winona. The Winona State College is requesting an appropriation to establish a special program in psycho-educational services designed to serve three purposes:

1. Prepare guidance personnel and supply other special education services for the public schools.
2. Provide the schools in the area with special psychological services where requested. There is considerable need for such services in this area.
3. Permit direct work with individuals and small groups in connection with (a) vocational and personal guidance, (b) improvement of reading, (c) improvement of speech and (d) routine and special testing.

Contingency Fund. The legislature for the past several years has based its appropriations for the maintenance and equipment budget for the State Colleges partially upon a series of formulas. All of these formulas have been based upon an estimate of the number of students that are expected to enroll. Projection of college enrollments is extremely difficult, and no one has been able so far to be absolutely accurate. The legislature, at least for the last three sessions, has accepted the enrollment estimates of the State Colleges in making the appropriations. The legislature has also provided a small contingency fund which the State College Board could receive by application to the Legislative Advisory Committee if the enrollments exceeded expectations. The Board did not request the contingency from the 1957 appropriation, but did request and receive the contingency from the 1959 appropriation. The Board wishes to see this contingency appropriation continued, but would like to see it considerably larger. Should enrollments in the next biennium exceed expectations by more than one or two per cent, a contingency appropriation of \$85,000, the amount set by the 1959 legislature, would be insufficient to meet the additional needs. The Board has requested that the contingency fund for the next biennium be established at \$200,000.

Campus Planning. In 1955 the Legislature appropriated the sum of \$25,000 for campus planning for the biennium. This allowed the State College Board to engage an architectural firm to draw together much basic information concerning all campuses, to counsel with personnel from each college, and to start the development of a long range campus development program. In 1959 the campus planning appropriation was reduced to \$7,500. This has proved to be insufficient for the magnitude of the task. The Board requests that the appropriation for this purpose be once again set at \$25,000 for the coming biennium.

NATIONAL DEFENSE STUDENT LOAN PROGRAM

Under provisions of Title II of Public Law 85-864 passed in 1958, and Chapter 22 Laws of Minnesota 1959, the Minnesota State Colleges are authorized to participate in a program of loaning money to students under the National Defense Student Loan Program. Conditions of this program include in part:

1. Upon application, the U. S. Commissioner of Education makes a grant of money directly to a college.
2. The college must provide an amount equal to at least 1/9 of the federal grant to be included in the loan fund.
3. The college may loan money from the fund to worthy students. Students to receive loans are selected by each college. Selection standards are set by each college but take into account financial need and academic achievement.
4. The federal law stipulates that no more than \$1,000 may be loaned to a student in any one year, and no more than a grand total of \$5,000 to any one student. Loans made by the Minnesota State Colleges to date have averaged less than \$500 per student per year.
5. No interest accrues on the loan until the student has been out of college for one year. Interest then accrues at the rate of 3% per year on the unpaid balance of the loan. The first payment

on the loan is due one year after leaving college, and the student then has ten years to complete the payments.

6. The loan is forgiven for the following reasons:

- a. Death
- b. Permanent disability
- c. 10 per cent per year for a period of five years for those who go into public school teaching. One-half the loan can be forgiven in this manner.

7. The local contribution to the loan fund is not depleted by virtue of loan forgiveness as described in 6 above. In such cases the federal government reimburses the local colleges for losses incurred through forgiveness.

8. In the case the college is unable to provide an amount equal to $1/9$ of the federal grant for matching purposes it is possible to borrow the required amount from the federal government. The college must pay an interest charge on the amount borrowed as well as the principal.

The National Defense Student Loan Program has been received by the students more enthusiastically than was anticipated. The large number of applicants appears to be sufficient demonstration of the great need for student financial assistance. This has been the first large scale demonstration, at least in the State Colleges, of the willingness of students to incur substantial debts as an investment in their own future. State College staff personnel in general are enthusiastic in their support of the program, feeling that it meets a very real need.

Table 32 summarizes the National Defense Student Loan Funds in the five State Colleges from the start of the program in the 1958-59 school year through the 1962-63 school year. Figures through the 1960-61 school year are firm while the amount of the grants for 1961-62 and 1962-63 are estimates but are felt to be reasonably accurate.

The biggest single problem in connection with this program is providing the $1/9$ matching money. One may note from Table 32 that a number of methods have been employed in providing the matching money up to this time. The State Legislature got the program off to a good start by appropriating matching money for the 1958-59 school year. This appropriation was in the amount of \$22,835.00. The State College Board divided this money among the five colleges in proportion to the amount of the federal grants that had been made.

