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BIENNIAL REPORT
OF THE
MINNESOTA STATE COLLEGE SYSTEM

TO

THE GOVERNOR

OF THE

STATE OF MINNESOTA

DECEMBER 1968

SUBMITTED BY

THE OFFICE OF THE CHANCELLOR

MINNESOTA STATE COLLEGE SYSTEM

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BIENNIAL REPORT
OF THE
MINNESOTA STATE COLLEGE BOARD

TO
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OF THE
STATE OF MINNESOTA

December 1968

407 Capitol Square Building
550 Cedar Street
Saint Paul, Minnesota

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I. 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 at Marshall (1967).

II. OUR INCREASING TRUST: THE STUDENTS

a. past enrollments....

Enrollment at the Minnesota State Colleges has tripled in the short span of ten years. Enrollment figures are expressed in terms of "full-time equivalent" students to ensure uniform reporting. An F.T.E. count is obtained by dividing the nine month total student credit hours by 45--the average annual "load" of a full-time student. The annual student "head count" is approximately four per cent greater than the F.T.E. enrollment.

Table II-01 below shows the distribution of the increases over the past decade. Figure II-01, which follows, illustrates the dramatic dimensions of those increases.

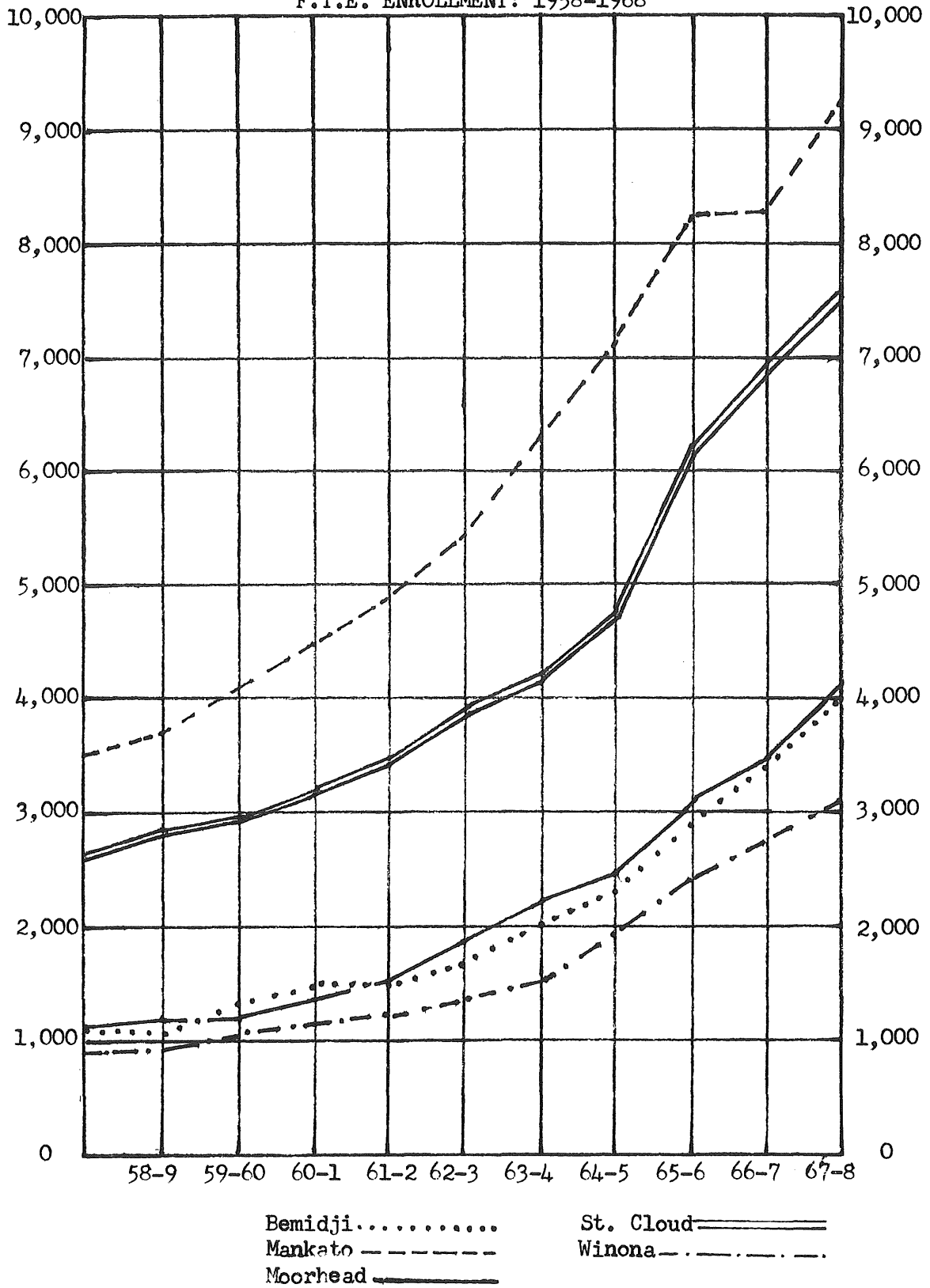
TABLE II-01

F.T.E. ENROLLMENT: 1958-1968*

Year	Bemidji	Mankato	Moorhead	St. Cloud	Southwest	Winona	TOTAL
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	1,572	4,852	1,587	3,541	--	1,315	12,867
1962-63	1,746	5,397	1,901	3,916	--	1,444	14,404
1963-64	2,021	6,281	2,183	4,187	--	1,560	16,232
1964-65	2,339	7,139	2,458	4,736	--	1,913	18,585
1965-66	2,979	8,204	3,071	6,242	--	2,474	22,970
1966-67	3,433	8,269	3,493	6,991	--	2,838	25,024
1967-68	3,994	9,246	4,156	7,566	509	3,133	28,604

*Data obtained from state colleges annual final enrollment reports.

FIGURE II-01
F.T.E. ENROLLMENT: 1958-1968



b. source of students....

The State College System has always endeavored to serve the dual functions of providing a higher education facility of regional importance and one which could serve the needs of the entire state as well. Figure II-02 illustrates the extent of regional and state wide appeal of each college.

The state map shown for each college indicates the number of students from a given county attending that college. The scales are as follows:

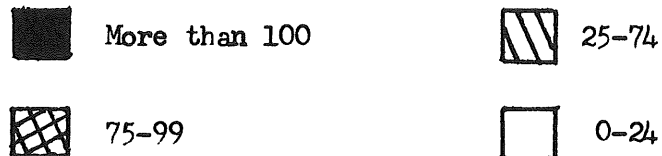
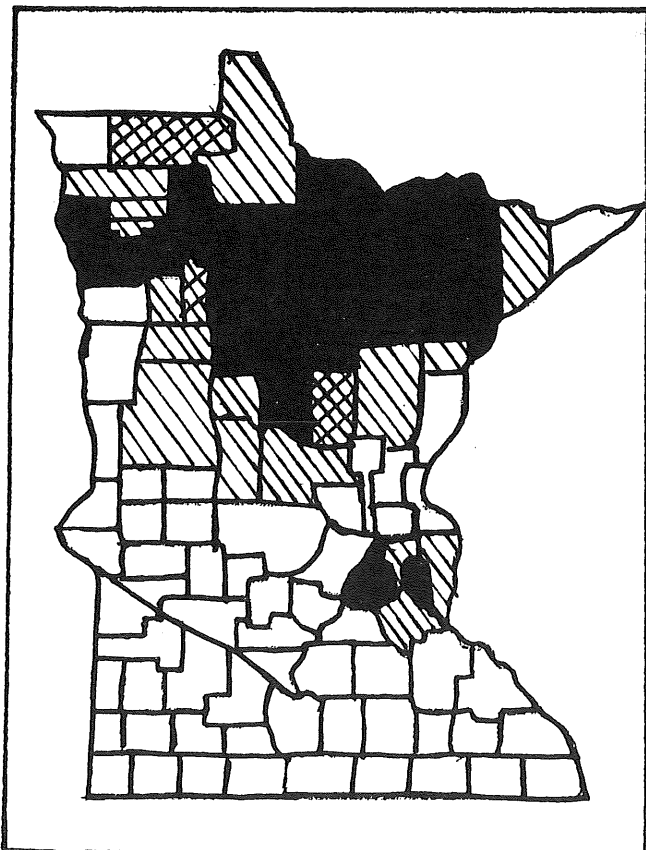


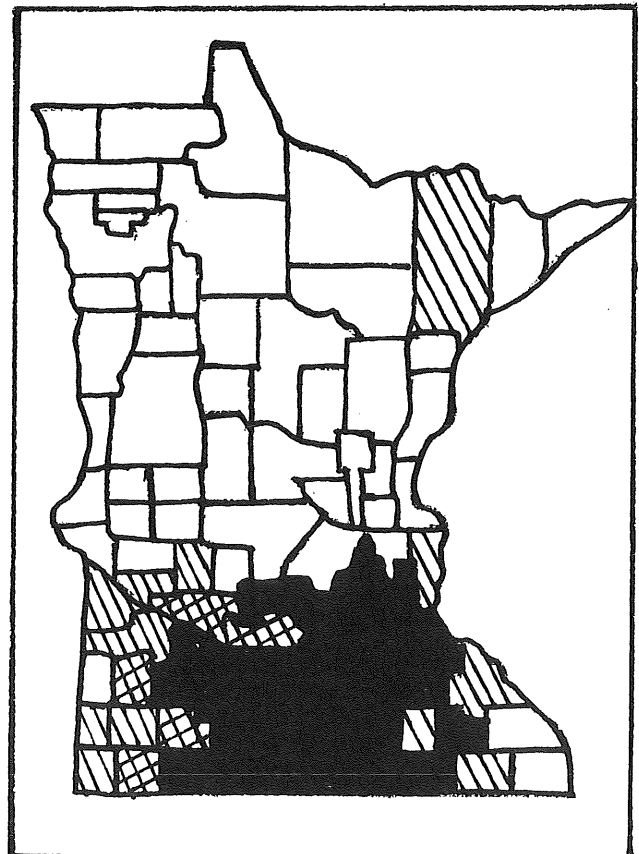
FIGURE II-02

1967-68 ENROLLMENT BY COUNTY OF RESIDENCE^{*}

BEMIDJI

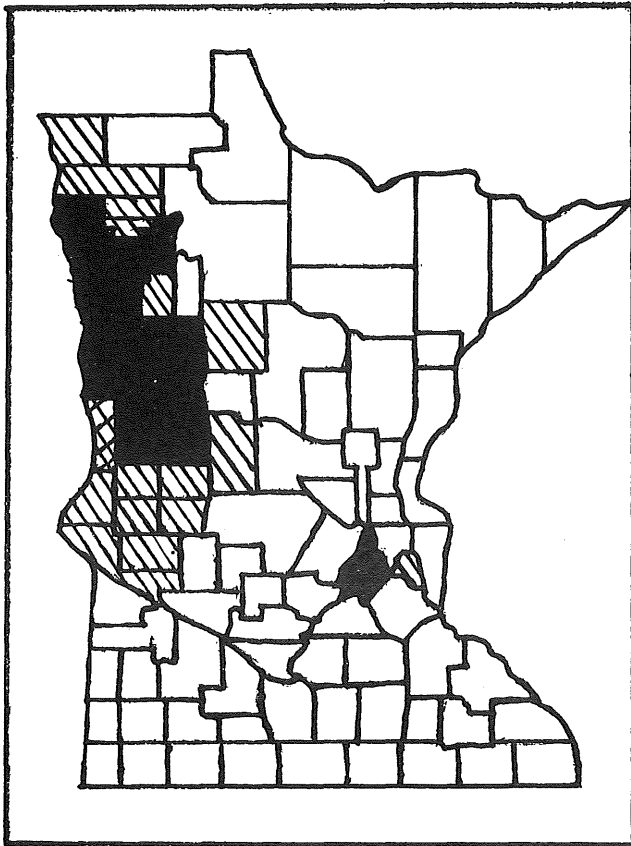


MANKATO

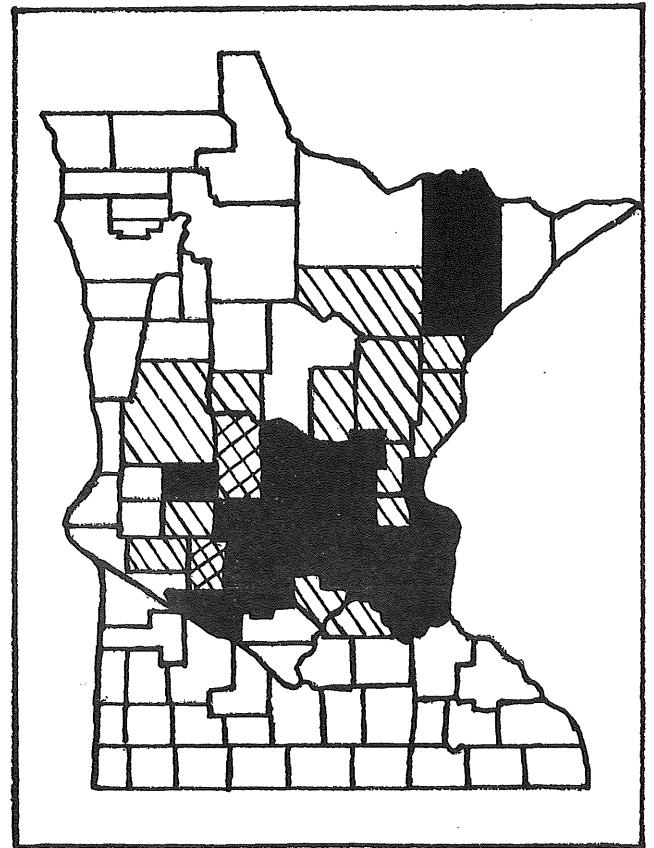


^{*}From the Minnesota Higher Education Coordinating Commission Planning Report No. 3, October 1968.

