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**BIENNIAL REPORT
Of The
MINNESOTA STATE COLLEGE BOARD**

**To
THE GOVERNOR
Of The
STATE OF MINNESOTA**

December 1962

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STATE OF MINNESOTA

December 1962
457 Centennial Office Building
Saint Paul, Minnesota

CONTENTS

	Page
Recent Developments in the State Colleges.....	1
Introduction.....	1
Bemidji State College.....	1
Mankato State College.....	6
Moorhead State College.....	10
St. Cloud State College.....	18
Winona State College.....	23
Enrollments and Related Statistics.....	28
Introduction.....	28
Total Enrollment On-Campus.....	28
Full-Time Enrollment On-Campus.....	29
Full-Time Equivalent Students.....	30
Entering Freshmen.....	31
Graduate Program.....	32
Comparative Growth - State Colleges vs Other Four-Year Colleges	36
Credit Hours.....	36
Enrollment by Class and Field of Study.....	37
Graduates by Degree Granted.....	40
The Off-Campus Instruction Program.....	40
Under-Graduate Enrollments by County of Residence, Fall 1962.	43
Enrollment Prospects.....	43
The Dormitory Program.....	50
Introduction.....	50
Recent Accomplishments.....	50
Future Needs.....	52
Cost of Operation of the State Colleges.....	53
Comparison of Costs Between Colleges.....	54
Unit Maintenance Cost Has Been Moderate.....	54
Needs of the Colleges.....	57
Introduction.....	57
The Maintenance and Equipment Budget.....	57
Repairs and Betterments Budgets.....	68
Special Education Budgets.....	68
National Defense Student Loan Program.....	69
College Building Program.....	72
Dormitory Construction Program.....	73
Student Unions.....	73

These cooperating schools are Aurora-Hoyt Lakes, Bemidji, Chisholm, Coleraine, Eveleth, Gilbert, Hibbing, International Falls, Park Rapids, Mountain Iron, Nashwauk, Keewatin, Thief River Falls, Virginia and Wadena. Our first two years under this program has been most gratifying and helpful to all parties concerned.

- C. Laboratory Junior High School - On June 7, 1962 the Junior High section of the Laboratory School was closed by the State College Board upon the recommendation of the President of Bemidji State College. The opening of a new public Junior High three blocks from the college campus attracted many Laboratory Junior High children making the on-campus Junior High enrollment inadequate for laboratory school purposes. The closing was done without severe injury to the student teaching program due to the development and extension of our full quarter, full-time off-campus student teaching program.
- D. Expanded Graduate Offerings - Graduate programs leading to the Masters Degree were approved and instruction started in Counseling and Guidance and Elementary Principalship.
- E. Atomic Materials - Courses in the use and techniques of handling low activity atomic materials have been added. Special laboratories were included for this work in the new science building. We received a grant of \$5,896 from the Federal Atomic Energy Commission for assistance in the purchase of some of the needed equipment for these courses.
- F. Vocal Music Room - A room designed for instruction in vocal music was provided under the Deputy Hall remodeling program.
- G. Language Laboratory - A new thirty station language laboratory is being installed as part of the Deputy Hall remodeling program. This facility is a major step forward in our foreign language instruction program.

Student Programs

- A. Student Government - During 1962 a complete revision of the student government program was completed. The revision established a student senate and strengthened and expanded the participation of students in many areas of the college program.
- B. Counseling and Advisement
The administrative organizations for the counseling and advisement of students was reorganized under a coordinator and expanded in response of their college life. Much more needs to be done when more staff is provided.

- C. Pre-Registration - A most successful and advantageous program of summer pre-registration of entering freshmen and junior college transfers was instituted. This procedure has tended to provide a more deliberate atmosphere for students to more carefully consider their academic and living programs and objectives.
- D. Student Leadership Camp - For the past two years the Student Activity Committee and the Student Personnel Office have conducted five day leadership training programs at a state camp near Bemidji. This program has proven very successful. Fifty student leaders in all phases of campus life attended the camp last summer.
- E. Admission Procedure - Procedure for screening and advisement of all students prior to their acceptance into their major fields and into the professional education program have been revised.
- F. Student Financial Aids - Considerable progress has been achieved in the area of financial assistance to students. The National Defense Loan Program has been expanded to the \$277,000.00 per year limit allowed by the program. A new loan program for seniors has been set up with two of the local banks. A grant of \$1,000.00 was received to permit us to establish a \$12,000 loan guarantee fund with the United Student Aid Fund. The student employment office has been strengthened and made more effective. The need for additional sources of student financial aid becomes more apparent each year. This phase of the college program will need immediate attention and support.

Institutes, Workshops and Clinics -

- A. National Science Foundation
 - 1. Bemidji State College In-Service Institute for Elementary Teachers September 19, 1960 - May 22, 1961 - The grant was \$5,250. The purpose of the institute was to improve the quality of the physical science instruction of grades 4-6 in the elementary schools. Thirty-seven elementary teachers and principals from schools within driving distance of Bemidji were enrolled.
 - 2. Bemidji State College 1961-62 NSF In-Service Institute in Mathematics for Junior High School Teachers September 19, 1961 - May 21, 1962 - The grant received was \$6,490. The purpose of the program was to improve the quality of the junior high school mathematics instruction. A total of 31 secondary school mathematics teachers from schools within driving distance of Bemidji were enrolled. Students registered for either graduate or

undergraduate credit.

3. Bemidji State College 1962-63 NSF In-Service Institute in Mathematics and Biology for Secondary Teachers for Physics for Junior High School Teachers September 24, 1962 - May 20, 1963 - The grant received was \$17,130.00. The purpose of the course is to improve the quality of secondary school instruction in biology and mathematics and to improve the quality of junior high school teachers in physics. A total of 56 secondary school teachers from schools within driving distance of Bemidji are presently enrolled in the courses. Twenty-four are enrolled in the mathematics course, 16 are enrolled in the physics course and 16 are enrolled in the biology course.

4. Summer Institute in Radioactivity and Radioisotope Techniques in Chemistry and Physics for High School Teachers - A grant of \$22,141.00 received for a six week course during the summer of 1963 for 20 selected students.

B. Local -

1. A vocal music section was added to our 1962 summer Music Clinic. The continued acceptance and expansion of this project has been encouraging and helpful to the development of the fine arts in the area.

2. The summer Drama Workshop held each summer in conjunction with the community summer theatre expanded its offerings by presenting a musical comedy for the first time during its 1962 season.

3. The college co-sponsored with the University of North Dakota a four state regional conference on Student Financial Aids. The meeting was well attended and plans made for annual meetings of the group.

4. The college sponsored a building maintenance workshop for public school maintenance personnel in the area. This initial workshop was enthusiastically received. We propose to continue these workshops.

Service Projects

A. Off-Campus Courses - During the biennium courses have been provided at Bagley, Baudette, Cass Lake, Fosston, Goodridge, Greenbush, International Falls, Karlstad, Lancaster, Northome, Park Rapids, Pine River, Plummer, Roseau, Sebeka, Thief River Falls, Wadena and Walker. Enrollments were:

1960	1961	1961	1961	1962	1962
<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
211	212	321	211	200	285

- B. Northwest Counselors Association - The college was instrumental in the organization of an area counselors association, part of whose function is to facilitate closer cooperation between the area high schools and the college. This organization has been enthusiastically received and supported by all high schools in our service area with over fifty schools represented at the fall meeting.
- C. Fine Arts Festival - An annual Fine Arts Festival program has been inaugurated as part of our continuing effort to encourage the cultural growth of our students and area citizens. The Festival programs have been very well received and have engendered considerable interest among our students and faculty due to the attempt to encourage their participation in the Festival offerings.
- D. Association of State Colleges and Universities - This new Association, now considered one of the important research bodies in higher education, maintained its first national headquarters at Bemidji State College with President Sattgast serving as executive secretary. In 1962 a full time Executive-Secretary was employed and the headquarters moved to Washington D.C.
- E. Use of Facilities - Provide facilities for conferences, workshops and meetings of various organizations including:
1. United States Internal Revenue Schools of Instruction.
 2. Minnesota Department of Corrections
 3. Minnesota Department of Conservation
 4. Minnesota Department of Welfare
 5. Minnesota Vikings Football Club
 6. Governor's Indian Guide Program
 7. Christiansen Choral School
 8. Numerous state and regional student conferences
 9. Swimming and life-saving instruction programs for area Boy Scout and Girl Scout councils
 10. Numerous district and regional high school programs including music, drama, debate and speech, journalism and athletics.

During the past two summers receipts from these organizations, including our own Music Clinic was:

	Dormitory	M. & E.
Summer, 1961	\$45,281.75	\$ 12,659.55
Summer, 1962	<u>60,896.07</u>	<u>12,441.05</u>
Total	\$106,177.82	\$ 25,100.60

Special Items

- A. Membership in American Association of University Women - During 1962 the college was visited by a representative of the American

In addition to the number of non-credit conferences referred to above, workshops were also organized in which there were sizable enrollments. A total of 506 enrolled in 13 different workshops during the summer of 1961 and 938 in 14 workshops in the summer of 1962. Among the fields of study covered in these workshops, were, -- the gifted child, aerospace in education, electricity, graphics, driver education, alcohol education, physical fitness, the changing voice in music, German and Spanish refresher workshops, and teaching the mentally retarded.

Off-Campus Collegiate Centers

For the two-year period beginning with the winter 1961-62 and extending through the fall of 1962 there have been a total of over 3,500 enrollments in off-campus centers. During this period, an average of 27 courses were offered each quarter, located in over 20 different communities in the area. Forty-five per cent of the courses offered were in the field of professional education and psychology due to teacher centered interest in extension courses. Over two-thirds of the off-campus courses were taught by regular faculty members who commuted to the centers for the class sessions. Guest instructors, with qualifications equal to that required for on-campus instruction, taught the other classes. Senior year and graduate courses were demanded more frequently than those on the lower levels. In addition, 325 were enrolled in TV courses.

Evening Program

The evening and Saturday program which has been offered at Mankato for a good many years has continued to grow in enrollment. For each of the past two years there have been a total of over 3,000 enrollments in the combined fall-winter-spring quarters. Subjects offered in these sessions include most of the regular college offerings with particular emphasis on higher level and graduate courses. The majority of the enrollees are in-service teachers who commute to the campus for these sessions.

National Defense Loans

The academic quality of our loan applicants has been maintained at a consistently higher level. There is considerable evidence that many of the borrowers would have been completely unable to attend college without this assistance.

Average loan	slightly over	\$530
Grade-point average of current borrowers (almost a "B" av.) . .	2.84	
Average high school rank of entering freshmen borrowers . .	.80th per-	centile
Average family income entering freshmen borrowers . .	below	\$5000

The summary of loans made during the last five years are as follows:

1958-59	\$ 9,450
1959-60	94,615
1960-61	120,710
1961-62	157,450
1962-63	202,400 (anticipated)

The rapidly growing use of loan facilities indicate an increasing need of financial assistance for many of the young people now in school.

Graduates

During the last two years, fall 1960 through the second summer session 1962, over 2,000 persons graduated from the college. Among these there were 1,393 Bachelor of Science degrees; 470 from the Bachelor of Arts Program; and 138 completed the Master's degree in education.

Placements

The college placement office received notification of 17,645 different teaching vacancies during the past placement year (October 1961-October 1962). A total of 1,576 graduates and former graduates sought positions in education, business and industry. Of the persons seeking positions, 768 were seeking their first position, and 808 were former graduates interested in changing positions.

Placements in new teaching positions were reported by 1,022 candidates while the other registrants returned to positions which they had filled last year. In addition to the teachers placed, 118 candidates accepted positions in business. Seventy-six different firms were reported among the placements including such concerns as General Motors, Green Giant, IBM, Lockheed Missiles & Space, Minnesota Mining & Manufacturing, National Aeronautics & Space Administration, and Remington Rand Univac.

USO Overseas Tour

Mankato State College Drama Department has been selected to present a dramatic production during the coming winter under the joint sponsorship of the United Service Organization, Inc. and the American Educational Theatre Association. In this assignment, the director and 17 students will spend seven weeks presenting the musical comedy "Guys and Dolls" in selected areas of the South Pacific.

Summer Registration

Two years ago, the college started a program of new student orientation and pre-registration during a specified period in the summer. The number of students participating in the program has grown each year and it has proven to be a valuable instrument in assisting new students to matriculate at the college. It is expected that the program will be continued on the basis of growing participation.

MOORHEAD STATE COLLEGE

<u>Enrollment Change</u>	1960 - 1,553	1962 - 2,145	Per Cent 38.1
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<u>Faculty Change</u>	1960 - 93	1962 - 116	Per Cent 24.4
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Physical Plant Development:

Science, Math and Industrial Arts Bldg.	1962
Central Food Service	1962
Dormitory (100 beds)	1962

Academic Program

A. Curriculum Reorganization -

1. The 64 quarter hours of required core "General Studies" courses required of four-year degree students now include 12 hours of freshman English, 12 hours of science, 12 hours in one of four three-quarter sequences in social sciences or history, 12 hours of Humanities, 12 hours of electives chosen from modern mathematics, philosophy, psychology, and speech, 2 hours of physical education, and at least 2 additional elective hours outside the student's specialty.

Ability grouping of freshman English classes and of sub-freshman English courses has been abandoned, partially because of insufficient staff, and physical education has been incorporated as a requirement in General Studies. These and other changes were made after exhaustive study of the purposes and effects of the General Studies program of general education, with the intent of providing greater flexibility in meeting such requirements as well as greater variety of courses.

2. Two new departments, Philosophy and Speech, have been added. An expanded program in philosophy, and a new major and minor, are already developed. Speech offerings include General Speech, Theatre Arts, and Speech Pathology and Audiology, the last closely coordinated with the Special Education program to prepare teachers for work with handicapped children.

B. New Courses - Anthropology now offers a minor, and a total of seven courses.

The entire program in Art has been revised after several years' study, and for the B.A. degree includes new "Concentrated Study" areas in Art History, Commercial Art, Crafts and Ceramics, Oil Painting, and Sculpture.

Elementary Education, in addition to including "Areas of Concentration" in subject matter fields, now requires "Foundations of Arithmetic," and experience in a non-credit arithmetic laboratory for those students who fail to perform adequately in arithmetic. The entire education program is undergoing further study and will probably be greatly modified during 1963. Requirements for admission to Student Teaching have been greatly strengthened.

New courses in English include General and Descriptive Linguistics, and Teaching of Language and Composition in the Secondary School, besides several new literature courses.

Foreign Languages offered now include French, German, Russian, and Spanish, and there is a new course in methods of teaching foreign language. All are supplemented by a tape recorder console permitting student practice via listening to recorded native speakers. From the fall of 1959 to the fall of 1961 the enrollment increase in French, German, and Spanish combined was 124 per cent.

French offers both a major and a minor, and majors in German and Spanish are now available in addition to minors previously offered.

Geography majors seeking the B.A. degree are now required to have two years of foreign language. Further expansion in the Geography department is not possible until additional staff can be secured.

The appointment of a Director of Athletics has permitted separation of the academic and athletics functions of the department of Health, Physical Education, and Recreation, while providing for suitable liaison.

The department of Mathematics has added courses in Linear Algebra, Mathematical Statistics, and Modern Geometry.

Thirteen Pre-Professional Programs are available to students who expect to transfer to professional or graduate schools. Since the requirements at other institutions vary from year to year, these programs are kept flexible by up to date coordination with offerings in other colleges and universities.

Psychology majors seeking the B.A. degree are now required to take two years of foreign language.

The department of Science has added seven courses in biology, seven in chemistry, and five in physics, including Atomic and Nuclear Physics and Modern Physics. (N.B.: These listings do not include courses added by action of the Council on Curriculum and Instruction on December 5, 1962.)

The formerly named Department of Social Studies has been re-named the department of Social Sciences and History to include anthropology, economics, history, political science and sociology. This change was made in keeping with greater breadth and depth of courses offered. A new six-quarter sequence in History of Mankind, plus nine other courses, has been added. Sociology now offers a major, a three-quarter General Studies sequence "Man in Society", and a two-year foreign language requirement for sociology majors seeking the B.A. degree. Rural Sociology, and the course Community Organizations and Relationships, have been dropped.

It should be emphasized that the preceding listings of new courses are brief samples, and not an exhaustive catalogue of new courses added in the last biennium.

C. Special Programs -

1. Moorhead State College was the first institution in Minnesota to offer an Audio-Visual Education minor which meets certification requirements for both Audio-Visual Director and Audio-Visual Coordinator.

2. Two new programs in Industrial Technology were inaugurated in 1962. The Technical Aids program leads to the A.A. degree, and the four-year Engineering and Industrial Technology program leads to the B.A. degree. These programs were established through combinations of courses already available and did not require the development of new courses.

