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BIENNIAL REPORT OF THE MINNESOTA STATE COLLEGES

TO
THE GOVERNOR
OF THE
STATE OF MINNESOTA

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STATE OF MINNESOTA

DECEMBER 1966

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MINNESOTA STATE
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DECEMBER 1966

**1276 UNIVERSITY AVENUE
ST. PAUL, MINNESOTA**

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STATE OF MINNESOTA**

TABLE OF CONTENTS

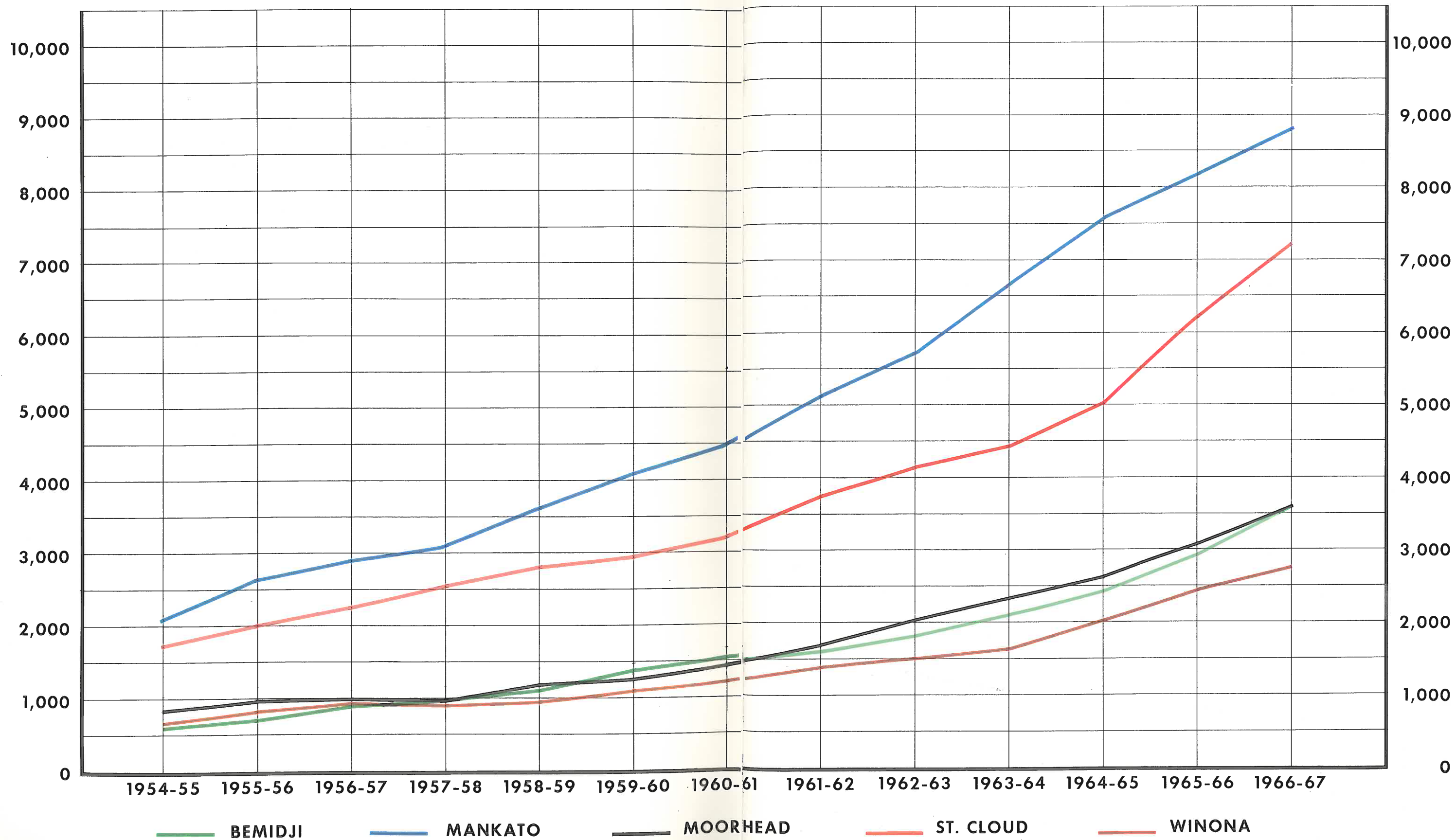
I.	INTRODUCTION	1
II.	ENROLLMENT TRENDS	
	Regular Year Enrollment	2
	Total Year Enrollment.	4
	Percentage of Students Served	6
	County Enrollments.	8
	Undergraduate Degrees.	10
	Graduate Hours.	12
	Off-Campus Program	14
III.	FINANCIAL SUPPORT	
	Total Expenditures	16
	Percent Cost to Student	18
	Cost/Student to State	20
IV.	REVENUE FUND PROGRAM	
	Progress in Student Housing	22
	Available Housing Related to Needs	24
	Income Vs. Requirements of Debt Service	26
	Housing by Colleges	28
V.	REPORTS OF STATE COLLEGES	
	Bemidji	29
	Mankato	31
	Moorhead.	33
	St. Cloud.	36
	Southwest	38
	Winona	40
VI.	MAJOR PROBLEMS	42
VII.	APPENDIX	
	Total and Regular Year Enrollments.	45
	Graduate Hours	46
	Total Graduates by Degree	47
	Off Campus Program	48
	Total Expenditures	49
	Percent Cost to Students	50
	Cost/Student to State	51

INTRODUCTION

The Minnesota State Colleges were established by legislative action in 1858 creating the Normal School System of the State of Minnesota. Over the years the original missions and the names of the institutions have changed to meet changing and increasing demands of the citizens of Minnesota for additional educational opportunities beyond the high school. Today the colleges are statewide in population, have offerings at the baccalaureate and masters level and offer strong professional and liberal arts programs. Present members of the system are: Winona (1860); Mankato (1868); St. Cloud (1869); Moorhead (1888); Bemidji (1919); Southwest State College authorized in 1963 with the first students to enroll in September of 1967.

On the following basis graphic representations will outline the story of the state colleges. Specific tables of related materials are included in the appendices for the convenience of those who will use this report.

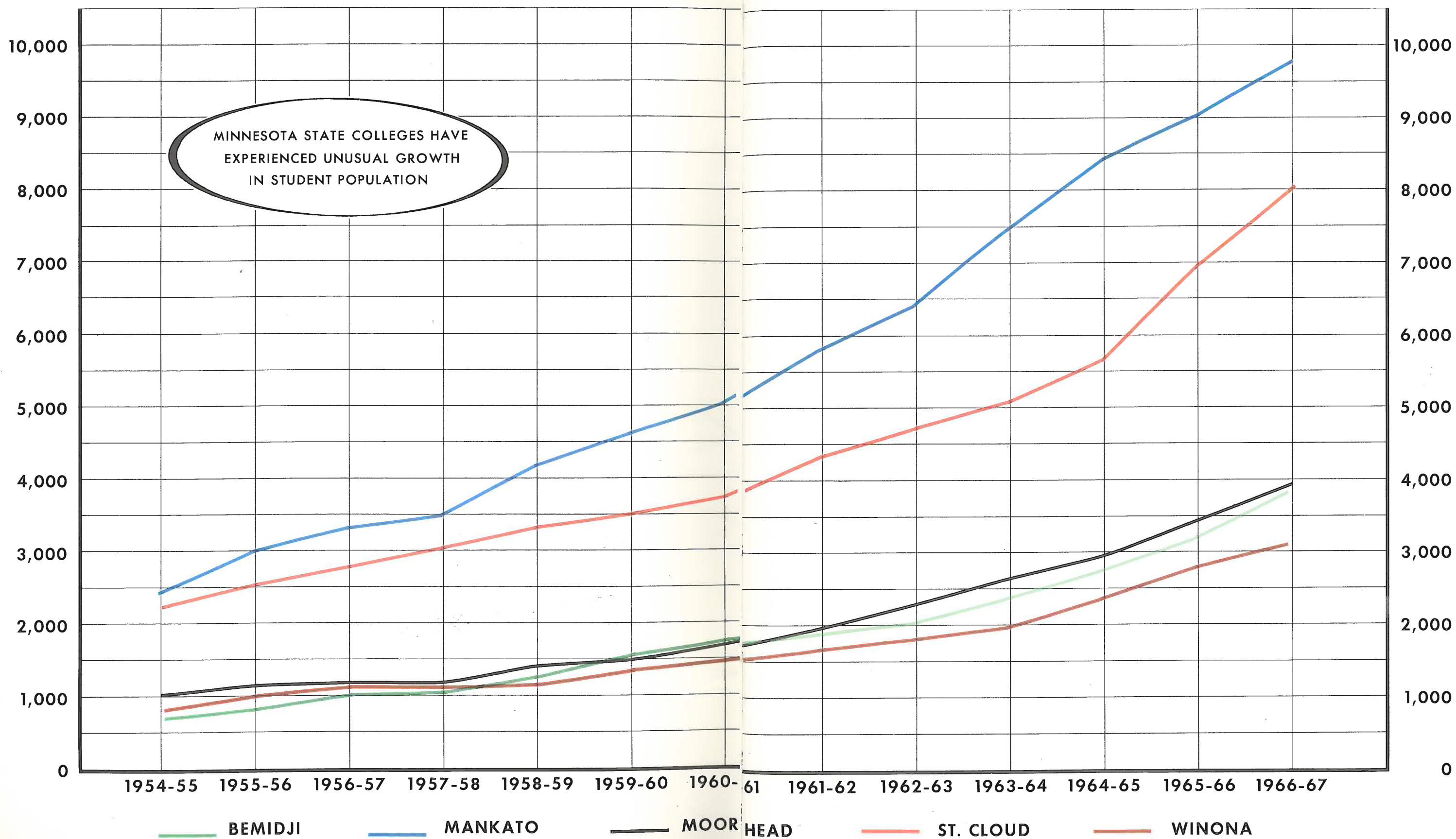
1954-55 THROUGH 1966-67



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TOTAL YEAR FULL-TIME EQUIVALENT STUDENTS*

