

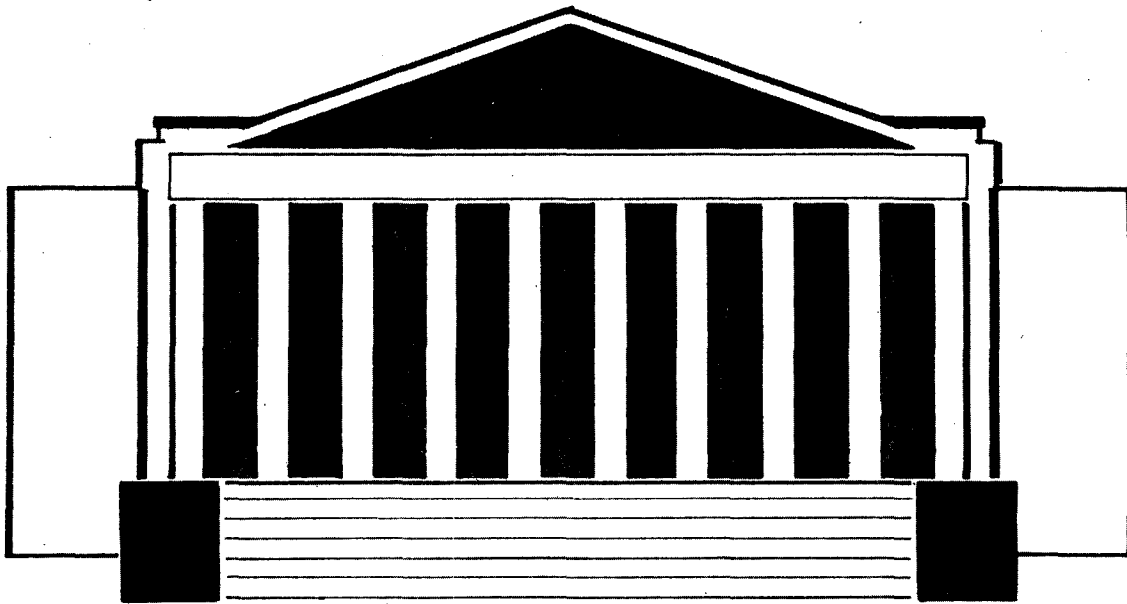
Industrial Relations Center Bureau of Educational Research
Waseca and Grand Rapids Laboratory of Physiological Hygiene
Professional, and Other Groups and Individuals
Variety Club Heart Hospital Dicht Institute for Human Genetics
Chemical Analysis Center Fruit Breeding Farm
Minnesota Centennial Show and down the Mississippi
Ship James Ford Bell Collection College of Education
Experiment Station Rapids, Waseca, and Lamberton Bureau of Institutional Research
Educational Clinic Institute of Agriculture University Artists Course
Minnesota Hour on Channel 2 Bureau of Field Studies and Surveys
College of Pharmacy Arboretum in Excelsior Metropolitan Opera
Near Bethel College of Law School of Business Administration
Cancer Detection Center Summer Session University Gallery
Rochester Graduate School Minnesota Family Studies Center
Tweed Gallery College of Science, Literature and the Arts
Pakistan Peace Corps Project Center for Personality Research
Bells State Organization Service Mayo Memorial Building
University of Minnesota Press University of Minnesota, Duluth
Golden Gophers Army, Navy and Air Force R.O.T.C. Units
Limnological Research Center College of Veterinary Medicine
Hospital

The Needs

of the

University of Minnesota

THE LEGISLATIVE REQUEST 1963-1965



This Statement of Needs of the University of Minnesota is being sent to alumni, parents, staff members, community and state leaders, and friends of the University. In the interest of economy, duplicates have not been eliminated and it may be that you will receive more than one copy. If you do, will you please give the extra copy to someone who should know about the University and its needs?