3. The college offers a combination of courses meeting certification requirements for a Minnesota certificate in Remedial Reading.

4. The Special Education minor meets certification requirements for teaching special classes for the mentally retarded. The program also includes courses for teaching the gifted child, and is coordinated with the Speech Correction major.

5. The Speech Correction major and minor, established in 1962, meet certification requirements established by the Minnesota State Department of Education and the American Speech and Hearing Association.

6. Television courses offered for credit have included the lo-

cally produced class in Russian History, and network-originated classes in American government, chemistry, economics, physics, and statistics. Other local and network classes are contemplated.

7. For the fourth consecutive year, the college continues its one-quarter program of training for students planning to become X-Ray Technicians. Subsequent experience is obtained at co-operating hospitals.

- D. Accreditation - In 1961 the Graduate Studies and M.S. in Education programs at Moorhead State College received accreditation from the North Central Association of Colleges and Secondary Schools, with renewal of the accreditation of its undergraduate program. The college was also accredited in 1961 by the National Council for Accreditation of Teacher Education, and in the same year women graduates with a bachelor's or master's degree from the college became eligible for membership in the American Association of University Women.

Institutes and Workshops

- A. June Intersession courses (one week, two credit hours)
1960 - Eight Workshops, including Counseling with Parents by Teachers, Human Relations and Film History and Cultural Backgrounds. 1961 - Six Workshops, including Aerospace Education, Civil Defense and Human Relations
- B. Intra-summer session workshops (June Intersessions courses were not offered after 1961)
- 1961 - Elementary Physical Education
The Junior College
Human Relations
Seminar in Mental Retardation
- 1962 - Aerospace Education
Civil Defense
Individual Creative Development (Art)
The Junior College
- C. Combined sponsorships (samples only)
- | | |
|--------------------|--|
| March 22, 1961 | "Elementary Physical Education" |
| November 11, 1961 | "The English Language and the Teaching of English" |
| December 2, 1961 | Two-"Reading and Literature," and "Electricity for Industrial Arts Teachers" |
| February 3, 1962 | "Techniques of Discussion," and "Preparation of Orations" |
| April 14, 1962 | "Gasoline Engines and Plastic Laminates" |
| November 2-3, 1962 | "International Politics" |

November 10, 1962	"What we Learn from the Linguists," and "Evaluating the English Curriculum"
February 9, 1963	"International Politics" (partially financed by the Sperry and Hutchinson Company)

Services to the College Area

- A. Evening Courses - A full program of courses with evening-hour classes is offered every quarter. Graduate courses are the most frequent, and enable the teacher in-service to begin work towards either a fifth-year program or a master's degree. It is also now possible to complete a Business Administration degree by attending night classes only, an invaluable opportunity for individuals working full-time in business and industry in the Moorhead-Fargo community.

For the fall of 1962, six of the 22 evening on-campus courses were open to graduate students only; nine were open to seniors or graduate students, and only seven were open to undergraduates only. For the winter quarter 1962-63, four of the 22 classes scheduled are for graduates only, six for either seniors or graduate students, and twelve for undergraduates only.

- B. Off-Campus Courses - Since the first off-campus course offered by Moorhead State College in the summer of 1949, the program has continued on the basis of stated need, making available courses for college credit that could not otherwise be secured. No longer do the Minnesota State Colleges offer extension courses in the summer. Important recent developments include full accreditation for "guest instructors" of off-campus courses. An off-campus instructor who is not a regular member of the faculty is not assigned a class until his complete transcripts have been evaluated by the chairman of the department under which the course is offered, and until he has been authorized to teach a given course by the chairman and the Academic Dean. Some instructors who have previously taught off-campus courses are no longer employed because of inadequate qualifications, or inadequate performance.

Graduate courses are not taught off-campus without express approval for a given quarter for a particular course and a particular instructor. The Committee on Graduate Studies acts on every such case individually each quarter. In addition, no graduate course is offered off-campus unless both the department and the Committee on Graduate Studies evaluate it as one for which suitable library facilities are available to off-campus students.

Course syllabi, bibliographies, examinations, etc. are submitted by each off-campus instructor at the conclusion of his

course, and evaluated by the department chairman and the Academic Dean. This practice serves the dual purpose of providing background information for future instructors of a given course, and offering a means of evaluating the performance of the individual instructor.

Possibly the best single index of the utility of these classes is the student hour figure, a summation of the products of the number of students multiplied by the credits offered in each class per quarter. For example, the S-H figure for the fall quarter of 1959 was 678 (with 196 enrolled in eight classes). Succeeding fall quarter S-H figures were 1960 - 700; 1961 - 788; and 1962 - 1106. A total of 73 off-campus courses has been offered by Moorhead State College since the summer of 1960, in 18 communities: Appleton, Breckenridge, Crookston, Detroit Lakes, East Grand Forks, Elbow Lake, Fergus Falls, Fertile, Graceville, Kennedy, Morris, New York Mills, Ortonville, Pelican Rapids, Perham, Red Lake Falls, Warren, and Wheaton.

- C. Non-Credit Adult Education - Free weekly sessions to improve speaking ability of individuals who stutter, and semi-tutorial "courses" in oil painting, Russian, and Spanish.
- D. Other services, all open to the public -
 - 1. Art exhibits - local, state and national artists (free)
 - 2. The "Challenge of Ideas" series, free weekly lectures in the summer, established in 1960. Presentations have included such varied titles as "Civil Rights in a Changing Society," "The Faith of a Liberal," "Electronic Music," and "Montaigne-After Four Centuries."
 - 3. Consultant service and public speaking by members of the faculty, to schools and colleges, local business groups, and service organizations.
 - 4. Convocations (free) including such recent speakers as Gilbert Seldes, Paul Holmer and Brand Blanshard.
 - 5. The "Fine Arts Series," including such recent artists as Hal Holbrook, Maureen Forrester, Jacques Klein, Vladimir Ashkenazy, and Grace Bumbry.
 - 6. The Moorhead State College Theatre, with sold-out performances of Broadway hits including THE SKIN OF OUR TEETH, AH, WILDERNESS!, TEA AND SYMPATHY, and the musicals GUYS AND DOLLS, THE KING AND I, and BYE BYE BIRDIE. Plans are now under way for an MSC summer theatre at Detroit Lakes.
 - 7. Programs presented in area schools by the Concert Band and the Concert Choir.

Special Features

- A. Student -
 - 1. Voluntary, free, weekly How to Study sessions conducted by

faculty members including the Academic Dean, Registrar, and Counselor.

2. In addition to a new social fraternity and a new sorority, the 40 student organizations now on the campus include three added in 1962: the Blackstone Society, for students interested in the study of law; the International Student Council, and Trefoil, a service fraternity of former Boy Scouts, comparable to the national Alpha Phi Omega.

3. The student governing body, the Student Commission, is genuinely in charge of student direction of student affairs, including assignment of budget allotments for activities from Student Activity fee collections. The Commission nominates one or more students for membership on almost every major faculty council or committee.

B. Faculty -

1. Research and other grants have included a gift of X-Ray equipment, a 1961 lend-lease program for Audio-Visual equipment from the Bell and Howell Company, a 1962 Atomic Energy Commission grant of \$9,500 for radio isotope laboratory equipment, and a United States Public Health, Department of Health, Education, and Welfare grant for study of chlorpromazine consumption, with a residual of \$1000 in equipment to remain with the college.

2. The Faculty Senate, elected representative body of the faculty established by the Constitution of the Faculty in 1958, is now in the process of developing a "Constitution for Moorhead State College," in accordance with the September, 1962 amendments to the Minnesota State College Board Rules and Regulations. The Faculty Senate is responsible only to the President of the College and to the Faculty as a whole, and may review the action of any council or committee except the Council on Administration.

C. Curricular -

1. Faculty advising, faculty orientation, and student orientation have been expanded and improved for greater efficiency and effectiveness.

2. Academic regulations relating to the dropping of courses, repeating courses, grade average requirements, longer final examinations, and higher standards have been added. The mark "S" (for "Satisfactory") has been added to the standard marking system. Approved in 1961, it is used in workshops where there are too few contact hours to permit awarding a valid mark indicating evaluation of achievement.

3. Junior and senior level courses for graduate credit were approved in 1962, particularly for cases where a new graduate major is undertaken and undergraduate preparation is not complete.

4. Residence requirements for master's degree candidates have been clarified and strengthened.

D. Inter-college Cooperation -

1. Currently being developed is a cooperative program involving relationships among area colleges (Concordia College in Moorhead, and North Dakota State University in Fargo) and the establishment of an arrangement by which a student enrolled at one of these institutions might take one or more courses at either or both of the others, applying the resultant credit as meeting residence requirements on the degree program at his "home" school. Such a plan may help establish stronger departments, avoid duplication and overlap, enable lower cost to the individual student, and provide greater availability of instruction from expert specialists.
2. During 1962 Moorhead State College established an affiliation with the Merrill-Palmer Institute of Detroit, Michigan, by which a Moorhead State College student interested in anthropology, education, psychology, or sociology may spend one quarter at Merrill-Palmer and apply the credits received to his Moorhead State College program.

Miscellaneous

- A. National Defense Student Loans now in the hands of Moorhead State College students exceed \$600,000, and more than \$200,000 has been assigned for 1962-1963.
- B. Scholarships available have been increased, and the processing of applications improved. For 1962-1963 more than 50 scholarships were awarded (not including those awarded to Moorhead State College students by other agencies and not processed through the college's Financial Aids to Students Committee), including one to a foreign student, two to students transferring from junior colleges in the area, and three for upper classmen at the college. For the first time a Moorhead State College student won both the Minnesota State Elks scholarship, and one of the Elks National Foundation awards. An alumna and former teacher at the college has established an endowed scholarship for students preparing to become elementary teachers, and there are endowed scholarships in honor of Dean Emeritus Joseph Kise, alumna Mrs. Jean R. Stephenson, and memorial scholarships in honor of Catherine Haukebo and Janet Cupler.
- C. The installation of IBM equipment and a Friden Flexowriter have improved clerical and record keeping efficiency and accuracy. A test scoring machine has been made available for faculty use.
- D. Many members of the faculty have participated in local, state, area, and national professional organizations, others have been appointed to positions or hold office in national professional organizations, and others have published articles and/or books.

- E. Future Plans include consideration of -
Honors program for outstanding ("Gifted") students
Vocational training terminal functions, as well as pre-professional and two year A.A. degree programs
Junior High School teacher education
Fifth Year teacher education program
Graduate Counseling and Guidance Program
A new major in Western Civilization
Additional non-credit Adult Education courses
Freshman Off-Campus courses
Preparation for 1963 Revisitation of the North Central Association

ST. CLOUD STATE COLLEGE

<u>Enrollment Change</u>	1960 - 3,442	1962 - 4,380	Per Cent 27.3
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<u>Faculty Change</u>	1960 - 184	1962 - 223	Per Cent 21.0
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Physical Plant Development:

Completion of Laboratory School	1962
Dormitory Addition (400 beds)	1960
Dormitory (200 beds)	1962
Heating Plant Addition	1961

Academic Program

A. Curriculum -

1. Language Laboratory - Completed in 1961. In addition to the latest language teaching aids, the laboratory is equipped with a short wave radio and antenna. Courses in Russian, German, French and Spanish are now taught in the language laboratory. Space used for the laboratory was once storage area.
2. Medical Technology - A new curriculum in medical technology was added to the St. Cloud State College program in January of 1961. Under the program, students preparing for medical technology receive 12 months of instruction at the School of Medical Technology at the St. Cloud Hospital after completion of three academic years at St. Cloud State College. The college requires 145 quarter hours of classwork; the hospital 48. Students successfully completing the program receive a B.A. degree.
3. Industrial Technology - A new curriculum was added at St. Cloud State College in 1962. Students may earn either a two-year Associate in Arts certificate or a four-year Bachelor of Arts degree. Designed to supply employees for Minnesota's industrial firms, the curriculum calls for a broad industrial program and specialization in two areas -- technical drawing and electronics. The curriculum was implemented to help meet the need for college trained technicians.

4. General Education - A "capstone" course which blends ideas expressed in various courses during a four-year college program concludes the General Education curriculum adopted at St. Cloud State College in 1962. Team teaching with major emphasis on outside reading distinguishes the summary course from others. Another new requirement in the revised program is a four hour philosophy course for freshmen. Other required courses are psychology, personal hygiene and physical education. Under the program which requires 68 quarter hours, all B.S. and B.A. students must earn 12 credits in humanities, four to 12 in communication, 16 in science-mathematics and 16 in social sciences. Electives are available in business and industrial arts.

- B. Re-Organization of Academic Program - St. Cloud State College's eight academic divisions were reorganized into three schools in a plan developed throughout the 1961-62 academic year. The plan is to be operative beginning with the fall quarter 1962. The new organization provides for a School of Education, a School of Science, Literature and Arts and a School of Business and Industry. The three school organization will allow more flexibility as the college's enrollment and curriculum expand to meet the needs of a more diversified student group. The School of SLA is composed of 15 departments: art, biology, chemistry, economics, English, foreign languages, geography, history, mathematics, music, philosophy, physics, political science, speech-theatre and sociology. The School of Education has the following departments: elementary education, physical education and health, psychology, secondary education special education.

Institutes and Workshops

- A. National Defense Education Act -
1. Guidance and Counseling Training Institute, Summer 1962 - Twenty-six teachers from nine states attended the Guidance and Counseling Institute designed to upgrade the professional training of teachers and counselors who completed most of their graduate work in counseling. Classes were conducted in the theory of personality structure, counseling procedures and related counseling activities. It was supported by a National Defense Education Act grant of \$24,329.
- B. National Science Foundation Grants -
1. Two-day Institute for Teachers (February 3-4, 1961). This workshop attracted 70 junior and senior high school science teachers. New techniques for the teaching of science in the laboratory and classroom were demonstrated.
 2. Institute for High School Students (June 12 - July 7, 1961). Financed by a NSF grant of \$15,280, this institute was for 40 high school students and was designed to explore chemistry,

physics and mathematics as career fields.

3. Institute for High School Teachers (July 25 - August 26, 1961).

This program was attended by 60 high school science teachers from 20 states. Financed by a \$49,790 NSF grant, the institute brought the teachers up to date on new techniques of teaching biology, chemistry and physics.

4. In-Service Institute - Offered during the 1961-62 school year, this institute was financed by a NSF grant of \$3,220 and was available to all area junior and senior high school science teachers.

5. Institute for High School Teachers (July 16 - August 17, 1962).

The third such institute conducted by St. Cloud State College, this institute attracted 60 teachers. It was designed to bring junior and senior high school teachers up to date on developments in chemistry, physics, biology and earth science. It operated on a NSF grant of \$48,800.

6. Institute for High School Students (June 11 - July 13, 1962).

Fifty-two students from four states attended the five-week institute which provided instruction and laboratory work in special areas of science and mathematics beyond that offered in high school. It was financed by a NSF grant of \$25,165.

7. In-Service Institute - To be offered during the 1962-63 year, this institute is financed by a NSF grant of \$5,420.

It will be available to junior high school general science teachers within commuting distance of St. Cloud.

C. Local Workshops -

1. School Administrators' Workshop (June 25-30, 1962). Inaugurated in 1962, this workshop was attended by 42 school administrators from the Central Minnesota area. It was designed to acquaint public school administrators with techniques in public and human relations. The workshop was planned by a committee appointed by the various administrative groups in Central Minnesota to work with the college staff.

2. English and Spanish Language Workshops (Summer, 1962).

These workshops were held by the Language and Literature departments at St. Cloud State College and were attended by 61 persons (50 English and 11 Spanish). They were designed to explore the new techniques in teaching of English and Spanish.

3. Speech Workshop (Summer 1962). Attended by eight persons, this workshop was held at St. Cloud State College's summer theatre "L'Homme Dieu" near Alexandria. Major concentration was on the techniques and procedures of theatrical production.

4. Art Workshop (Summer 1962). Designed for elementary art education teachers, this workshop was attended by 11 persons. Methods of art education for the elementary grades were presented and examined.

5. Social Studies Workshop (Summer 1962). Presented in co-operation with the Science Department, this workshop concentrated on conservation of natural resources.