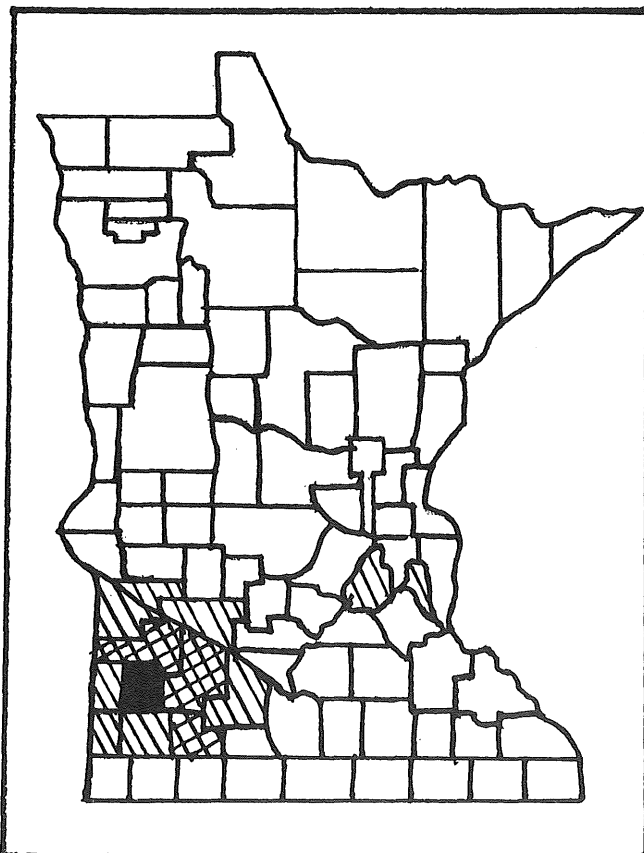
MOORHEAD



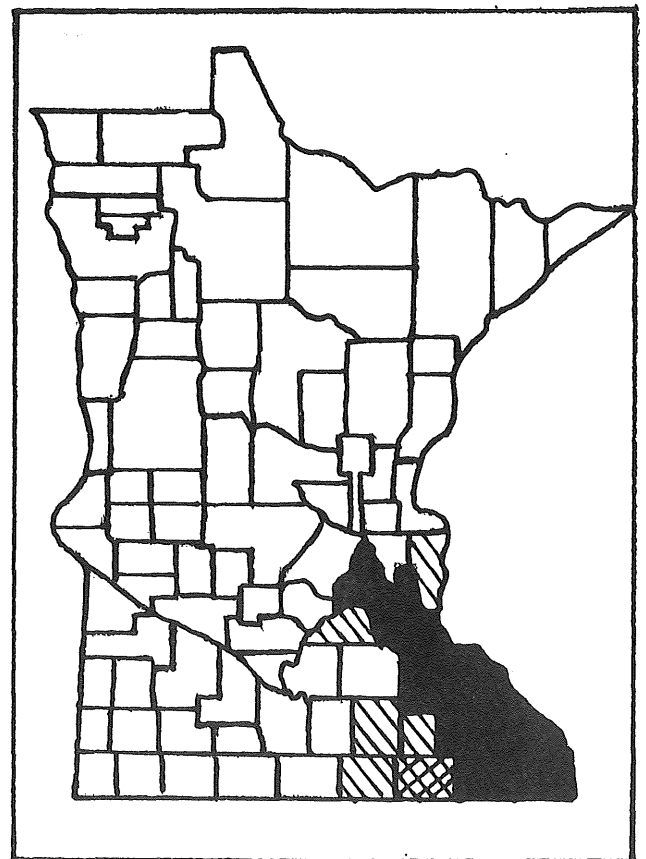
ST. CLOUD



SOUTHWEST



WINONA



c. future enrollments. . . .

Our experience with previous enrollment projections has been that they were imperfect but by no means invalid.

The gigantic dimensions of probable enrollment increases within the next decade and beyond create a task equally gigantic: The task of accurately planning the accommodation of those rapidly increasing student bodies. Accordingly, a special task force of the Chancellor's research staff has devised a computerized projection method which draws upon 170 parameters and is capable of adjustment for a variety of contingencies. This method has been validated to the extent that it will "predict" known enrollments on the basis of previously known data (i.e., 1966 enrollment was successfully "predicted" by utilizing inputs known in 1960).

A conservative selection of parameters indicates the projections shown in Figure II-03. The year by year increases are given in Table II-02 below:

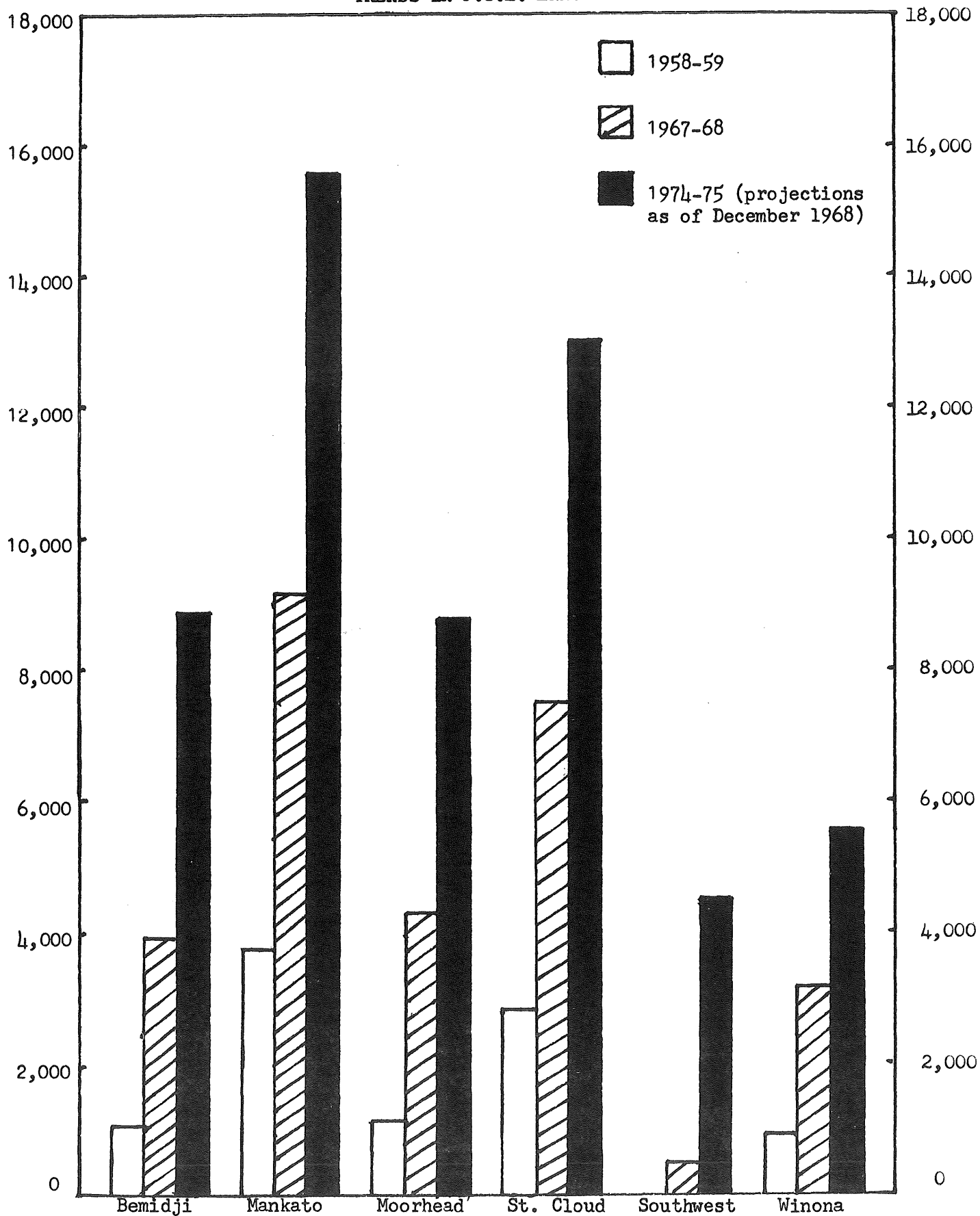
TABLE II-02

F.T.E. ENROLLMENT PROJECTIONS*: 1968-1975

Year	Total F.T.E. Enrollment	Increase over 1967-68	Percentage increase over 1967-68
1967-68	28,604	---	---
1968-69	32,169	3,565	12.46%
1969-70	36,203	7,599	26.57%
1970-71	39,685	11,081	38.74%
1971-72	44,163	15,559	54.39%
1972-73	48,023	19,419	67.89%
1973-74	51,905	23,301	81.46%
1974-75	56,011	27,407	95.82%

*Projections available as of December 1968. Compiled by Central Office Research Department.

FIGURE II-03
TRENDS IN F.T.E. ENROLLMENT



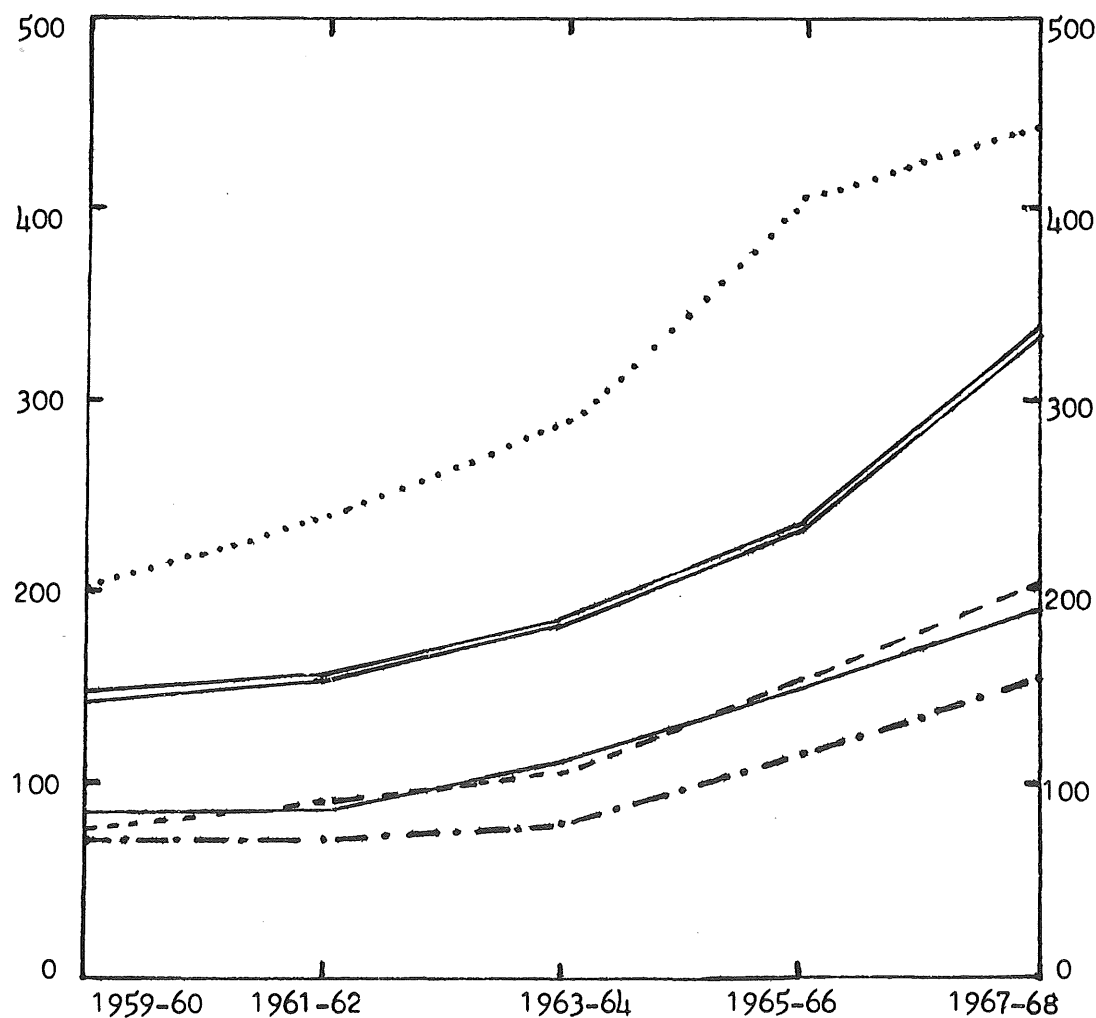
III. OUR GREATEST ASSET: THE FACULTY

a. growth. . .

An objective measure of the quality of a higher education facility is the size and quality of its faculty. In recent years the State College System has had to face the dual problem of rapidly increasing its academic staff while attempting to retain senior members amidst severe competition from industry, government, and education systems in neighboring states. Figure III-01 below indicates the size of increases in academic staff over the past decade.