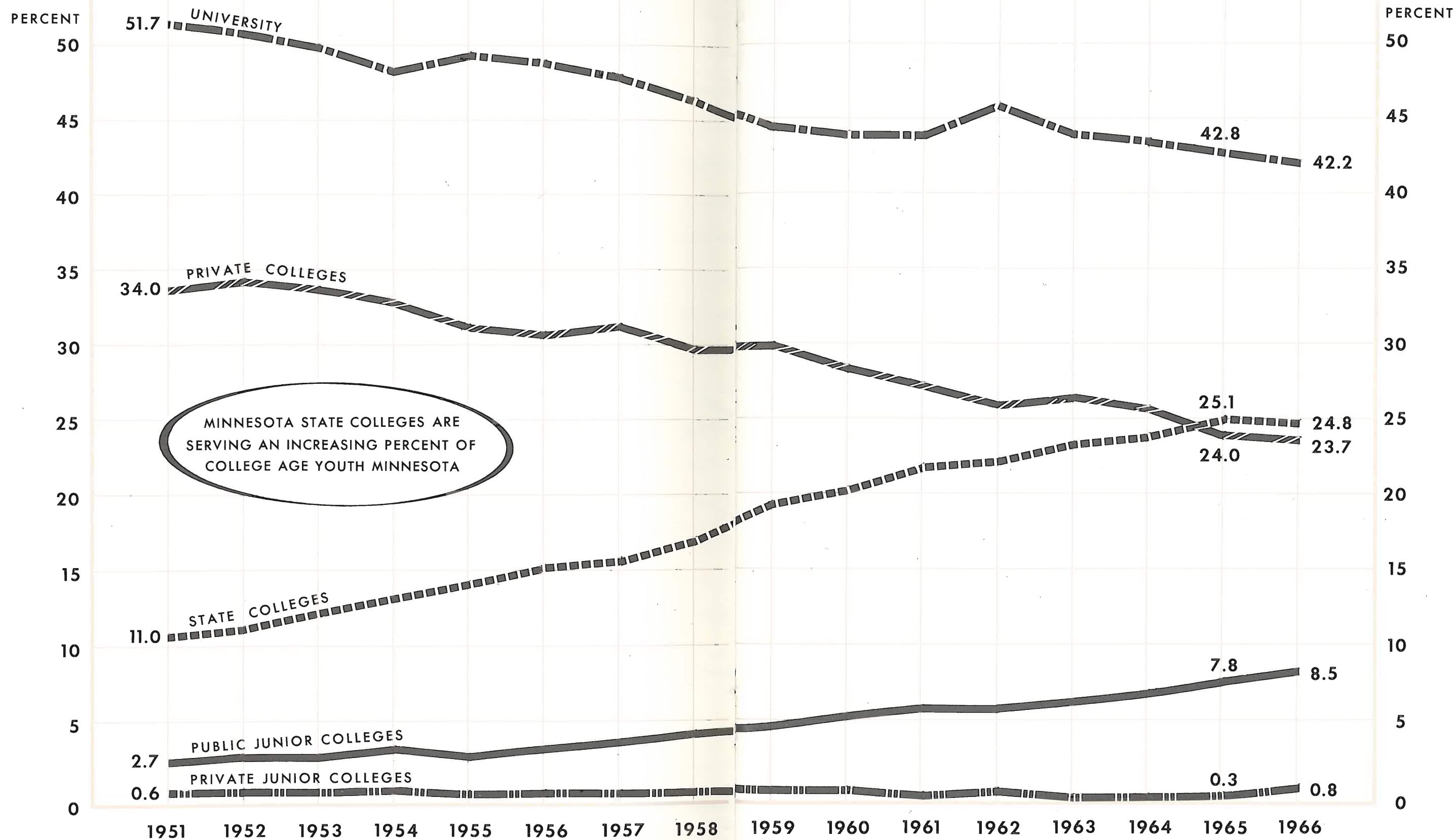
1954-55 THROUGH 1966-67



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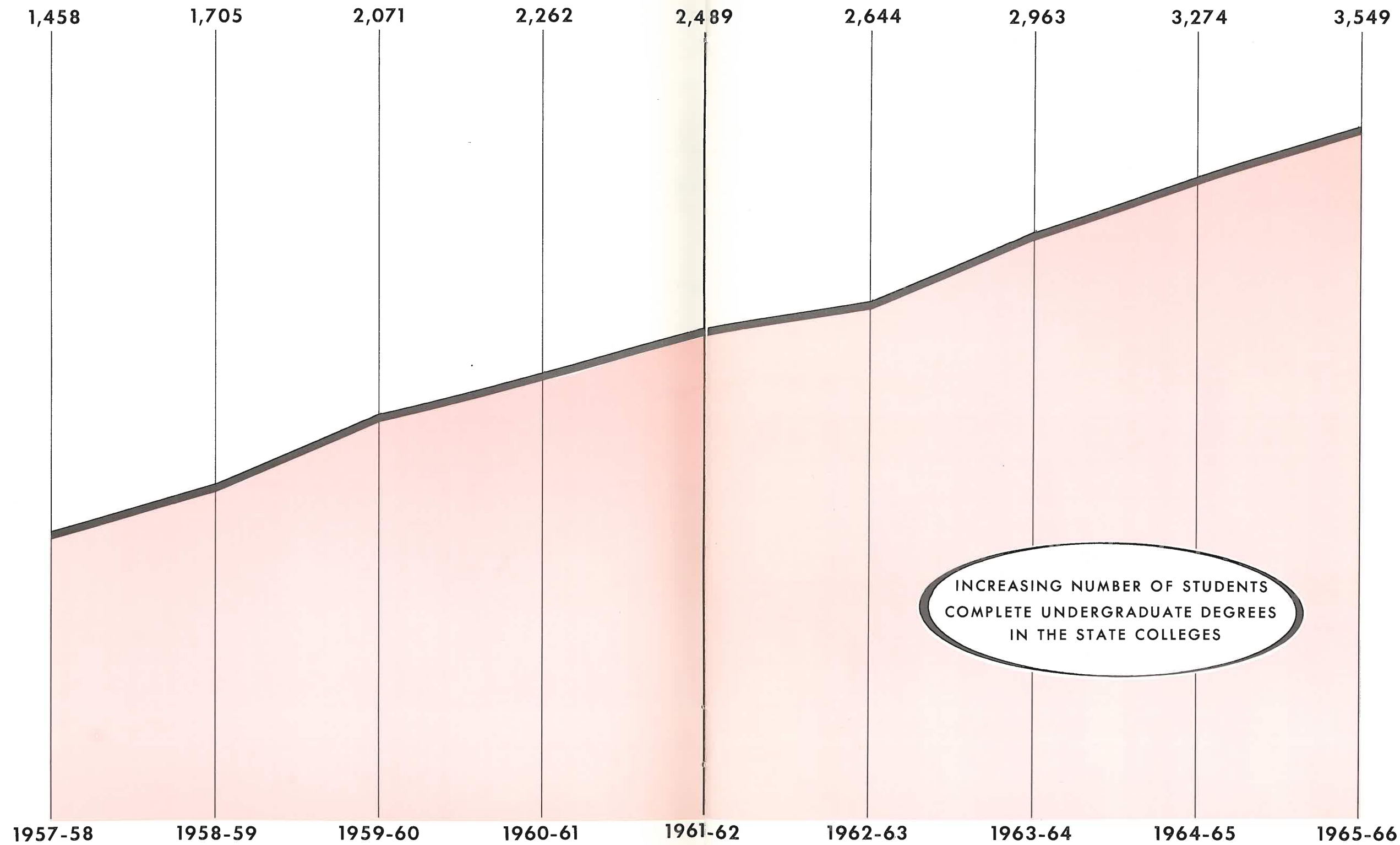
PERCENTAGE DISTRIBUTION OF COLLEGE ON-CAMPUS

ENROLLMENT IN MINNESOTA BY TYPE OF INSTITUTION



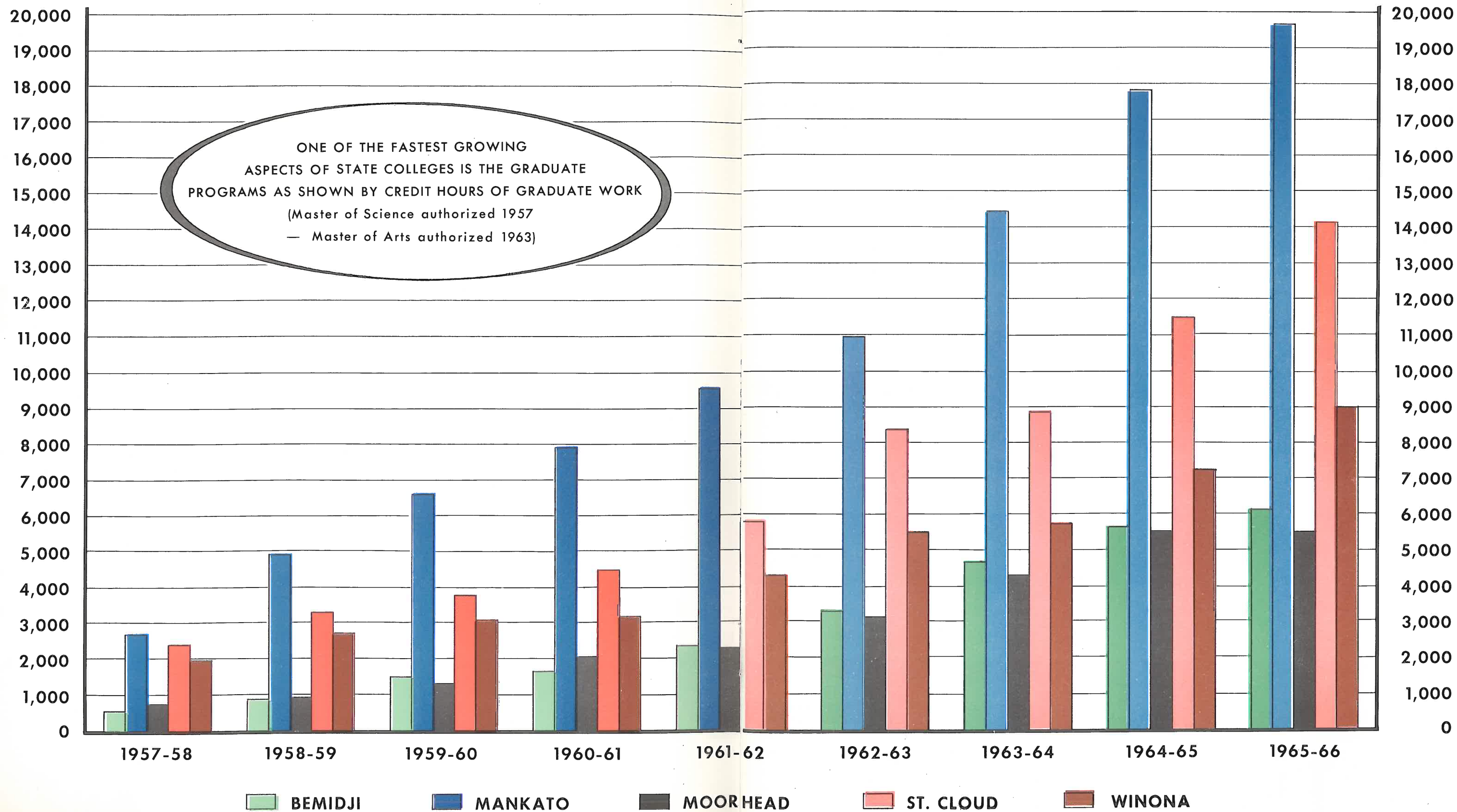
**ENROLLMENT OF ON-CAMPUS, FULL-TIME UNDERGRADUATE AND SPECIAL STUDENTS
IN EACH MINNESOTA STATE COLLEGE BY COUNTY OF RESIDENCE FALL QUARTER, 1966**

COUNTY OF RESIDENCE	BEMIDJI	MANKATO	MOORHEAD	ST. CLOUD	WINONA	TOTAL ALL STATE COLLEGES
1 Aitkin	32	1	3	39	0	75
2 Anoka	52	15	7	253	14	341
3 Becker	57	2	174	32	0	265
4 Beltrami	480	2	6	3	0	491
5 Benton	7	6	0	97	1	111
6 Big Stone	1	8	29	16	1	55
7 Blue Earth	2	928	1	6	5	942
8 Brown	12	225	12	20	12	281
9 Carlton	43	13	1	49	2	108
10 Carver	14	119	1	35	3	172
11 Cass	112	7	10	10	0	139
12 Chippewa	5	41	48	57	0	151
13 Chisago	3	6	0	141	4	154
14 Clay	8	2	856	2	1	869
15 Clearwater	91	2	12	2	0	107
16 Cook	3	0	1	3	0	7
17 Cottonwood	3	102	0	13	5	123
18 Crow Wing	58	9	7	56	1	131
19 Dakota	27	154	5	128	98	412
20 Dodge	9	60	1	3	39	112
21 Douglas	18	10	53	154	1	236
22 Faribault	4	326	2	25	11	368
23 Fillmore	0	45	1	4	187	237
24 Freeborn	1	235	2	14	32	284
25 Goodhue	6	131	1	16	111	265
26 Grant	7	1	40	20	0	68
27 Hennepin	320	1,011	110	1,302	210	2,953
28 Houston	1	5	0	1	170	170
29 Hubbard	119	3	25	10	0	157
30 Isanti	2	1	1	52	0	56
31 Itasca	182	9	6	26	1	224
32 Jackson	0	107	5	5	3	120
33 Kanabec	1	4	1	127	0	133
34 Kandiyohi	13	29	12	66	1	121
35 Kittson	30	1	48	3	0	82
36 Koochiching	118	6	13	24	0	161
37 Lac qui Parle	3	33	54	20	0	110
38 Lake	23	1	2	22	0	48
39 Lake of the Woods	35	0	0	5	0	40
40 Le Sueur	5	203	2	15	5	230
41 Lincoln	3	37	7	11	14	72
42 Lyon	9	94	13	54	2	172
43 McLeod	7	103	5	106	3	224
44 Mahanomen	21	1	43	3	0	68
45 Marshall	47	2	47	5	1	102
46 Martin	9	225	3	38	1	276
47 Meeker	1	12	10	197	0	220
48 Mille Lacs	13	2	1	115	1	132
49 Morrison	25	4	9	164	1	203
50 Mower	3	170	2	16	63	254
51 Murray	0	67	0	10	1	78
52 Nicollet	6	278	2	9	3	298
53 Nobles	1	85	2	19	7	114
54 Norman	8	3	137	9	0	157
55 Olmsted	13	138	3	12	105	271
56 Otter Tail	60	21	266	52	1	400
57 Pennington	39	3	34	1	0	77
58 Pine	10	5	0	44	3	62
59 Pipestone	2	46	3	23	10	84
60 Polk	136	10	180	14	0	340
61 Pope	3	11	38	28	0	80
62 Ramsey	161	387	25	529	160	1,262
63 Red Lake	28	1	28	3	0	60
64 Redwood	6	122	7	41	8	184
65 Renville	2	103	5	154	3	267
66 Rice	11	203	1	21	26	262
67 Rock	0	66	1	2	7	76
68 Roseau	77	1	21	3	0	102
69 St. Louis	286	25	15	158	15	499
70 Scott	7	128	2	30	23	190
71 Sherburne	6	7	0	76	0	89
72 Sibley	3	96	1	27	2	129
73 Stearns	10	10	3	980	4	1,007
74 Steele	10	163	1	8	42	224
75 Stevens	1	6	30	13	0	50
76 Swift	2	17	30	38	0	87
77 Todd	42	4	35	92	0	173
78 Traverse	6	4	35	7	0	52
79 Wabasha	2	43	1	6	110	162
80 Wadena	41	1	23	31	2	98
81 Waseca	5	135	2	4	11	157
82 Washington	23	66	8	172	61	330
83 Watonwan	3	107	2	7	4	123
84 Wilkin	0	0	91	1	0	92
85 Winona	0	16	0	5	655	676
86 Wright	4	17	2	295	1	319
87 Yellow Medicine	3	37	18	37	2	97
Total Minnesota Residents	3,062	6,945	2,744	6,546	2,263	21,560
Residents of Other States	188	795	548	123	392	2,046
Residents of Foreign Countries	76	51	28	9	8	172
TOTAL ENROLLMENT	3,326	7,791	3,320	6,678	2,663	23,778