Services to the College Area

- A. Off-Campus Collegiate Centers - During the past biennium, courses were offered in the following off-campus centers: Alexandria, Anoka, Brainerd, Cambridge, Litchfield, Hutchinson, Minnetonka, Montevideo, North St. Paul and Willmar. Enrollments were:

<u>Winter</u> <u>1961</u>	<u>Spring</u> <u>1961</u>	<u>Fall</u> <u>1961</u>	<u>Winter</u> <u>1962</u>	<u>Spring</u> <u>1962</u>	<u>Total</u>
374	624	529	495	343	2,365

(Totals include 591 enrolled in TV courses)

- B. Television Courses - Courses for college credit were offered during the past two-year period over KTCA-TV (Minneapolis) and KCMT-TV (Alexandria). Enrollments were as follows:

<u>Winter</u> <u>1961</u>	<u>Spring</u> <u>1961</u>	<u>Fall</u> <u>1961</u>	<u>Winter</u> <u>1962</u>	<u>Spring</u> <u>1962</u>	<u>Total</u>
123	65	44	252	130	591

- C. High School Debate and Public Speaking Conference (January 1961 and January 1962). - Inaugurated in 1961 and held again in 1962, this workshop sponsored by the Speech Department attracted 300 students from 60 Central Minnesota high schools. The day-long conference emphasized the role of debate and public speaking in today's high school curriculum.
- D. Fine Arts Festival - The first Fine Arts Festival was held on the St. Cloud State College campus February 16 to March 10, 1961. Major musical, dramatic and artistic programs were concentrated into the three-week period and featured such outstanding talents as: Agnes deMille, Weston Noble, Basil Rathbone and National Opera Company. The second annual Fine Arts Festival was held February 22 to March 7, 1962 and presented such events as: Don Shirley Trio, Kay Griffel "Singer of the Year", Hal Holbrook, art exhibits and foreign films. A third Festival will be held in 1963.
- E. Other Conferences and Workshops - During the preceding two-year period, St. Cloud State College was host to many conferences and workshops. Some of these were college related, others were non-educational groups. Some of the conferences held were:
1. State Postmasters' Conference (1961 and 1962)
 2. Student National Education Association State Meeting (1962)
 3. Future Teachers of America State Conference (1962)
 4. State Department of Corrections (Summer 1962)
 5. Lutheran Sunday School Teachers (1962)

6. Minnesota Education Association Leadership Conference (1962)
7. Inter-Faculty Organization Biennial State Convention (1962)

Special Features

- A. Faculty Senate - Since the fall of 1960 St. Cloud State College's faculty has been represented by a Faculty Senate made up of 36 members. The Senate represents the 222 faculty members on policy making and advisory matters. Duties of the Senate include supervising and reviewing work of committees, organizations and publications. It also makes recommendations to the faculty and administration. The Faculty Senate has proved to be efficient, effective and equitable.
- B. USO Overseas Tour - St. Cloud State College was one of 10 colleges selected to send a dramatic production on a tour of overseas military bases during the fall quarter of 1961. The tour was made through the professional entertainment branch of the Department of Defense in joint cooperation with the American Educational Theatre Association and United Service Organizations, Inc. A faculty member and 17 students presented the musical comedy "Wonderful Town" at American bases in the Northeast Command which includes Iceland, Greenland, Newfoundland, Labrador and Baffin Island.
- C. Tri-College Program - The unique Tri-College program was initiated in September 1958 after a year of planning by the administration of St. Cloud State College in cooperation with St. John's University and the College of St. Benedict. Financed by two grants from the Louis W. and Maud Hill Family Foundation, the program will extend through 1964. The initial grant to the Tri-College program was \$94,385.00 made in 1958. A second grant of \$81,850.00 was made in 1961. Following expiration of the \$176,235.00 total, the three colleges plan to continue the program to fulfill the condition agreed upon with the Hill Foundation in 1958. Designed as a joint experiment in general education for faculty members and superior students, the Tri-College program is made up of three parts:
 1. "Grest Issues" courses involving selected students and faculty members of the three colleges meeting in joint session for discussion of crucial issues.
 2. A "Visiting Consultant" program in which persons of distinction in specific fields relevant to the "issues" are invited for lecture and consultation purposes.
 3. A "summer faculty improvement" program in which faculty members involved in the program attend classes, do research relative to the coming year's theme, or study academic improvement programs extant in other universities in the U.S. and abroad.
- D. Danforth Summer Study Program - St. Cloud State College has

received \$10,000 from the Danforth Foundation of St. Louis, Missouri, to be used for summer study by faculty members over a three-year period. St. Cloud is one of the 20 colleges in the United States concerned with teacher education that received the grant. The program is designed to strengthen the academic excellence of the institutions by enriching the educational and cultural backgrounds of their faculty members. Eight faculty members received funds from the Danforth Foundation for summer study in 1962; two received grants in 1961. The program will be in effect through the summer of 1963.

- E. Phi Delta Kappa - A local chapter of Phi Delta Kappa, international professional fraternity for men in education, was initiated at St. Cloud State College on February 18, 1961. The Epsilon Theta Chapter has membership of more than 75 professional educators in the St. Cloud area.

WINONA STATE COLLEGE

<u>Enrollment Change</u>	1960 - 1,305	1962 - 1,646	Per Cent 26.1
<u>Faculty Change</u>	1960 - 78	1962 - 96	Per Cent 23.2

Physical Plant Development:

Completion of Heating Plant	1961
Completion of Science Building and Tunnels	1962
Completion of Somsen Hall Rehabilitation	1962
Completion of Richards Hall - piping replacement and lounge conversion	1962

Academic Program

- A. Curriculum -
1. General Education - An extensive study of our General Education program was undertaken by the General Education Committee which later reported to the Curriculum Cabinet. Some changes were the expansion of the sciences and mathematics with the splitting of the biological sciences into two courses: Human Biology and General Biology. General Mathematics was added. Students were given a choice of two out of three courses in art, music, and industrial arts. Hygiene was dropped, Personal and Community Health was substituted and the credit reduced.
 2. Changes in Majors - As a result of study by the Specialization Committee which reports to the Curriculum Cabinet certain changes were made in order to strengthen the subject matter requirements; for example, the music major was expanded

from 48 - 60 hours; mathematics major from 33 - 41 hours; a new major in physical science has been introduced. The social science major has been revised as to course requirements and total hours from 44-56. Other changes involve the introduction of subject matter minors in certain areas such as economics, biological science, and sociology.

- B. Re-Organization of Academic Administrative Plan - In order to clarify organizational lines, a plan has been set up which involves the assignment of responsibility for the academic administrative operation to the Academic Dean. Responsible to him will be the Registrar and staff, the Graduate and Extension Director, as well as the Academic Division Chairman.

Institutes and Workshops

- A. National Science Foundation Grant -
1. Summer Institute - 1963 - The college has received word that the National Science Foundation has granted the sum of \$49,200 for the purpose of conducting a summer institute in 1963 for teachers of secondary school science. This will concentrate on new developments in physics and chemistry and will be staffed by our faculty and special lecturers. Stipends will be available for high school teachers who will attend this workshop.
- B. Summer Workshops -
1. Conservation Workshop - This college has pioneered in the offering of the Conservation-Education Workshop at the White-water State Park for public school teachers. This has been conducted several summers under the leadership of Dr. M. O. Wedul and has had a full quota - 60 - in attendance every year. The State Department of Conservation has given excellent cooperation.
 2. Elementary Grade Science - Summer workshops in helping teachers in the grades to teach science principles have been conducted and the response has been good.
 3. Physical Education - A very popular offering has involved the teaching of physical education activities especially designed for the elementary grades to teachers of these levels. Local faculty and guest consultants have been used.
 4. Industry Seminar - In cooperation with some nearby major industry, seminars for industrial arts teachers, placing emphasis upon application to industrial practices, have been conducted with good results.
 5. International Relations - On our own initiative and with support of the North Central Association of Colleges and Secondary Schools workshops in international relations have been conducted for teachers of secondary school social studies. The response has been good.

6. Reading Workshop - Several reading workshop offerings for grade school teachers have been available. Remedial and developmental reading programs have been stressed and high level of interest continues in this field.

7. Summer Tours - In order to offer summer school students the opportunity to travel and make first-hand contacts with places remote from the northwest area, summer tours have been offered for several years. Last summer there was a tour of eastern states and this summer a tour to Mexico is planned.

C. Summer Sessions -

1. Many of the regular course offerings available to undergraduates during the year are offered in summer. An increasing number of students attend summers as well as the regular academic year so that it becomes possible to complete a four-year program in three calendar years. In this way the student accelerates his program and the State of Minnesota makes year around use of its facilities.

2. Graduate enrollment in the summer session continues to be high. It was 29% of the total full-time equivalent enrollment in the first session of 1962. Last year there were 43 masters degrees conferred. Most of these are teachers employed during the regular year who attend the summer classes and part-time evening or Saturday classes during the academic year.

Services to the College Area

A. Off-Campus Centers - Off-campus offerings are continued in the region assigned by the State College Board to this college. While this is the smallest area assigned to any State College there continues to be an active demand for this kind of program. Recently we have attempted to limit the offerings to certain centers such as Rochester, Austin, Preston, Red Wing. In the fall of 1962, eight centers were served with a total enrollment of 411 students, mostly of school teachers.

B. School Psychologist - Last year a cooperative program with public schools of the area was undertaken. This involved the furnishing of the services of a psychologist to seven schools - Elgin, Lake City, Plainview, Red Wing, St. Charles, Wabasha, Winona. Payment by schools for services is based on the time made available. The plan has proved to meet the needs of the schools and they have wished to continue for 1962-63. One more school, Lewiston, has been added.

C. A number of conferences of special services to the schools of the area have been conducted; among these are dramatics and speech festivals, music festivals, play days for high school girls, swimming meets for area schools.

Other Items

- A. Accreditation - Major interest centers on steps taken to obtain approval by NCA of the college program at the master's level. Visitations have been made to the College by examiners and the evaluation has suggested certain changes which have been implemented. The program has now been approved. In 1961 the College prepared a comprehensive self-evaluation for NCATE and was visited by an examining team in October 1961 with a view toward accreditation of the teacher education program. Certain changes in the organization of the teacher education program have been suggested and these are now under study. The accreditation continues by NCATE.
- B. Administrative Plan - The revision now taking place will re-assign certain of the administrative functions. There will be four major areas of activity: 1. Business; 2. Academic; 3. Student Personnel; 4. Special Services. Responsibility will be assigned to an individual for each area: 1. Business Manager; 2. Academic Dean (noted above); 3. Director of Student Personnel; 4. to be assigned.
- C. Financial Aid - Special attention should be called to the notable assistance given students through the National Defense Loan Fund last year amounting to \$100,000 and for the current year \$127,000. All the money available has been committed. It should also be noted that a report made by a faculty member, Dr. Foegen, submitted to the State College Board last year shows about two-thirds of our students actually employed about 19 hours per week. Another 15% of the students are actively seeking work. Financial need of our students continues to be a major concern and efforts to keep the cost down should be continued.
- D. Graduates - In the last calendar year there were 227 bachelor degree graduates prepared to teach and of these 89% have teaching positions. In addition, there were 43 masters degrees granted with 100% in teaching. When the masters and bachelors graduates are combined, the number teaching is 91% of the total degrees conferred. Those not teaching include those who went into military service, graduate study, homemaking, as well as other occupations.
- E. Inter-Institutional Affiliation - The College is continuing its affiliation with a foreign school--Oslo, Norway, Teacher Training College--under the auspices of AACTE. Last year a member of our staff taught at the Oslo College while a member of their staff was in Winona. One of their students attended at Winona last year. This year two of our students are attending the Oslo school. It is hoped that next year one of their students

will come to Winona while one of our students goes to Oslo. There are some difficulties involved in teacher exchange but this matter is under continuing study.

- F. Fraternities and Sororities - Upon request of the students and with the approval of the student personnel staff and concurrence of the Administrative Council, two nationally affiliated fraternity chapters have been set up on the campus and one nationally affiliated sorority. The development is being followed carefully by the student personnel officer and the activities are directed by the faculty advisers. Student leadership and selection of student membership has been commendable and the development will undoubtedly continue as the enrollment grows.
- G. Inter-College Seminar - The three colleges--St. Mary's College, College of St. Teresa, Winona State College--have for several years cooperated in a seminar for superior students with student participants selected by each college. A faculty member is also assigned by each college to the project. Meeting weekly, the group takes up current topics and requires preparation by each student of the material to be presented. Comments by participants have been very favorable.
- H. Doctors Degrees - A recent survey of doctors degrees conferred in the United States shows the baccalaureate origins of the doctoral candidates. From 1933 through 1950, Winona State College graduated 1,042 with bachelors degrees. The report shows that 4% of these (41) are listed as having earned the doctorate at major universities.

The foregoing are typical but this does not constitute a complete list of on-going programs and activities.

ENROLLMENTS AND RELATED STATISTICS

INTRODUCTION

Statistics relative to enrollments, number of graduates, and where the students originate all have meaning in describing the nature of the service performed by the State Colleges as well as projecting the future functions and needs of the colleges. Attention will be given in this section to listing, usually in tabular form, a number of the statistics relative to the State College System. Naturally such a statistical presentation does not completely portray the full dimension of the college load or the services performed by the colleges. It should become clear to the reader, however, that the growth in the State Colleges, both in number of people served and in the range of services offered, has been dramatic, and that prospects for the future indicate that this growth will continue.

TOTAL ENROLLMENTS ON-CAMPUS

The first measure of enrollment to be presented is the total on-campus enrollment for the fall quarter for each year from 1954 through 1962. This information is found in Table 1.

TABLE 1
Minnesota State Colleges
Total On-Campus Enrollment - Full and Part Time Students
Fall Quarter 1954 through 1962

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	4,930	1,555	3,344	1,305	12,677
1961	1,706	5,674	1,857	4,009	1,502	14,748
1962*	1,948	6,282	2,145	4,379	1,646	16,400
Increase 1954-62:						
Number	1,348	4,197	1,427	2,718	1,023	10,713
Per Cent	224.7	201.3	198.7	163.6	164.2	188.4

*Tentative--Final Reports Not In.

All on-campus students, full or part time, enrolled in regular on-campus college courses are included. Omitted are students taking courses at

off-campus centers or students who appear on campus only for short courses, special events, adult education courses or special non-credit evening courses. Table 1 indicates that the total on-campus enrollment in the State Colleges has grown from 5,687 in the fall of 1954 to 16,400 in the fall of 1962, or 188.4% over an eight-year period. Enrollments in some of the colleges have more than tripled in this period of time, while enrollments in each of the others have increased more than two and one-half times.

FULL-TIME ENROLLMENT ON-CAMPUS

A second method of recording enrollments is to count only the full-time students enrolled. This statistic becomes useful in some instances, particularly in measuring dormitory requirements, since it is usually assumed that part-time students are people who live in the locality, are perhaps employed part time, and do not normally create a dormitory demand. The numbers of full-time on-campus students enrolled in the Minnesota State Colleges during each fall quarter from 1954 through 1962 are shown in Table 2.

TABLE 2
Minnesota State Colleges
On-Campus Enrollment - Full-Time Students
Fall Quarter 1954 through 1962

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	3,094	1,108	10,938
1961	1,592	4,795	1,579	3,614	1,276	12,856
1962*	1,726	5,235	1,817	3,985	1,390	14,153
Increase 1954-62:						
Number	1,165	3,538	1,106	2,527	808	9,144
Per Cent	207.7	208.5	155.6	173.3	138.8	182.6

*Tentative--Final Reports Not In.

The reader will note that the total of such students has increased from 5,009 in 1954 to 14,153 in the fall of 1962. The rate of increase in this type of student parallels very closely the rate noticed for total students as set forth in Table 1.

FULL-TIME EQUIVALENT STUDENTS

The term "full-time equivalent students" gives a measure of the entire instructional program for each college, including full-time students, part-time students, and off-campus students. In this unit are included the credits enrolled by all students. To find the number of full-time equivalent students, credits enrolled by all students are totaled and divided by 48, the number of credits that a student needs to earn in one year to graduate in twelve quarters or four regular school years. The legislature has adopted the practice of using this index in computing legislative appropriations. In some cases the full-time equivalent students for the 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. It should be mentioned at this point that the practice of using 48 credit hours as the assumption for a full-time equivalent student places the State Colleges under a rigorous system of calculations. Experience indicates that many students are not able to complete a four-year program in a twelve-quarter period. Furthermore, aids for junior colleges are calculated on the assumption of 45 credit hours per year for a full-time equivalent student. This point is raised because the State Colleges have for several years been on a ratio for determining the number of faculty members allowable. This ratio is based on the relationship between the number of full-time equivalent students and the number of allowable faculty. The method in which the ratio is calculated can have as serious effect on the total number of faculty allowed as the ratio itself. The numbers of full-time equivalent students are shown in Table 3A and Table 3B.

TABLE 3A
Minnesota State Colleges
Regular Year Full-Time Equivalent Students*
1954-55 through 1962-63

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	1,423	4,179	1,340	3,031	1,155	11,128
1961-62	1,572	4,852	1,587	3,541	1,315	12,867
1962-63**	1,770	5,340	1,844	3,973	1,475	14,402
Increase 1954-55 to 1962-63:						
Number	1,222	3,408	1,067	2,310	836	8,843
Per Cent	223.0	176.4	137.3	138.9	130.8	159.1

* Found by dividing by 48 the total credit hours of all students, on-campus and off-campus, during the fall, winter and spring quarters.