FIGURE III-01

GROWTH OF FACULTY: 1959-1968*



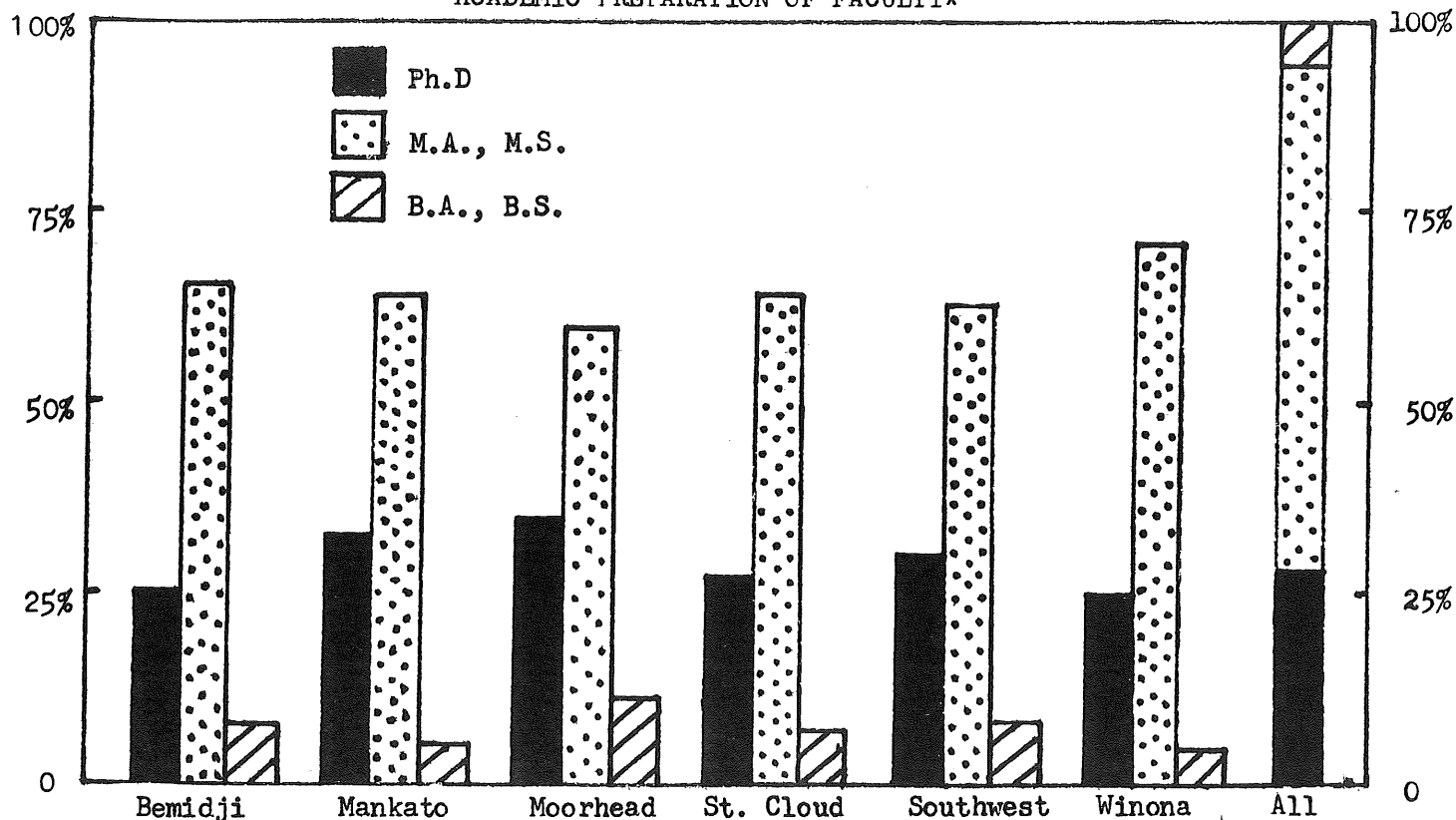
*Data obtained from Central State Colleges and Universities
Faculty Salary Studies

Bemidji - - - - -
Mankato
Moorhead - - - - -
St. Cloud - - - - -
Winona - - - - -

b. quality

In view of the rapid growth of the academic staff, the more diversified curricula, and the information and expansion of graduate programs, it is important to consider the academic preparation of the academic staff. Forty to fifty per cent Ph. D.'s is considered desirable. Figure III-02 and Table III-01 show the composition of the academic staff at present and over the past decade.

FIGURE III-02
ACADEMIC PREPARATION OF FACULTY*



*See 1967-68 Central State Colleges and Universities Faculty Salary Study No. 25.

TABLE III-01
PERCENTAGE OF PH.D'S ON ACADEMIC STAFF*

COLLEGE	1959-60	1961-62	1963-64	1965-66	1967-68
Bemidji	28.6	28.1	34.0	24.8	25.2
Mankato	37.6	35.0	30.8	27.3	30.3
Moorhead	34.2	31.8	33.9	38.8	32.8
St. Cloud	38.1	42.3	36.5	31.5	27.7
Winona	33.3	35.1	30.1	23.1	25.5
Southwest	--	--	--	--	29.4
Composite	35.5	35.4	37.9	29.1	28.7

*F.T. only: Includes Department Heads. Obtained from Central State Colleges and Universities Faculty Salary Studies.

c. positive steps. . . .

Quality personnel cost money. The impending situation at the State Colleges was recognized by the Governor and the 1967 Legislature. Funds were provided for necessary salary increases to bring salary levels close to those offered by competing systems in neighboring states. Table III-02 below indicates the distribution of those increases in 1967-68. Although these increases brought about considerable improvement of what was becoming an unfavorable situation, substantial increases will be necessary in the next biennium to sustain the recent improvements.

TABLE III-02

DISTRIBUTION OF SALARY INCREASES*

GROUP	No.	Average Salary 1966-67	Pctg. Across Board Adjustment	Pctg. Special Adjustment	Total Average Adjustment	1967-68 Salary Averages
I	209	\$11,223	11.79%	8.22%	20.01%	\$13,469
II	125	9,687	8.55%	6.44%	14.99%	11,138
III	334	8,905	4.49%	4.38%	8.87%	9,695
IV	393	7,480	4.59%	3.99%	8.58%	8,122
V	64	6,018	4.25%	4.75%	9.00%	6,560
TOTALS	1125	\$ 8,760	6.75%	5.44%	12.19%	\$ 9,828

*Compiled by Central Office Staff.

- I. Professor
- II. Associate Professor
- III. Assistant Professor
- IV. Instructor
- V. Assistant Instructor

IV. OUR CONTINUING CONCERN: FINANCING

a. increases in expenditure per student

With enrollments increasing rapidly, and curricula being expanded to include new programs, a substantial increase in total expenditures for the biennium was to be expected, and did, in fact, occur. The accompanying increases in cost per student, however, indicate a need to review various "formulas" used as appropriations guidelines. Table IV-01 below presents the actual increases in cost per student over the past decade.

TABLE IV-01
EXPENDITURE PER STUDENT: 1958-1968*

YEAR	BEMIDJI	MANKATO	MOORHEAD	ST. CLOUD	SOUTHWEST	WINONA	ALL COLLEGES
1958-59	768	515	769	593	---	751	628
1959-60	734	582	822	638	---	765	671
1960-61	756	617	802	641	---	751	649
1961-62	799	626	802	627	---	764	690
1962-63	775	626	767	638	---	776	687
1963-64	744	628	781	666	---	780	696
1964-65	759	649	780	663	---	741	701
1965-66	838	682	835	713	---	837	750
1966-67	855	699	852	730	---	854	767
1967-68	992	836	989	867	3,716**	991	904

*Compiled by Central Office Business Administration staff.

**Southwest State is excluded from 1967-68 system-wide average.

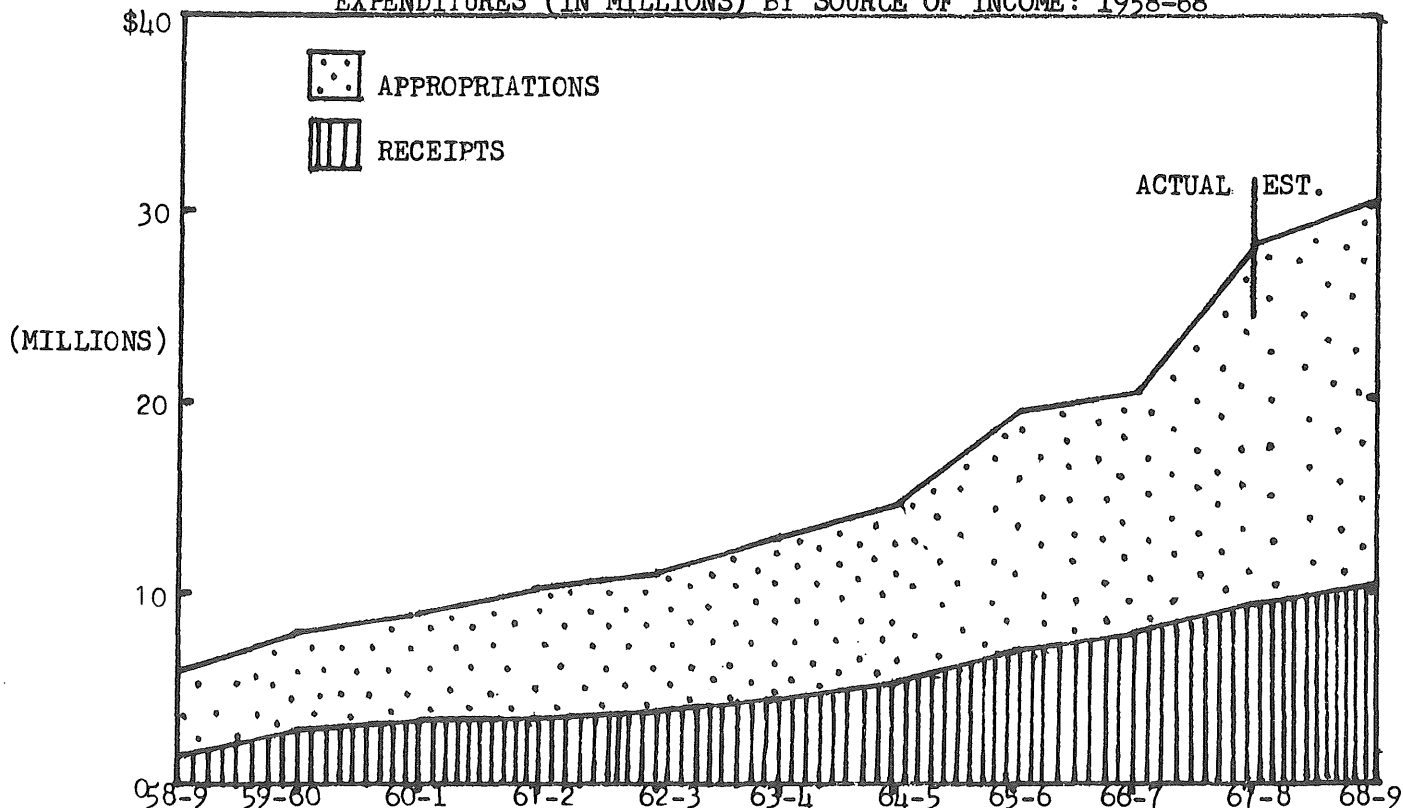
b. sources of income....

Because of increasing costs, a greater portion of necessary operating funds have been sought from the students and, in the past biennium, from the legislature. Table IV-02 shows the actual dollar amounts and percentages of these increases. Figure IV-01 shows the dramatic size of the increases.

TABLE IV-02
EXPENDITURES BY SOURCE OF INCOME: 1958-68*

YEAR	TOTAL EXPENDITURES	RECEIPTS		APPROPRIATIONS	
		AMOUNT	%	AMOUNT	%
1958-59	\$ 6,680,912	\$1,947,656	29.2	\$4,733,256	70.8
1959-60	7,870,625	2,699,103	34.3	5,171,522	65.7
1960-61	8,756,579	2,901,504	33.1	5,855,075	66.9
1961-62	10,093,818	3,237,252	32.1	6,856,566	67.9
1962-63	11,129,417	3,562,888	32.0	7,566,529	68.0
1963-64	12,751,679	4,739,347	37.2	8,012,332	62.8
1964-65	14,613,636	5,393,034	36.9	9,220,602	63.1
1965-66	19,163,694	7,301,367	38.1	11,862,327	61.9
1966-67	21,298,674	8,136,093	38.2	13,162,581	61.8
1967-68	27,968,669	9,397,473	33.6	18,571,196	66.4

FIGURE IV-01
EXPENDITURES (IN MILLIONS) BY SOURCE OF INCOME: 1958-68



c. a priority item -- library improvement. . .

An area of mounting concern to the State Colleges has been the inadequacy of their libraries. A comparison of our facilities to the standards promulgated by the American Library Association reveals the basic deficiency. (We might note that we do not seek to achieve the A.L.A. standards merely as a matter of pride or "for the record". Adequate library collections are essential to curriculum improvement and expansion.) Despite supplemental library allowances of \$410,000 per annum over the past biennium, the system continues to fall far short of minimum A.L.A. standards. Table IV-03 shows the status at the beginning of the biennium and the current position.