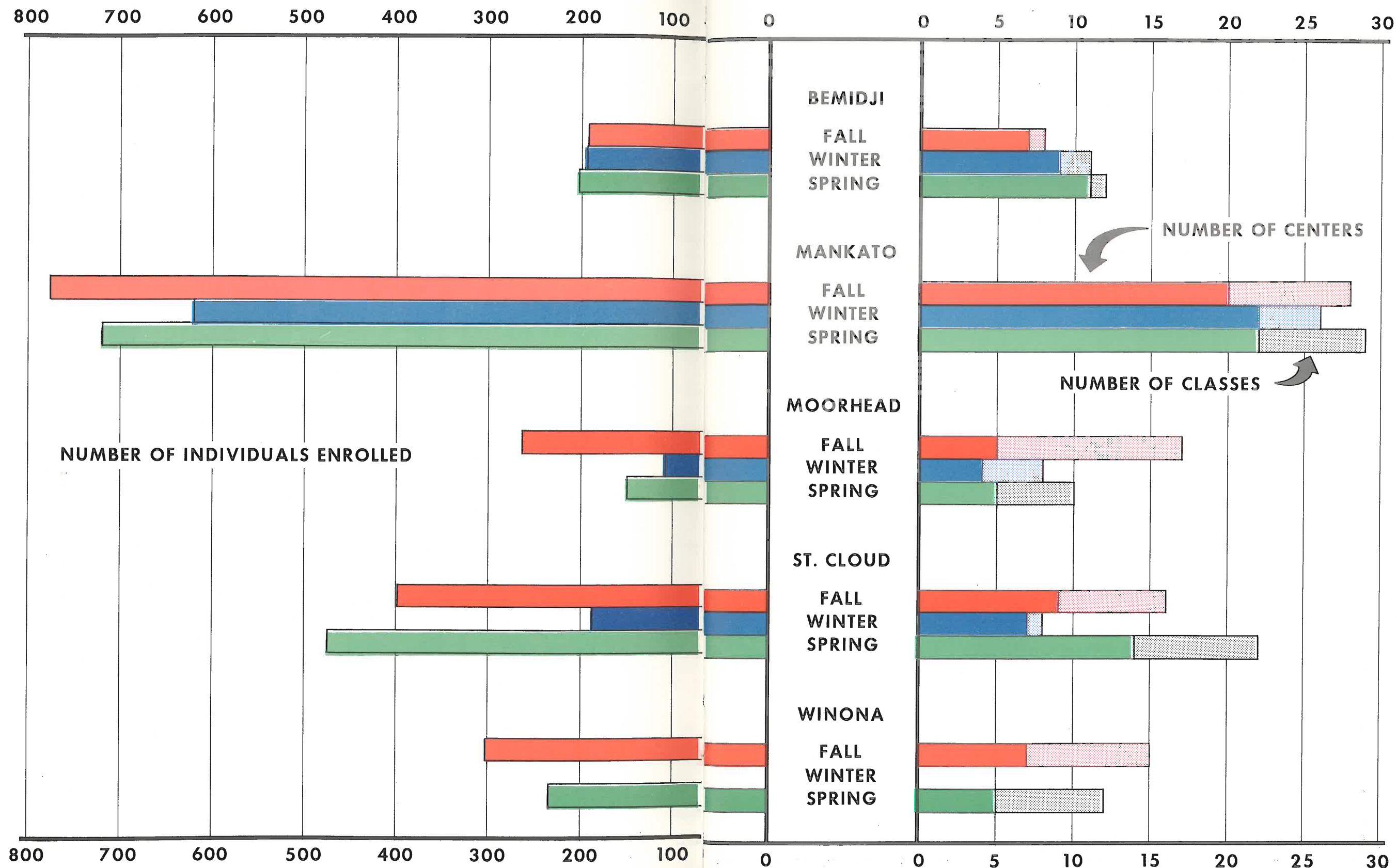
1957-58 THROUGH 1965-66

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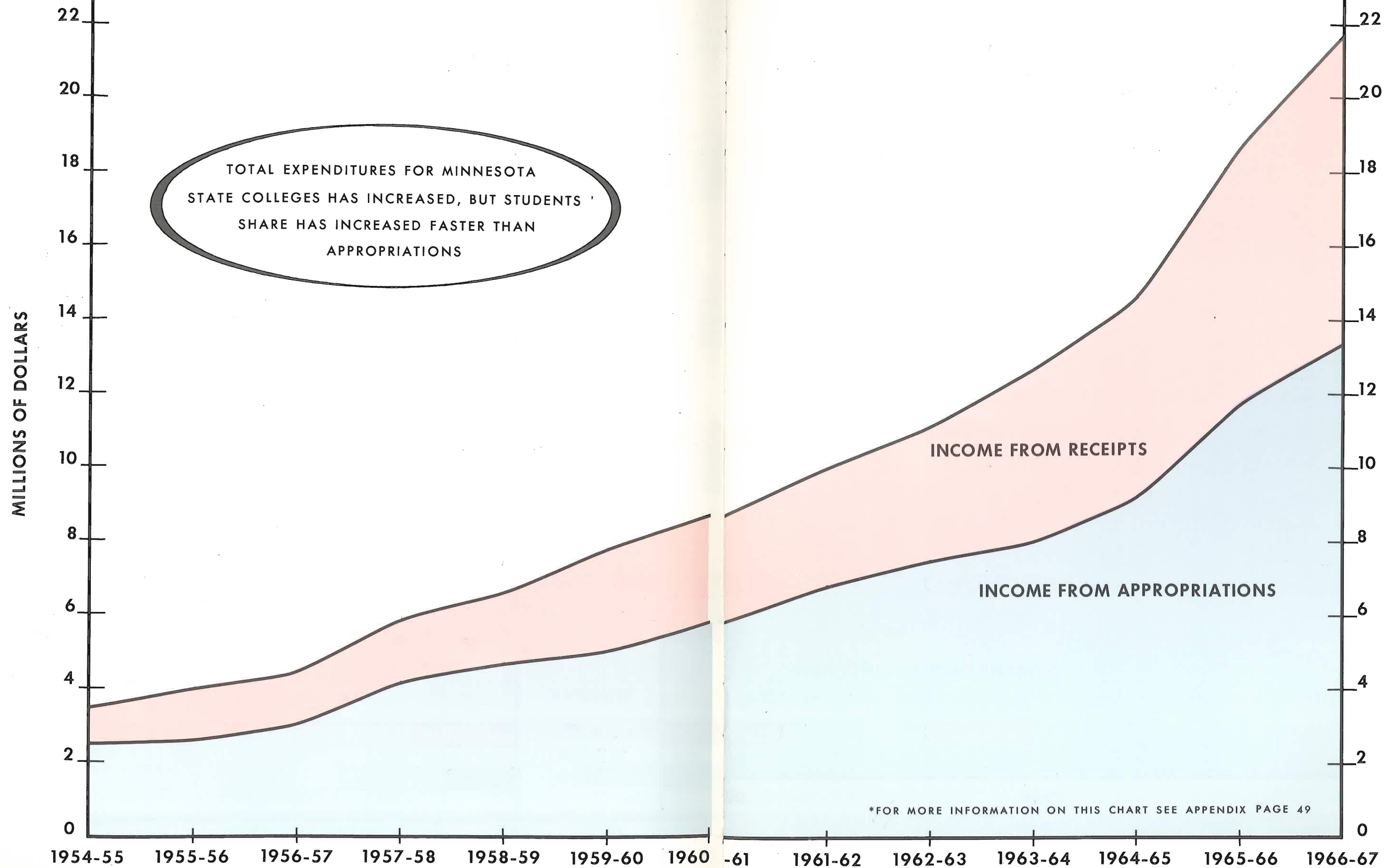
SUMMARY OF OFF-CAMPUS IN-SERVICE PROGRAM*