** Estimated, 7th quarter budgets.

TABLE 3B
Minnesota State Colleges
Total Year Full-Time Equivalent Students*
1954-55 through 1962-63

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	1,644	4,755	1,587	3,448	1,354	12,788
1961-62	1,794	5,490	1,834	3,989	1,517	14,624
1962-63**	1,968	6,012	2,092	4,412	1,695	16,179
Increase 1954-55 to 1962-63:						
Number	1,278	3,720	1,128	2,368	932	9,426
Per Cent	185.2	162.3	117.0	115.9	122.1	139.6

* Found by dividing by 48 the total credit hours of all students, on-campus and off-campus, during the regular school year and summer session.

** Estimated, 7th quarter budgets.

Table 3A shows the number of full-time equivalent students for the regular school year, that is from September through May. Table 3B shows the total number of full-time equivalent students for the entire year and includes not only the regular year but the summer sessions as well.

The number of full-time equivalent students, whether taken from Table 3A or 3B, has more than doubled since the 1954-55 school year.

ENTERING FRESHMEN

Another enrollment figure of interest is that of the entering freshmen. Such information is shown in Table 4. The total number of entering freshmen in state colleges has increased from 1,997 in the fall of 1954 to 4,391 in the fall of 1962. The increase in the number of entering freshmen, of course, is a very substantial one, but it is not as high as other measures of enrollment increases. One might wonder why it has been possible for the total enrollment of the colleges to increase at a greater rate than the number of new freshmen. The answer to this lies in at least two areas. The first of these is the fact that many more students who enter a State College now stay to complete a four-year program. In the earlier years included in Table 4, a program of less than four years' duration on which a teaching certificate could be secured was still available to students. By State Board of Education regulations it is no longer possible for a teacher to become

TABLE 4
Minnesota State Colleges
Entering Freshmen*
Fall Quarters 1954 and 1956-62**

Year	Bemidji	Mankato	Moorhead	St. Cloud	Winona	Total
1954	245	693	303	500	256	1,997
1955	--	--	--	--	--	--
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
1961	507	1,524	506	1,265	395	4,197
1962*	559	1,570	588	1,272	402	4,391
Increase 1954-1960:						
Number	314	877	285	772	146	2,394
Per Cent	128.2	126.6	94.1	154.4	57.0	119.9

* End of second week

** 4th through 9th Annual Surveys of Minnesota College and University Enrollments. Figures for 1955 not reported in Surveys.

certificated with less than a four year degree. At the same time, the graduate enrollment of the State Colleges has been increasing materially. The second major reason is that very substantial numbers of students are transferring into the State Colleges after having taken part of their college training at another institution. This is particularly noticeable at the junior year level because of transfers in from junior colleges.

GRADUATE PROGRAM

The graduate program in the Minnesota State Colleges is an outgrowth of legislation passed in 1953. To the present time it has been limited to a fifth year of work leading to the Master of Science degree in education. Teachers, both elementary and secondary, are able through this program to secure a master's degree in their teaching field. The State Board of Education also recognizes the master's degrees in the State Colleges as a basis for granting the elementary principal's certificate. Most students working on the graduate degree are teachers who are actually in service. As a result, the great majority of the students take part-time graduate work during the regular year and/or summer work. The total number of students actually pursuing graduate training in any one college is therefore rather large. A specific indication of the extent of the graduate program in the State Colleges may be found in Table 5.

This table extends from the 1957-58 school year through the 1961-62 school year and shows for each college the total number of

TABLE 5
Annual Credit Hours of Graduate Work
Minnesota State Colleges
1957-58 thru 1961-62

Year	Bemidji	Mankato	Moorhead	St. Cloud	Winona	Total
1957-58	557	2,633	662	2,404	1,960	8,216
1958-59	826	4,889	908	3,304	2,735	12,662
1959-60	1,463	6,595	1,268	3,787	3,095	16,208
1960-61	1,738	7,896	2,061	4,438	3,187	19,320
1961-62	2,331	9,353	2,302	5,747	4,307	24,040
Increase 1957-58 thru 1961-62:						
Number	1,774	6,720	1,640	3,343	2,347	15,824
Per Cent	318.5	255.2	247.7	139.1	119.7	192.6

graduate credits granted during the course of the entire year. One may note that the program in all colleges has increased phenomenally in this period, with the total credits granted in all colleges increasing from 8,216 in 1957-58 to 24,040 in 1961-62. This represents a 192.6% increase, which is nearly a tripling in this period of time.

It is generally granted that graduate programs are more demanding of instructors' time and efforts than an undergraduate program. However, for purposes of determining the number of faculty to be granted through the use of the student-teacher ratio formula now in effect, the graduate credits are counted at the same value as the undergraduate credits. This may have been justified in the early stages, but the graduate program has now advanced to the place where special recognition should be given to it.

There is a current proposal before the State Board of Education which would eventually lead to the requirement that all teachers in Minnesota have a fifth year of college preparation. Many of these teachers will of course choose to take their fifth year by means of a master's degree program. When this certification requirement is actually approved, it is reasonable to anticipate that the demands at the graduate level in the State Colleges will be increased materially. If the graduate program is to meet the needs satisfactorily, it is time that faculty allocation formulas be adjusted to compensate for the requirements of staffing this program.

Table 6 summarizes four measures of enrollment and enrollment growth that have been presented earlier. These figures are all presented as percentages of increase from 1954 through the fall of 1962 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

TABLE 6
Percentage of Growth in State Colleges
By Four Different Measures
From 1954 to 1962

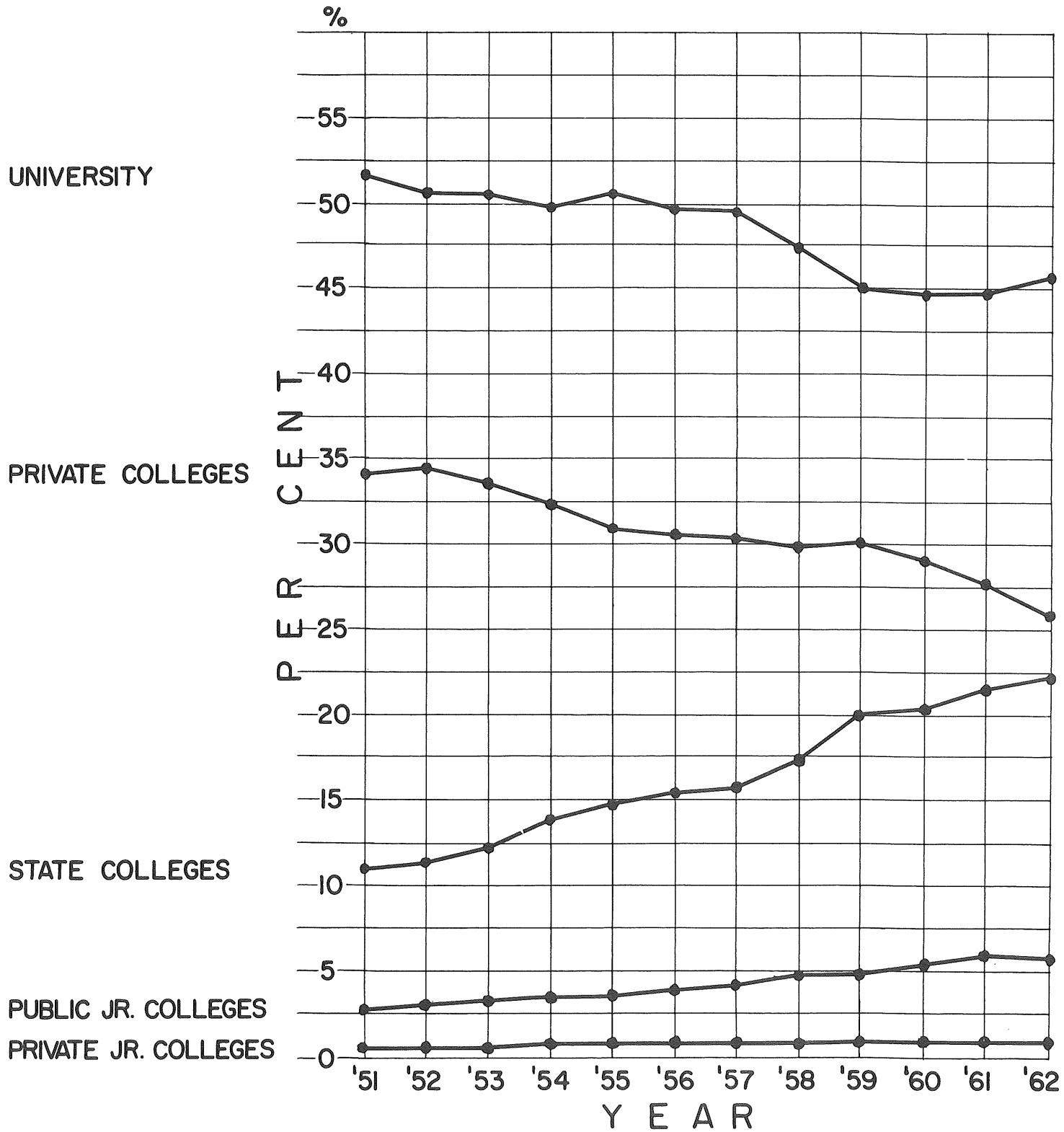
College	Type of Measure			
	Total On-Campus Students (Fall Quarter)	Full-Time On- Campus Students (Fall Quarter)	Entering Freshmen (Fall)	Full-Time Equivalent Students (Reg. Year)*
	(1)	(2)	(3)	(4)
Percentage of Increase				
Bemidji	224.7	207.7	128.2	223.0
Mankato	201.3	208.5	126.6	176.4
Moorhead	198.7	155.6	94.1	137.3
St. Cloud	163.6	173.3	154.4	138.9
Winona	164.2	138.8	57.0	130.8
Total	188.4	182.6	119.9	159.1

* Based on 7th Quarter Budget estimates, fiscal 1963

equivalent student figure applies to the regular year, hence the 1962-63 figure used in computing the percentage was an estimate based upon actual figures for the fall quarter of 1962 but using estimates for the winter and spring quarters of 1963. Upon examination of this table 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.

The percentage distribution of enrollment of the colleges in Minnesota by types of colleges for each fall quarter from 1951 through 1962 is shown in Figure I. This graph indicates the percentages of the total regular on-campus students enrolled in each type of college. In the 1951 fall quarter a total of 36,160 on-campus students were enrolled in all Minnesota colleges. The distribution by type was as follows: University of Minnesota (all campuses), 18,682 (51.7 per cent of the total); all private 4-year colleges, 12,310 (34.0 per cent); all state colleges, 3,963 (11.0 per cent); all public junior colleges, 995 (2.7 per cent); and all private junior colleges, 210 (0.6 per cent). The trend over the time period shown in the graph has been for the University to decline in the percentage of the total enrolled, for the private colleges to decline, for the state colleges to increase, for the public junior colleges to increase, and for the private junior colleges to continue

FIGURE I
 PERCENTAGE DISTRIBUTION OF COLLEGE
 ENROLLMENT IN MINNESOTA BY
 TYPE OF INSTITUTION
 1951-1962



to hold steady in the percentage of all students enrolled.

In the 1962 fall quarter a total of 73,644 on-campus students were enrolled in all Minnesota colleges. The distribution was as follows: University of Minnesota, 33,616 (45.6 per cent); private 4-year colleges, 18,882 (25.6 per cent); state colleges, 16,400 (22.3 per cent); public junior colleges, 4,182 (5.7 per cent); and private junior colleges, 564 (0.8 per cent).

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

Statistics presented earlier indicate that the Minnesota State Colleges have had a rather high rate of increase since 1954. It may be of interest to compare the rate of increase in the State Colleges with other types of four-year colleges in Minnesota. The Association of Minnesota Colleges has now completed its 9th Annual Survey of College Enrollments in Minnesota. Table 7 contains information taken from this survey and from records of the State College Board. This table shows

TABLE 7

Per Cent of Enrollment Growth In Four-Year Minnesota Colleges
From 1954 to 1962 -- Fall Quarter
By Type of College

Type of Institution	Method of Enrollment Reporting		
	Total Day Students (Full-Time, Part-Time, Special) (1)	Full-Time Students (2)	Entering Freshmen (3)
Percentage of Increase			
Private Liberal Arts Colleges	35.4 ^(a)	35.2 ^(b)	16.5 ^(b)
University of Minnesota	51.0 ^(a)	64.8 ^(b)	71.0 ^(b)
State Colleges	187.6 ^(a)	181.7 ^(b)	119.9 ^(b)

(a) From Table III of the Ninth Annual Survey of College Enrollments, Association of Minnesota Colleges.

(b) Derived from Table IV, same source.

percentages of increase from the fall quarter of 1954 to the fall quarter of 1962 for three measures of growth: (1) total students (full-time, part-time and special), (2) full-time students, and (3) entering freshmen. In each of these measures the State Colleges demonstrate a substantially higher rate of increase than the other types of colleges.

CREDIT HOURS

Academic sessions in the Minnesota State Colleges include the

fall, winter and spring quarters, which range in length from eleven to twelve weeks each. In addition there are two summer sessions each of five weeks. Table 8 presents a summary of the total credit hours offered in each college for the various academic sessions mentioned above. This table is presented in order to show the total credit hour load of each college for the year 1961-62. This table is also designed to show the relative load from one academic period to the other. Generally speaking, the fall quarter shows the heaviest load of the year. It is found that the winter quarter load falls somewhat, as is also true again in the spring. This is brought about by students withdrawing from college for one reason or another. The summer load, which is comparatively small, is made up heavily of people returning from teaching positions for further study, both at the undergraduate level and at the graduate level. In the right hand columns of Table 8 are figures showing the full-time equivalent students, both for the regular school year (September through May) and for the total year (which includes the regular year plus the summer sessions). The formula commonly applied by the legislature in determining the number of faculty positions rests on the number of full-time equivalent students. This term (full-time equivalent students) is a derived term found by summing all of the credit hours for which students enroll during a year and dividing by 48. It has already been mentioned that use of the number 48 as a divisor places the State Colleges at a disadvantage when compared to the junior colleges. It should also be pointed out that the technique of adding credit hours for the whole year creates a situation where the student teacher ratio in the fall quarter can never be as advantageous as the formula prescribes. Yet it is the fall quarter which is the most critical. It is during this period that college is getting under way, with many new students and with a number of new faculty members. It is recommended that consideration be given to the possibility of using the fall quarter load as a measure to be used in computing the faculty-student ratio rather than an average of the three quarters.