TABLE IV-03
LIBRARY HOLDINGS vs. A.L.A. STANDARDS*

COLLEGE	1966			1968		
	VOLUMES ON HAND	A.L.A. STANDARD	% ACHIEVED	VOLUMES ON HAND	A.L.A. STANDARD	% ACHIEVED
Bemidji	64,743	201,300	32%	85,000	240,700	35%
Mankato	162,717	463,700	35%	212,659	514,100	41%
Moorhead	72,800	200,200	36%	104,354	230,800	45%
St. Cloud	145,691	384,150	38%	209,820	455,150	46%
Winona	68,199	159,450	43%	81,954	189,250	43%
TOTAL SYSTEM**	514,150	1,408,800	36%	693,787	1,630,000	43%

*A.L.A. Standards require 50,000 volumes for the first 600 F.T.E. students, and 5,000 volumes for each 100 additional students. These standards are exceeded by the University of Minnesota and the private colleges in the state.

**Southwest State College is excluded from the study compiled by the Central Office Research Department.

V. OUR IMPROVING ENVIRONMENT: THE PHYSICAL PLANT

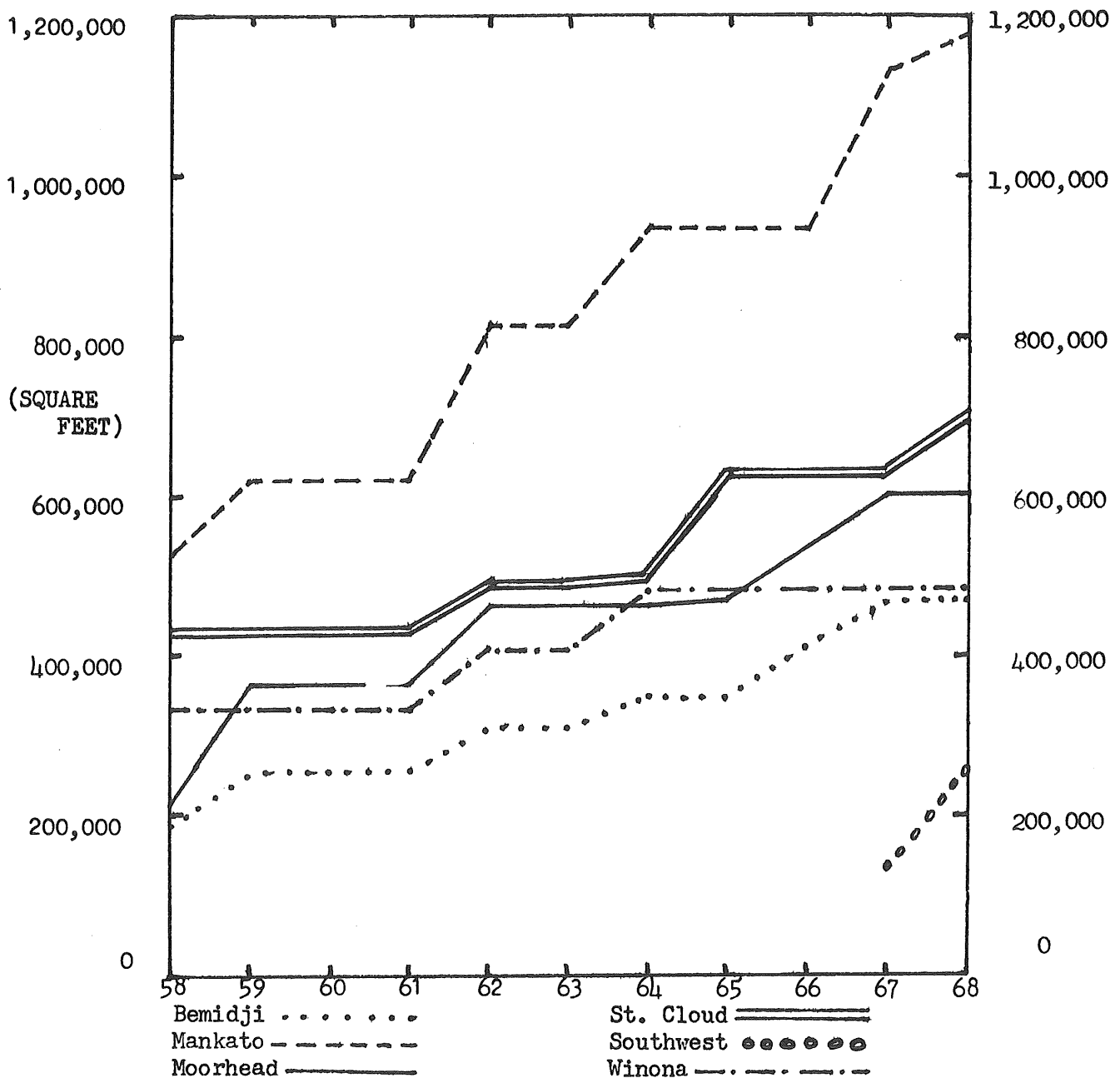
a. space added 1958-68

On the strength of substantial legislative support, the State Colleges launched a large scale building program within the decade.

For purposes of evaluating the existing plants in terms of current adequacy and future needs, existing space is divided into academic and residential categories. Although student housing is important, academic space has to have first priority. Figure V-01 below shows the increases in academic space at all the colleges over the decade.

FIGURE V-01

ACADEMIC SPACE ADDED*: 1958-1968



*See the 1968 Report to the Legislative Building Commission

b. academic space per student....

To place the figures in Figure V-01 in proper perspective, they must be related to enrollment growth over the same period. The basis of the evaluation is derived from the standard 175 square feet per F.T.E. established by the U.S. Department of Education.

Table V-01 compares the present system to the USDE standard and shows the projected needs for academic year 1974-75.

TABLE V-01
ACADEMIC SPACE NEEDS: 1968-1975¹

COLLEGE	1968				1975 ²				
	1968 FTE's	SPACE	RATIO	DEFICIENCY	1975 FTE's	SPACE ³	RATIO	DEFICIENCY	NEEDED TO MAINTAIN 1968 RATIO ⁴
BEMIDJI	3,994	464,118	116	234,832	8,102	614,118	76	803,732	398,632
MANKATO	9,246	1,129,906	122	488,144	15,178	1,227,531	81	1,428,619	669,719
MOORHEAD	4,156	600,087	144	127,213	8,649	729,087	84	784,488	352,038
ST. CLOUD	7,566	627,602	83	696,448	12,016	1,015,144	84	1,087,656	486,856
SOUTHWEST	509	254,680	500	---	4,250	445,880	105	297,870	85,370
WINONA	3,133	487,069	155	61,206	5,466	548,069	100	408,481	135,181
SYSTEM	28,604	3,563,462	125	1,442,238	53,661	4,579,829	85	4,810,846	2,127,796

¹Standard used is defined by U.S. Department of Education, that is, 175 square feet per F.T.E.

²Computations based on enrollment projections available in December 1968.

³Figures cited include existing space, current construction, and planned construction.

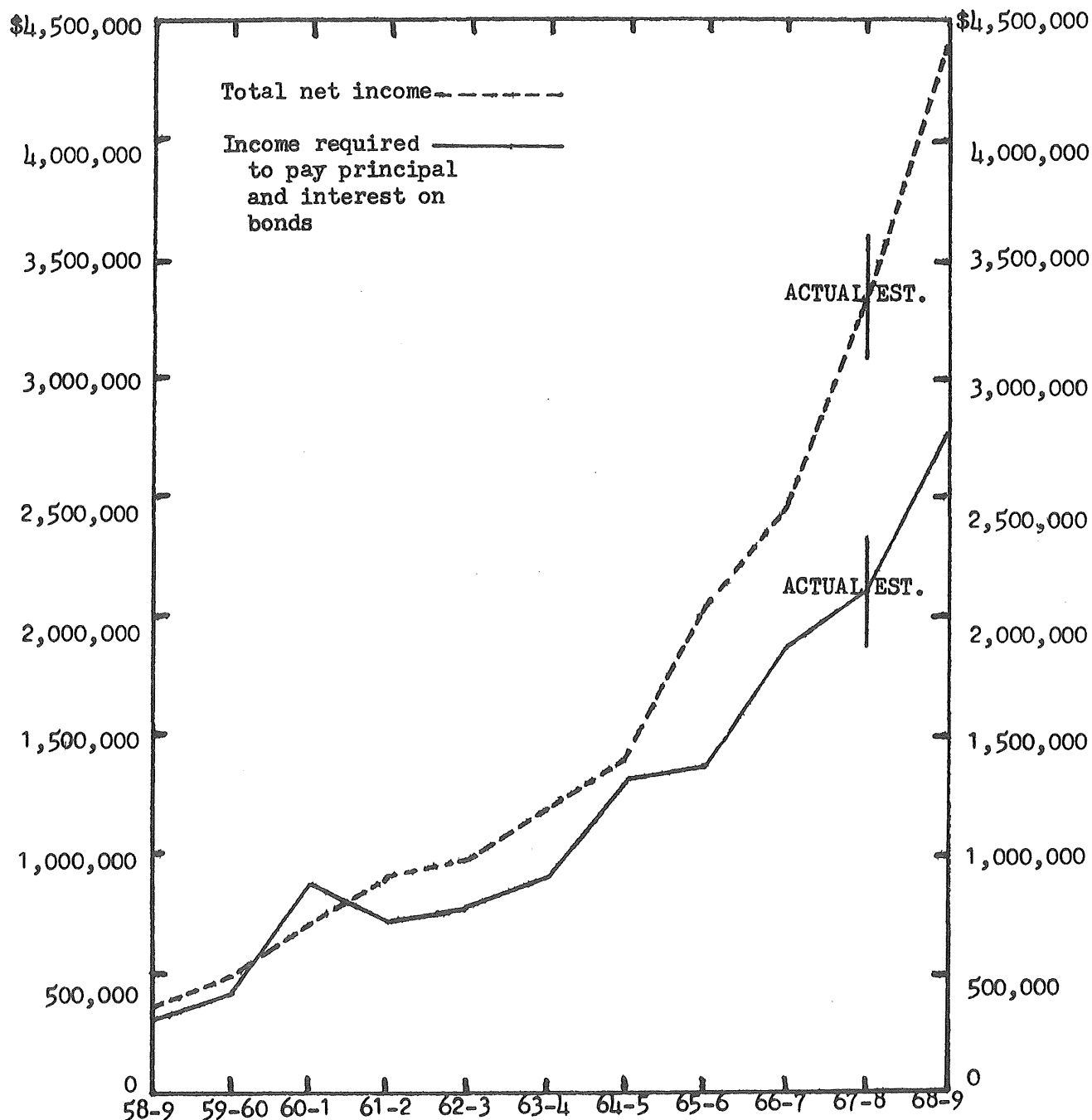
⁴Figures in this column are based on the 1968 system-wide ratio of 125 square feet per F.T.E.

c. student housing....

Student housing is an important function, playing an essential role in the fulfillment of the in loco parentis mission of a college. In addition, the ability to provide on-campus housing relieves the mounting pressure on college communities to provide off-campus accommodations for upper classmen.

The student housing program is financed through revenue bonds and a 25 per cent appropriation by the legislature. Student receipts are used to maintain the facilities and to retire the revenue bonds. Figure V-02 shows the financial soundness of the revenue bond program. Figure V-03 shows the facilities as related to need since 1958.