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Additional copies may be obtained from the Department of University Relations, 213 Morrill Hall, Minneapolis 14, Minnesota.**

THE OPENING of the 1962-63 academic year brought 33,616 full time college-level students to the five campuses of the University of Minnesota at Minneapolis, St. Paul, Duluth, Morris, and Rochester. This is the largest such enrollment in the University's history and represents 48.5 percent of the total college population in the State. In addition, a new attendance record was set in general extension evening classes with 12,233 students enrolled for the fall quarter of the 1962-63 academic year. This means that 45,849 students were attending classes regularly in the first quarter of the current academic year. Tens of thousands of other Minnesotans benefit from the University through such activities as adult continuation seminars, institutes, conferences and meetings; agricultural extension education; agricultural short courses; general extension programs; experiment stations; the University's nursery, elementary, and high schools and many others.

**Last Year the University of Minnesota Offered Some Form of Instruction
or Educational Service to Approximately**

**200,000
INDIVIDUALS**

This figure illustrates the range of the University's educational service to the State. It reflects the academic respect in which the University is held, the variety of resources it represents, and the challenges it faces as it continues its service to the State of Minnesota and sustains its scholarly excellence.

A DISTINGUISHED UNIVERSITY

In Its Teaching Program
In Its Research Program
In Its Public Service Program

SERVES A DISTINGUISHED STATE

The University of Minnesota is recognized as one of the truly great universities in America. The scope and quality of its creative scholarship are reflected in the distinctions which come to its staff. Each year its faculty members contribute to the world's most eminent scholarly meetings and publications. Thus the achievements of the University of Minnesota are known in the far corners of the academic world.

Its bold and imaginative research programs in many fields have won it international attention and respect.

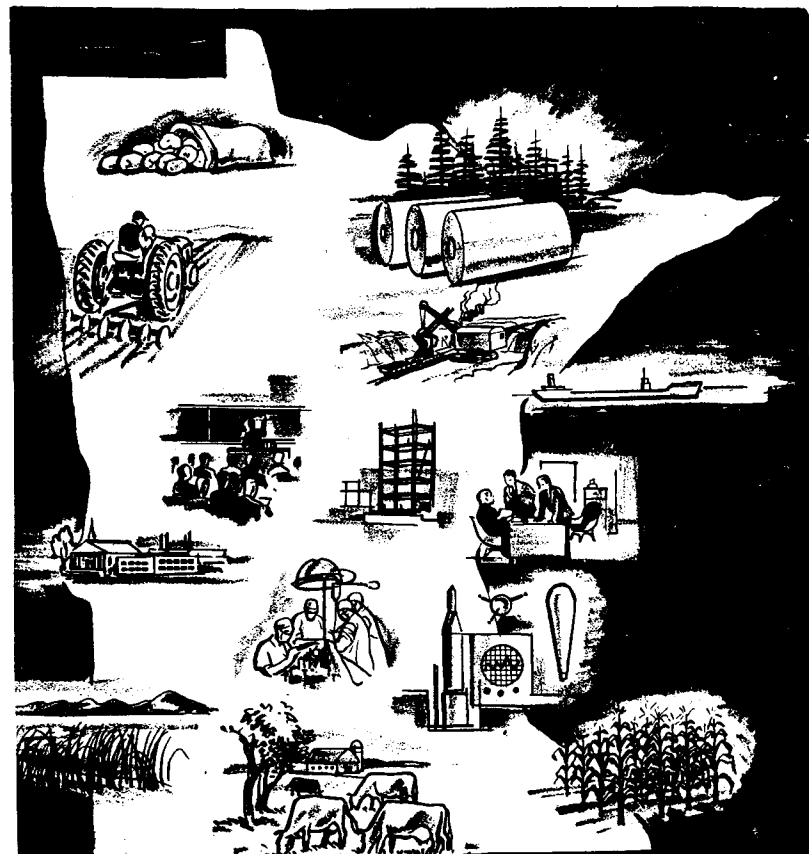
Many of its graduates have used the training received here to attain some of the highest offices within the gift of the American people.