ENROLLMENTS BY CLASS AND FIELD OF STUDY

The Minnesota State Colleges are primarily teacher preparation institutions. There are, however, a number of students enrolled who are embarked on a four-year program which does not lead to certification as a teacher, and others who are pursuing a course of one or two years duration with the intention of transferring to the professional school of some university. Table 9 shows the number of students enrolled in each college according to the type of program being pursued and by the students' year in college for the fall quarter of 1961. This table indicates that the Minnesota State Colleges had 16,883 persons enrolled in the fall of 1961, counting those enrolled in off-campus courses as well as those enrolled on campus. Of this number, 9,744 were enrolled in teacher education courses on campus. An additional 2,135 people were enrolled in off-campus courses and most of these individuals were teachers in service who were taking special courses designed to upgrade their teaching ability. It is safe to say, therefore, that something

TABLE 8
Minnesota State Colleges
Summary of Total Credit Hours, 1961-62 School Year

COLLEGE	Total SS	Fall	Winter	Spring	Total Regular Year	Total Year	Full-Time Equivalent Students	
							Reg. Year	Total Year
<u>Bemidji:</u>								
Reg. On-Campus	8931	25339	24265	22523	72127	81058		
Grad. On-Campus	<u>1716</u>	<u>262</u>	<u>235</u>	<u>175</u>	<u>672</u>	<u>2388</u>		
Total On-Campus	10647	25601	24500	22698	72799	83446		
Off-Campus	<u>--</u>	<u>786</u>	<u>744</u>	<u>1140</u>	<u>2670</u>	<u>2670</u>		
TOTAL	10647	26387	25244	23838	75469	86116	1572	1794
<u>Mankato:</u>								
Reg. On-Campus	25768	77700	75428	69105	222233	248001		
Grad. On-Campus	<u>4275</u>	<u>1324</u>	<u>1173</u>	<u>1607</u>	<u>4104</u>	<u>8379</u>		
Total On-Campus	30043	79024	76601	70712	226337	256380		
Wkshps., Tours, TV	569	360	27	169	556	1125		
Off-Campus	<u>--</u>	<u>2688</u>	<u>1275</u>	<u>2039</u>	<u>6002</u>	<u>6002</u>		
TOTAL	30612	82072	77903	72920	232895	263507	4852	5490
<u>Moorhead:</u>								
Reg. On-Campus	10711	25872½	24778	22041	72691½	83402½		
Grad. On-Campus	<u>979</u>	<u>396½</u>	<u>286½</u>	<u>448</u>	<u>1131</u>	<u>2110</u>		
Total On-Campus	11690	26269	25064½	22489	73822½	85512½		
Workshops	161	--	--	--	--	161		
Off-Campus	<u>--</u>	<u>788</u>	<u>379</u>	<u>1209</u>	<u>2376</u>	<u>2376</u>		
TOTAL	11851	27057	25443½	23698	76198½	88049½	1587	1834
<u>St. Cloud:</u>								
Reg. On-Campus	17746	58526	54706	49093	162325	180071		
Grad. On-Campus	<u>3263</u>	<u>636</u>	<u>522</u>	<u>672</u>	<u>1830</u>	<u>5093</u>		
Total On-Campus	21009	59162	55228	49765	164155	185164		
Wkshps., Tours, TV	494	88	678	524	1290	1784		
Off-Campus	<u>--</u>	<u>2032</u>	<u>1128</u>	<u>1351</u>	<u>4511</u>	<u>4511</u>		
TOTAL	21503	61282	57034	51640	169956	191459	3541	3989
<u>Winona:</u>								
Reg. On-Campus	6982	20962	19516	18285	58763	65745		
Grad. On-Campus	<u>2227</u>	<u>577</u>	<u>531</u>	<u>649</u>	<u>1757</u>	<u>3984</u>		
Total On-Campus	9209	21539	20047	18934	60520	69729		
Workshops	525	--	--	--	--	525		
Off-Campus	<u>--</u>	<u>1234</u>	<u>394</u>	<u>952</u>	<u>2580</u>	<u>2580</u>		
TOTAL	9734	22773	20441	19886	63100	72834	1315	1517
<u>All Colleges:</u>								
Reg. On-Campus	70138	208399½	198693	181047	588139½	658277½		
Grad. On-Campus	<u>12460</u>	<u>3195½</u>	<u>2747½</u>	<u>3551</u>	<u>9494</u>	<u>12954</u>		
Total On-Campus	82598	211595	201440½	184598	597633½	680231½		
Wkshps., Tours, TV	1749	448	705	693	1846	3595		
Off-Campus	<u>--</u>	<u>7528</u>	<u>3920</u>	<u>6691</u>	<u>18139</u>	<u>18139</u>		
TOTAL	84347	219571	206065½	191982	617618½	701965½	12867	14624

TABLE 9
Minnesota State Colleges
Distribution of Students by Classes and Fields of Study
Full and Part-Time Students -- Fall Quarter -- 1961

Class	Teacher Education	On-Campus Non-Teacher Program	Specials	Off-Campus	Total
<u>College - Bemidji</u>					
Freshmen	363	259	--	8	630
Sophomores	259	122	--	37	418
Juniors	293	43	--	103	439
Seniors	265	23	--	51	339
Graduates	61	--	--	--	61
Special	--	--	18	12	30
Total	1,241	447	18	211	1,917
<u>College - Mankato</u>					
Freshmen	913	1,073	--	33	2,019
Sophomores	704	452	--	77	1,233
Juniors	765	342	--	345	1,452
Seniors	702	227	--	153	1,082
Graduates	323	--	--	144	467
Special	--	--	173	107	280
Total	3,407	2,094	173	859*	6,533
<u>College - Moorhead</u>					
Freshmen	394	252	--	5	651
Sophomores	289	127	--	34	450
Juniors	250	52	--	112	414
Seniors	269	35	--	50	354
Graduates	103	--	--	28	131
Special	--	--	86	22	108
Total	1,305	466	86	251	2,108
<u>College - St. Cloud</u>					
Freshmen	876	701	--	23	1,600
Sophomores	552	277	--	54	883
Juniors	545	163	--	194	902
Seniors	560	103	--	98	761
Graduates	146	--	--	76	222
Special	--	--	86	84	170
Total	2,679	1,244	86	529*	4,538
<u>College - Winona</u>					
Freshmen	343	214	--	2	559
Sophomores	221	80	--	12	313
Juniors	236	44	--	83	363
Seniors	158	23	--	55	236
Graduates	154	--	--	16	170
Special	--	--	29	117	146
Total	1,112	361	29	285	1,787
<u>All Colleges</u>					
Freshmen	2,889	2,499	--	71	5,459
Sophomores	2,025	1,058	--	214	3,297
Juniors	2,089	644	--	837	3,570
Seniors	1,954	411	--	407	2,772
Graduates	787	--	--	264	1,051
Special	--	--	392	342	734
Grand Total	9,744	4,612	392	2,135	16,883

* Including nonduplicates enrolled in TV classes.

over 11,800 people were pursuing a course of study in teacher education. A total of 4,612 students were in programs not leading to teacher education, and 392 students were unclassified in that they were at the moment not pursuing any well defined course of study.

GRADUATES BY DEGREE GRANTED

Table 10 lists the number of degrees granted by each of the State Colleges according to the program of studies completed and by the academic period in which the work was completed toward that degree. This table shows that a total of 2,648 individuals were granted diplomas during the 1961-62 school year. Of this number, 2,164 diplomas were granted in the field of teaching, either the B.S. degree or the M.S. degree. As would normally be expected, the largest number of degrees was conferred on work completed during the spring quarter, but it is interesting to note that a very large number also completed their work during the summer school. Although the number of actual graduates is one indication of the accomplishment of the colleges, it should be borne in mind that the colleges are also serving a great number of people who will before they graduate transfer to some other institution. In fact, in Table 9 more than 4,600 students were listed in non-teacher programs. Many of these people plan to transfer to other colleges before graduation but a considerable number of them will remain in the State Colleges.

THE OFF-CAMPUS INSTRUCTION PROGRAM

For a number of years each of the Minnesota State Colleges has conducted a program whereby regular College classes are conducted in towns away from the College campuses for the benefit of elementary and secondary school teachers in or near the place where the classes are taught. The off-campus instruction program has been of great value in that teachers in service have had an opportunity to up-grade themselves. The state has benefited through the fact that the program has helped to maintain a supply of accredited teachers.

Table 11 shows the activity in the off-campus instruction program for the 1961-62 school year. Contents of this table report for each college by quarter the number of centers (places where classes were taught), the total number of classes taught in all centers, the number of students enrolled in off-campus courses, and the number of credit hours of course work enrolled by all students. This table indicates that a total of 19,990 credit hours were taken during the year in the off-campus program by all students in all colleges. This credit load reduced to full-time equivalent students amounts to 416.5; In other words the total off-campus program had the same instructional effect as operation of a college enrolling 416.5 full-time students for a full school year.

A similar table appeared in the 1960 Report to the Governor. In that table it was recorded that 19,726 credit hours were given in the off-campus program during the 1959-60 school year for a full-time student

TABLE 10
Minnesota State Colleges
Number of Graduates by Degree Granted
By Academic Session - 1961-62

Degree	SESSION				Total
	Summer 1961	Fall 1961	Winter 1961-62	Spring 1962	
<u>College - Bemidji</u>					
B. S. (Teaching)	111	27	16	145	299
B. A.	9	4	5	14	32
A. A. (2 years)	0	0	0	3	3
M. S. (Teaching)	<u>13</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>15</u>
Total	133	32	21	163	349
<u>College - Mankato</u>					
B. S. (Teaching)	243	92	77	263	675
B. S. (Nursing)	1	0	3	16	20
B. S. (Medical Technology)	1	1	1	0	3
B. A.	62	42	34	115	253
M. S. (Teaching)	<u>39</u>	<u>0</u>	<u>3</u>	<u>17</u>	<u>59</u>
Total	346	135	118	411	1,010
<u>College - Moorhead</u>					
B. S. (Teaching)	130	25½	15	128	298½
B. A.	7	2½	7	25	41½
A. A. (2 years)	1	0	0	4	5
M. S. (Teaching)	<u>8</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>9</u>
Total	146	28	22	158	354
<u>College - St. Cloud</u>					
B. S. (Teaching)	215	57	66	174	512
B. A.	26	12	16	34	88
A. A. (2 years)	3	0	1	5	9
M. S. (Teaching)	<u>20</u>	<u>1</u>	<u>1</u>	<u>4</u>	<u>26</u>
Total	264	70	84	217	635
<u>College - Winona</u>					
B. S. (Teaching)	98	17	27	98	240
B. A.	4	4	6	13	27
A. A. (2 years)	0	1	0	1	2
M. S. (Teaching)	<u>20</u>	<u>4</u>	<u>2</u>	<u>5</u>	<u>31</u>
Total	122	26	35	117	300
<u>All Colleges</u>					
B. S. (Teaching)	797	218½	201	808	2,024½
B. S. (Nursing)	1	0	3	16	20
B. S. (Medical Technology)	1	1	1	0	3
B. A.	108	64½	68	201	441½
A. A. (2 years)	4	1	1	13	19
M. S. (Teaching)	<u>100</u>	<u>6</u>	<u>6</u>	<u>28</u>	<u>140</u>
Total	1,011	291	280	1,066	2,648

NOTE: Each person is counted only once. (One who graduates with degrees in two fields is recorded as $\frac{1}{2}$ a graduate in each field.)

TABLE 11
Minnesota State Colleges
Summary of Off-Campus In-Service Program
1961-62 School Year

College	Number of Centers	Number of Classes	No. of Students Enrolled (No Duplication)	Total Number of Credit Hours
Bemidji:				
Fall Quarter	9	10	211	786
Winter Quarter	10	11	200	744
Spring Quarter	11	12	285	<u>1,140</u>
				2,670
Mankato:				
Fall Quarter	23	32	859	3,048
Winter Quarter	17	22	370	1 302
Spring Quarter	22	33	626	<u>2,208</u>
				6,558
Moorhead:				
Fall Quarter	9	12	251	788
Winter Quarter	5	5	118	379
Spring Quarter	12	15	337	<u>1,209</u>
				2,376
St. Cloud:				
Fall Quarter	9	21	529	2,120
Winter Quarter	9	15	495	1,806
Spring Quarter	8	22	441	<u>1,880</u>
				5,806
Winona:				
Fall Quarter	7	14	285	1,234
Winter Quarter	4	5	110	394
Spring Quarter	6	11	225	<u>952</u>
				2,580
Total All Colleges:				
Fall Quarter	57	89	2,135	7,976
Winter Quarter	45	58	1,293	4,625
Spring Quarter	59	<u>93</u>	1,914	<u>7,389</u>
Total Regular Year	--	240	--	19,990

Full-Time Equivalent Students -- 416.5.

equivalent of 411 students. This comparison would indicate that the total off-campus program has remained at about the same size over this two-year period. For some time it has been anticipated that the demand for this off-campus program might decrease because of the fact that there are assumed to be fewer people teaching with less than a bachelor's degree. The demand has not dropped however. Shortly, the State Board of

Education may require five years of college education for full teacher certification. If this proposed regulation is adopted, the demand for the off-campus instruction program may well increase.

UNDER-GRADUATE ENROLLMENTS BY COUNTY OF RESIDENCE, FALL QUARTER 1962

The county of origin of the students who attend the State Colleges is reported in Table 12. This table which includes only the full-time undergraduate and special students by county of residence indicates that the five state colleges serve every county of the state -- even those counties which are remote from any State College. The counties in which State Colleges are located and the neighboring counties generally send the greater number of students. The twin city metropolitan area, however, which is not close to any state college, sends many students to these colleges. In the 1962 fall quarter, for example, Hennepin County, sent 1,545 full-time students to the State Colleges, which number is more than twice that coming from any other county.

At the end of Table 12 the number of residents of other states and the number of residents of foreign countries enrolled in the State Colleges are listed. Also indicated is the number of counties in Minnesota which send students to each college. This shows that St. Cloud draws students from 82 counties while Winona draws from 42 counties. This difference can be explained by the fact that St. Cloud is close to the geographic center of the state while Winona is not far from the southeastern corner of the state.

ENROLLMENT PROSPECTS

The long range forecasting of college enrollments is apparently a difficult statistical task. To date no foolproof system has been developed which will precisely indicate the future college enrollments of an entire state or area. To forecast the enrollment of one college in a state becomes an even more difficult task unless, of course, an institution arbitrarily establishes a given limit to its enrollment and rejects all applicants once that limit has been reached. In public colleges, however, it has generally been held that the colleges should be open without limitation of number to qualified applicants; this, obviously, makes the problem of enrollment projections more difficult. Some of the factors that must be taken into consideration in studying the matter of enrollments are:

1. The number of college age people in the population to be served.
2. The rate of college-going in the college age population.
3. The number of other colleges in the area to be served and the admission policies of these colleges.
4. The attractiveness of the offerings of the colleges.
5. The economic situation.
6. The world military situation.

TABLE 12
Enrollment of On-Campus, Full-Time Undergraduate and Special
Students in Each Minnesota State College by County of Residence
Fall Quarter, 1962

County of Residence		Bemidji	Mankato	Moorhead	St. Cloud	Winona	Total All State Colleges
1	Aitkin	8	2	2	19	0	31
2	Anoka	4	9	4	135	0	152
3	Becker	20	6	117	11	0	154
4	Beltrami	281	2	3	5	0	291
5	Benton	0	3	2	164	1	170
6	Big Stone	2	6	18	9	1	36
7	Blue Earth	0	763	1	3	1	768
8	Brown	4	157	1	6	3	171
9	Carlton	35	1	0	24	0	60
10	Carver	0	48	0	20	0	68
11	Cass	88	1	5	10	0	104
12	Chippewa	0	40	7	38	0	85
13	Chisago	2	2	1	54	0	59
14	Clay	4	1	479	0	0	484
15	Clearwater	66	2	6	0	0	74
16	Cook	5	0	0	4	0	9
17	Cottonwood	2	83	0	1	4	90
18	Crow Wing	33	7	3	69	1	113
19	Dakota	5	84	1	47	38	175
20	Dodge	0	48	1	2	19	70
21	Douglas	4	7	26	60	0	97
22	Faribault	2	201	0	4	6	213
23	Fillmore	0	32	0	3	103	138
24	Freeborn	1	143	0	4	18	166
25	Goodhue	3	81	0	20	70	174
26	Grant	1	3	21	14	0	39
27	Hennepin	54	545	42	855	49	1,545
28	Houston	0	8	0	0	78	86
29	Hubbard	65	2	6	5	1	79
30	Isanti	1	2	1	42	0	46
31	Itasca	114	4	3	32	1	154
32	Jackson	0	52	1	2	1	56
33	Kanabec	3	0	0	39	1	43
34	Kandiyohi	3	21	2	108	0	134
35	Kittson	23	0	40	1	0	64
36	Koochiching	66	0	3	8	0	77
37	Lac qui Parle	1	28	34	4	0	67
38	Lake	12	1	3	9	0	25
39	Lake of the Woods	42	0	0	8	0	50
40	Le Sueur	0	143	0	9	1	153
41	Lincoln	2	36	4	4	7	53
42	Lyon	3	84	5	23	3	118
43	McLeod	0	57	0	46	6	109
44	Mahnomen	18	1	27	2	0	48
45	Marshall	31	0	32	0	0	63
46	Martin	2	207	1	19	3	232
47	Meeker	4	11	6	64	0	85
48	Mille Lacs	0	0	3	73	0	76
49	Morrison	10	6	4	91	1	112

Enrollment of On-Campus, Full-Time Undergraduate and Special
Students in Each Minnesota State College by County of Residence
Fall Quarter, 1962

Page 2

County of Residence		Bemidji	Mankato	Moorhead	St. Cloud	Winona	Total All State Colleges
50	Mower	0	126	0	5	46	177
51	Murray	0	61	0	6	0	67
52	Nicollet	4	220	0	1	0	225
53	Nobles	6	54	0	8	9	77
54	Norman	7	1	58	6	0	72
55	Olmsted	7	100	1	3	49	160
56	Otter Tail	57	5	162	43	0	267
57	Pennington	44	4	14	4	0	66
58	Pine	0	0	0	42	0	42
59	Pipestone	0	32	1	25	10	68
60	Polk	117	2	70	2	1	192
61	Pope	1	4	24	44	0	73
62	Ramsey	24	240	2	259	31	556
63	Red Lake	30	1	10	1	0	42
64	Redwood	1	101	0	8	1	111
65	Renville	2	86	3	26	0	117
66	Rice	2	114	5	6	12	139
67	Rock	0	42	0	0	3	45
68	Roseau	44	0	9	5	0	58
69	St. Louis	160	17	15	93	23	308
70	Scott	1	65	0	10	3	79
71	Sherburne	1	0	3	100	0	104
72	Sibley	3	83	0	4	0	90
73	Stearns	2	4	4	593	0	603
74	Steele	5	153	1	1	10	170
75	Stevens	0	5	18	11	0	34
76	Swift	1	5	13	34	0	53
77	Todd	10	4	19	87	1	121
78	Traverse	2	1	21	10	0	34
79	Wabasha	0	27	0	4	76	107
80	Wadena	27	0	18	29	0	74
81	Waseca	2	140	0	3	1	146
82	Washington	5	32	2	69	20	128
83	Watonwan	0	99	1	4	0	104
84	Wilkin	0	0	60	4	0	64
85	Winona	0	15	1	3	399	418
86	Wright	2	9	2	120	2	135
87	Yellow Medicine	1	29	17	24	0	71
Total Minnesota Residents		1,592	4,821	1,469	3,867	1,114	12,863
Residents of Other States		91	312	305	63	247	1,018
Residents of Foreign Countries		40	35	26	5	7	113
Total Enrollment		1,723	5,168	1,800	3,935	1,368	13,994
Number of Counties Represented		66	75	63	82	42	87

Some of the above factors can be estimated rather accurately while others are subject to considerable doubt. For example, it is relatively easy to project the college age population for the state or a group of counties. On the other hand it is very difficult to project the rate at which the people of college age will actually attend college. Various officials of the Minnesota State Colleges have attempted from time to time to project the enrollments of the State Colleges. This problem has been approached from numerous angles and by and large the estimates have been as good as could be expected. The estimates have consistently been too low. The persons making the estimates probably tended either consciously or otherwise to be conservative. Each probably had a natural reluctance to accept in his own mind the possibility that college enrollments could actually materialize as rapidly as has been noted in an earlier section of this report.