1965-66 SCHOOL YEAR Enrollment 15



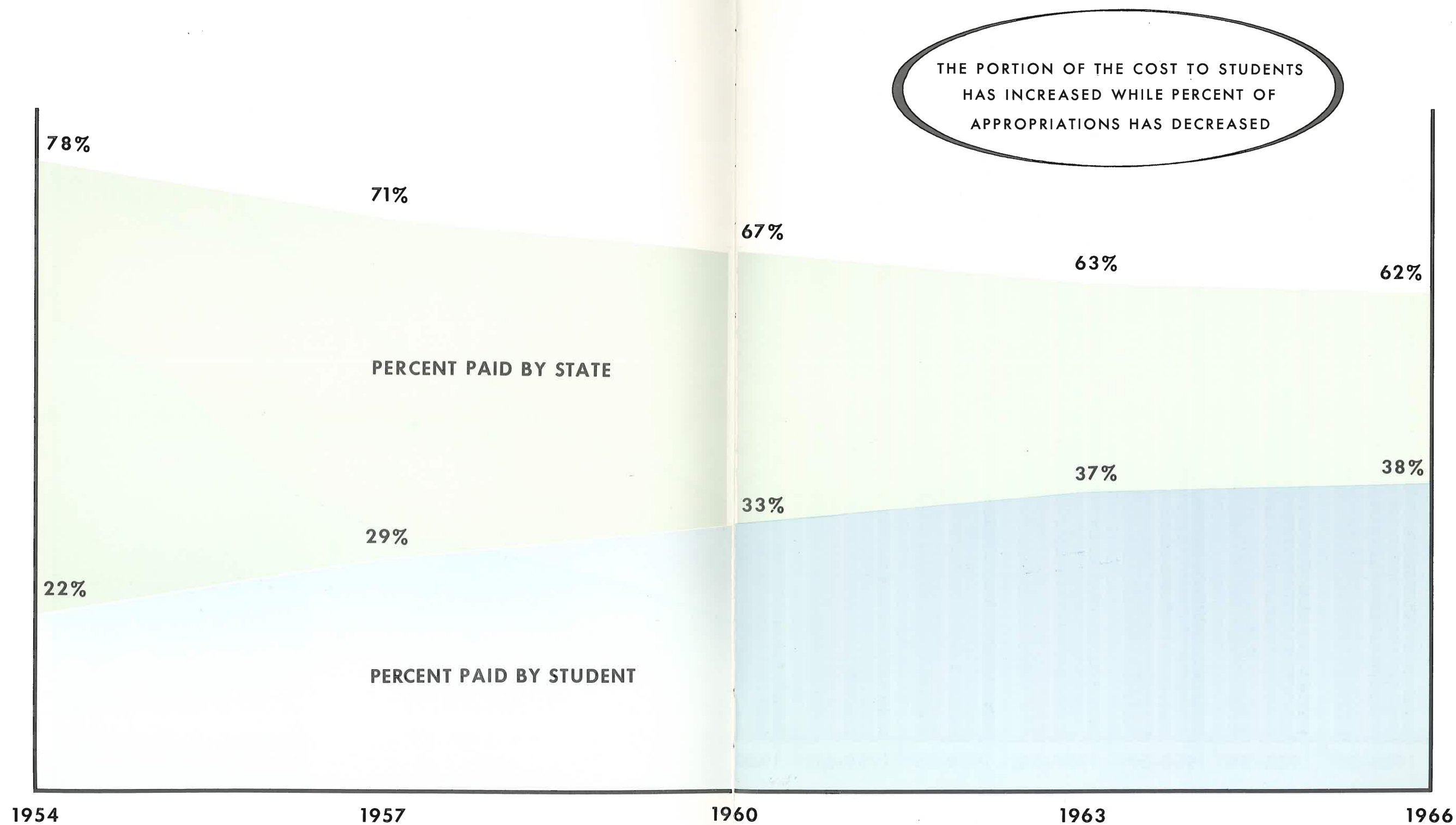
*FOR MORE INFORMATION ON THIS CHART SEE APPENDIX PAGE 48

TOTAL EXPENDITURES & SOURCE OF INCOME*



COST PER FULL-TIME EQUIVALENT STUDENTS

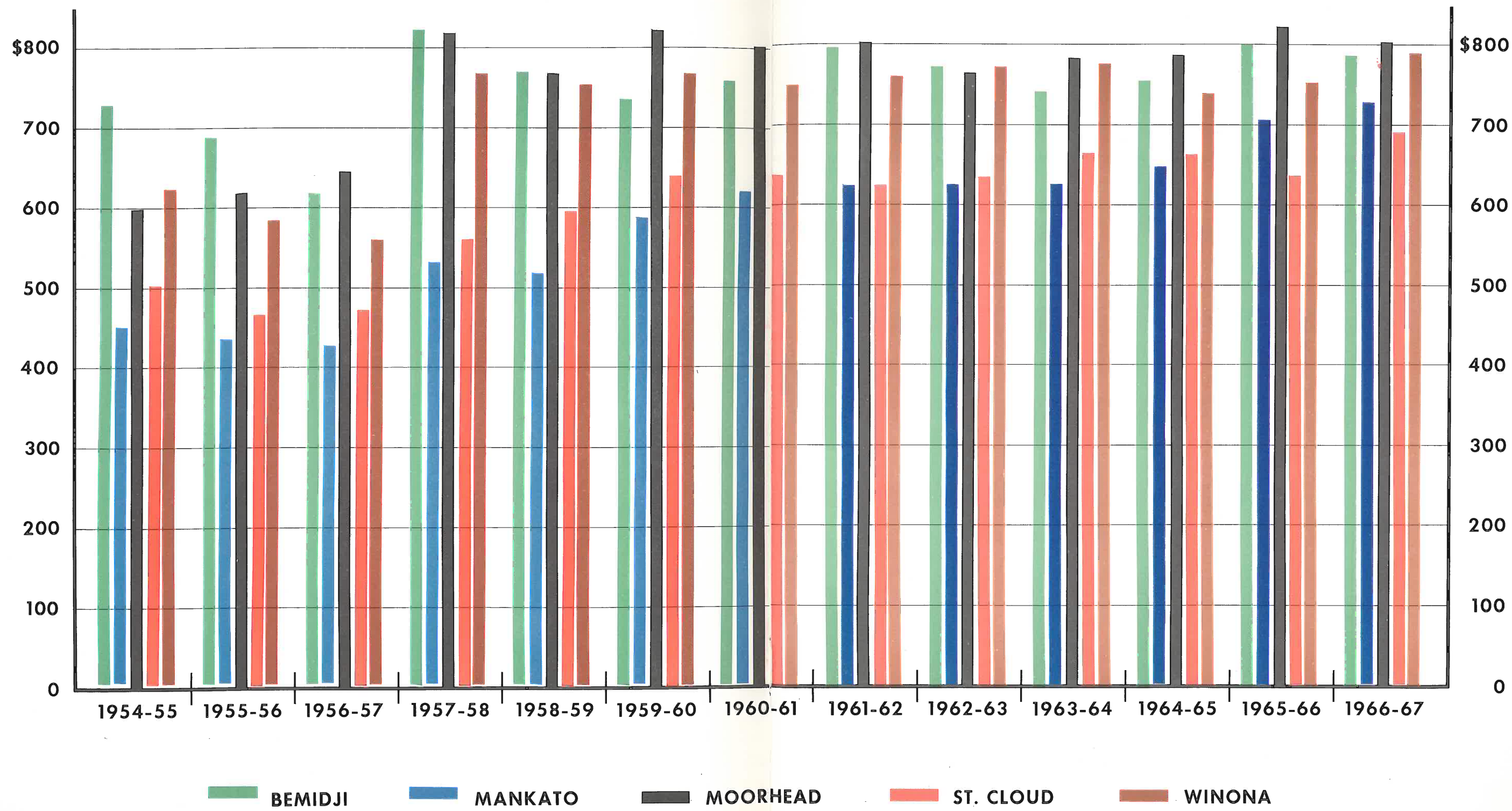
FROM DIRECT APPROPRIATION & FROM RECEIPTS*



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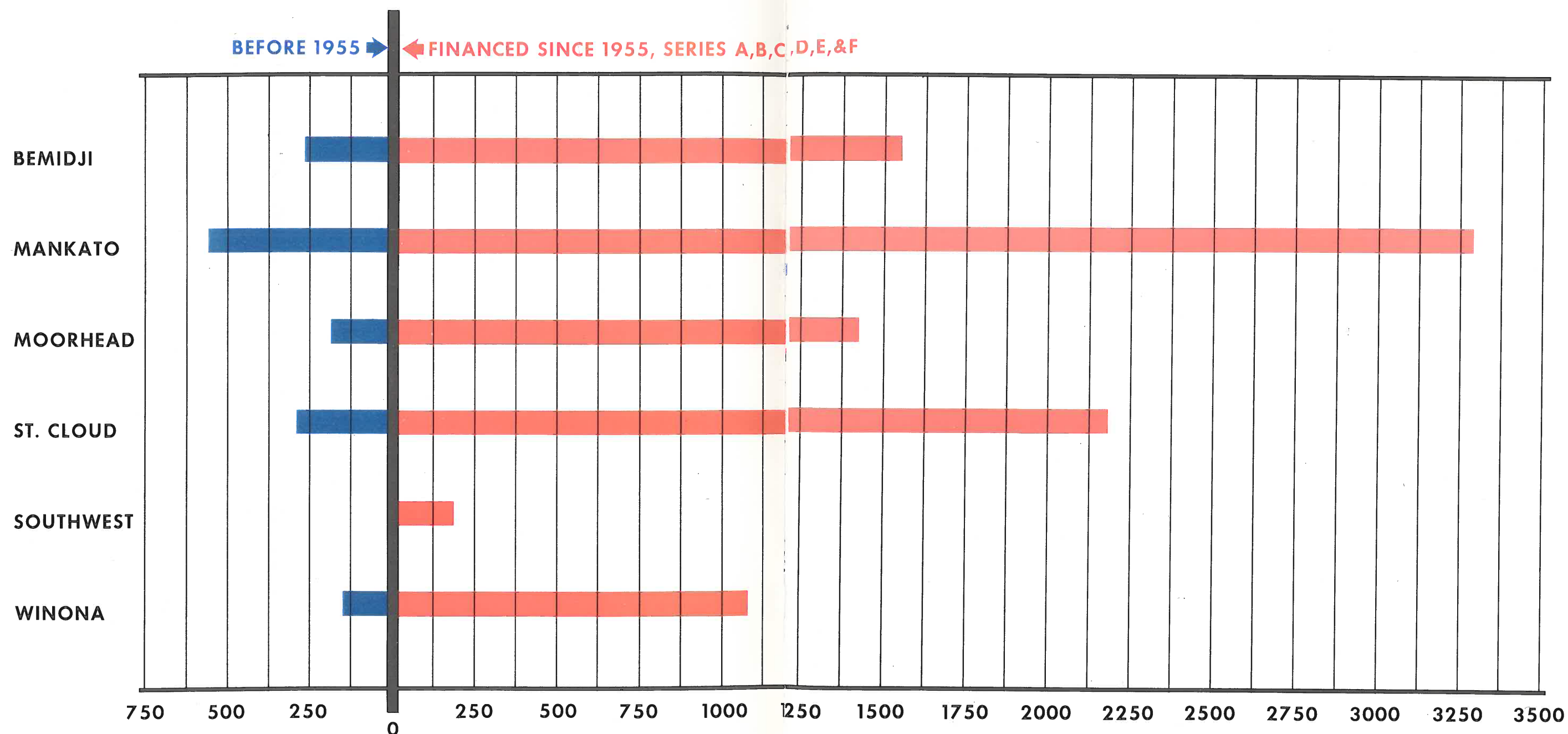
COST PER FULL-TIME EQUIVALENT COLLEGE STUDENT