In the years since 1958-59 the federal grants have grown larger. There was no state appropriation available for matching purposes so the colleges have been required to find the money in whatever ways possible. In some cases money has been taken from existing loan funds. This has been an undesirable alternative since the existing loan funds served a different but a very important function -- that of the short term emergency loan. The National Defense Student Loan program is a long term program, and money placed in this fund will not turn over rapidly. The money taken from the regular loan funds for this purpose should be returned to meet the short term emergency loan need.

In some cases money has been taken from the college bookstore reserves. This money normally would have been devoted to scholarships, to the short term loan program, or to other major needs on the campus. By the diverting of all possible available funds in the various colleges, all other activities have been depressed for the sole benefit of the National Defense Student Loan Program.

In many cases the colleges have already found it impossible to supply the matching funds locally and have found it necessary to turn to the federal government to borrow the required matching amount. Interest must be paid on the borrowed portion at the average rate of interest that the federal government must pay for the money it borrows. Here again there is no completely satisfactory source of money for repaying the interest, although the principal will be regained eventually when the student loans are repaid. The loan from the federal government, however, must be repaid earlier than the scheduled repayment of loans from the students. The interest to be paid on the borrowed portion can now come only by depleting some fund established for a different purpose. There is reason to expect that the colleges will not be able to see their way clear to continue to borrow the $1/9$ th matching requirement.

The only completely satisfactory source of the matching funds is for the money to be appropriated by the State Legislature. In this manner the regular type of operations of the college scholarship

TABLE 32
Summary of Actual and Anticipated Money
in the
National Defense Student Loan Funds

	<u>Amount of Federal Grant</u>	<u>Local Matching</u>	<u>Source of Local Funds</u>
Bemidji:			
School Year			
1958-59	\$ 37,352.00	\$ 4,150.22	State Appropriation
1958-59 (Supp)	550.00	61.11	Loan from College Bookstore
1959-60	79,284.00	8,809.33	Loan from Federal Government
1960-61	149,400.00	16,600.00	Loan from Federal Government
1961-62	200,000.00	22,222.22	Undetermined
1962-63	<u>250,000.00</u>	<u>27,777.78</u>	Undetermined
	\$716,586.00	\$79,620.66	Total -- \$796,206.66
Mankato:			
School Year			
1958-59	\$ 59,398.00	\$ 6,599.78	State Appropriation
1959-60	66,984.00*	7,442.67	Loan from College Bookstore
1960-61	102,423.00	11,380.33	Loan from College Bookstore
1961-62	126,000.00	14,000.00	Undetermined
1962-63	<u>144,000.00</u>	<u>16,000.00</u>	Undetermined
	\$498,805.00	\$55,422.78	Total -- \$554,227.78
*including supplemental allotment for 1958-59			
Moorhead:			
1958-59	\$ 21,576.00	\$ 2,397.33	State Appropriation
1958-59 (Supp)	318.00	35.33	Loan from College Loan Fund
1959-60	37,800.00	4,200.00	Loan from Federal Government
1960-61	135,000.00	15,000.00	Loan from Federal Government
1961-62	153,000.00	17,000.00	Undetermined
1962-63	<u>162,000.00</u>	<u>18,000.00</u>	Undetermined
	\$509,694.00	\$56,632.66	Total -- \$566,326.66
St. Cloud:			
1958-59	\$ 65,363.00	\$ 7,262.11	State Appropriation
1958-59 (Supp)	963.00	107.00	Loan from College Bookstore
1959-60	117,047.00	13,005.22	Loan from College Bookstore
1960-61	153,000.00	17,000.00	Loan from College Bookstore
1961-62	198,000.00	22,000.00	Undetermined
1962-63	<u>216,000.00</u>	<u>24,000.00</u>	Undetermined
	\$750,373.00	\$83,374.33	Total -- \$833,747.33
Winona:			
1958-59	\$ 21,830.00	\$ 2,425.56	State Appropriation
1958-59 (Supp)	322.00	35.77	Loan from Hutchinson Loan Fund
1959-60	29,795.00	3,310.55	Loan from Federal Government
1960-61	54,108.00	6,012.00	Loan from College Bookstore
1961-62	74,450.00	8,272.22	Undetermined
1962-63	<u>77,822.00</u>	<u>8,646.89</u>	Undetermined
	\$258,327.00	\$28,702.99	Total -- \$287,029.99
Total Federal Grants		\$2,733,785.00	
Total Matching Requirement		<u>303,753.42</u>	
Total Loan Program		\$3,037,538.42	
Total Matching Required		\$ 303,753.42	
Previously Appropriated by Leg.		<u>22,835.00</u>	
Amount Needed for Matching		\$ 280,918.42	