Table 13 is designed to illustrate the overall dimensions of the college enrollment problem in Minnesota. Basic data on which this table is developed are taken from two sources. The first source is the annual school census conducted by the public schools of the state. This census includes all the children of the state whether enrolled in public or private schools. The second source is the reports of college enrollment as taken from the annual surveys conducted by the Association of Minnesota Colleges.

Column (1) of Table 13 lists the number of children on the school census who were 16 years old each year. The number of 16 year olds was picked since experience shows that the school census after age 16 is not accurate, probably because census aid is not paid for those beyond 16 years of age.

Column (2) reports the estimated number of college age people in the state. The college age population is defined as those who are from 18 through 21 years old. As a matter of fact many people in college fall outside this age group, but normally the bulk of college enrollment would be within this group. The figures in the college age population column were derived from the number of 16 year olds from the school census. This was done for any given year by summing the number of 16 year olds two years previously, three years previously, four years previously, and five years previously. This practice assumes no increase or decrease in the number of persons from the time the individuals of the group were 16 years old until they became 18, 19, 20 and 21 years old. This is felt to yield a more accurate estimate than advancing the number of births in a given year by 18, 19, 20 or 21 years, which is done in many projections.

Column (3) lists the total numbers of on-campus students enrolled in all colleges and universities in Minnesota for the 1951 fall term through fall, 1962. An examination of these figures reveals a constant increase with the 1962 figure being slightly larger than twice the 1951 figure.

TABLE 13
Minnesota State College Board
Selected Data Regarding Total On-Campus College Enrollments in Minnesota

Year	16-Year Olds On School Census	Population Of College Age (18-21) (2)	Fall Term Minnesota College Enrollments (Actual) (3)	Per Cent Of College Age in College (4)	Projected College Enrollments at Selected Rates of Attendance			
					35%	40%	45%	50%
	(1)	(2)	(3)	(4)				
1946	44,623							
1947	43,586							
1948	42,785							
1949	41,353							
1950	40,897							
1951	41,986	172,347	36,347	21.1				
1952	42,515	168,621	37,141	22.0				
1953	43,203	167,021	37,859	22.7				
1954	44,372	166,751	43,684	26.2				
1955	45,154	168,601	46,496	27.6				
1956	46,648	172,076	50,981	29.6				
1957	48,598	175,244	52,553	30.0				
1958	51,369	179,377	56,155	31.3				
1959	57,387	184,772	59,106	32.0				
1960	53,077	191,769	63,207	33.0				
1961	52,686	204,002	69,041	33.8				
1962	54,531e	210,431	73,554	35.0				
1963	71,760e	214,519			75,082	85,808	96,534	107,260
1964	66,901e	217,681e			76,188	87,072	97,956	108,841
1965	67,681e	232,054e			81,219	92,822	104,424	116,027
1966	69,556e	245,878e			86,057	98,351	110,645	122,939
1967	73,505e	260,873e			91,306	104,349	117,393	130,437
1968	74,777e	275,898e			96,564	110,359	124,154	137,949
1969	75,440e	277,643e			97,175	111,057	124,939	138,822
1970	76,079e	285,519e			99,932	114,208	128,484	142,760
1971	78,036e	293,278e			102,647	117,311	131,975	146,639
1972	78,148e	299,801e			104,930	119,920	134,910	149,901
1973	81,582e	304,332e			106,516	121,733	136,949	152,166
1974	80,891e	307,703e			107,696	123,081	138,466	153,852
1975		313,845e			109,846	125,538	141,230	156,923

e -- Estimated from 1961 school census data

Column (4) contains percentages that the total college on-campus enrollment was of the college age population year by year. We may note in this column a continuous increase between each year represented here. In 1951, the number attending college in Minnesota equaled 21.1 per cent of the college age population. By 1962 the percentage of the college age population attending college had advanced to 35 per cent. It is, of course, impossible to predict what the future will hold as far as a continuation of the rise in the percentage of the college age population actually enrolling in college. There is apparently a growing recognition on the part of young people and their parents that it is highly desirable to get a college education. It seems reasonable to expect that there will continue to be an increasing demand.

On the right side of Table 13 are four columns. Each column is headed by a percentage as follows: 35%, 40%, 45%, and 50%. The figures under these headings represent the estimated Minnesota college on-campus enrollments if the people in the college age group attend college in the percentage indicated. If there is no change in the rate of college attendance there will be an estimated total of 109,846 persons enrolled in Minnesota colleges by 1975. If the percentage going to college were to increase to 40%, there will be approximately 125,538 people enrolled in 1975. If the rate rises to 45%, by 1975 there will be about 141,230 enrolled and as many as 156,923 if the rate should go to 50%.

It seems apparent in the light of the above figures that Minnesota should prepare itself for a substantial increase in college enrollments. Evidence also seems to indicate that a very large porportion of this increase will need to be provided by publicly supported colleges.

As indicated earlier the projection of enrollment for a specific college for a specific year becomes more difficult than projecting enrollment for an entire state. Many unpredictable and even unknown factors probably will influence the final decision of potential college students. Nevertheless, it is necessary in the interest of long range planning to make the best estimates possible.

Table 14 lists the estimates of future State College full-time on-campus enrollments for the fall quarters of 1963, 1964, 1965 and 1970. These figures were developed by each college taking into account all of the facts and trends relative to enrollments now available to the colleges. The figures submitted by the colleges were evaluated by the College Board staff and appear to be reasonable estimates in every case. In fact, when figures from Table 13 are taken into account and when the trend in the percentage of students going to State Colleges is considered (Figure I), it would appear that the total estimates of 26,941 students in State Colleges in 1970 might well be too conservative.

TABLE 14

Minnesota State Colleges
Projected Full-Time On-Campus Enrollment (Fall-Quarter)

Year	Bemidji	Mankato	Moorhead	St. Cloud	Winona	Total
1963	1940	5900	2050	4298	1550	15,738
1964	2125	6700	2300	4598	1700	17,423
1965	2300	7300	2600	5118	1870	19,188
1970	3000	10,000	3450	7821	2670	26,941

THE DORMITORY PROGRAM

INTRODUCTION

The physical plant development of any college must take place in an orderly fashion. That is, there must be a proper balance of facilities at all times. It is not sufficient to build only classroom buildings as a means of meeting the demands of increasing enrollments. Since the Minnesota State Colleges draw the majority of their students from distances beyond commuting range, provision must also be made for housing and feeding large numbers of students. Inadequate and insufficient dormitory facilities are limiting factors to college enrollments just as surely as inadequate and insufficient instructional space.

RECENT ACCOMPLISHMENTS

In the early days of the development of the Minnesota State Colleges the state constructed and paid for dormitories and food service facilities on the State College campuses. As a result it was possible to keep board and room costs to the students to an absolute minimum. With the rapid influx of students following World War II, the state did not provide new facilities rapidly enough to keep up with the demand. In fact, during the entire period from 1919 to 1955 the dormitory capacity in the five State Colleges had been increased by only 732 students.

The State College Board, realizing the inadequacies of the dormitory construction program, sought and secured authority from the legislature in 1955 to enter into a program of financing the construction of dormitories and food service facilities through the issuance of revenue bonds to be amortized from income of the dormitories and food service facilities. The State College Board was authorized to pledge the earnings from the existing dormitories which had been constructed with tax money as well as the income from the new dormitories to be constructed from bond money toward the payment of principal and interest on the bonds. The ability of the Board to pledge income from the old dormitories to help pay for the new ones made it easier for the Board to carry on its program of revenue bond financing up to this time. Similarly, it has made it possible to charge the students a smaller board and room rate than would have been required had it not been possible to use the income from the older dormitories.

In 1955 the legislature also gave the State College Board specific authority to issue \$3,100,000 of revenue bonds with which to construct dormitories. In 1957 the legislature gave the Board additional authority to borrow in the amount of \$6,700,000, and in 1959 an additional authority of \$6,000,000 was given. Totally, then, the Board has had the authority to issue \$15,800,000 worth of revenue bonds. These bonds have all been issued, and all of the facilities for which the bonds were issued have been constructed and are in operation with the exception of one project which will be ready in the early months of 1963.

New dormitories and food service facilities have been constructed from the three bond issues at all of the State Colleges. Table 15 summarizes the capacities of the dormitories in the several colleges.

TABLE 15
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	1,674	2,246
Moorhead	177	404	581
St. Cloud	288	1,018	1,306
Winona	152	261	413
Total	1,444	3,885	5,329

The first column indicates the capacity of the buildings that were in existence at the start of the revenue bond program. Column two gives the capacity of the buildings constructed under the revenue bond program, and the third column lists the total rooming capacity in each college. This table indicates that the capacity of the buildings that were in existence at the start of the program equaled 1,444 students. The new program has financed the construction of buildings with a net additional capacity of 3,885 students, so that the total normal capacity presently is 5,329.

The State College Board is of the belief that the record of the revenue bond program is a good one. A substantial amount of state building has been accomplished with no direct cost to the taxpayer. Great additional needs, however, still exist. In the 1961 session of the legislature the State College Board proposed a continuation of the revenue bond construction program but felt that it would be unable to completely finance from revenue bonds the cost of an extended dormitory construction program. For that reason the State College Board requested that the legislature appropriate an amount equal to the amount to be borrowed through revenue bonds. The question may arise as to why it was possible for the State College Board to construct nearly \$16,000,000 worth of dormitories without help by direct appropriation and then suddenly find it necessary to request a legislative appropriation. The answer lies in the fact that the State College Board did in fact enjoy a subsidy at the start of the revenue bond program through the income of the previously built dormitories on the campuses. At the completion of the construction financed by the third bond issue, the capacity of the old dormitories was such a small part of the total that their contribution to earnings was insufficient to subsidize a further extension of the program. The 1961 legislature, however, did not see

fit to accept the Board's proposal, hence the Board found it impossible to finance further dormitory construction projects

FUTURE NEEDS

In the meantime, enrollments in the State Colleges continue to grow at an accelerated pace, and needs now appear to be greater than they have ever appeared to be before.

Because of the extreme urgency of the situation, the State College Board has made a very complete restudy of its capabilities for further revenue bonding. The Board has attempted to draw upon the resources of experts in the field of revenue bonding and has once again confirmed its belief that the Board must have some form of subsidy in order to continue its dormitory construction and operation program needed to satisfy the demands of the future students. The Board, however, has determined that, with a further increase in board and room rates, it can finance three-fourths of the cost of an extended construction program if the legislature will appropriate one-fourth of the cost.

The Board is pleased to note that the Legislative Building Commission has recommended a twelve million dollar dormitory and food service program for the five State Colleges and that this program is to be financed by an appropriation of three million dollars and by revenue bonds in the amount of nine million dollars to be issued by the State College Board.

In the 1961 session of the Legislature authority was granted to the State Colleges to levy a fee of five dollars per quarter to accumulate a reserve for the future construction of student unions in the colleges where the fee was collected. This fee is being levied in four of the five colleges and may be levied in all colleges soon. Some colleges have also engaged in other money raising activities and it is clear that the colleges will shortly be ready to start construction of student unions. It will be necessary to issue additional revenue bonds for this program. The State College Board has estimated that it may be necessary to issue as much as four million dollars worth of bonds for student union programs within the next biennium.

The State College Board therefore seeks additional revenue bonding authority in the amount of thirteen million dollars for its dormitory program and student union program.

COST OF OPERATION OF THE STATE COLLEGES

The Maintenance and Equipment Account supports the major portion of the ongoing operations of the educational program of the State Colleges. Excepted from this, of course, is the cost of operation of the dormitories and food service facilities which are self-supporting and receive no appropriation from the state. Included in the maintenance and operation of the colleges are such costs as care and upkeep of the buildings and grounds, fuel, light, salaries, equipment, supplies and a multitude of other types of expenses associated with day by day operating expenses.

The maintenance and equipment account is supported by an appropriation from the legislature with the money coming from tax sources and a dedication of the receipts of the colleges. The major source of receipts of the State Colleges is the tuition collected from students.

Table 16 lists certain information pertaining to the State Colleges maintenance and equipment account for an eight year period ending with the 1961-62 fiscal year. On this table are listed the total ex-

TABLE 16
Total Expenditures and Source of Income
Maintenance & Equipment Account
1954-55 through 1961-62

Year	Total Expenditures	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	7,870,625.15	2,699,102.61	34.29	5,171,522.54	65.71
1960-61	8,756,578.78	2,901,503.85	33.14	5,855,074.93	66.86
1961-62	10,093,817.95	3,237,252.05	32.07	6,856,565.90	67.93

penditures for the Department of the State College Board, which includes all the colleges and the cost of the operation of the College Board. In the eight year period covered, the total expenditures ranged from \$3,597,098.93 in 1954-55 to \$10,093,817.95 in 1961-62. The remaining four columns of the table show a distribution of the source of the money expended. For example, in 1954-55, \$808,558.39 of the money expended came from receipts of the colleges, and \$2,788,540.54 from appropriations. This was a percentage distribution of 22.48 per cent from receipts and

77.52 per cent from appropriations. In the more recent years about one-third of the support of the colleges has been from receipts. About two-thirds of the cost of operation has been supported by direct appropriations.

COMPARISON OF COSTS BETWEEN COLLEGES

Table 17 shows the unit cost of operations in each college for each year from 1954-55 through 1961-62. The unit used in this case was the full-time equivalent college student. The number of full-time equivalent college students was found by adding all credit hours for a

TABLE 17
Cost Per Full-Time Equivalent College Student
Maintenance and Equipment Account
1954-55 through 1961-62

Year	Bemidji	Mankato	Moorhead	St. Cloud	Winona	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	509.47
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	769.36	592.89	751.29	628.14
1959-60	733.60	582.18	822.26	638.40	765.30	670.98
1960-61	756.02	617.31	802.48	641.00	751.07	684.75
1961-62	798.96	626.20	802.11	626.85	763.54	690.22
1962-63*	783.06	641.74	791.70	637.67	774.43	696.51

*Estimate taken from current budgets-final figures will probably be lower.

whole year and dividing by 48 (see earlier section on enrollments). In order to find the cost per unit as shown in Table 17, the number of units was divided into the total cost of operation. The unit cost has risen very modestly during the eight year period covered by this table. The increase since 1957-58 has been particularly small during a period when cost increases were general. There are differences in the unit cost from one college to another. In general, the larger colleges have had lower costs of operation than the smaller ones. The differences in costs of operation between the colleges have been tending to get smaller, however. For example, in 1954-55 the college with the highest cost was 62.5 per cent higher than the college with the lowest cost. By 1960-61 the highest cost college was 30.0 per cent higher than the lowest cost. By 1961-62 this difference had fallen to 28.1 per cent. The current operating budgets indicate a difference of 24.2 per cent per student between the highest and lowest cost colleges for the 1962-63 school year.

UNIT MAINTENANCE COST INCREASE HAS BEEN MODERATE

The costs per full-time equivalent student for the maintenance

and equipment account for the several colleges over a period of years were shown in Table 17. The unit costs listed there were total costs and were financed not only by a direct appropriation of tax moneys but by income received through tuition and other receipts. Table 16 gave the distribution of the amount of the total expenditures supported by appropriations (tax sources) and the amount supported by receipts (non-tax sources). Applying the percentage of the expenditures supported by appropriations as recorded in the last column of Table 16 to the per student cost reported in the last column of Table 17 derives a figure approximating the amount of the per student cost for maintenance and equipment which has been supported by tax sources. Figures derived in this manner are found in Table 18.