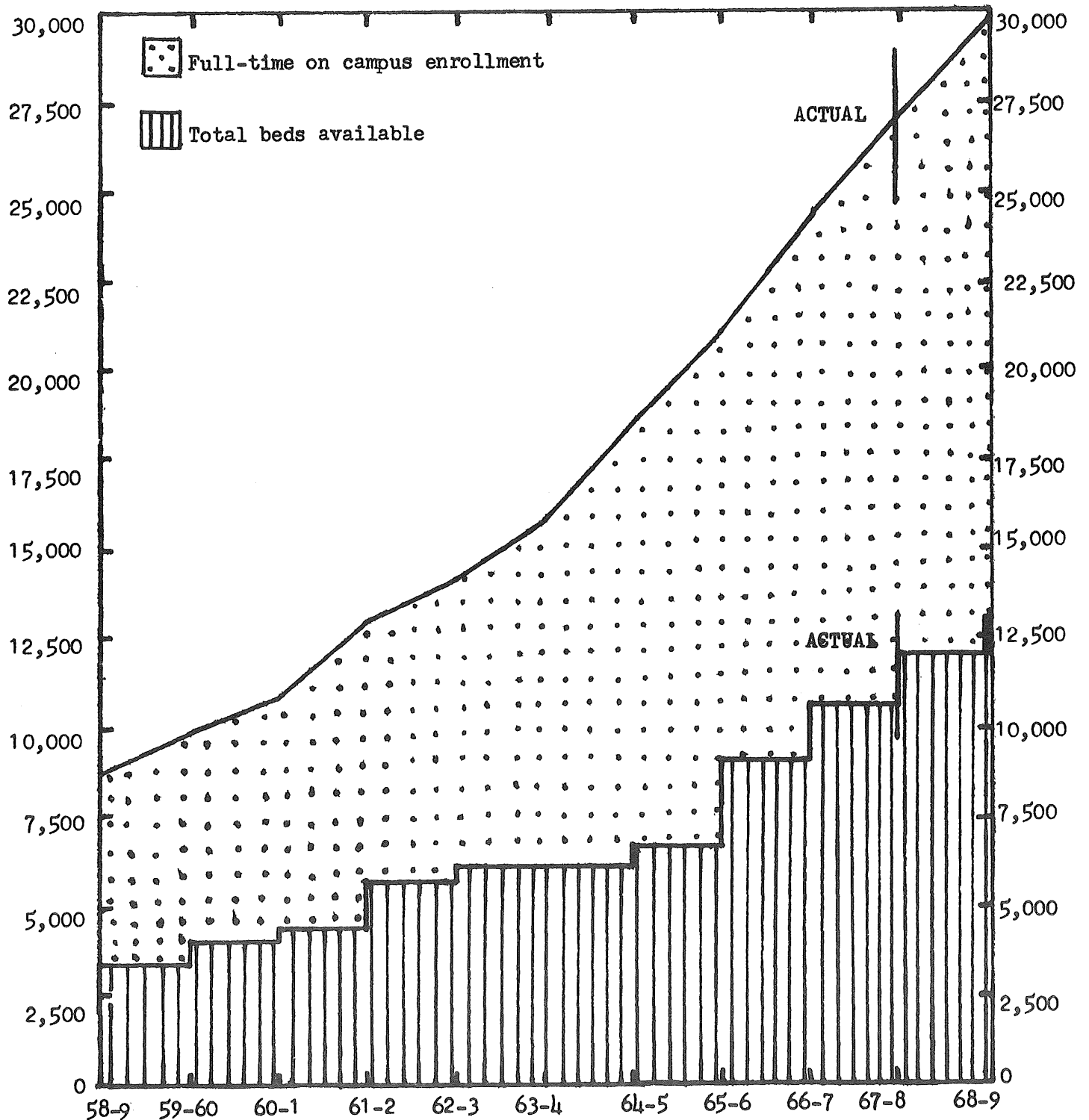
FIGURE V-02
SOUNDNESS OF THE REVENUE FUND*



*Annual Financial Report of the College Board of the State of Minnesota Revenue Fund: 1968

FIGURE V-03

AVAILABLE HOUSING RELATED TO NEEDS*



*From the 1968 Report to the Legislative Building Commission

VI. OUR GOAL: A MEASURABLE CONTRIBUTION

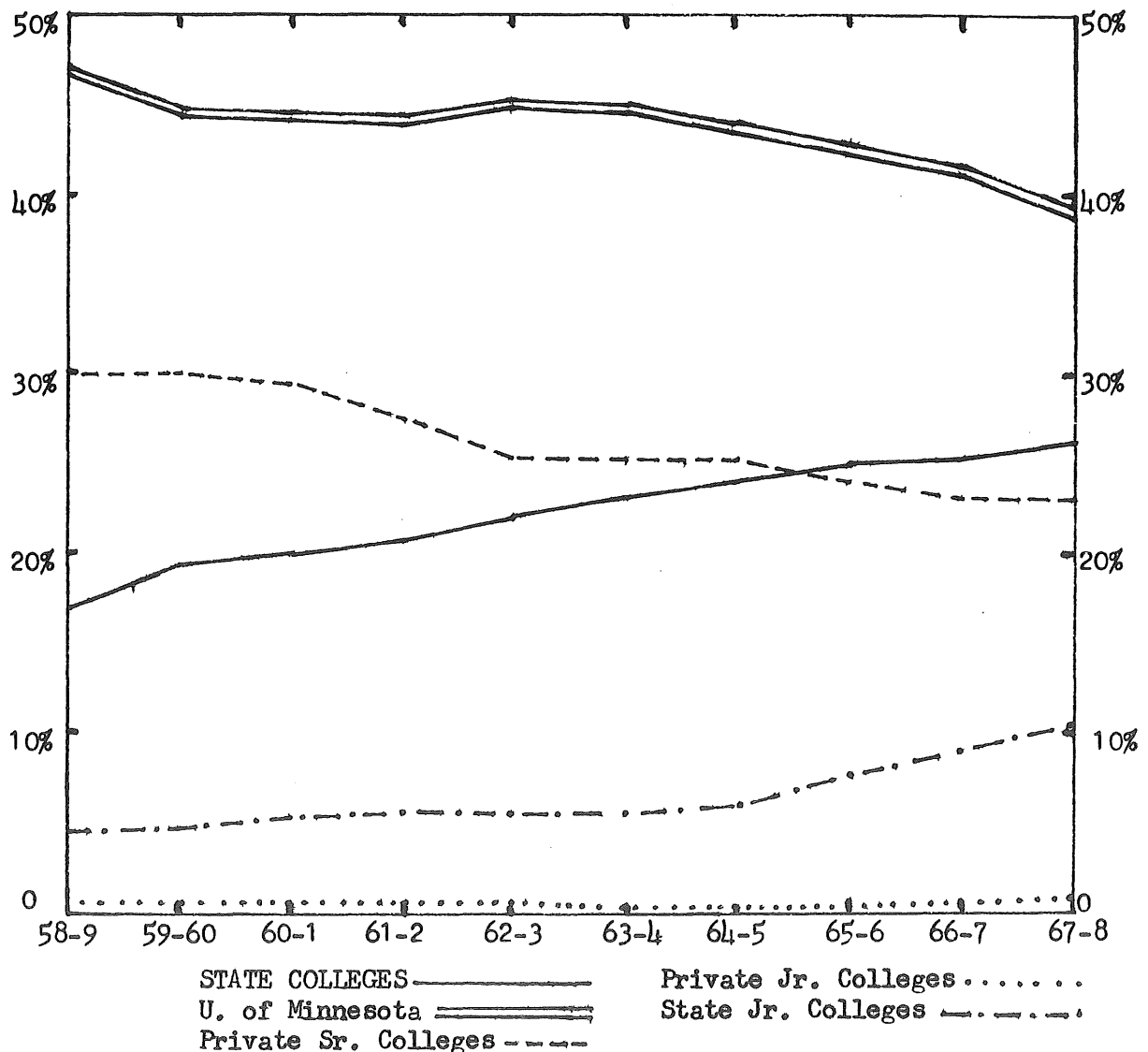
a. percentage of students accommodated. . . .

The State Colleges constitute a significant portion of the Higher Education spectrum in Minnesota. Moreover, the system is servicing an ever increasing segment of the college student population in Minnesota - ranking second only to the University system in percentage of students served. (See Figure VI-01 below)

FIGURE VI-01

PERCENTAGE DISTRIBUTION OF COLLEGE ENROLLMENT*

1958-1968



*See Minnesota Higher Education Coordinating Commission
Planning Report No. 3, October 1968.

b. degrees granted. . . .

Each year the state colleges are graduating more students in an increasing number of academic disciplines. Figure VI-02 shows the increases in degrees granted system-wide through the past decade. Table VI-01 gives a breakdown by college for the past five years.

FIGURE VI-02

BACCALAUREATE DEGREES GRANTED: 1958-68

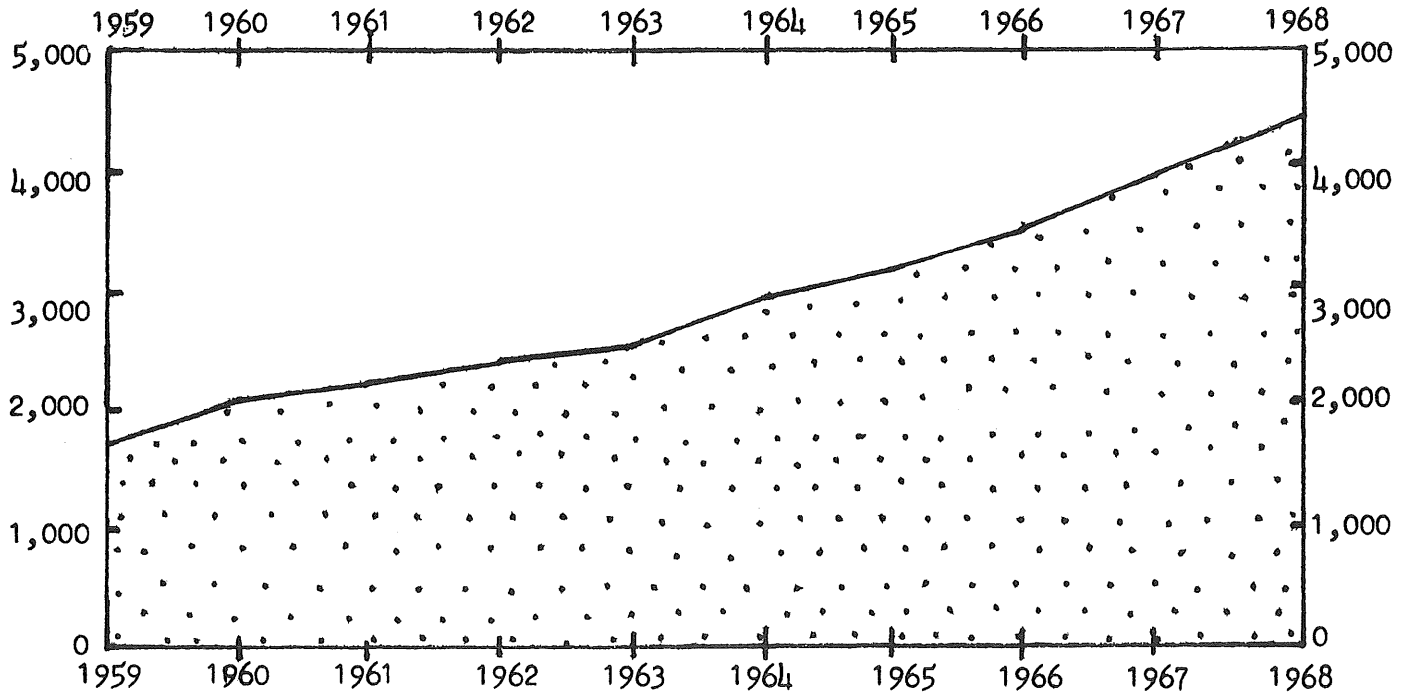


TABLE VI-01
BACCALAUREATE DEGREES BY INDIVIDUAL COLLEGES*

YEAR	BEMIDJI	MANKATO	MOORHEAD	ST. CLOUD	WINONA
1963-64	425	1,245	432	815	361
1964-65	477	1,358	515	891	408
1965-66	520	1,627	569	901	458
1966-67	547	1,708	621	1,094	463
1967-68	677	1,851	784	1,196	645
5 YEAR TOTALS	2,646	7,789	2,921	4,897	2,335

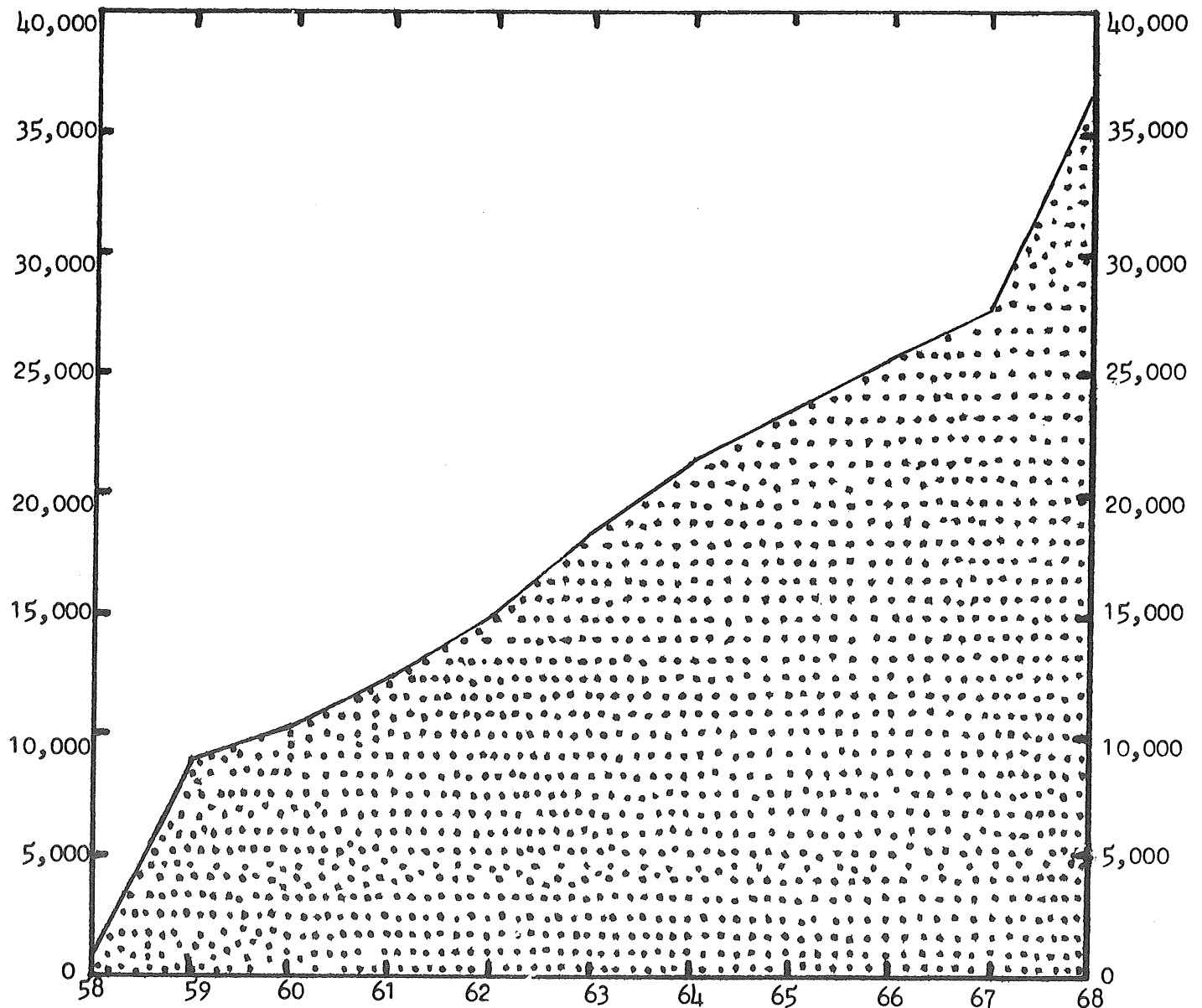
*Obtained from final enrollment reports of the colleges.

c. summer programs. . . .