and short term loan programs is not impaired. The state does not stand to lose on the appropriation, since all the money appropriated will be returned to the state (except the possibility of some loss through bad debts) plus whatever interest is earned. The state has considered the possibility of some form of student financial assistance. Through the National Defense Student Loan Program the amount of assistance that can be offered per dollar of state money invested is at its maximum. No other plan is available which will produce such far-reaching results with so little money involved. This plan involves the principle of the student helping himself, and is not based upon an outright grant or gift.

The State College Board and the individual colleges wish to continue to participate in the National Defense Student Loan Program, believing that it is sound, believing that students wish to help themselves, and believing that the loans will be repaid according to schedule. An appropriation of \$280,919.00 is requested to carry the local share of this program through the 1962-63 fiscal year. This requested appropriation, in addition to the appropriation of \$22,835.00 made in 1959 for the same purpose, will make it possible for the five State Colleges to have a total National Defense Student Loan program in excess of three million dollars. When it is considered that all of the money appropriated by the state in all probability will be returned to the state, it is difficult to conceive of how a much needed student assistance program could be more economically accomplished.

CAPITAL OUTLAY REQUESTS

The accomplishments in connection with new building construction, land acquisition and other capital improvements on the State College campuses were reviewed in an earlier section of this report. It was also pointed out earlier that building needs would continue in view of the continuing growth in enrollment expected at all colleges.

The State Colleges have been in a continuous process of studying the details of their building needs in cooperation with the Consulting Architect retained by the State and the State College Board. A detailed statement of the needs has been developed for each college. These statements were presented to the State Building Commission when the commission visited each of the colleges during the course of its work.

The same requests as presented to the State Building Commission appear in the formal biennial budget in abbreviated form. The totals of the requests for the several colleges appear in Table 33.

TABLE 33
Minnesota State Colleges
Summary of Capital Outlay Requests
1961 Legislature

College	Total Amount Requested
Bemidji State College	\$ 4,092,100
Mankato State College	12,012,000
Moorhead State College	2,721,000
St. Cloud State College	8,804,000
Winona State College	2,531,000

DORMITORY REVENUE BOND PROGRAM

The background, purpose and accomplishments of the dormitory construction program made possible by the issuance of revenue bonds have been quite comprehensively covered in an earlier section of this report. In this earlier discussion it was pointed out that, in spite of the great needs which exist, a continuation of the dormitory construction program depends upon the willingness of the legislature to share some of the cost of future dormitories -- that it does not appear economically feasible for the State College Board to continue to finance this construction on a 100 per cent self-liquidating basis. This has been reported to the Building Commission, and it has been suggested by the Board that the legislature share the cost on a 50-50 basis with the State College Board. The capital outlay requests listed in Table 33 have been arrived at by this assumption.

In order to continue the revenue bond dormitory construction program on any basis -- either with

assistance from the legislature or on a completely self-liquidating basis -- additional bonding authority will be needed. Projected dormitory needs until 1962 indicate a total cost of about \$10,000,000. With this in mind the State College Board will seek additional bonding authority in the amount of \$5,000,000.

This will then permit the College Board to issue the bonds to meet the legislative appropriation if it is forthcoming. The bonding authority will be sought early in the session probably well in advance of the time when actual appropriations are known. This authority could well be granted regardless of the action that may be taken on the actual appropriations. The College Board would use the bonding authority only as circumstances permitted.

STUDENT CENTER PROGRAM

The staff and students of the State Colleges have for many years emphasized the great need for student centers at all of the State Colleges. This need has been presented to the legislature on various occasions, but no favorable action has resulted to this date. The indications from the colleges at this time place still greater emphasis on the need for the development of this type of facility. The State College Board has studied this problem in an effort to discover some manner in which this type of facility could be completely developed on a self-liquidating basis. It has been concluded that this is not possible in that the nature of the facility would not sufficiently support the bond amortization requirements. The present requests for capital outlay include provision for student centers. However, judging from the reactions of the members of the Building Commission, it is assumed that a favorable recommendation in this respect may not be forthcoming. Meanwhile, the need exists, and some positive plan for meeting the need should be established.