TABLE 18
Cost Per Full-Time Equivalent Student
Covered by Direct Appropriation
1954-55 through 1961-62

Year	Cost to State
1954-55	412.93
1955-56	360.76
1956-57	344.56
1957-58	461.22
1958-59	445.04
1959-60 ..	440.90
1960-61	457.82
1961-62	468.87

This table indicates that the actual unit cost of operation of the State Colleges that has been supported by tax sources has advanced very little in the period from 1954-55 to 1961-62, and that there has been almost no increase from 1957-58 to 1961-62.

The costs per full-time equivalent student were reported in Tables 17 and 18 and bear entirely on college students. Included in these figures are the costs of operating the laboratory schools in all of the colleges. These laboratory schools enroll some 1,400 pupils, and according to the method used by the state in computing pupil units in average daily attendance, actually produced 1,382.7 pupil units during the 1961-62 school year. The cost of the median student unit in A.D.A. in districts that maintained public high schools in Minnesota for 1961-62 was \$357. If it is assumed that the cost of educating the students in the laboratory schools was equal to the state median, this would mean that the total cost attributable to laboratory schools would approximate \$493,624. Had this amount been deducted from the total cost of operating the State Colleges before the full-time college student equivalent cost was computed, the "all college" figure in Table 17 in 1961-62 would have been \$656.47. Similarly, the figure in Table 18 for 1961-62 would have

been reduced to ^{454.25}~~\$477.63~~ had the estimated net appropriations for the operation of the laboratory school been removed from the calculation. In other words, if the conservatively estimated net cost of operating the laboratory schools is removed from the college cost, the amount of tax support for a full-time equivalent student in a State College was only ~~\$477.63~~ ^{454.25} in 1961-62.

In 1961-62 the median per pupil unit cost in the public schools in Minnesota that maintain high schools was \$357.00. It is generally held that the cost of educating a high school pupil is $1\frac{1}{2}$ times that of an elementary school pupil, and the formula for distributing state aid is premised on this principle. Following this logic, the median cost for a pupil in a public high school in Minnesota can be estimated at \$535.50 in 1961-62.

The above figures show that the total unit cost for maintenance and operation was only slightly higher for the State Colleges than for the average public high school in Minnesota. It is also shown that the unit cost from tax sources for maintenance and operation was considerably less for college students in the State Colleges than for the median pupil in the public high schools.

It is generally the case that the unit cost for colleges is considerably higher than for secondary schools. There are a number of reasons why this probably should be true. The fact that the unit cost for the State Colleges in Minnesota is so low by comparison to the high schools may be a warning that the colleges may not be supported sufficiently to assure the continuation of high level service.

The unit cost of maintenance and operation in the State Colleges has increased at a much slower rate than in the public schools in Minnesota. In the public school districts that maintain graded elementary or high schools there has been a 24 per cent increase in the per pupil unit cost between 1957-58 and 1961-62. During this same period of time the unit cost in the State Colleges has increased by only 6.4 per cent, if the total cost is considered (Table 17). If the unit cost of the college operation carried by the appropriation from taxes is considered, the increase for this period has been only 1.7 per cent (Table 18).

The major factor that has held the unit cost increase in the State Colleges so low is that the size of the faculty has not expanded in proportion to the enrollment increases. State College faculties have consistently been required to carry heavier and heavier loads and most of the normal cost increases have been absorbed by providing relatively smaller faculties.

NEEDS OF THE COLLEGES

INTRODUCTION

The purpose of this section will be to give a summary of the financial needs of the Minnesota State College System for the ensuing biennium. Information presented herein has been taken primarily from the biennial budget requests which have been submitted by the Minnesota State College Board. The process of formulating the requests has involved a long period of time and the efforts of many people. The general needs of the State Colleges were discussed at considerable length before the Board. The presidents and other administrators in the colleges gave lengthy testimony regarding their most pressing needs. The Board, after considerable deliberation, established a series of policies that were to be used in the construction of the budgets. The detailed application of the policies established by the Board was carried out by the proper authorities in each college. The budgets were then submitted to the Board Office, where they were checked and a composite budget for the entire system was prepared. The total requests for the colleges appear under several headings which will be discussed below.

THE MAINTENANCE AND EQUIPMENT BUDGET

The major budget for the operation of the State Colleges is known as the maintenance and equipment budget. This budget covers nearly all of the day by day operation of the colleges. Into this account goes the designated appropriation by the legislature and the receipts of the colleges, which are composed primarily of tuition received from the students, augmented by certain grants and miscellaneous receipts. From this account is expended money for the purpose of paying salaries of personnel, normal care and upkeep of the grounds and buildings, heat, light, water, transportation, and all of the other normal costs of day by day operation. Table 19 shows a comparison of the expenditures in the maintenance and equipment budgets for the entire State College Board operation, including the costs of all of the five colleges and the Board office. Information contained in Table 19 covers a period of five years. For two of these years, 1960-61 and 1961-62, known and actual costs are given. The figures for the year 1962-63 are taken from the budgets currently in operation. Because of the obvious fact that actual expenditures for the year will not precisely equal those listed in the budgets, this column is headed with the term "estimated". Under the two columns headed 1963-64 and 1964-65 are the amounts requested by the Minnesota State College Board for the operation of its entire system for the coming biennium. Comparison of figures in the latter two columns with those for earlier years reveals budget costs are continuing to rise. The increases are attributable to a number of reasons, the more important of which will be covered in the following discussion.

1. Increased Enrollments - One of the major reasons for the increased cost of operation is naturally the fact that significantly

TABLE 19
Minnesota State Colleges
Consolidated Maintenance and Equipment Budgets
1960-61 -- 1964-65

Code Classification	Actual		Estimated	Requested	
	1960-61	1961-62	1962-63	1963-64	1964-65
0 Personal Services	7,233,347	8,198,984	9,276,486	13,435,743	15,091,091
1 Other Services A	206,642	258,585	273,294	386,986	413,461
2 Other Services B	346,921	454,532	374,838	467,504	501,036
3 Materials & Supplies	508,431	501,361	669,550	811,043	868,720
4 Fixed Charges	207,001	234,601	230,840	434,710	464,876
5 Acquisition of Prpty	231,059	414,065	437,007	799,957	855,600
8 Non Expense Items	23,178	31,690	33,500	38,450	41,000
Totals	<u>8,756,579</u>	<u>10,093,818</u>	<u>11,295,515</u>	<u>16,374,393</u>	<u>18,235,784</u>

more students are enrolling each year in the Minnesota State Colleges. Past history indicates that the enrollments in the State Colleges have been increasing very rapidly. There is every reason to expect that in the future enrollments will rise at even a more accelerated rate than in the past. Details of enrollment increases have already been reviewed. The ever larger number of students creates the need for greater and greater expenditures in nearly every category in the college budgets. The more students the more facilities that must be constructed to accommodate them; more faculty members are required for instructional purposes; additional clerical help is needed; new buildings require care and maintenance; extra heat and light costs are incurred; in short, all expenses increase when increasing numbers of people are served.

2. Improved Faculty Salaries - In addition to the budgetary increases attributable directly to greater numbers of students, additional funds are needed to improve the salaries of the professional staff of the colleges. The Minnesota State Colleges find themselves in competition for faculty members with the public schools and with colleges throughout the nation. It is true that improvements have been made in the salary structure of the colleges in the last several years. However, at the same time that the Minnesota State Colleges were improving their salary schedules other schools and colleges were granting similar and in many cases even more substantial salary adjustments. The State Colleges now find them-

selves in a position where they are rapidly losing their competitive position in the matter of salaries and related supplemental compensation, often called "fringe benefits".

For a number of years the Minnesota State Colleges have operated under a legislated faculty salary schedule. The schedule that is now currently in force in the Minnesota State Colleges was originally adopted by the legislature in 1957. Modifications were made in this schedule in the 1959 and 1961 sessions of the legislature. The schedule as it is now in force appears in Table 20.

TABLE 20
Minnesota State College Faculty Salary Schedule
(Adopted by Legislature in 1961)

Group*	I	II	III	IV	V
Minimum	7,100	6,200	5,400	4,800	3,760
Step 1	7,400	6,500	5,700	5,100	3,880
2	7,700	6,800	6,000	5,400	4,000
3	8,000	7,100	6,300	5,700	4,120
4	8,300	7,400	6,600	6,000	4,240
5	8,600	7,700	6,900	6,300	4,360
6	8,900	8,000	7 200	6,600	4,480
7	9,200	8,300	7,500	6,900	4,600
8	9,500	8,600	7,800	7,200	4,720
9	9,800	8,900	8,100	7,500	4,840
10	10,100	9,200	8,400	7,800	4,960
11	10,400	9,500	8,700	8,100	5,080

*Minimum requirements for the faculty groups referred to above are as follows:

Group		Maximum Proportion on Staff
Group I	Earned and completed doctor's degree	Up to 20%
Group II	Earned doctorate or completed master's degree plus two full years of graduate residence credit as shown by transcript	Up to 30%
Group III	Earned and completed master's degree plus one full year of graduate residence credit as shown by transcript	Up to 30%
Group IV	Earned and completed master's degree	Up to 30%
Group V	Less than master's degree	15% or less

There have been desirable aspects of the legislated faculty salary schedule. The salary steps are clearly set forth

and under the policy of granting equal and automatic increases no great divergence in salary levels can be found from college to college. On the other hand, there has been no opportunity for the administration of the State Colleges or the State College Board to exercise any discretion in how individual faculty members were rewarded through salary increases. For some time, many people in the State College System have felt that the amount of money expended for salary increases could have been more judiciously used had it been possible for at least a portion of the money used for salary increases to be given on a discretionary basis.

The State College Board is now recommending to the legislature that a new type of salary determination system be adopted. The proposal calls for a simplified type of schedule which would provide for minimum and maximum figures in each group but would not detail the specific pay steps between the minimum and the maximum. The schedule proposed by the State College Board, which consists merely of minimum and maximum figures in each group, is shown in Table 21.

TABLE 21
Proposed Minnesota State College Faculty Salary Schedule
(Recommended by State College Board)

	Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Asst.
Maximum	\$ 13,000	\$ 11,000	\$ 9,500	\$ 8,500	\$ 6,500
Minimum	9,000	7,500	6,000	5,000	4,500

Details of the implementation of the above schedule which are recommended by the Board are as follows:

(1) For the 1963-64 School Year -- An appropriation should be made to the Board sufficient to provide an average of a 10% increase for all faculty members employed in 1962-63.

(a) Each faculty member employed in 1962-63 would receive at least a 5% increase for 1963-64.

(b) The balance of the appropriation mentioned in (1) above would be used for discretionary increases for faculty members. The decision to give a person more than the minimum 5% increase would depend upon the recommendation of the department heads and the president in order to recognize especially meritorious service or to correct discrepancies which have developed

under the present pay system.

(2) For the 1964-65 School Year -- An appropriation should be made to the Board of sufficient amount to provide an average of a 5% increase for all faculty members employed in 1963-64.

(a) Each faculty member employed in 1963-64 would receive at least a 3% increase for 1964-65.

(b) The balance of the appropriation mentioned in (2) above would be used for discretionary increases for faculty members in the same manner as mentioned in (1) above.

(3) The summer school salary for any faculty member should be set at 1/6 of the regular school year salary for the preceding year.

(4) Salary increases for anyone on the twelve-month professional staff should become effective on July 1 of a fiscal year rather than on September 1, which has been the case up until now. Persons on nine-month appointments, in spite of the fact that they may have a summer school appointment, should still receive salary increases effective as of the start of the fall quarter.

3. Supplemental Compensation - Although the amount of direct salary payments is undoubtedly the most important single element in attempting to recruit and to hold faculty members, it is becoming increasingly apparent that supplemental compensation, otherwise called "fringe benefits", is rapidly becoming a most important consideration. It is true that the fringe benefits available to State College employees are about as minimal as one could locate anywhere for similar type of employment. The tax advantages of so-called fringe benefits are of course a major reason for the interest in this type of compensation. It is also true that the retirement provisions for the State College faculty members are woefully inadequate. The State College Board, realizing that competition for satisfactory faculty members will continue at a very high level, sincerely urges the legislature to consider instituting an improved retirement program supplemental to the existing Teachers Retirement Association plan which is currently available to the college faculty members. The details of this proposal will be presented more completely by the faculty associations themselves, but in general the plan proposes that:

(1) The present TRA program be continued, and

(2) The State College Board be empowered to purchase additional retirement benefits to be effective beyond the present TRA, under which authorization the Board could purchase a retirement annuity on a 50/50 basis

with the faculty members. This would require approximately 5% contribution on the part of the employee and 5% on the part of the state for that portion of the teacher's salary above the \$4,800 limitation now imposed by TRA.

4. Tax Sheltered Annuities - The State College Board once again wishes to request that its employees be allowed to participate in the tax-sheltered or tax-deferred annuity program which it placed before the legislature in 1961. Such programs were made available to the employees of the public school systems and are also available to the University of Minnesota. Currently the State Colleges are the only educational institutions in the state denied access to this program. This program would cost the state nothing except the possible minute cost of administration. Participation would mean that faculty members or other employees of the State College system could request that a portion of their salary be used to purchase annuities. The tax on earnings for this portion of the salary would not apply until the person involved decided to take his benefits from the annuity, which generally would be after retirement age, at which time the tax would be computed at a lower rate.

5. Faculty-Student Ratio - One of the major concerns of the presidents, deans, department heads and the classroom teachers themselves has been the matter of securing a sufficient number of faculty members to carry the work load of the colleges. Within recent years the ratio of students to teachers -- or perhaps one should rather say the ratio of students to professional workers -- in the colleges has grown higher and higher. This increase has some alarming aspects to it -- alarming because it becomes difficult if not impossible to provide the level of instruction and other services which students have a right to expect. The State College Board does not believe that it is possible to continuously increase the load of the professional staffs of the colleges forever and expect that no decline will occur in the quality of service rendered. In fact, there is evidence that the high ratio currently required is already working to the detriment of the State College system. One indication of this is that the ratio becomes a bargaining point in the recruitment and retention of teachers. Teachers being contacted for possible employment commonly give as a reason for not accepting the position that too heavy a teaching load is entailed. Others have left the system citing the same reason as the basis for moving.

When speaking of the student-faculty ratio, one should

bear in mind that the term "faculty" currently includes all of the professionally prepared college staff members -- not only those who face classes but many others such as the president, the deans, the department heads, the counsellors, the librarians, the special service personnel, and in fact all employees except those actually working under classified civil service, the laboratory school teachers, and the seven or eleven administrators excluded from consideration in the three smaller or two large colleges, respectively. The State College Board respectfully requests that in computing the faculty allowances for the next biennium a ratio of 18 students to 1 faculty member be adopted for the actual college teaching faculties, and that a percentage of the teaching faculty be allowed in addition to provide the required non-teaching personnel. It is suggested that this percentage should be 12% in the case of Bemidji, Moorhead and Winona (the three smaller colleges) and 10% in the case of St. Cloud and Mankato (the two larger colleges).

6. Sabbatical Leave - The State College system has had a sabbatical leave program in force for many years. This has proven to be a most desirable program from the standpoint of benefits received by the colleges themselves. Under current provisions, a faculty member who has served at least six full years in the Minnesota State College system may apply for leave with one-half pay for one school year. This leave is granted for advanced study or travel or for some activity which will contribute to the individual's development in his position. The program has been most successful in upgrading the faculty members to assume responsibilities at a higher level. There is no question that if this program had not been in operation it would not have been possible to retain many excellent people currently on our faculties. The State College Board Rules and Regulations provide that a maximum of 5% of the faculty of any college may be on sabbatical leave at any one time. It would be desirable if as many as 5% could be on sabbatical. As a matter of practice, however, the legislative appropriation that has been available for sabbatical leaves has never been sufficient to provide for as much as 5% of the faculty or anything approaching that amount. Because of the great value attached to the sabbatical leave program, the State College Board respectfully requests that an appropriation sufficient to allow the full 5% sabbaticals be approved.