Because of the University of Minnesota's academic resources, it is able to make a decisive contribution to international education, an emerging function of American universities. Last year, for instance, 1309 visitors from 78 countries came to the University of Minnesota campuses as students, faculty members, and honorary fellows; others came only to observe and to discuss specific projects.

During 1962, also, the eight-year University of Minnesota-Seoul National University (Korea) cooperative project was successfully concluded. This was a program in which Minnesota staff members worked with Seoul National University to develop and rehabilitate certain of its colleges.

Many projects which properly can only be undertaken by a large university, flourish in Minnesota and bring benefits of various kinds to the State.

For instance, vast sums of money are poured into Minnesota each year because University research projects make it an attractive location for industry. The history of the electronics industry in Minnesota dramatically illustrates one way in which University facilities and personnel draw industry to this area. Largely because the University is here, the State now houses 150 electronics industries that have a combined annual payroll of \$225,000,000 and annual sales of \$750,000,000.



CONTROL DATA

CORPORATION

8100 - 34TH AVENUE SOUTH, MINNEAPOLIS 20, MINNESOTA • TELEPHONE 888 5555

COMPUTER DIVISION
CEDAR ENGINEERING DIVISION
CONTROL CORP. SUBSIDIARY
RESEARCH DIVISION

December 6, 1962

Dr. William Shepherd, Chairman
Minnesota State Committee on Electronic Industries
Department of Electrical Engineering
University of Minnesota
Minneapolis 14, Minnesota

Dear Dr. Shepherd:

As Chairman of the Minnesota State Committee on Electronic Industries, and as Head of the Department of Electrical Engineering of the University of Minnesota, you, I am sure, know the vital part that the University of Minnesota plays relative to Minnesota Industry as a whole.

As a member of the electronics industrial community, I feel acutely aware of the contribution of the University of Minnesota to this industry. Because the Electronics Industry is probably the most highly technical of Minnesota industries, the contribution of the University is proportionately even more significant than to most, and certainly the future needs of this industry are going to create an ever increasing need for every bit of assistance that the University can give it.

The Electronics Industry in Minnesota employs approximately 50,000 people and the gross sales, resulting from this Minnesota activity, are \$750 million annually, with a payroll of \$225 million. Thus, the Electronics Industry is the fourth largest industry in Minnesota. The 150 electronics companies of this state add to their payroll each year approximately the same number of electrical engineers that the University graduates.

The rapid growth of this industry, and its high technical and business specialization, causes it to need an ever increasing number of qualified, technically trained people - - engineers, mathematicians, physicists, and business administrators.

It is manifest that if the Electronics Industry is to continue to expand in Minnesota, according to its opportunities, a continually expanding and improving educational system (curricula, facilities and teaching staffs) is required, particularly at the University level, wherefrom the source of qualified manpower must originate.

Dr. William Shepherd

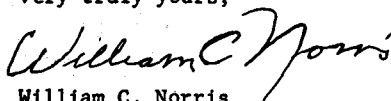
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December 6, 1962

Control Data Corporation considers itself indeed fortunate to have so many qualified people on its staff who have been graduated from the University of Minnesota. This group of people is this company's prime asset. We also consider it a unique opportunity to work with the University of Minnesota in establishing and carrying out an advanced post-graduate engineering curriculum, and some new training techniques which will beneficially affect the educational opportunities for all Minnesota students.

We look forward to, and need, expanded research and educational facilities even beyond those presently available, however, in order to assure the maximum future of this industry in Minnesota.