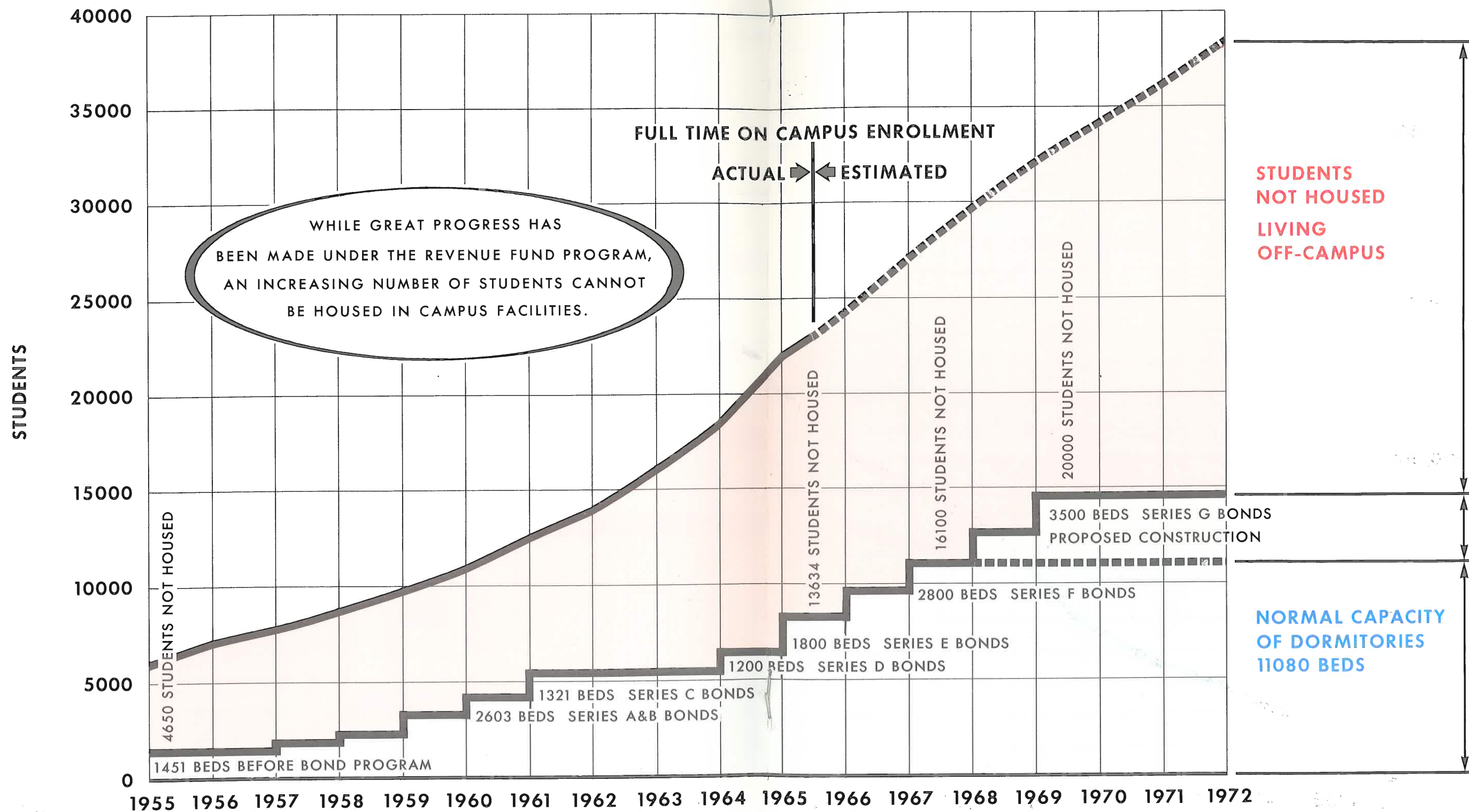
MAINTENANCE & EQUIPMENT ACCOUNT *

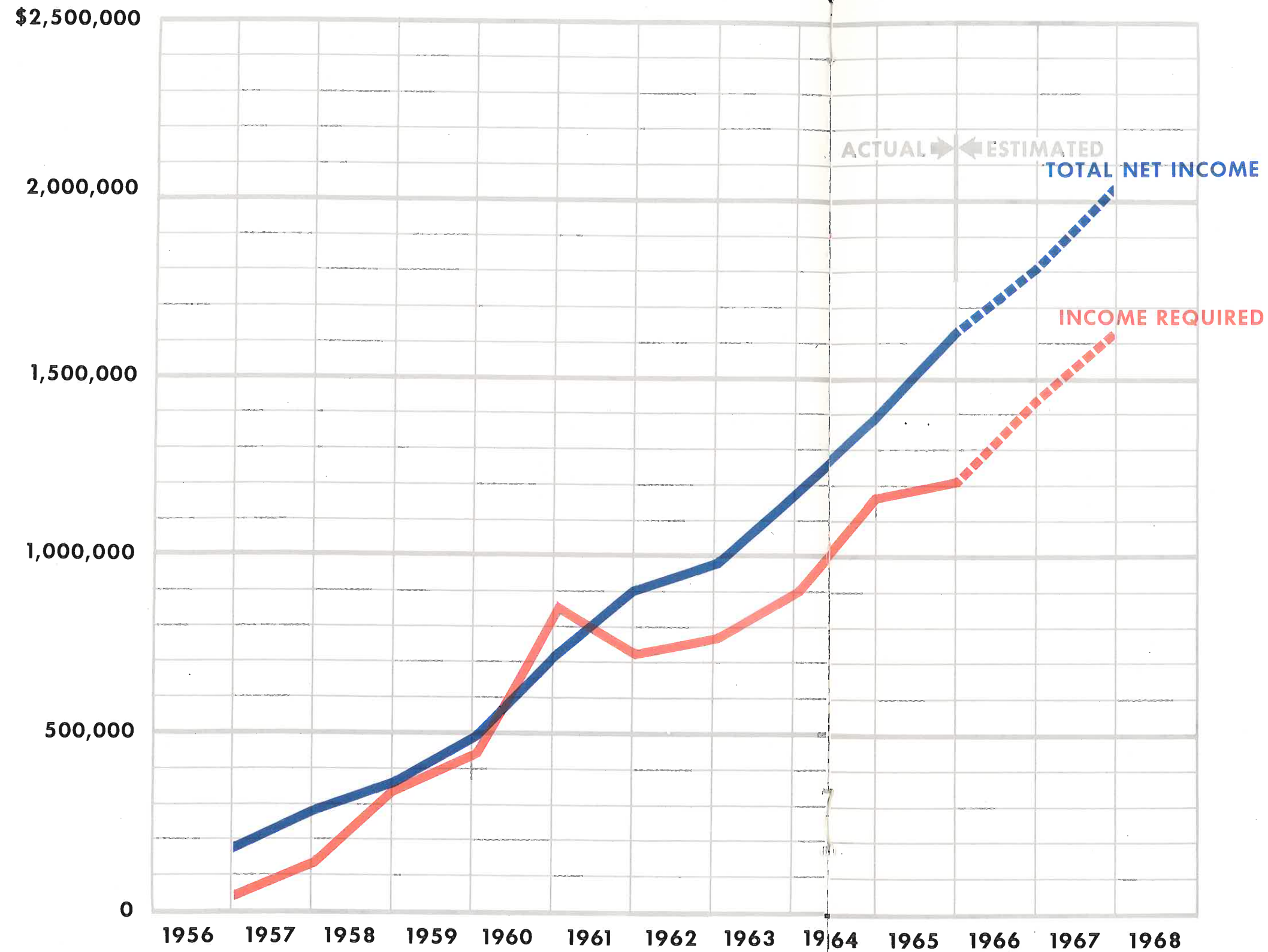


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The Revenue Fund Program, authorized in 1955 by the Minnesota State Legislature, supports a growing complex of dormitory-food service facilities and student unions. Prior to the creation of the Revenue Fund Program, Minnesota State Colleges had difficulty housing the increasing student population. The effectiveness of the program is illustrated by comparing housing provided previous to the Revenue Bond Program to that provided since 1957 when the first Revenue Bonds were issued.







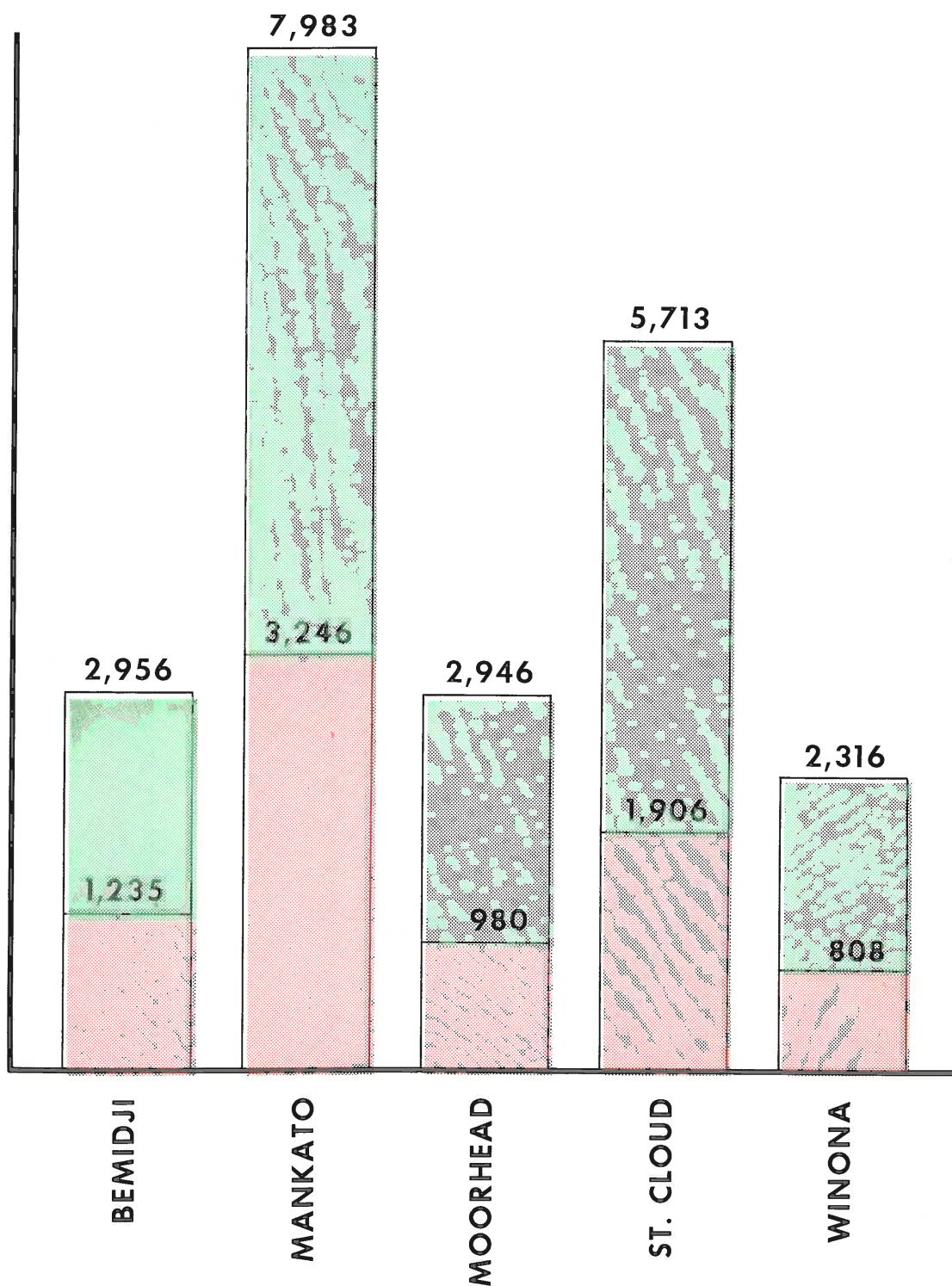
The Revenue Fund Program is now supported by \$39,800,000.00 in Revenue Bonds and an appropriation since 1957 of \$6,000,000.00 state money. Payment of the Bonds (principal and interest) is derived from income produced by student fees, room rentals and board.

THE REVENUE FUND PROGRAM IS SOUND.

FULL-TIME ENROLLMENT-

NORMAL HOUSING

Dormitories are still crowded as evidenced by housing 359 more students than normal housing provides, for a total of 8,544.



A BRIEF STATEMENT REGARDING ACTIVITIES
AT BEMIDJI STATE COLLEGE

1. The Academic Program

- A) Graduate Program -- the North Central Association on August 17, 1966, officially commended the college "for taking the necessary steps to strengthen the graduate programs and voted not to schedule an examination of the College during the next academic year."

This commendation was the result of:

- a) cutting the courses offered to both undergraduate and graduate students in half; offering no such "double-numbered" courses on an extension basis; and offering only a few graduate courses on extension basis.
 - b) strengthening the graduate faculty through more doctorates and increasing the budget for books and periodicals from \$29,000 in 1964-65 to \$100,000 in 1965-66.
- B) New Programs -- although the College has concentrated on bolstering existing programs, especially in liberal arts, new programs are being offered in psychology and the Fifth Year sequence.
- C) New Course Offerings and Sequences -- included are freshwater biology, classical archeology (perhaps the only State College with such a program), artist-in-residence, data processing for both mathematics and business.
- D) Innovations -- instruction in German and introduction to computers to children in the College Campus School; use of closed circuit television for a variety of instructional purposes; educational programs for dormitory students which are attracting from 300 to 600 dormitory residents for special discussions and seminars on topics of current interest ranging from "Is God Dead?" to Vietnam.
- E) Staff-Sharing with University of Minnesota -- this has been inaugurated by sharing an anthropologist on a half-time basis, who will also establish a Center for American Indian Studies at the College.

2. Outgoing Nature of College

Recognizing that it must be the cultural, educational and intellectual leader for much of Northern Minnesota, the College has:

- A) Developed Cultural Arts Program -- brings in speakers like Hanson Baldwin, John Ciardi, Sir Bernard Lovell and Mortimer Adler; concerts by Winnipeg Symphony, Norwegian Festival Orchestra; foreign films and art exhibits for the benefit of people of Northern Minnesota. While films, exhibits and various events are free, high school students can attend lectures for 50¢ and concerts for \$1.00.

With the help of a \$1200 grant from the Minnesota Arts Council, put on Oklahoma at Paul Bunyan Summer Theater to over 4,000 persons with almost 3,000 turned away because of lack of seats.

The College takes its own plays and musical programs, as well as science demonstrations, to area high schools.

- B) Special Institutes, Programs -- realizing the needs of this depressed area, the College has probably gotten more Federal funds than most other institutions, in order to serve needs.

Included during past year have been: Arts-Humanities Summer Institute, \$47,785, for 40 elementary teachers (one of first in the nation under new Arts-Humanities Foundation; English Institute for elementary teachers, \$46,000, again mainly teachers from Northern Minnesota; Limnology Institute, \$25,000; Nuclear Physics and Radioisotope Techniques, \$26,000; Project Upward Bound, 107 Indian and White 10th graders, summer 1966, one of three in Minnesota, \$120,000, with year-around follow-up; Project Headstart; Northwest Minnesota Youth Development Project, \$46,000 from U.S.O.E., to help work with young people in Northern Minnesota and aid their development.

The College faculty has given freely of its time to "backstop" various Community Action Programs. And the College is now sub-contracting with the University of South Dakota to provide special instruction, counseling, workshops and institutes for all area Indian reservation CAP programs.

It has conducted programs under Title I (extension) of the Higher Education Act and has submitted a major new proposal in cooperation with the University of Minnesota. It has also received funds to conduct projects under the State Technical Services Act.