7. Graduate Assistants - The graduate school programs

of the Minnesota State Colleges have been increasing appreciably in recent years. There are many advantages to such a program to the college as well as to the students. One of the advantages to the college is the fact that it brings to the college campus a number of high level graduate students who have a high level of skill and competence. These students make excellent assistants in many ways and provide a reservoir of talent which the college should use. Fortunately, this is a two-way proposition, where most graduate students find themselves in need of some type of part-time employment. Currently some of these graduate students are being employed by the colleges, but neither method of employment currently available is completely satisfactory. On the one hand, they may be employed as so-called "student help" at the current rate of 75¢ per hour. Such a rate of pay is not satisfactory for the level of service these people are prepared to give. The only other way such persons can now be employed is to make them part-time faculty members, pay them at the regular faculty scale, and include them as part of the allowable faculty complement. It is suggested by the Board that the legislature authorize the establishment of graduate fellowships to be used expressly by graduate students, and that their work be assigned in the area of their own academic interest. They might be used as assistants to regular faculty members or might actually teach classes under close supervision by the department head. The Board further proposes that these fellowships be established at the rate of \$7,500 for a full-time fellowship, and that six of these be allowed for Mankato, six for St. Cloud, and three for each of the other colleges at Bemidji, Moorhead and Winona. In actual practice it is anticipated that each fellowship would be split into several parts so that students would be working at the rate of one-half time or less. It is desirable that graduate students have enough time remaining outside of their work load to progress in their area of study.

8. Additional Clerical Help - Additional clerical help of course is necessary in order to accomplish the work load resulting from an ever-increasing student body. For the last two bienniums the legislature has seen fit to make its appropriation for clerical positions on the basis of a formula which is as follows:

- 1 employee per 50 students for the first 600 students
- 1 employee per 60 students for the second 600 students
- 1 employee per 75 students for the third 600 students

1 employee per 90 students for above 1,800 students
(Students used in the above calculation are total
full-time equivalent students for the regular school
year, on-campus and off-campus.)

This formula does not provide a sufficient number of positions to meet all requirements of the colleges. However, the college board realizes that the colleges have many needs and would prefer to improve other areas of their operation first -- particularly the number of faculty members. The Board sees a growing problem in the area of clerical service and in future years will most likely seek an improved allowance. For the coming biennium the Board proposes that the present formula be extended to authorize extra employees needed to serve increased enrollments.

9. Additional Engineers, Janitors and Custodians - Another item tending to increase the cost of operation is the need for additional engineers and custodians. With more buildings being completed, each of which requires janitorial and maintenance services, additional service employees and janitorial supplies will be essential. Modern buildings are characterized by many pieces of mechanical equipment and require highly competent personnel in order to maintain and protect the expensive equipment involved. All colleges are probably inadequately staffed in the plant maintenance areas, and improved staffing would tend to make it possible to give better ongoing care and maintenance to the buildings, thus tending to reduce the frequency, amount and extent of major rehabilitation projects.

10. Additional Utilities Resulting from Growth - The expansion of the campus facilities automatically raises the total cost of heat, utilities and other related services. Substantial increases will be found in the budget requests for these items. These anticipated costs have been carefully projected by each college and represent the best estimates available. In some cases in the past the college requests have been arbitrarily lowered, only to find later that the original requests were approximately accurate; to finance these absolutely required expenditures, substantial amounts of money had to be transferred from other portions of the budget. It is suggested that items of this type cannot be arbitrarily reduced without doing great damage to the entire program.

11. Additional Educational Supplies - Another item of expense which is directly affected by enrollment changes

is that of educational supplies. For some time now the appropriation allowance for this item has been on a formula basis which uses total annual credit hours for its variable. The State College Board suggests that this practice be continued, and recommends that an amount of 36¢ per credit hour be used. This is a minimal figure. For the current year a figure of 36¢ per credit hour has been used for Bemidji, Moorhead and Winona and 31¢ per credit hour for the larger schools. There does not seem to be a strong argument for the difference in the amount available because of size of school. There is one point, however, that the Board would like to have changed. In each college a substantial sized laboratory school is maintained. This laboratory school uses educational supplies in at least as heavy a proportion to its enrollment as does the college operation. In the past and at present no allowance has been made for the laboratory school. The State College Board is of the belief that the number of students in the laboratory school should be taken into consideration in this calculation. This could easily be done by taking the number of pupil units in ADA and making each such pupil unit equivalent to 48 credit hours.

12. Additional Equipment - Increasing enrollments will also tend to raise the cost for educational and other kinds of equipment. The appropriation for purchase of equipment has been related to the size of enrollment, and it is recommended that this continue to be the case. During the present biennium the allowance has been on the basis of \$30 per full-time equivalent student. Although this amount is limited, it is suggested that the appropriation continue to be calculated on this basis. Here again, however, the laboratory schools use equipment in at least as great a proportion as the colleges do. It would be highly desirable and reasonable to add the laboratory school pupils to the number of college students in calculating this allowance.

Library books are purchased from this budget division, the 5 group. The libraries have been consistently falling farther and farther below the standards recommended by the American Library Association. The libraries are currently so far behind that it will take a major effort to bring them up to acceptable standards. A special request, outside of the regular budget, will be made for this purpose.

13. State-Wide Testing Program - For many years the Association of Minnesota Colleges has sponsored the State-Wide Testing program, under which all high school juniors

in Minnesota are given a series of standardized tests. These tests are all mechanically scored, and results of the test are returned to the high school where the student is enrolled and are also made available to any participating college which the student may intend to enter. The Minnesota State Colleges have for many years been members of the Minnesota Association of Colleges, but the State Colleges have not participated in the state-wide testing program. Because the State Colleges have not participated in the financial support of the program, the test results have not been available to them. The State College Board has repeatedly requested the state legislature to include in its appropriation to the State Colleges an allowance which would permit the State Colleges to participate in the support of this testing program. The State Colleges need to have the results of these tests for their entering freshmen as much as any other college in the state of Minnesota. It has been estimated that the State College pro rata share of participation in this program would equal approximately \$8,000 per year. The State College Board respectfully requests that it be permitted to participate in this program. The actual cost of the program to all of the colleges in the state would be no greater by having the State Colleges participate, but the cost would be shared by all colleges. Under the present arrangements, it is very difficult for the other colleges in the state to understand why the State Colleges are not allowed to bear their fair share of the cost.

14. Special Request for Library Books - Library books under the state system of accounting are purchased from the equipment account, the "5" group for accounting purposes. Appropriations in this account have been such that the acquisitions for the libraries have fallen behind. As a result, the libraries in the State Colleges fall far below the standards as recommended by the American Library Association. The College Board believes that the libraries should meet recommended standards. A substantial amount of money is required for this purpose. The Board has accordingly chosen to make this request a separate item. It has been determined that the total cost to bring the libraries in all five colleges to the desired standards would be \$3,091,000 according to the best available estimate.

It would be desirable to correct the library deficiency immediately by an appropriation for the full amount mentioned above. If this is not possible, a program designed

to remedy the situation over a five or six year period should be considered.

REPAIRS AND BETTERMENTS BUDGETS

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 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. They are summarized for all colleges in Table 22.

TABLE 22
Minnesota State Colleges
Consolidated Repairs and Betterments Account
1960-61 -- 1964-65

Code	Classification	Actual		Estimated	Requested	
		1960-61	1961-62	1962-63	1963-64	1964-65
0	Personal Services	14,221	14,063	14,723	29,638	29,844
1	Other Services A	12,855	15,383	11,915	18,000	18,000
2	Other Services B	-0-	-0-	-0-	10	10
3	Materials & Supplies	32,211	38,830	37,800	54,400	58,400
4	Fixed Charges	442	440	438	1,223	1,223
5	Acquisition of Prop.	12,200	9,488	11,474	19,787	20,852
	Totals	<u>71,929</u>	<u>78,204</u>	<u>76,350</u>	<u>123,058</u>	<u>128,329</u>

In this table there are five columns. The first two columns show the amounts actually spent in 1960-61 and in 1961-62. 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 1963-64 and 1964-65.

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 college having

this program (Mankato, Moorhead and St. Cloud) is shown in Table 23.

TABLE 23
Summary of Special Education Budgets
1960-61 -- 1964-65

College	Actual		Estimated	Requested	
	1960-61	1961-62	1962-63	1963-64	1964-65
Mankato State College	16,830	24,045	25,000	43,350	41,442
Moorhead State College	15,039	23,994	25,000	37,031	38,516
St. Cloud State College	47,678	39,503	22,750	71,708	68,275

An examination of Table 23 reveals that all of the colleges are requesting increases in these accounts. These increases are requested in order to meet increased demand for the services of these departments. A word of explanation is perhaps in order for the St. Cloud portion of Table 23. The reader will note that a smaller amount was expended by St. Cloud in 1961-62 than in 1960-61. One may also note that the estimated amount in 1962-63 is considerably smaller than in 1961-62. This can be explained by the fact that several years ago St. Cloud conducted an experimental program in which the college employed a number of psychologists and entered into contracts with local school districts to supply psychological services to the school districts on a cost basis. This program was slowly tapered off and has now been eliminated. While the program was in operation the receipts and disbursements of the program were channeled through the special education account, thereby increasing the amount expended above the amount appropriated. The larger amounts contained in the request for 1963-64 and 1964-65 are all in the nature of additional educational programs felt to be necessary by the college and approved by the Board.

NATIONAL DEFENSE STUDENT LOAN PROGRAM

The National Defense Student Loan Program is officially Title II of the National Defense Education Act of 1958. Under provisions of Title II, the federal government makes available to any college upon application grants of money which are used for the purpose of making loans to college students who are in good standing. One of the provisions of this act is that whatever amount of money is granted by the federal government an amount equal to one-ninth of that amount must be provided by the local college. Loans are made from this fund to students based upon application by the student. Those granted loans must demonstrate ability to succeed in college and must show a need for the loan. No interest is charged on the loan until the student has ceased to be a full-time student for one year. Starting one year after the student leaves school, either by drop-out or graduation, interest accrues at the rate of 3% per year. The student may elect to pay back the principal over a ten-

year period after he leaves school. If a student who has had a loan teaches in a public school, he may have one-tenth of the total loan cancelled each year he teaches for a period of five years, so that one-half of the total loan may be cancelled if a person teaches as much as five years.

This program has been in effect since the spring of 1958 and has proven to be, in the opinion of nearly all college administrators, a most excellent type of program. Most people tend to think that the loan aspect, in which it is required that money be paid back, may have some definite advantages over a straight scholarship program. The acceptance of the program by the students has been much greater than anticipated, and the amount of money loaned each year is therefore much higher than it was thought would be the case. Table 24 shows the total amount of money in the National Defense Student Loan Funds of the Minnesota State Colleges from the start of the program in the spring of 1958 to the end of the fiscal year June 30, 1962.

TABLE 24
Minnesota State Colleges
Summary of National Defense Student Loan Fund
Grants, Matching and Totals
1958 -- 1962

College	Grant	Matching	Total
Bemidji State College	\$ 440,527.00	\$ 48,947.10	\$ 489,474.10
Mankato State College	352,117.00	39,123.78	391,240.78
Moorhead State College	364,212.00	40,432.22	404,644.22
St. Cloud State College	416,216.00	46,249.44	462,465.44
Winona State College	196,055.00	21,784.33	217,839.33
Total	<u>\$1,769,127.00</u>	<u>\$196,536.87</u>	<u>\$1,965,663.87</u>

This table shows that a total of \$1,769,127 was granted to the five State Colleges by the federal government. In order to meet the requirements of the act, an additional amount of \$196,536.87 was provided at the college level. The sum of these two amounts equals \$1,965,663.87. As mentioned earlier, the program has been larger than was anticipated, and is increasing in size at a very rapid rate. Table 25 shows the potential size of the program available for the current year, 1962-63. It is indicated that for this year alone the federal government has made commitments to grant to the State Colleges the sum of \$959,360.00. In order to take advantage of this amount of money, it will be necessary for the colleges to provide matching money in the amount of \$106,595.55. If this amount becomes available, the total loan program for this current year will amount to \$1,065,955.55.

TABLE 25
Minnesota State Colleges
Available National Defense Student Loan Fund Grants,
Required Matching, and Totals
1962 -- 1963

College	Grant	Matching	Total
Bemidji State College	\$ 250,000.00	\$ 27,777.78	\$ 277,777.78
Mankato State College	146,681.00	16,297.89	162,978.89
Moorhead State College	195,311.00	21,701.22	217,012.22
St. Cloud State College	239,459.00	26,606.55	266,065.55
Winona State College	127,909.00	14,212.11	142,121.11
	<u>\$ 959,360.00</u>	<u>\$106,595.55</u>	<u>\$1,065,955.55</u>

The 1961 session of the legislature wisely appropriated \$150,000 to the State College Board to be used for federal loan matching purposes in the five State Colleges. It appeared at the time of the 1961 legislature that this would be sufficient to cover the needs of this biennium. It has developed, however, that there is only \$79,296.01 available from the appropriation in 1961 for use during the 1962-63 school year, the balance of the appropriation having been required to match federal grants made during the 1961-62 year. It can be seen from Table 25 that a total of \$106,595.55 will be needed to match 1962-63 grants, thus leaving a deficiency of \$27,299.54 between the amount required and the amount to be made available. A deficiency appropriation for this amount is being requested of the 1963 legislature so that the State Colleges can continue for the full amount of the program for this year. Commitments have been made to students, and it would be injurious to the program of many students if these commitments could not be kept. In order for this money to be of most value to the State Colleges it should be made available as early in the legislative session as possible.

It is anticipated that the National Defense Student Loan program will continue for the next biennium and beyond. Once again the State Colleges have attempted to estimate as accurately as possible their needs for this period of time. Table 26 sets forth the estimates of the requirements for this biennium. It is anticipated that the federal government will grant the sum of \$1,083,697 for the 1963-64 fiscal year. This amount of federal grant will require matching in the amount of \$120,409. In the 1964-65 fiscal year, it is expected that federal grants in the amount of \$1,293,840 will be forthcoming. This will require matching in the amount of \$143,757. For the two-year period, then, the state would need to appropriate approximately \$264,166 in order for the State Colleges to participate fully in this program. It should be borne in mind that the state's advancing of this amount will assure a much needed student assistance program in excess of \$2,640,000. It should be kept

TABLE 26
Minnesota State Colleges
Anticipated National Defense Student Loan Fund Grants
And Required Matching for Ensuing Biennium

College	1963-64		1964-65	
	Federal Request	State 1/9th Matching	Federal Request	State 1/9th Matching
Bemidji	250,000	27,777	375,000	41,666
Mankato	200,000	22,222	250,000	27,777
Moorhead	243,000	27,000	250,000	27,777
St. Cloud	250,000	27,777	250,000	27,777
Winona	140,697	15,633	168,840	18,760
Total	1,083,697	120,409	1,293,840	143,757

in mind that all or nearly all of the amount provided by the state will be returned to the state with interest.

The National Defense Student Loan program, as has been previously emphasized, has been a most desirable one. The history to date has been excellent both from the standpoint of the assistance that it has given students and from the record of collections and the small number of repayments which are in arrears. The program, however, has grown to such a size that it has increased the work load at the colleges. Handling funds of the amounts indicated must be considered as a major responsibility. Proper steps must be taken for the accounting for the funds, and a vigorous program for follow-up of the students and collections after the students leave college cannot be overlooked. Some concern has been felt on the part of the college administrations that they have not had available within their allowable complements sufficient help to provide for the most desirable accounting service.

COLLEGE BUILDING PROGRAM

During the past biennium the Minnesota State Colleges were visited by the Legislative Building Commission. During the course of these visits the Commission toured the campuses and inspected the condition of the buildings and investigated the needs for additional construction. During the course of the visits by the Commission the State Colleges presented needs approximating 34 million dollars. The Commission, after considering all of the requests, has recommended construction projects in the Colleges in the following amounts:

Bemidji	\$ 1,418,500
Mankato	3,040,000
Moorhead	1,694,000
St. Cloud	1,960,000
Winona	1,226,000

For dormitory construction to constitute $\frac{1}{4}$ the total cost	<u>3,000,000</u>
	\$ 12,338,500

In order for the colleges to meet the enrollment demands that will be forthcoming it is highly important that the program of plant construction be continued. The State College Board urges favorable consideration of the building program as set forth by the Legislative Building Commission.

DORMITORY CONSTRUCTION PROGRAM

The dormitory and food service construction program under the revenue bond provisions was reviewed in an earlier section of this report. In summary, suffice it to say that the College Board heartily endorses the recommendations of the Legislative Building Commission. This plan calls for a \$12 million dormitory construction program to be financed by an appropriation from the legislature in the amount of \$3,000,000 and the balance to be provided by revenue bonds.

STUDENT UNIONS

The 1961 legislature authorized the collection of a student union fee from State College students. This fee is being levied and the colleges are ready to move ahead with the construction of the unions. It will be necessary to issue more revenue bonds for this purpose and it is estimated that approximately 4 million dollars will be required. Total additional revenue bonding needs will therefore equal 13 million dollars for both the dormitory and food service construction program and the student union program. The revenue bonds will be retired from the earnings of the facilities plus the student fees, and the bonds will not be a debt against the State.