Very truly yours,



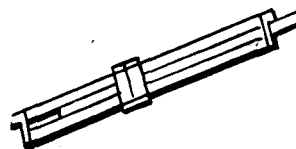
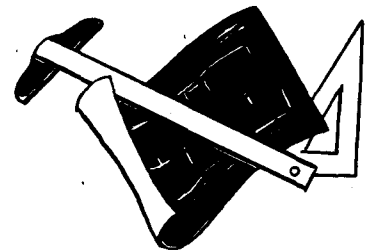
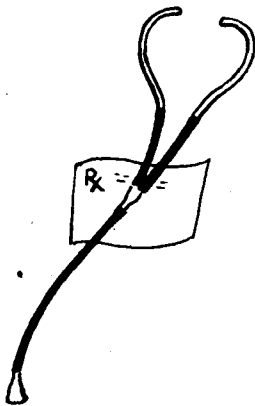
William C. Norris
President

WHAT THE UNIVERSITY DOES FOR EDUCATION IN MINNESOTA

The University offers opportunity on its campuses for men and women to equip themselves for the business and art of living. Here they receive the education that enables them to serve their communities well. For whatever role our sons and daughters are being prepared here — businessmen or housewives, lawyers or doctors, engineers, dentists, farmers, architects, social workers, teachers, veterinarians, journalists, home economists, statisticians, nurses — the training they receive at the University of Minnesota goes back to strengthen the communities of the State.

At every commencement, members of the graduating classes who are R.O.T.C. cadets and midshipmen become officers in the Army, Navy, Air Force, and Marine Corps. This is another career opportunity that becomes increasingly important in today's world.

The University's educational service is not confined to its campuses. Its resources are used in one form or another by just about every one of the 3,413,864 residents of Minnesota in the 87 counties of the State. All Minnesotans may avail themselves of its facilities.