3. Strengthening of Library

In June of 1966 the College gained occupancy of its new \$1,400,000 library (state and federal funds). In addition, the College has added to the staff, increased the book budget four-fold, and now gets foreign titles under Public Law 480. It also has been developing a regional collection.

4. Buildings

In the summer and fall of 1966 the College gained the use of the new library, opened two 200-bed dormitories, and started construction of a \$970,000 fieldhouse, a \$1 million student center, and another 200-bed dormitory.

5. Federal Funds

Due largely to the impoverished nature of the area it serves, as well as the College's own "hunger" for funds, Bemidji State probably has gotten more such revenues than most other State Colleges.

During 1965-66, such funds totaled \$1,784,702 and included: Financial aid to students, \$791,919; building construction (library) \$464,000; purchase of equipment (matching basis) \$49,159; teaching institutes, \$139,722; special projects, \$169,915. In 1965, for example, the College had about \$40,000 for summer session programs, while in 1966 it was over \$300,000.

6. Other Developments

More doctorates on staff, but at the cost of sacrificing positions in order to meet salary competition; students from foreign countries with McKnight Foundation Scholarships; grant of \$2100 to establish a hook-up with a computer in Minneapolis on an experimental basis.

A BRIEF STATEMENT REGARDING ACTIVITIES
AT MANKATO STATE COLLEGE THIS BIENNIUM

Even though the purpose of the College remains basically the same, Mankato State is annually called on to make adjustments and improve its offerings.

In the current biennium, curricular offerings have expanded in several directions. The liberal arts Master of Arts program now includes nine disciplines: biology, chemistry, English, history, mathematics, music, political science, speech and theatre arts, and business.

The Master of Arts in Teaching degree was approved and became effective this year. This program provides the avenue by which a strong student with a Bachelor of Arts degree may get courses required for teacher certification and a Master's degree in one year.

Approval was received only recently from the State Board of Education for offering the curriculum leading to certification of secondary principals. Interest in this program has met with strong response from local educators. A poll of persons interested in secondary administration in this area showed that 90% were interested in taking advance graduate work in education at Mankato -- on either the sixth year or doctoral level, if such curricula could be provided.

Beginning with a federal grant, a program is now approved and in operation for the preparation of vocational rehabilitation counselors at the College. Close cooperation continues between the College and other community projects in the field of mental health, day care of the handicapped, etc. in which the student observes and works firsthand with persons being served by these units.

We are exploring consortium efforts with Good Counsel in the preparation of teachers, with our area Vocational and Evening School in adult needs of the area, and with such concerns as 3M, bankers, etc. in offering special courses specifically related to their needs.

For the in-service teacher we continue to carry on an extensive program of off-campus classes, taught almost exclusively by members of our regular college staff. The off-campus program has some 2,000 registrations annually, and the evening on-campus program well over 4,000 enrollments annually. The big change in recent years in all of these offerings is the growing enrollment in graduate courses. During the summer sessions when in-service teachers return in large numbers, over 25% of our enrollees are graduate students. Last summer the offering of workshops in special fields was increased to 21 -- half again as many as a summer ago. These are particularly useful for the teacher who has need for concentrated study in certain problem areas.

It might be added here that it has been 13 years since graduate work was authorized for the State Colleges and the program is seriously in need of special faculty allotments for this purpose. Last year alone, 397 Master's degrees were awarded at the State Colleges (154 at Mankato.) The rapidly increasing segment of those earning Master's degrees at the State Colleges makes it urgent that adequate provision be made for their education at these institutions.

To fully utilize the strong classroom teacher in freshmen courses where enrollments are heavy, we have expanded use of closed circuit television. Two courses are now being offered in which approximately 1,400 students are enrolled. Proctors are in attendance in the listening rooms to assist students and conduct follow-up lecture sections. These have proven effective and meet with student approval.

Closed circuit facilities now also provide for observation by college methods classes. These demonstration classes in the campus school provide expanded observation opportunities for the student.

Increases in enrollment this fall have not come up to expectation. Perhaps the greatest loss was felt in entering freshmen, however, this was part of a trend which has shown itself throughout the state and the nation. New freshmen enrollments statewide showed a decline following a five-year period of 1,000 to 5,000 annual increase. We are reviewing thoroughly our admission and retention practices, analyzing procedures in handling students and making a searching review of processes which might have contributed to a lower increase in enrollment this fall. This, too, is the first time since the revenue bond program was started that Mankato's residence halls have not been filled well beyond normal capacity. An analytical long-range view of residence hall live-in policies is being taken to prevent a recurrence of such problems in the future.

A BRIEF STATEMENT REGARDING ACTIVITIES AT MOORHEAD STATE COLLEGE THIS BIENNIUM

A continuing search for talented faculty members and persistent efforts to keep the college curriculum, based in the liberal arts, responsive to the best contemporary trends and advances constitute the most significant developments at Moorhead State College during the past year.

Faculty strength this fall is 210 with 200 of these having full or part-time teaching responsibilities. Among the 63 new members who joined the faculty this fall are four who have held Fulbright awards, a former Rhodes Scholar and about one third who earned their undergraduate degrees with high honors. Approximately 65 per cent of the new members who have college assignments have earned their doctor's degrees or are in the final stages of their doctoral programs.

Some of the most recent academic developments are as follows:

* Reorganization of the Natural Science area to provide three separate departments: Physics, with three theoretical physicists, all Ph. D's., including one who has been a post-doctoral scholar most recently at the Dublin, Ireland Institute of Advanced Studies, and another who has taught at Notre Dame and was selected this summer for post-doctoral study at the International School of Non-linear Mathematics and Physics, Max Planck Institute, Munich, West Germany. Chemistry: A revised undergraduate curriculum and a master's program is directed by nine Ph. D's., including one who has studied under Nobel Laureate Professor Severo Ochoa. This department has already gained the confidence of industry to the extent of receiving laboratory equipment valued in excess of \$10,000. Biology: This department, directed by Dr. Frank Noice, former president of the Minnesota Academy of Science, has a faculty of nine Ph. D's. and offers sequences in all major areas and a master's program. Eleven biology graduates last year received fellowships for graduate study at major U.S. universities.

* Both the Art and Music Departments, now housed in the new Center for the Arts, have revised curriculums and new facilities, including 19 new Steinway pianos which were purchased this fall for the Music Department. The Art curriculum has a new emphasis in graphics and includes sequences in all major areas; and Music, which now provides a master's program, has new courses in composing and opera and has over 100 students committed to major, minor or graduate programs. The Concert Choir, whose recordings have received national attention, is planning a concert tour of Europe in the summer of 1967.

* New history courses, primarily in African and Asian areas, a master's program and a substantial increase in faculty and courses in Foreign Languages, Political Science and Economics have made possible the establishment of an inter-disciplinary program in Latin American Studies, which is expected to be further strengthened next year by the addition of Portuguese. Dr. Robert J. Young, Spanish professor, is currently at the University of Wisconsin on a \$15,000 post-doctoral fellowship to study Portuguese, and it is anticipated that this ultimately will be added to the curriculum.

* A new Department of Mass Communications was added this year and also a new program in Hotel and Motel Management, both of which have a solid liberal arts foundation and professional core courses that meet contemporary industry requirements. Both of these programs reflect a legitimate college concern to provide programs that are lacking and much needed in the area and state. The Hotel Management program is designed to train competent executives and ultimately to assist in strengthening the important tourist potential of the state.

Two books by faculty members this year reflect the degree of scholarly competence that is being achieved at Moorhead State College. All Things Common: The Hutterian Way of Life, by Dr. Victor Peters, professor of history, was published last January and was favorably and extensively reviewed in the New York Review of Books by H. L. Trevor-Roper, Regius professor of history at Oxford (England) University and recently was selected for a Canadian award as "The Scholarly Book of the Year." Social Mobility in China, published last spring and written by Dr. Yung-teh Chow, professor of sociology, has been described as the "first large-scale empirical work in its field" since 1927.

In keeping with a conviction that higher education has a special responsibility to cultivate better international understanding and to confront the social issues of the times, Moorhead State College has deliberately drawn its faculty from more than a dozen foreign countries and has individuals from all major races and religions. Two faculty members are former executives with UNESCO in Paris where they had major responsibilities for education for international understanding. The College Theatre this fall is presenting the Upper Midwest Premiere of the controversial drama, Marat/Sade by Peter Weiss, a play that relentlessly examines man's inhumanity to man. In the face of some community apprehension, President Neumaier has arranged for scholarships for three disadvantaged North Minneapolis Negro youths, one of whom was involved in racial violence there this summer. This is in line with a resolve to seek new measures, however controversial and contrary to traditional policy, to give "more than lip service" to the problem of racial discrimination. Several of the college sociologists and psychologists are earnestly engaged in further study of ways in which college talent can be used to combat social ills.

Construction during the year has been extensive. Of major interest and importance is the \$1,620,000 Center for the Arts, appropriately located in the heart of the academic complex and providing facilities for Art, Music, Speech and Theatre. The building, which offers significant cultural center for Western Minnesota, is symbolic of a commitment to "bring the world to the college," to cultivate an appreciation of other cultures and to understand our cultural heritage. A 12-story "tower" dormitory also opened this fall, accommodating 400 students, and work is currently being completed on the Comstock Memorial Student Union which will be attached to the existing food service facility, Kise Commons.

Ground was broken in October for another five-story dormitory scheduled for completion next fall.

Although still well below accepted standards, the College Library has shown some substantial growth in the past year. Holdings have increased about 16 per cent in one year from 62,000 volumes last year to 72,000 volumes this year.

Administrative changes during the year include the appointment of a new Dean of Graduate Studies, new Director of Admissions and Registrar, and Associate Dean of Students for Men, and a partime placement officer who will have responsibilities for those graduates who do not intend to pursue teaching careers.

Conferences and Institutes: An Institute for Principals of Elementary Schools, supported by a grant of about \$81,000 from the Upper Midwest Regional Educational Laboratory, has been approved for the summer of 1967. The eight-week program will stress curriculum development, and principals from five states are expected to attend.

Institutes conducted during the past summer include a NDEA Institute on Remedial Reading, supported by a grant of \$53,471, which provided eight weeks of full-time study for 40 participants; a Junior College-Community College Institute, supported by the Kellogg Foundation and conducted for one week in June (This will be offered again in the summer of 1967); and an

Economics Education Workshop, conducted during the first summer session, and designed for secondary teachers. Numerous members of the legal profession in the area attended a Forensics Medicine Seminar sponsored by the college last spring and conducted by members of the medical profession to assist in bridging gaps between concepts of medicine and jurisprudence.

Over 80 administrators from the public and private colleges and universities of Minnesota attended a day long conference at Moorhead State College, October 25, sponsored by the Governor's Human Rights Commission and dealing with "The Need for Teacher Training in Intergroup Relations." The college is currently engaged in a social service survey and a project to stimulate community responsibility for social service under a grant of \$8,162 of Title I of the Higher Education Act.

Visiting professors last summer included Dr. Adalbert Rang of the University of Frankfurt, Germany, who taught courses in Education; and Dr. Paul Holmer, internationally-prominent philosopher from Yale University, who taught philosophy courses during the second summer session.

A BRIEF STATEMENT REGARDING ACTIVITIES AT ST. CLOUD STATE COLLEGE

Tri-College Great Issues Program

The Great Issues Program is a year-long course for outstanding students at St. Cloud State College, the College of St. Benedict, and St. John's University. Initiated through a grant from the Hill Family Foundation, the series stimulates intellectual interchange among three disparate institutions---a men's private college, a women's private college, and a coeducational public college. In the seven years since its beginning, some 250 superior students have participated in the program and several faculty members have studied abroad, preparing papers for the series. Four semester hours or six quarter hours of credit are granted for successful completion of the course.

Student Teaching Program

The Student Teaching Program at St. Cloud State College is a cooperative venture involving 35 public school districts and the College. All student teachers receive full-time, full-day experience for one quarter of the academic year as residents in a school district. Each student teacher must demonstrate competencies, by the end of the assignment, suitable for a beginning teacher in both major and minor fields in order to receive a satisfactory mark and recommendation for certification. Supervision is provided by the College on a weekly basis. In the period between the Fall of 1962 and the Second Summer Session of 1965, more than 1500 students successfully completed the Student Teaching Program.