The State College Board therefore proposes a three-way approach to the problem which will lead to the development of the much needed student centers. The proposal is as follows:

1. Each college that wishes may take steps to raise approximately one-third of the cost of the facility. This could be done by a combination of two methods:

- (a) a public money-raising campaign employing the resources of the alumni association or other college supporting organization.

- (b) a levy of a special student center fee on students at the rate of \$5.00 per quarter.

When the one-third has been raised, it would then be time for the next two steps. The State College Board will request legislation in the 1961 session to permit the levying of this fee. The fee will be imposed in individual colleges only when the college requests it and after student body interest has reached a point to support the proposal.

2. The State College Board would issue bonds for one-third of the total cost of the facility. The bonds would be retired from a combination of earnings from the facility and from a continuation of the student center fee. This step would of course require authorization by the legislature.

3. The legislature would appropriate one-third of the cost. This action can be justified on a number of grounds. Presently spaces in the existing college classroom buildings must be assigned to certain student activities, e.g.: college newspaper, college annual, student government offices. These necessary activities take space that could be assigned to classroom work or faculty offices. A necessary part of any student center is the provision of some type of food service, particularly commuter lunch service which now takes space that could go for instructional use in many cases. It is safe to say that one-third or more of the space in a student center as conceived by the Minnesota State Colleges could be considered as replacement space. If the legislature would indicate approval of this proposal it would provide a very real stimulus for the local colleges and their supporters to actively promote a local fund-raising program.

MARRIED STUDENT HOUSING

A sizable proportion of the students enrolled in each State College are married. Most of these students have only limited means, and the matter of finding suitable housing is a serious problem

for them and the college. Each college (except Winona, which has a federal housing project) reports that there is a great shortage of adequate housing for married students within the price range that they can afford. As a result, many students are living in sub-standard housing for which they still pay rates which are too high. The only college-owned housing available to married students consists of few World War II barracks that have served far beyond their intended years.

The State College Board has investigated the possibility of attempting to construct married student housing on a self-liquidating basis. At this point the Board feels that the rentals that it would be necessary to charge to amortize the complete cost of adequate housing would be too high for the average student. There is need for state support in the amount of approximately one-half the cost for married student units. The balance could then be carried on a self-liquidating basis and rents held to a satisfactory level.

TAX SHELTERED ANNUITY FOR FACULTY AND STAFF

Certain provisions of the Federal Internal Revenue Code indicate that employees of the State College Board could receive material benefits in the matter of purchasing so-called tax sheltered annuities. Under this plan an employee could direct the employer (the College Board) to withhold a fraction of his salary, not to exceed approximately 16% of the gross salary, and purchase for the employee a non-forfeitable annuity. The amount placed in the annuity would be free from income taxes until withdrawn from the annuity, which would presumably be in the form of retirement income. The State College Board wishes to propose legislation to make this plan possible. This would be a benefit to the State College Board employees and would cost the state nothing except perhaps a small amount for record keeping.

SUPPORT OF THE LIAISON COMMITTEE ACTIVITIES

The activities of the Liaison Committee on Higher Education were described briefly in an earlier section of this report. The Liaison Committee is producing a report of its activity and recommendations. One of the very serious problems facing this committee relates to the matter of conducting research, supplying clerical help and meeting the cost of printing or otherwise duplicating its reports. In conducting its activities up to now each of the Boards involved in the Liaison Committee has contributed by supplying staff time and by sharing in other costs. This has tended to divert staff time from their regular duties and has dipped into limited budgetary resources for other expenses. In spite of this effort on the part of the boards, the amount of research that has been conducted has been limited. At the start of the Liaison Committee work three major research tasks were defined as desirable goals. To date only the first and simplest project has been attempted. There is great need to pursue the other two proposals and possibly still others.

The Liaison Committee realizes that it is not possible to pursue these studies until resources are available. Toward this end the committee has therefore recommended that the amount of \$11,500 be made available for each year of the next biennium to each board to support the work of this committee. The Liaison Committee believes that it would be a better solution to make additional money available to each board and to continue the Committee as a joint cooperative effort than to establish a separate agency apart from the boards to carry on the committee's functions.

The State College Board has not submitted a detailed budget on this matter, although it is expected that the State College Board will make a presentation in cooperation with the Regents of the University of Minnesota and the State Board of Education in support of the program. The amount suggested here to help finance Liaison Committee activities is above and beyond any amounts contained in the formal budgets for the next biennium as submitted by the State College Board.