The State Colleges have taken on a vital role as regional centers for continuing education. The graduate summer programs provide an opportunity for teachers and other professionals to upgrade their skills and stay abreast of new developments in their various fields. The degree of success of these programs has been monumental, as illustrated in Figure VI-03 below.

FIGURE VI-03

GRADUATE CREDIT HOURS - SUMMER SESSIONS: 1958-1968*



*Obtained from final enrollment reports of the colleges.

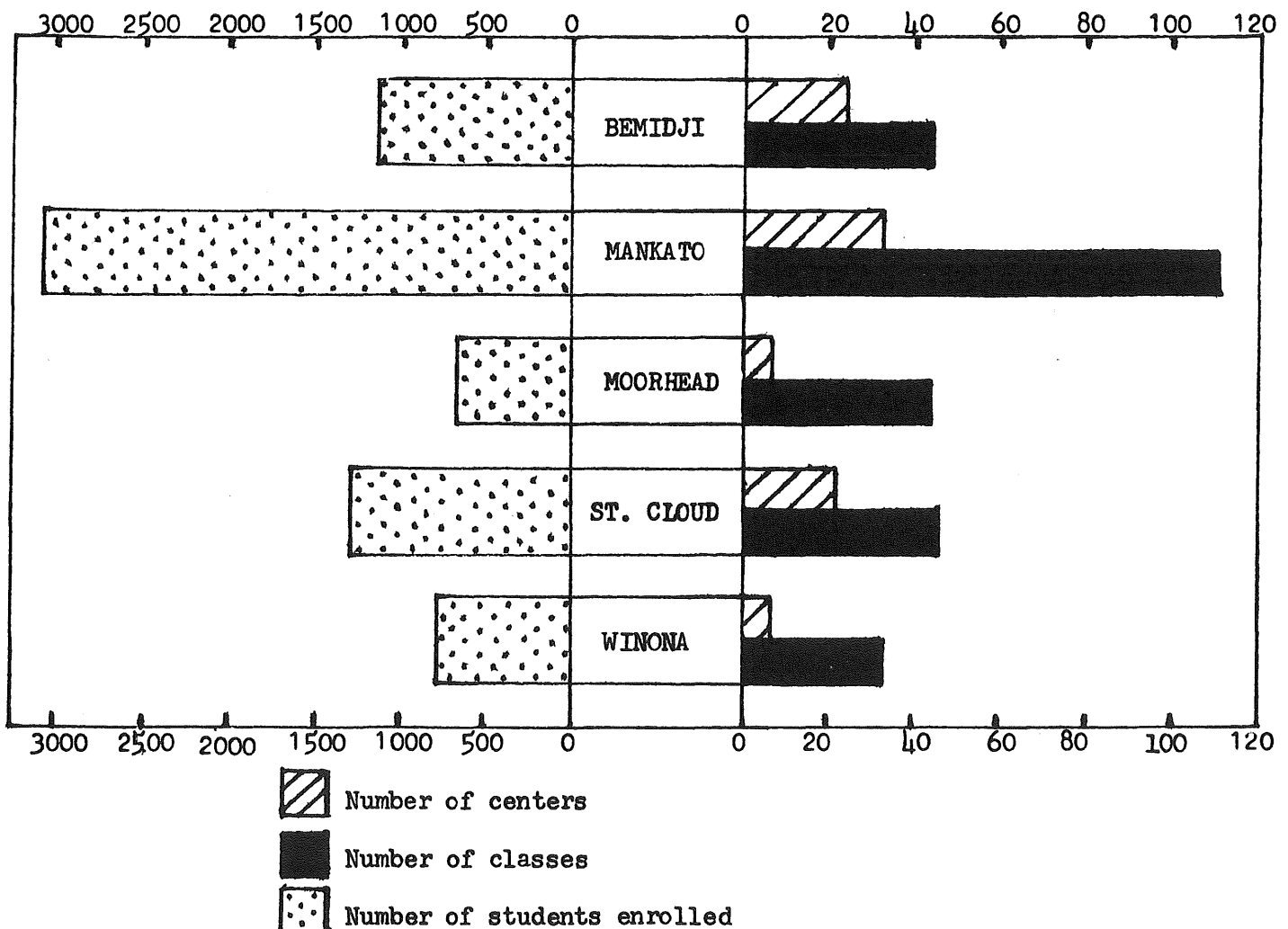
d. extension programs. . . .

Another "regional" service provided - with a great deal of success and popular response - by the State Colleges is the extension program. The basic appeal of the program is to persons interested in doing part-time study or continuing their education without being subjected to the inconvenience of excessive travel.

The illustrations below give the dimensions of the programs as of 1968. (Note: Although a number of symposia, seminars, and conferences are offered as part of the yearly program, the illustration is restricted to the most significant service offered - courses for degree credit.)

FIGURE VI-04

EXTENSION COURSES: 1967-68*



*Compiled by Central Office Curriculum Department.

A Summary Of Activities At
BEMIDJI STATE COLLEGE

The Academic Program

Graduate Program: Addition of the Master of Arts program in Biology, English and History was one of the major accomplishments of the graduate faculty during the biennium. No new areas of study were added to the Master of Science in Education program; instead, the graduate council and graduate faculty concentrated its efforts on strengthening the existing curriculum. The entire program was strengthened through upgrading student screening and retention factors. Those who do not meet these new requirements are referred to the non-degreed fifth year program.

The Addition of 28 doctorates to the graduate faculty over the biennium has increased the percentage of graduate faculty with this degree to 80 percent and allowed the college to expand its offerings at the graduate level.

Because of quality control and the problem of resources the graduate faculty has held graduate courses for extension at a minimum. To offset this limitation the college offers a wide variety of Saturday and evening graduate courses. Graduate workshops and institutes - ranging in duration from one to six weeks - have also given variety to the program. Some subjects of recent workshops have been limnology, electronics, metallurgy, phonics, music, archaeology and nuclear science.

New Programs: New majors have been approved in philosophy and sociology while the faculty has worked to improve the existing majors. The college also has added a program leading to a medical technology degree, and a course in Asian religious studies. Further, students may now elect to take a certain number of courses on a "pass-no-pass basis" and they may choose to study under an advanced placement plan or an honors program.

Other related developments during this biennium: a revision of the elementary teacher education program; the approval of a program for the special education of teachers of the mentally retarded; the institution of a new certification program for remedial reading teachers; the beginning of a program for the preparation of school administrators in cooperation with the University of Minnesota; and the revision of the counselor education program.

Continuing Education: The Office of Continuing Education at Bemidji State College was instituted during the summer of 1967 and re-organized in the summer of 1968 to include all off-campus study programs offered by the college. It operates closely with the University of Minnesota Cooperative Extension Service and is partially supported by Title I of the Higher Education Act. The program extends into a 15 county area.

This year 15 specific programs and seminars were offered and new ones are being developed to meet the expressed needs of the community. The following examples show the variety of seminars being offered: Land Use and Planning; Data Processing; Minnesota Local Government and the Individual. Instructors are provided by Bemidji State College, the University of Minnesota, and by special area professions and industries.

Experimentation: This fall the college is experimenting with a special adult education program which will allow a person to start working towards a college degree through evening classes. The initial response surpassed expectations as classes in Freshman English and Freshman World History filled to capacity.

Research: An experimental study of mathematics methods teaching is being carried out in the laboratory school. The laboratory school also experimented with micro-teaching during the summer of 1968; further development of this project is planned for the summer of 1969.

Student Participation In College Affairs

Participation on College Committees: During the biennium much effort was made to expand student membership on college committees. It is the intent of the college to proceed still further in this direction.

Students participate on the Student Activities Committee, Student Conduct Committee, Cultural Arts Committee, Residence Hall Governing Boards, Student Union Board, Communication Board and the Bookstore Advisory Committee. Recently the faculty committee on committees has been working with the Student Senate committee on committees to devise a plan to allow student participation on committees which have consisted of faculty and administration. Committees which may have student membership soon are the Public Relations Committee, the Library Committee, the Long Range Planning Committee, and the Committee on Student Admissions and Programs.

Public Service Programs

Cultural Arts Series: The community is invited to participate in the college cultural arts program which includes presentations by symphony orchestras, outstanding choirs, ballet troupes and folk singers in addition to lectures by such nationally known personalities as Pierre Salinger, Drew Pearson and Martin Agronsky. The college also arranges art exhibits and shows a series of classic films as part of this program.

Special Programs: Each year the college presents special programs which attract people from the community. One of the favorites is the Bemidji State College Summer Music Clinic which attracts nearly 1,000 school musicians from all over the midwest for one or two weeks each August. The clinic schedules numerous concerts and recitals which are open to the public. The Paul Christianson Choral School also attracts community interest as does the Music Theatre. The Summer Theatre also cooperates with the college by serving as a training ground for the college drama workshop. Next summer, the college will sponsor the first annual Midwest Writers Conference, which is designed to attract writers of all degrees of skill for a session of study under recognized authors.

Special Observances: Each fall the political science faculty sponsors the Political Emphasis Week, which encourages participation of local candidates and officeholders as well as speakers from outside the area. Religious leaders visit the campus during the Religious Emphasis Week and the English faculty brings a nationally known writer to the campus for English Week.

For Area Schools Particularly: The Journalism faculty hosts high school journalism conferences each fall and the science faculty hosts the Science Fair each spring. These two events each bring nearly 1,000 high school students and advisors to the campus.

Buildings

During the biennium the old library was remodeled into music facilities. Sanford Hall basement was remodeled during the fall of 1968 for the Counseling Center, although a lack of funds prevented remodeling first and second floors of Sanford Hall, which are used for faculty offices and laboratories. The Field House addition to the Physical Education Complex was completed in the fall of 1967, and two more physical education fields were surfaced. The classroom building is still in the planning stage and Fine Arts Complex plans are being drawn. The Maple Hall Complex with 400 beds has been completed; a food service building will be completed in March 1969; and Tamarack Hall, a 400 bed high rise dormitory, is under construction. Complete remodeling of internal electrical service is now being done under the state contract. Preliminary steps have been taken to purchase a few lots north of the campus to be used for parking.

Federal Programs

During the biennium the college has worked closely with federal agencies and has been host to several Headstart programs, an in-service class on teaching Indians and the disadvantaged, and an Upward Bound Project. Bemidji State is the site of the Indian-Community Action Program Training Center for Minnesota, Michigan and Wisconsin. The college has also worked with the Higher Education Act of 1965 to provide grants to the faculty for study and for participation in staff improvement programs.

A Summary Of Activities At
MANKATO STATE COLLEGE

Changes in the Undergraduate Academic Program

Recent innovations and significant changes at Mankato State College include Bachelor of Arts degrees now offered in the humanities (art, language, literature, speech); mathematics; natural sciences (biology, chemistry, physics); philosophy; psychology; social studies; and international relations. New departments have been added in the fields of Educational Administration and Recreation. A Computer Science major has been recently approved. Also, new courses in Afro-American History have been added.

The business Administration Department has added a new phase to its program in the form of an Air Science course. This program is open to any student of the college. The School of Business has established a Bureau of Business and Economics to draw together basic economic data affecting the region.

The Department of Student Teaching has established centers in Mexico City and Monterrey where selected students have an opportunity to combine the student teaching experience with bi-cultural and bilingual opportunities related to working with this neighboring nation.

The Mathematics Department is co-sponsoring, with the National Association of Mathematics Teachers in Mexico, a workshop for secondary school teachers of mathematics in September of 1968. In June, 1968, the department offered a one-week workshop designed to acquaint school administrators with the latest developments in the electronic data processing field related to secondary education.

A major program development in interdisciplinary studies has been accomplished through efforts of the Departments of Geography, Sociology, and Political Science in the formation of an Urban Affairs Program. This program is planned to provide skills to those who are interested in entering fields such as city planners, city managers, directors of regional or state economic and social development programs. Internships in this program place students on supervised governmental assignments.

Expansions in the Graduate Program

Additional graduate degrees have been introduced including the Master of Arts degree, the Master of Music degree, the Master of Arts in Teaching degree, a number of new programs in the Master of Science degree, and sixth year degree programs in Elementary and Secondary School Administration.