Teaching Internship Program

The Teaching Internship Program is designed to give a select group of beginning teachers a teaching situation that will maximize professional growth, and at the same time provide the participating school system with highly capable teachers. A maximum of 20 interns, all degree graduates of St. Cloud State College, take part in the program. They assume the full teaching responsibility of a beginning teacher, but in addition, work under the close guidance of a master teacher whose work load is directed toward furthering the growth of the interns. The intern will have completed a minimum of six graduate quarter hours credit prior to the opening of school, and will receive nine graduate quarter hours credit for the internship experience. The intern works at a salary of \$500 below base pay for a beginning first year teacher, and the \$500 is available to be applied to the base pay of the master teacher. The College provides supervision.

College Theatre

St. Cloud State College is well known for the quality of its theatre. On two occasions, the College Theatre has been selected by the USO and Defense Department to perform for American servicemen overseas. In addition to presenting four mainstage productions on campus each academic year, the College conducts an outstanding summer theatre program called Theatre L'Homme Dieu at Alexandria, Minnesota. Professional actors make up the resident company at Theatre L'Homme Dieu, supplemented by superior college drama students from the Upper Midwest. Ten productions are presented each summer to audiences representing nearly all states and some foreign countries.

College Art Colony

The Art Colony, called Studio L'Homme Dieu, has completed one season. It is located across

Lake L'Homme Dieu from Theatre L'Homme Dieu, the summer theatre near Alexandria, Minnesota. Staffed by members of St. Cloud State College's Art Department, the colony offers courses in drawing, painting, and sculpture for college credit. A guest artist visits the colony each weekend during the two summer sessions to lecture and to critique student work. Twenty students from eight states and the Philippines took part in the program during the first season.

Center for Economic Education

The purpose of the Center for Economic Education is to meet the demand for understanding of economics through education. Teacher education and the development of curriculum materials for high schools, colleges, and adult classes are emphasized. The Center offers summer workshops, teacher education programs, courses for all college students, and a graduate program. It also provides experimental teaching projects, a public service program through research and consultation, and literature for public distribution. The program, now in its third year, is supported by the College, the Minnesota State Council on Economic Education, and contributions from business and industry.

National Science Foundation Summer Science Institutes

More than a dozen National Science Foundation Summer Science Institutes have been conducted at the College. Teachers and superior high school students from throughout the nation attend these programs, which are staffed by St. Cloud State College faculty members. The purpose of the programs is to bring high school teachers up to date on developments in science, and to encourage superior students to pursue careers in science and mathematics. Institute members receive stipends and travel allowances. The program is financed by the National Science Foundation.

Honors Program

The Honors Program at St. Cloud State College is in a stage of expansion and further development. Started in 1964, the program now consists of special classes of general education courses and special advising for students invited to participate. A proposal for a complete program is now being considered. This proposal grows out of the feeling that honors should not consist solely of special sections of the regular courses. As planned, the new program will have several experimental features, including a separate liberal studies curriculum composed primarily of seminars, interdisciplinary studies at the junior and senior level, and independent study opportunities. In addition, students will have an opportunity to continue honors study in their department of major concentration. Finally, a number of related programs are being developed. These include a non-credit reading and discussion activity in which all honors students will participate every quarter, opportunities for off-campus study both for credit and non-credit, and a variety of social and cultural experiences.

General Education 432

General Education 432, Current Issues, views a major problem area of the world through the eyes of a number of academic disciplines. Twenty staff members, including the college president, now are giving lectures and panels on the topic of "America as a Mass Society." This course acts to pull the various areas of knowledge into focus upon a single area of knowledge in the hopes that conceptualism will be developed in the student--that General Education means a meaningful set of relationships which cannot be found in a single discipline.

A BRIEF STATEMENT REGARDING ACTIVITIES AT SOUTHWEST STATE COLLEGE THIS BIENNIUM

The Southwest Minnesota State College was authorized by the 1963 Legislature as a Liberal Arts and Technical College. It was funded by the 1965 Legislature in terms of initial facility for the freshman and sophomore classes and an operating budget necessary to prepare for the Charter Class which will enter in the fall of 1967. The period July 1, 1965 through June 30, 1966, follow significant developments in terms of the development of the Mission of the College, physical facilities and equipment, the recruitment of key faculty and staff members, and the dissemination of information to the public.

The Mission of the College will endeavor to meet the educational and related needs of the people in accord with Minnesota law and the policies of the Minnesota State College Board. On March 19, 1966, the Minnesota State College Board approved the College Mission for initial plans and curriculum developments as follows:

1. To provide higher educational opportunities for a substantial portion of high school graduates from the schools of southwestern Minnesota.

The primary mission of the College is to provide the young people of this region with the opportunity to obtain college level degree programs. It will provide high quality, accredited, two-year programs in technical education and four-year liberal arts and pre-professional programs. The curricula will lead to Bachelor of Arts, Bachelor of Science, and Associate degrees. The College should establish undergraduate admission requirements related to the Mission of the College and to other institutions of the State System. Tuition and fees should be similar to those in other Minnesota state colleges. Likewise, the College should have facilities, equipment, personnel, academic standards, and budget comparable to other state colleges. Student needs, differing interests, aptitudes, abilities and educational and occupational goals require a wide range of curriculum offerings.

2. To provide southwestern Minnesota specialized programs in higher education.

For example, the southwestern Minnesota area has a long history of need for pre-service and in-service programs for public school teachers which must be considered. Major emphasis should be placed on the developing of plans to meet regional needs for elementary and secondary teachers and to provide programs for in-service teachers. In addition, specialized educational services should be provided as follows:

- (a) the education of physically handicapped students;
- (b) the service and research in rural education programs.

3. To provide the region with a research, educational, and cultural center serving not only on-campus students but the people in the college region.

Continuing education should be a major service of the College. Provision should be made to insure the availability of regular and special courses to meet the needs of the region. The College should offer special courses, institutes, non-credit courses, workshops, and seminars in addition to degree offerings.

Plans and specifications for the initial two-years of the College were prepared during this year. Plans included the development of three key academic buildings, a residence hall for 200 students, and a food service center. The three academic buildings included an instructional

resources center and library, administrative offices, liberal arts and technical laboratory center, lecture center, fine arts center, and physical education building. In addition to the buildings, certain key developments took place in regard to the library holdings. Initial acquisition of library books was started so that adequate volumes will be available when students first enroll.

The academic program of the College was under study by the Curriculum Committee and officials of the College. Funds were secured from the Louis and Maude Hill Family Foundation for the purpose of appointing an Academic Dean to further develop these offerings. The office of the Academic Dean will allow the College to expand and develop its capabilities to perform those functions to which it is now committed. These include:

1. Basic general studies to benefit the students in liberal arts, pre-professional, teacher education, and applied sciences and technology programs.
2. Programs by which the College can serve the needs of the elementary and secondary schools in southwestern Minnesota.
3. Programs in engineering technology, business, as well as limited technological course offerings in agriculture and food service management.

Recruitment of faculty and staff for the College operation is related to the needs at each point in its development. During the 1965-66 period, the personnel included President Howard A. Bellows, Dean Clement J. Freund (Consultant in Technical Programs), Doctor Joseph P. Rossillon (Director of Instructional Resources), Mr. Hilary O. Egan (Business Manager), and needed staff personnel. Additional personnel recruited for the following year included a Director of Administrative Affairs, Academic Dean, Librarian, Catalog Librarian, and staff personnel.

A BRIEF STATEMENT REGARDING ACTIVITIES
AT WINONA STATE COLLEGE THIS BIENNIUM

1. Teacher Education accounts for most (78%) of the bachelors degree graduates with BA (22%) graduates being prepared in business administration. Elementary teaching graduates slightly exceed the number of secondary teaching graduates, and all graduates available were placed by June-July even in the fields where there had been a surplus of candidates in prior years.
2. The masters program for teachers is drawing strongly during summer sessions and for evening and Saturday classes during the school year. About 20% of the total degrees given are master's degrees.
3. The nurses program, first authorized in the 1963 Legislative Session, is under way and will graduate the first class of nurses in 1968. About 40 freshmen were admitted in the fall of 1966, while sophomore and junior classes have 25 and 18 members. A capable staff has been recruited to teach the professional courses. Arrangements for hospital experience have been made with the Winona Community Memorial Hospital. Rochester State Hospital is cooperating in the psychiatric experience for our program, while the local public health staff is providing the experience in the public health phase.
4. Summer sessions are well attended by regular year students, as well as teachers from public schools who are employed during the regular year. Special workshops or short-course summer offerings have proved to be very attractive. Some of the typical offerings are: Conservation Education (at Whitewater State Park), Reading Practicum, Health Education, Driver Training, Aerospace Workshop, Computer Principles, National Science Foundation Institute (8 weeks), and Modern Math for Teachers.
5. A Psychological Services Center was inaugurated in the summer of 1966, with service to area schools becoming available September, 1966. These services are financed under a self-sustained contract with the Winona Public School Special District #5 on behalf of 24 public school districts in the area. A staff of eleven persons is presently employed, including a director, psychologists, reading consultant, speech pathologists, and social workers. Already there has been a high response from the schools, and the staff is carrying a full load of cases referred to us by the area schools.
6. The interinstitutional application with the Oslo, Norway Teacher Training College is continuing to function effectively. A student exchange has now occurred since 1961. A visiting professor from Norway taught in the 1966 summer session and another Norwegian professor is on our faculty this year. In spite of problems connected with finding "free" homes to give board and room to exchange students, the campus committees here and in Norway have continued their work in implementing the cooperative arrangement. This program has had many favorable reactions from the government of Norway and has been commended by officials of the American Association of Colleges for Teacher Education.
7. The Student Union has been in operation since September, 1965. Planned as a joint facility with the food service center, the Union, though small in size, has proved to be a valuable facility for many of the student life activities of the college such as campus clubs, social events, and informal recreation hours. Since two-thirds of the students are not housed in our dormitories, the Union gives them a place to go between classes and during evening hours. Since our dormitories are over crowded 16% beyond capacity, it is important to have a Union available for the dormitory residents.

8. Among the professional activities of the faculty, reference should be made to the Fulbright Lectureship of Dr. John Fuller now at the University of Phillipines and Dr. D. Steneroon's lectureship at the University of Finland last year. Faculty are studying under sabbatical leaves on their doctoral programs. Dr. Christensen, Dr. Munson and Dr. Van Alstine have served recently on examining teams for the National Council on Accreditation of Teacher Education.
9. The Winona State College Foundation, established some years ago, has made available certain funds for student aid. Recently the Lloyd Serverson Memorial Fund donated \$5,000.00 as a deposit to U.S. Funds to back up bank loans to students totaling \$62,500. A bequest from the Blanch Hunter Estate will provide a scholarship for nursing students. Other scholarships are becoming available through gifts to the foundation from individuals. Some gifts have been received for special purposes such as providing books and periodicals for the college library.

SPECIAL NEEDS OF THE MINNESOTA STATE COLLEGES

The success of any system of higher education is determined by how well it meets the needs of the citizens of the state by offering programs of high quality for the young people seeking an education. The real value of higher education is best expressed in the effectiveness with which young people are able to meet the demands of the time once they are graduated. There are many factors involved in producing an educational program of the type which the citizens of the State of Minnesota deserve. The following paragraphs will attempt to present in summary form, the major needs of the Minnesota State Colleges. The detailed requests and justifications are part of the budget presented by the colleges and will not be repeated in this document.

FACULTY

One of the major problems facing the State College system remains that of recruitment and retention of highly qualified faculty members. The increasing competition from government and industry and the improved salary and working conditions in higher educational systems of neighboring states not only make it difficult to attract persons with a high degree of training, but make it increasingly difficult to hold senior professors in the Minnesota State College system. Experience this biennium indicates that Minnesota must substantially increase the benefits, especially in the higher ranks of the profession, if we are to maintain a staff capable of performing the educational tasks demanded of them. In order to more adequately provide the desirable faculty student relationships, an improved ratio is necessary to give students in Minnesota State Colleges equal educational opportunities with that received in other comparable institutions. The student teacher ratio being requested would provide for one faculty position for each ten graduate full-time equivalent, one faculty position for each fifteen upper division full-time equivalent and one faculty position for each eighteen lower division full-time equivalent.

Minnesota State Colleges have never had a formula allowance for administrative personnel on the campuses. In addition to the recommended student teacher ratio for instructional per-

sonnel, we are recommending a formula allowance which would provide adequate administrative personnel. The formula is based upon the number of students in any given college. Similar formula are being proposed to provide adequate library services and to implement the counselling program which colleges need to do. The library services are essential for the full utilization of the resources available to the colleges and are based in part on criteria drawn from the American Library Association. The formula for counsellors is the most difficult of all to determine, since there are no nation-wide criteria. Counselling is an essential part of the changing educational pattern, and is vitally necessary if students are to be helped individually in making wise vocational and personal choices. In the past, the counselling services which have been offered have been offered at the expense of the academic program and, because of the limitation of numbers, have been totally inadequate to meet the needs of our students, since no allowance was made for their counselling.

We are asking an allocation for salary increases in an amount equivalent to 25% for professors, 20% for Associate Professors, and 15% each for Assistant Professors, ~~Instructors~~ and Assistant Instructors the first year of the biennium; and in an amount equivalent to 10% for the second year of the biennium, to place us in a comparable position with our sister institutions in this region. New positions need to be based on a salary allocation high enough to attract the people we need and we are requesting an allocation of \$9,000 the first year and \$9,500 the second year of the biennium per new position.

Experience indicates that faculty members need to continue their educational experience in order to stay abreast of the vast expansion of knowledge which has taken place in the last few years. For a number of years we have a provision for regular sabbatical leaves for young faculty members to complete advanced work and for older faculty members to update their experiences. We have not yet had adequate support for the sabbatical programs to fully exploit this possible means of improving the effectiveness of our instruction. We are requesting, therefore, that an allocation of \$1,139,489 for the first year and \$1,361,096 for the second year of the biennium be made.

Summer session salaries equal to $1/6$ of the academic year, having a maximum ranging from \$1,400 for assistant instructors to \$2,600 for professors, would place the summer session salaries on the same basis as regular salaries.

LIBRARIES

As stated in previous reports, the center of any good educational institution is the library. In spite of increased expenditures, the Minnesota State Colleges have not been able to meet the standards established by the American Library Association, which provides for 5% of total educational and general budget. The failure to meet the criteria has resulted from steadily increasing enrollments and the necessity of purchasing library materials from the allocation made for the "5" group (equipment). The colleges have had a difficult choice to make when budgets have been restricted. A choice between providing necessary instructional equipment and classroom use or purchasing library materials. We are recommending \$4,347,458 for the biennium.

OTHER REQUESTS IN MAINTENANCE ACCOUNT

As the prime objective of a college is the education of students, enrollment should be the major consideration when determining the number of faculty members, administrators and clerical workers. Adequate provisions for classified personnel is essential to keep pace with the growth of the college in the efficient operation of the institutions.

The Civil Service Commission is requesting for a forward-looking salary schedule for classified personnel. It is their desire to bring State employment into a more competitive position with that of business.

Overtime is another new proposal and its inclusion will increase expenditures approximately \$30,100 the first year and an additional \$2,600 over that amount in the second year of the biennium.

REGULAR YEAR FULL-TIME EQUIVALENT STUDENTS* **1954-55 THROUGH 1966-67**

Year	Bemidji	Mankato	Moorhead	St. Cloud	Winona	Total
1954-55	585	2,060	829	1,774	672	5,920
1955-56	693	2,602	956	2,028	823	7,102
1956-57	888	2,874	999	2,297	929	7,987
1957-58	942	3,076	968	2,571	935	8,492
1958-59	1,090	3,696	1,174	2,834	986	9,780
1959-60	1,358	4,085	1,239	2,971	1,123	10,776
1960-61	1,518	4,458	1,429	3,233	1,232	11,870
1961-62	1,677	5,176	1,693	3,777	1,402	13,725
1962-63	1,862	5,757	2,028	4,177	1,541	15,365
1963-64	2,156	6,700	2,329	4,467	1,664	17,316
1964-65	2,495	7,616	2,621	5,052	2,040	19,824
1965-66	2,979	8,204	3,071	6,242	2,474	22,970
1966-67**	3,626	8,874	3,604	7,283	2,789	26,176
Increase 1954-55 to 1966-67:						
Number	3,041	6,814	2,775	5,509	2,117	20,256
Per Cent	519.8	330.8	334.7	310.5	315.0	342.2

* Found by dividing by 45 the total credit hours of all students, on-campus and off-campus, during the fall, winter and spring quarters.

** Estimated, 7th quarter budgets.

TOTAL YEAR FULL-TIME EQUIVALENT STUDENTS* **1954-55 THROUGH 1966-67**

Year	Bemidji	Mankato	Moorhead	St. Cloud	Winona	Total
1954-55	736	2,445	1,028	2,180	805	7,194
1955-56	849	3,020	1,180	2,480	998	8,527
1956-57	1,045	3,342	1,199	2,720	1,102	9,408
1957-58	1,089	3,501	1,179	2,970	1,101	9,840
1958-59	1,293	4,209	1,406	3,259	1,178	11,345
1959-60	1,589	4,669	1,492	3,436	1,326	12,512
1960-61	1,753	5,072	1,693	3,678	1,445	13,641
1961-62	1,914	5,856	1,957	4,254	1,618	15,599
1962-63	2,094	6,461	2,292	4,646	1,775	17,268
1963-64	2,442	7,518	2,652	5,013	1,927	19,552
1964-65	2,816	8,505	2,950	5,624	2,338	22,233
1965-66	3,293	9,124	3,443	6,909	2,780	25,549
1966-67**	3,951	9,890	3,941	8,032	3,100	28,914
Increase 1954-55 to 1966-67:						
Number	3,215	7,445	2,913	5,852	2,295	21,720
Per Cent	436.8	304.5	283.4	268.4	285.1	301.9

* Found by dividing by 45 the total credit hours of all students, on-campus and off-campus, during the regular school year and both summer sessions.

** Estimated, 7th quarter budgets.

ANNUAL CREDIT HOURS OF GRADUATE WORK

1957-58 THROUGH 1965-66

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	2,388	9,559	2,341	5,804	4,322	24,414
1962-63	3,307	10,924	3,171	8,346	5,550	31,298
1963-64	4,661	14,420	4,251	8,814	6,719	38,865
1964-65	5,630	17,806	5,495	11,449	7,224	47,604
1965-66	6,144	19,679	5,555	14,163	8,995	54,536
Increase 1957-58 thru 1965-66:						
Number	5,587	17,046	4,893	11,759	7,035	46,320
Per Cent	1,003.1	647.4	739.1	489.1	358.9	563.8

TOTAL NUMBER OF GRADUATES BY DEGREE OR CERTIFICATE GRANTED

COLLEGE AND DEGREE	1961-62	1962-63	1963-64	1964-65	1965-66
BEMIDJI					
A. A. (2 Year Degree)	3	2	3	2	6
B. A.	32	38	48	57	69
B. S. (Teaching)	299	297	347	379	409
M. S. (Teaching)	15	34	27	39	36
Total	349	371	425	477	520
MANKATO					
Dental Assisting (1 Yr. Certif.)	0	0	0	12	11
B. A.	253	281	338	384	503
B. S. (Teaching)	675	735	761	816	917
B. S. (Med. Tech.)	3	4	10	3	9
B. S. (Nursing)	20	14	16	22	17
B. S. (Other Non-Teaching)	0	0	0	0	27
M. A.	0	0	1	9	22
M. S. (Teaching)	59	90	119	124	132
Total	1,010	1,124	1,245	1,370	1,638
MOORHEAD					
A. A. (2 Year Degree)	5	3	3	8	5
B. A.	41.5	54.5	74	115	154
B. S. (Teaching)	298.5	276.5	323	354	377
B. S. (Man. Arts Therapy)	0	0	0	2	0
M. S. (Teaching)	9	20	32	36	33
Total	354	354	432	515	569
ST. CLOUD					
A. A. (2 Year Degree)	9	11	22	12	14
B. A.	88	121	161	198	279
B. S. (Teaching)	512	499	549	570	492
B. S. (Med. Tech.)	0	2	0	6	8
B. S. (Other Non-Teaching)	0	0	0	1	3
M. A.	0	0	0	1	2
M. B. A.	0	0	0	2	7
M. S. (Teaching)	26	44	86	94	96
Total	635	677	818	884	901
WINONA					
A. A. (2 Year Degree)	2	1	2	2	4
B. A.	27	40	43	56	86
B. S. (Teaching)	240	282	263	283	299
M. S. (Teaching)	31	42	53	67	69
Total	300	365	361	408	458
ALL COLLEGES					
Dental Assisting (1 Year Certif.)	0	0	0	12	11
A. A. (2 Year Degree)	19	17	30	24	29
B. A.	441.5	534.5	664	810	1,091
B. S. (Teaching)	2,024.5	2,089.5	2,243	2,402	2,494
B. S. (Med. Tech.)	3	6	10	9	17
B. S. (Nursing)	20	14	16	22	17
B. S. (Other Non-Teaching)	0	0	0	3	30
M. A.	0	0	1	10	24
M. B. A.	0	0	0	2	7
M. S. (Teaching)	140	230	317	360	366
Total	2,648	2,891	3,281	3,654	4,086

NOTE: Each person is counted only once. (One who graduated with two earned degrees, e. g., B. A. and B. S., is recorded as 0.5 a graduate in each category.)

SUMMARY OF OFF-CAMPUS IN-SERVICE PROGRAM

1965-66 SCHOOL YEAR

College	Number of Centers	Number of Classes	Number of Individuals Enrolled*	Total Number of Credit Hours
Bemidji:				
Fall Quarter	7	8	191	817
Winter Quarter	9	11	193	831
Spring Quarter	11	12	205	866
				2,514
Mankato:				
Fall Quarter	20	28	780	2,601
Winter Quarter	22	26	620	2,110
Spring Quarter	22	29	722	2,526
				7,237
Moorhead:				
Fall Quarter	5	17	264	969
Winter Quarter	4	8	109	430
Spring Quarter	5	10	149	571
				1,970
St. Cloud:				
Fall Quarter	9	16	395	1,488
Winter Quarter	7	8	182	696
Spring Quarter	14	22	473	1,773
				3,957
Winona:				
Fall Quarter	7	15	305	1,190
Winter Quarter	0	0	0	0
Spring Quarter	5	12	238	874
				2,064
Total All Colleges:				
Fall Quarter	48	84	1,935	7,065
Winter Quarter	42	53	1,104	4,067
Spring Quarter	14	85	1,787	6,610
Total Regular Year		222		17,742

*Excluding duplications.

Full-Time Equivalent Students in Program, Total Year, All Colleges = 394.3

TOTAL EXPENDITURES AND SOURCE OF INCOME
1954-55 THROUGH 1966-67

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
1962-63	11,129,417.00	3,562,888.00	32.01	7,566,529.00	67.99
1963-64	12,751,679.00	4,739,347.00	37.17	8,012,332.00	62.83
1964-65	14,613,635.70	5,393,034.43	36.90	9,220,601.27	63.10
1965-66*	18,857,636.78	6,972,428.78	36.97	11,885,208.00	63.03
1966-67*	21,763,882.00	8,269,437.00	37.99	13,494,445.00	62.01

* Both Years Are Estimates

**COST PER FULL-TIME EQUIVALENT STUDENT
FROM DIRECT APPROPRIATION AND FROM RECEIPTS
1954-55 THROUGH 1966-67**

Year	Cost to State	Cost from Receipts	Total Cost
1954-55	412.93	119.74	532.67
1955-56	360.76	148.71	509.47
1956-57	344.56	161.18	505.74
1957-58	461.22	187.75	648.97
1958-59	445.04	183.10	628.14
1959-60	440.90	230.08	670.98
1960-61	457.82	226.93	684.75
1961-62	468.87	221.35	690.22
1962-63	467.40	220.06	687.46
1963-64	437.06	258.56	695.62
1964-65	442.08	258.72	700.80
1965-66 st	462.15	270.90	733.05
1966-67 st	466.65	286.20	752.85

*Both years are estimates

**COST PER FULL-TIME EQUIVALENT COLLEGE STUDENT
MAINTENANCE AND EQUIPMENT ACCOUNT
1954-55 THROUGH 1966-67**

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	597.71	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	648.75
1961-62	798.96	626.20	802.11	626.85	763.85	690.22
1962-63	775.34	626.35	767.04	637.92	776.35	687.46
1963-64	744.43	627.94	781.15	665.86	779.62	695.62
1964-65	758.88	649.44	780.00	662.88	740.64	700.80
1965-66*	804.60	706.50	823.05	637.65	754.65	733.05
1966-67*	780.75	728.10	803.25	689.85	790.20	752.85

*Both years are estimates.