The Master of Arts degree, with a major in Urban Studies, is an interdisciplinary program designed to train needed urban planners and supervisors. It is the first of its kind in Minnesota.

A Master of Music degree has been planned for those students who want to prepare to teach in college, to do further graduate study in music, to perform professionally, or to compose or conduct.

A Master of Science degree in Counseling and Guidance (Employment Counselor) was designed to meet the pressing need for personnel trained in this area. The Minnesota Employment Service sent several employees here as students on a full-time basis to work on the degree program. Also, a two-year graduate program leading to a Master of Science degree for Rehabilitation Counselors has been added.

A major development in the graduate program is the addition of courses designed to orient students toward teaching in the Junior College. Most departments have elected to modify existing Master of Arts and/or Master of Science degree programs for those individuals who want specifically to prepare for teaching at the junior college level.

Teaching Innovations

A successful innovation this year has been the Artist in Residence program. To bring art in process to the students, an "open studio" was established in one of the lounges of the Student Union allowing student, faculty, or visitors to the campus to walk into the area to observe or discuss with the Artist in Residence any facet of art or his work at any time. The response has been remarkable.

Departments trying new approaches in instruction include the Biology Department, which is working on team teaching in various forms of flexible scheduling, and the English Department which has entered a year-long experimental program involving the freshman English sequence using the pass-fail grading system and teach evaluation of student compositions.

The Art Department and Health Department are providing general education courses to freshmen students through close circuit television. The Theater Program of the Speech Department has developed an experimental theater which enhances the instructional program by providing a base for many students to experiment with playwriting, direction, and production.

Student Participation

Students serve on virtually all faculty committees, including the Curriculum Committee, the Undergraduate Admissions and Programs Committee, the Health Council, the Building and Grounds Committee, and the Housing Committee. Their major functions on these committees are to provide avenues of communication with the student body as a whole, and to reflect student attitudes and approaches to the implementation of various programs which directly affect them.

Students also participate in student organizations such as Student Senate, Student Union Board, Resident Hall Councils, Resident Hall Judicial Boards, Student Standards Committee, the Interfraternity Council, the Panhellenic Council, and numerous ad hoc committees.

Unique opportunities have been created for and by students interested in increased involvement in matters which concern them. The Office of Student Affairs meets frequently with a student advisory group to discuss all aspects of campus life. The Student Affairs Advisory Council, a student-faculty committee, makes recommendations concerning student life to appropriate college officials and agencies. "State of the College" addresses by the college president occur several times each year and are attended by the entire college community. Weekend retreats allow for student-faculty-administration small group discussions on campus life. "Hyde Park" a soap box area in the Student Union enables students to speak out on any topic of interest to them.

Public Service Programs

Major cultural events are presented to the campus community by the Speech and theater Department, the Music Department, the Lectures and Concerts Committee, the Art Department, and the Union Activities Program.

Last year the Speech and Theater Department presented "Man and Superman", "Pantagলেize", "The Misanthrope", "The Odd Couple", and "Three Penny Opera". Within the last two years a number of professional actors, including John Carradine and George Rose, have appeared as guests on campus.

The Department of Music presents a number of concerts featuring such groups as: the A Cappella Choir, the Oratorio Chorus, the Pro Musica Antiqua, the Madrigal Singers, the Marching Band, the Varsity Band, the Concert Band, the College Orchestra, and the Mankato Symphony Orchestra, which has a large student participation. In addition to these presentations a recital series is offered featuring Music Department faculty, outstanding students, and an occasional guest artist.

The Lectures and Concerts Committee plans and presents a year-long series of attractions. Concerts featured last year included The Preservation Hall Jazz Band, Carlos Spiga, The Sandpipers and Butterfield Blues Band, the Zabreb Chamber Orchestra, the Titano Trio, Young Uk Kim, the Renaissance Quartet and Gene Hakes, Varel and Bailly, Ingrid Bjoner, Josh White, Jr., and the Righteous Brothers. Many notable lecturers were invited to the campus, including Stuart Mecham, Dr. Harlan Green, Dr. Alice Mary Hilton, Dr. Nicholas Nyaradi, Dr. Joyce Brothers, and Dick Gregory.

The Art Department presents a gallery program of art exhibits as well as student exhibits. One of the new developments in college and community relations this year was the joint effort on the "Art in the Park" project. Traditionally, Mankato has had an outdoor exhibit for local and area artists.

This year the community worked with the college in presenting the same project housed in the Student Union of the college. This enabled them to keep the exhibit on display for nearly two weeks - as opposed to the one day exhibits in the past.

Continuing Education Programs

The Office of Program Development and Field Services provides a coordinating device for the continuing education programs offered by this college. Several programs, such as the off-campus instructional program, are designed specifically for the in-service and continuing professional development of the teachers of the State of Minnesota. Management seminars have been offered this year to top and middle management of local and area industries and businesses.

New Buildings

The Performing Arts Center was opened during the spring of 1968. This building will have significant impact as a cultural center for South Central Minnesota. The Student Union was opened in the fall of 1967. The new Library, which was built through the combination of state and federal funds, was opened in two phases; phase one in 1967, and phase two in 1968. This building like the other three above, was established on the Upper Campus adjacent to the major portion of the academic programs of the institution. In addition to the above three facilities, a general classroom, Morris Hall, was opened during the late spring of 1968. This building presently houses the Departments of Political Science and History and many classrooms serving a variety of functions. No new construction is under way during the 1968-69 academic year.

A Summary of Activities at
MOORHEAD STATE COLLEGE

New Academic Programs

With students and faculty members providing nearly half the \$20,000 needed for the first year of operation, the beginning of Project E-Quality, a program to aid disadvantaged students from minority groups, was a major educational and social commitment at Moorhead State College in 1968. In September, the project director announced that an initial goal of 50 students, including Negroes, Indians and Mexican-Americans - most of them from Minnesota - had been reached. Preliminary reports in November indicate the project is achieving its objectives, offering qualified students who would otherwise be denied it an opportunity for a college education and providing unusual and useful means for the college and the community to examine and broaden their understanding of a critical social problem in the United States.

A general commitment to broaden bases for human welfare and understanding has also resulted in the establishment of several other programs. These include:

- New majors in social work and health education.
- Project TEST, initiated in 1967-68 and expanded this year through federal financing, seeks to identify and assist high school and college students, as well as other adults, of academic potential who have discontinued their formal education.
- Student teachers - who last year could benefit from practice teaching assignments in Job Corps Centers, Indian and Inner City Schools - have the additional opportunity of assignment to schools in Europe this year. This development follows last year's establishment of a new course in Comparative International Education, which included a successful tour of European educational institutions.
- Since 1957 the college has been engaged in special programs to train teachers of the handicapped, programs which in recent years have received increased state support and which last year earned additional support from concerned citizens in the community.
- The Speech and Hearing Clinic now serves about 125 young people and adults each year, nearly three-fourths of whom are children and adults from Moorhead and the adjacent community.

Recognition of Teaching Innovations

The college Education Department last year received national recognition when it was listed in Nation's Schools with Harvard, Princeton, Brandeis and Northwestern for having established new directions in teacher education and was one of eight colleges in the country chosen by the National Association of Colleges for Teacher Education and the National Council for the Accreditation of Teacher Education to test and evaluate new standards for national accreditation of teacher education. The Education Department faculty members, two-thirds of whom hold doctor's degrees, are initiating and experimenting with a number of new projects, in-

cluding a sophomore year teacher aide program, micro-teaching, proposals and studies aimed at developing and using a system of computer assisted instruction, and an in-service program for teachers in area schools. The Department has also established new programs in the Campus Laboratory School relating to inter-grade grouping, flexible modular scheduling, and new curriculums in mathematics and language arts. The Education Department has established a specialist in Education Degree program with a major in elementary school administration.

Departmental Expansion

The college Chemistry Department, whose faculty now includes nine with doctor's degrees, has been placed on the approved list of the American Chemical Society.

The Concert Choir, which toured Europe in the summer of 1967 and was enthusiastically received in major capitals is making plans for a second European tour in the summer of 1969.

New graduate programs include one in Guidance and Counseling and another for non-teaching majors in Counseling and Personnel Services.

Major student and community interest has been developed in a new course in the Norwegian language, the only one offered in the area. Future anticipated developments include the establishment of Scandinavian history and literature courses and a program in Scandinavian Studies.

A new major in Mass Communications, established last spring, has a total enrollment of more than 165 this year and is developing internship programs with local and area newspapers, and radio and television stations.

A State Regional Television Production Center, authorized by the Legislature, is now operational with studio, control room and offices in a remodeled area of Weld Hall. Several public and private colleges and universities and vocational schools are beginning to develop programs which will make use of this facility in producing video tapes for classroom instruction.

Educational Opportunities

The Tri-College University, a "Common Market" of education involving Moorhead State College, Concordia College and North Dakota State University, is continuing to extend educational opportunities. The Tri-College Committee has produced a common brochure and a coordinated schedule for evening classes, and will work toward a fully coordinated evening program, ultimately making it possible for working people and others who cannot attend college during the day to earn a baccalaureate degree. Coordination of library services and resources is also underway, and a tri-college foundation has been established to seek and administer grants for allied health professions programs. It is interesting to note that the demonstrated ability of the Tri-College University to move toward more cooperation, in spite of obstacles relating to public and private colleges and the locations of the

institutions in different cities and states, is encouraging other public and private agencies to take advantage of the strengths and economics this approach suggests.

Moorhead State College graduates are continuing to earn major graduate awards. In 1968 the college had the distinction of having two of its students, a math major and a philosophy major, selected as Woodrow Wilson designates, a major honor sought after by more than 12,000 college seniors in the United States and Canada each year.

The college has substantially strengthened its cultural programs, not only in academic depth, but also in services to the college community, area schools and the general public. The Moorhead State College Theatre, which offers several major productions during the year as well as a ten-week summer schedule, has been awarded a grant-in-aid from the Minnesota State Arts Council to encourage children's theatre programs in Northwestern Minnesota. Workshops in creative dramatics for elementary teachers are also planned.

Thirty Moorhead State College faculty members have voluntarily established a Faculty Forum, using student-faculty panels for public discussion of important contemporary issues. The Forum seeks to encourage dialogues between faculty and students, and between the college community and citizens of the area.

The college Music Department last year organized the Fargo-Moorhead Youth Symphony, offering talented area high school musicians an opportunity for professional training and performance under members of the music faculty, including some leading chair holders in the Minnesota Symphony who serve part-time on the faculty. The Youth Symphony recently received an unsolicited gift of \$2,000 from a Sauk Centre doctor and his wife who described the organization as "one of the most constructive projects for young people anywhere in Minnesota."

Student Participation

To a considerable degree, the faculty and administration at Moorhead State College have been sympathetic and, in most cases, have anticipated and encouraged students to participate in college decision-making. A policy of appointing students to most of the college committees, initiated two years ago, has been extended so that 80 students are now members of committees and have equal or majority representation on those committees directly related to student affairs.

The college yearbook, which has attracted little interest in recent years, has been converted, by student decision, to a magazine which will be published three times a year and will include special articles, art and photography, as well as reports of campus activities and developments.

Building Program - Progress Report

Construction was completed this year on a \$1,044,000 classroom addition

to MacLean Hall and a 200-bed \$935,000 dormitory which will be opened in the winter quarter. Completed earlier were another 200-bed dormitory and a \$150,000 maintenance building.

Construction is currently underway on a new \$675,000 administration building, and a second \$985,000 food service facility. Plans have been completed and approved for a 15-story dormitory which will accommodate 403 women.

Other authorized construction, now being programmed, includes a \$1,170,000 biology building, a \$1,450,000 addition to the library and remodeling of Weld Hall.

All the dormitory spaces available at the college are filled for the fall quarter this year.

A Summary Of Activities At
ST. CLOUD STATE COLLEGE

Academic Programs

In the current biennium, the emphasis at St. Cloud State College has been on the initiation and strengthening of academic programs that have been developed in the last five years rather than the development of new programs. The programs in American Studies, Latin American Studies, Journalism, Radio and Television, Photographic Engineering Technology, Technical Illustrating, Distributive Education, and Information Media are examples. In addition, internal adjustments have been made in many programs to make them better fit the needs of our graduates. Accounting majors can now elect either a public accounting emphasis or a private/industrial emphasis. Graduate students interested in counseling may now choose to prepare for either employment counseling or rehabilitation counseling, or those in education may prepare for school counseling as they have in the past. The internship program in the School of Business has been expanded to include all areas of concentration offered by the four departments; from the original three areas where the internship was offered, the number has been increased to fifteen.

The Center for Economic Education is in the second year of its operation under a full-time Director. Both pre-service and in-service courses and workshops have been offered and are being offered by the Center. The Bureau of Business Research is in the first year of its operation. The Bureau will promote basic and applied research by faculty and students.

The Teacher Corps Project was started in September, 1968, in cooperation with the Minneapolis Public Schools. In this project, 34 college graduates who were not prepared as teachers are participating in a two-year program focused on the problems of teaching in the inner-city. The students will receive the Master's degree upon completion of the program.

Graduate Program Expansion

The growth of the graduate program at St. Cloud State College has been dramatic. In 1962-63, 87 Master's degrees were awarded; in 1967-68, the figure was 225, or an increase of nearly 160 percent. While certain programs, such as those in School Counseling and Elementary School Administration, continue the steady rate of growth they have shown for quite a few years, other newer programs have shown unprecedented growth in the past two years. Among these rapid-growth programs are those in Business Administration, all of the Master of Arts programs (in Art, Biology, English, History, Psychology, Speech and Dramatic Art), and Information Media. The latter program, which was inaugurated in 1966, now has more than 100 graduate students enrolled.

Teaching Innovations

An innovative approach to the teaching of the first course in Psychology is being used this fall. Large lecture sessions are followed by individualized instruction based on programmed materials prepared specifically for this purpose. Undergraduate Psychology majors serve as proctors and tutors during the individualized instruction, thus enhancing their own learning.

A self-study procedure, in which the instructor is available for individualized assistance, is also being used in teaching typewriting. The achievement of a group of students being taught by the self-study method will be compared with that of another group being taught by the use of electronic equipment.

In Fall, 1968, the Campus Laboratory School moved into a multi-unit school organization in order to become an experimental school, exemplifying innovational ideas in elementary and middle school and teacher education. The commitment is to develop a balanced school program, emphasizing individually guided instruction. As soon as final support permits, the school will operate under an open space school concept through a form of blocked modular scheduling, which permits optimum use of time, facilities and personnel with learning resource centers as focal points of the educational program. All teaching and planning in the school is done through unit and special area teams. As a laboratory for teacher education, we are emphasizing teacher-aide and micro teaching roles for prospective teacher candidates, from over 25 courses and special projects. The majority of observation-demonstration functions have been moved to closed circuit television. Research will become a priority function, particularly in the utilizing of the school by academicians and educationists as a laboratory for testing and piloting new instructional materials and methods.

Student Participation

A significant increase in student participation in college affairs has been accomplished through the appointment of students to all-college committees, several of which included only faculty members prior to this year. As of the 1968-69 academic year, the twenty-one member Student Senate has ten standing committees with a total of thirty students on these committees. Sixty-four students are now represented on fourteen all-college committees. These twenty-four committees, with ninety-four student members, provide avenues of communication between the Faculty Senate and Student Senate; but more important they provide students with a voice in the academic, cultural, governmental and social programs of the college.

The daily planning and operation of Atwood Memorial College Center is directed by the thirteen student governors on the Atwood Board of Governors. The residence hall councils and residence hall judicial boards composed entirely of students, are assuming increased responsibility in the operation of the residence halls.

Educational Opportunities

St. Cloud State College has initiated several programs designed to meet the

specific needs of a variety of students.

- Project SOUL --provides a special financial aids program to help meet the needs of minority group students.
- Project SHARE --provides a special tutoring program whereby college students assist academically deficient junior high school students throughout the city of St. Cloud and the Tri-County Area.
- Student Tutor Society-academically capable college students provide private tutoring for college students experiencing academic difficulty.

St. Cloud State College has developed, over the years, a rather wide range of community services. Among the regular services:

- Concerts and Lectures-Outstanding speakers, of national and international prominence, are brought to the campus throughout the academic year. In addition, a visiting professor series brings outstanding educators to the campus for special interest lectures, seminars and discussions.
- Music Programs -The college Music Department presents a number of programs each year. These include concerts by the band, orchestra, choir, other choral groups and ensembles. The Music Department also presents an annual Christmas concert.
- Theatre -The college theatre presents a number of plays and a musical during the academic year. In addition, 10 plays are presented each summer at Theatre L'Homme Dieu, a professional summer theatre near Alexandria, affiliated with the college.
- Fine Arts Festival -A Fine arts festival is conducted each year during the winter quarter. Events include art exhibits, concerts, lectures and plays.
- Athletic Events -St. Cloud State College is a member of the Northern Intercollegiate Conference. Athletic activity includes football, cross country, basketball, hockey, indoor track, wrestling, gymnastics, swimming, golf, tennis, baseball and outdoor track.

Education Program

The continuing education program includes three phases: the on-campus evening, the off-campus, and the telecourse programs. On-campus evening classes consist of both undergraduate and graduate classes with the graduate students comprising about 82% of the attendance. Off-campus instruction is based upon the expressed needs of communities in the central Minnesota area. The majority of these classes are undergraduate classes which may lead toward a degree or be used to satisfy the post-degree requirements of various communities. Television courses, nine of which have been offered during this period over two area stations, are basically on the undergraduate level. Approximately 7,500 people have been served by the program with 56% attending on-campus, 32% off-campus, and 12% via telecourse.

Building Program

During the past two years St. Cloud State has completed construction of a Performing Arts Building, a Business Building, and two dormitories having a total of 600 beds. The Learning Resources Building is ready for construction pending federal release of the plans for bids. Construction could begin this fall, 1968. Programming of the Education Building is scheduled for completion by January 1, 1969, with possible construction beginning during the early summer, if the funds are allocated.

All 1967-68 special projects have been completed. Specifications have been prepared for special projects and preventive maintenance for 1968-69, and bids have been opened.

St. Cloud State currently has a square-feet-per-student-ratio of 83. This ratio will become 105 in 1972 if the program recommended by the State College Board is approved and implemented.

A Summary Of Activities At SOUTHWEST STATE COLLEGE

New Academic Programs

Because Southwest State College opened in 1967, all of its academic programs are still quite new. Programs have been instituted in business, education, health and physical education, humanities, science and mathematics, and technology. The staff is now organizing an institutional management program.

Unique or notable are courses in Language Skills, Ideas in Flux, and in technology. Faculty members in Language Skills have trained students to improve their reading speed by as much as a 1000 percent without the loss of comprehension. The Ideas in Flux courses are required of all students, and are designed to enable them to understand themselves and the world in which they live. Instruction in technology for the preparation of technicians in industry is an innovation in the state college system. There has been no accredited program in engineering technology.

Teaching Innovations

This is the only American college which requires courses in reading skills of all students. The faculty consider that knowing how to read well is more important than ever, in spite of rapid advances in radio and television. The Random Access installation in the college is unique in the world. Faculty members and outsiders dictate lectures, addresses, lesson material, and the like to tape recorders. Faculty, students - even the public - may hear the lectures and other material by dialing a tape number on a telephone. The recordings may be heard by loudspeaker in any classroom in the college.

Student Participation In College Affairs

Students have been invited to express their views regarding the administration of the college; they have reacted in a manner that is completely gratifying.

The principal agency for administration-faculty-student relations is the office of Student Affairs. The policy of the college concerning student relations is implemented by the appointment of students to ten important committees.

Innovative Student Activities

In many colleges steeped in the traditions of a century or more of existence, the students' attention has become centered on their wish to participate more fully in the comparatively static administration of college affairs. Because Southwest State is still evolving toward its ultimate identity, both teachers and students are caught up in the excitement and activity of participating in the "birth" of a college.

Public Service Programs

The State College Board envisions the college becoming a cultural center serving not only on-campus students, but the people in the college region.

Accordingly, the college has arranged for a number of exhibits and performances in the college, in Marshall, and in more than 40 cities and towns in the southwest portion of the state. These include choruses, concerts, plays, art exhibits, recitals, and ballets. The response has been encouraging. Likewise, the college has surveyed the southwest area of Minnesota to determine the characteristics of the industries in the area as compared to the industries in the metropolitan centers.

Continuing Education Programs

Continuing education courses have been established in the fields of music, art, basic studies, humanities, speech, foreign language, social sciences, and business.

In the present era, proficiencies in business, the professions, and government become obsolete very quickly. This results from the sharp advance in applied science and in all techniques. Hence, the college will plan a continuing education program for the benefit especially of those in the community who feel the need for "updating" in their occupations.

Progress Report On Building Programs

A significant feature of the building program is the creation of the college plant in an unusually short time. In September, 1966, the college site was a corn field. In September, 1967, college students were attending classes.

The original academic and revenue fund building project, known as Phase I, was completed in 1968. These are the Central Academic, the Fine Arts, the Physical Activities, and the Food Service buildings; and a residence hall called F2. Phase II academic and revenue fund buildings have been authorized, and a number are being constructed. They are the Library expansion, the Science and Technology Lecture Center, the Physical Activities Building expansion, the maintenance buildings, and residence halls G1 and G2.

College projects for Phase III in both the academic and revenue fund classification have been approved by the State College Board and recommended to the Legislative Building Commission. Academic buildings in Phase III include a classroom building, expansion of the Science and Technology Center, and a College Services building. These projects now lie before the Building Commission. The revenue fund buildings in Phase III are additions to and a second stage in Food Service, a residence hall, and a student union.

Teaching Innovations

- a. Winona State is increasingly involved in various kinds of television teaching techniques which include taping of various programs, taping of lectures, experimental broadcasts, and video taping of campus and public school student classes for review by student teachers, etc.
- b. The student teaching people are beginning work on micro-teaching units; that is, the procedure for carrying out a teaching technique, being taped by a television projector, and watching and critiquing the results. This is patterned after the Stanford University micro-teaching development. The project is being shared with the cooperating public schools.
- c. This year the library is maintaining an area in which students can listen to assigned recordings in music appreciation, etc., which are piped to the library and various other places by the audio-visual department. This eliminates the process of distributing records, using multiple turn tables, etc. The music originates in the audio-visual department and is scheduled in conjunction with the music department. This will doubtless be expanded into a system of lectures on various subjects for other types of classes.
- d. A Tri-College library catalog is being developed so that the libraries of the three colleges can serve the student bodies of all three colleges, making all books and materials accessible through a complete card catalog in each of the college libraries.
- e. The cooperative program with St. Mary's and St. Teresa's in exchange of students and faculty on both graduate and undergraduate levels is in its second year of operation.

Student Participation in College Affairs

During this past year all committees of the college were reconstituted and their objectives and purposes redefined. This resulted in a complete streamlining of the committee system. Students were included on almost every committee in the college. In certain committees in which student interests are predominant - such as the Student Activities Committee - student membership outnumbers that of the faculty. The students are elected or appointed by the president of the student body and approved by the student senate prior to being seated on committees. This system, implemented last year, has been well received by the students.

Innovative Student Activities

Winona State College has a rather unusual orientation program in which a large number of upperclassmen return one week early in the fall for the purpose of working with freshmen and acquainting them with the college and college life. The pattern is for an upperclass man and woman combination to act as a team to work with a group of 20-25 freshmen. The various groups become acquainted with each other and are brought into maximum participation in freshman orientation week. The program is entirely voluntary and is handled through the cooperation of the student senate and student personnel department.

Public Service Programs

- a. Winona State College schedules several cultural programs which are generally open to the public during the school year. These are composed of various speakers, performing artists, etc.
- b. Winona State College cooperates with St. Mary's College and the College of St. Teresa in a Tri-College program (which would be prohibitively expensive for any one of the colleges). The Tri-College program also includes a series of films which are shown at the three institutions on varying dates.
- c. Psychological Services is a unique public service program including fifteen college personnel who go out into the area public schools and serve them as speech therapists, psychological testers, and reading consultants. The program is carried out under a federal grant of \$208,000.

Continuing Education Programs

- a. Winona State College maintains an extensive off-campus teaching program at both the graduate and undergraduate levels with the largest center being Rochester, Minnesota. The enrollment there this fall was approximately 300 students. Enrollment in the off-campus program has increased over 40% since last year, an indication that it is effective and that there is increasing interest in off-campus studies.
- b. Winona State is embarking on SPAN, a program of continuing education for adult women who wish to go into fields of specialization and interests other than teaching and other useful occupations. This program was begun this past spring and interest is high.
- c. Winona State's evening and Saturday course offerings are being expanded to include Monday, Tuesday, Wednesday, Thursday, and all of Saturday morning. This program is primarily conducted for the continuing education of teachers who are following the master's degree programs. Enrollment has significantly increased over previous years due to the increased offerings and the heavy demand for advanced work.

Progress Report on Building Program

Since January 2, 1967, we have completed or initiated the following projects:

- a. High-Rise Dormitory - completed and occupied fall of 1967; 400 students
- b. Library Addition - completed and placed in operation in May 1967
- c. Student Union Addition - to be completed by fall of 1968
- d. Morey-Shepard Rehabilitation now under way - to be completed spring of 1969
- e. New Bookstore occupied April 1968 - now in full-time operation

(Continued) Progress Report on Building Program

- f. Speech-Music Building - now in the bidding stage. Construction will begin fall 1968
- g. New Health Service Facilities in vacated library area - recently completed
- h. Office Rehabilitation Project, Somsen Hall largely completed - begun January 1967
- i. Expansion of offices and changing of registration area to the old student union area of Somsen Hall
- j. Clearing of block (land) for use in building the new Speech-Music Building
- k. Development of mall in center of campus

Major building requests to the L.B.C. were for an addition to the P.E. Plant (\$1,900,000) and a new classroom building (\$1,600,000).

Accrediting Association Visits

Winona State College is currently undergoing accreditation visits from two groups:

- 1. National League for Nursing (February 17-20) to survey our nursing program which graduated its first class last year. The program is presently approved by the Minnesota Board of Nursing and it is now expected that national accreditation will be forthcoming.
- 2. North Central Association of Colleges and Secondary Schools (April 7-11) to undertake the regular ten-year survey of the college which has been accredited by the Association since 1940. (First accreditation in 1913).

A 245-page institutional report has been submitted to the N.C.A. headquarters and the evaluation committee has been selected. The college feels confident that the report will be generally favorable.