Worker Education Program
Across the State

BROADCASTING CONFERENCE FOR
HIGH SCHOOL SENIORS

Graduate Training in
Electrical Engineering

Five-State News Executives
Conference

FACULTY LEADS 53,000
4-H CLUB MEMBERS

CONTINUATION COURSES
BY MEDICAL SCHOOL

School Lunch Workshops

DENTAL
SHORT COURSES &
SEMINARS

3800 Agriculture
Training Meetings for Leaders

Soil Analysis

Community Planning

65 Class Sections
Given in Recreational Sports

POLLEN COUNTS

SCHOOL SURVEYS

FARM AND HOME
MANAGEMENT WORKSHOPS

Institutes on
Juvenile Delinquency

SHORT COURSE FOR
WEEKLY NEWSPAPER EDITORS

OPEN HEART SURGERY

50 AGRICULTURAL COURSES AND
CONFERENCES ACROSS THE STATE

MANAGEMENT TRAINING
FOR AIR FORCE PERSONNEL

10,000 Study Correspondence Courses
In the Last Year

KUOM

INDUSTRIAL CONSULTATION
Family Counseling

COURSES IN
RECREATION LEADERSHIP

CONCERTS

LIBRARY SERVICES

ANIMAL DISEASE DIAGNOSIS

Home Agents

AUDIO-VISUAL
EDUCATION SERVICE

Management Development Program

UNIVERSITY OF MINNESOTA
TELEVISION HOUR

MINNESOTA
SCHOOL OF THE AIR

REFRESHER COURSES IN
MANY FIELDS

Minnesota Museum
of Natural History

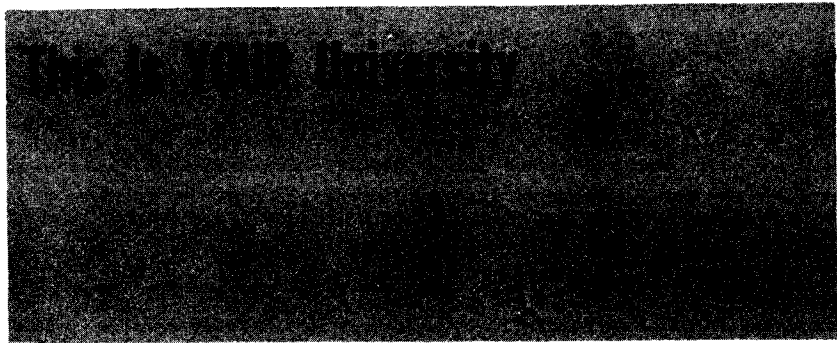
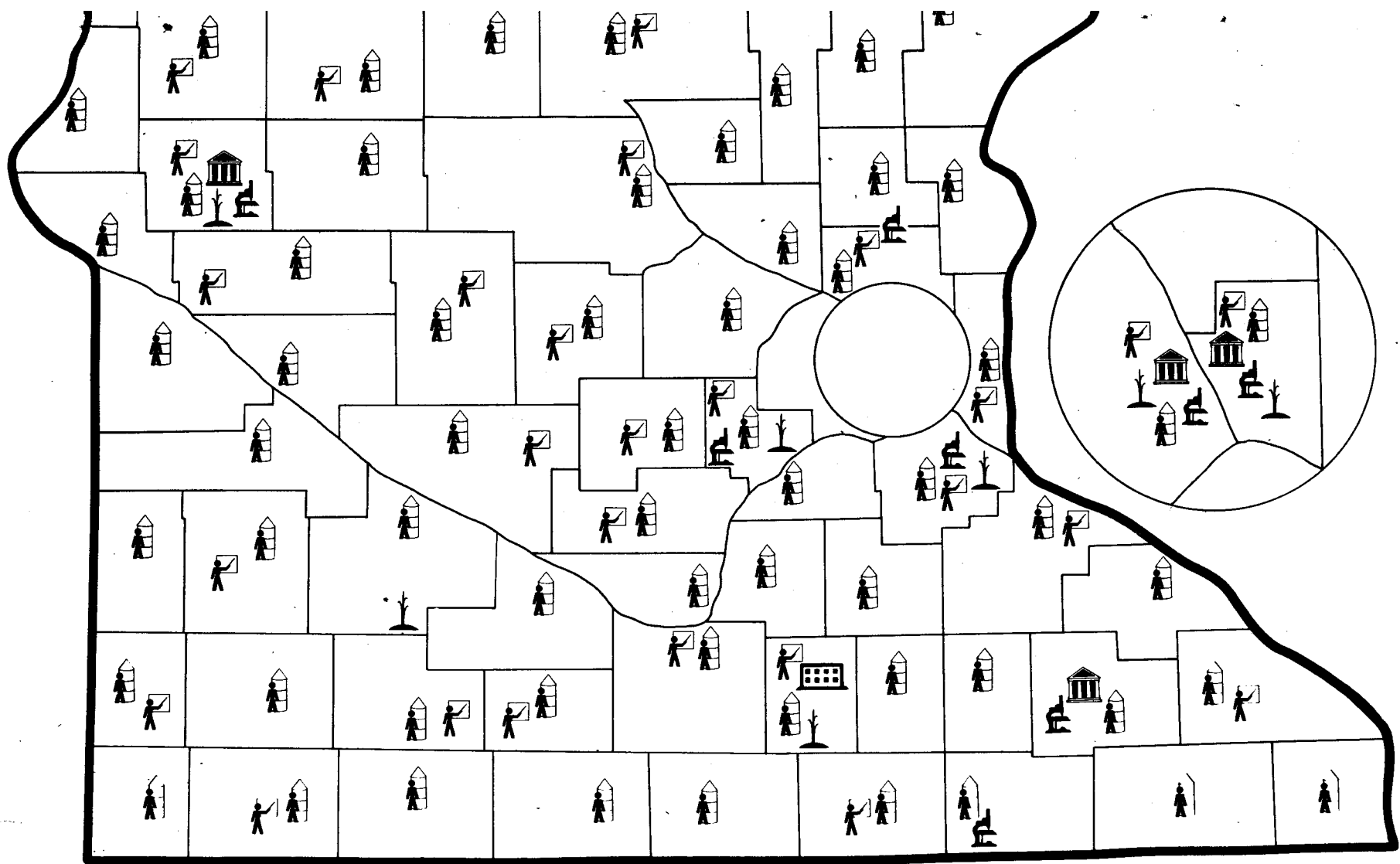
Community Health







AGRICULTURAL AGENTS
IN EVERY COUNTY

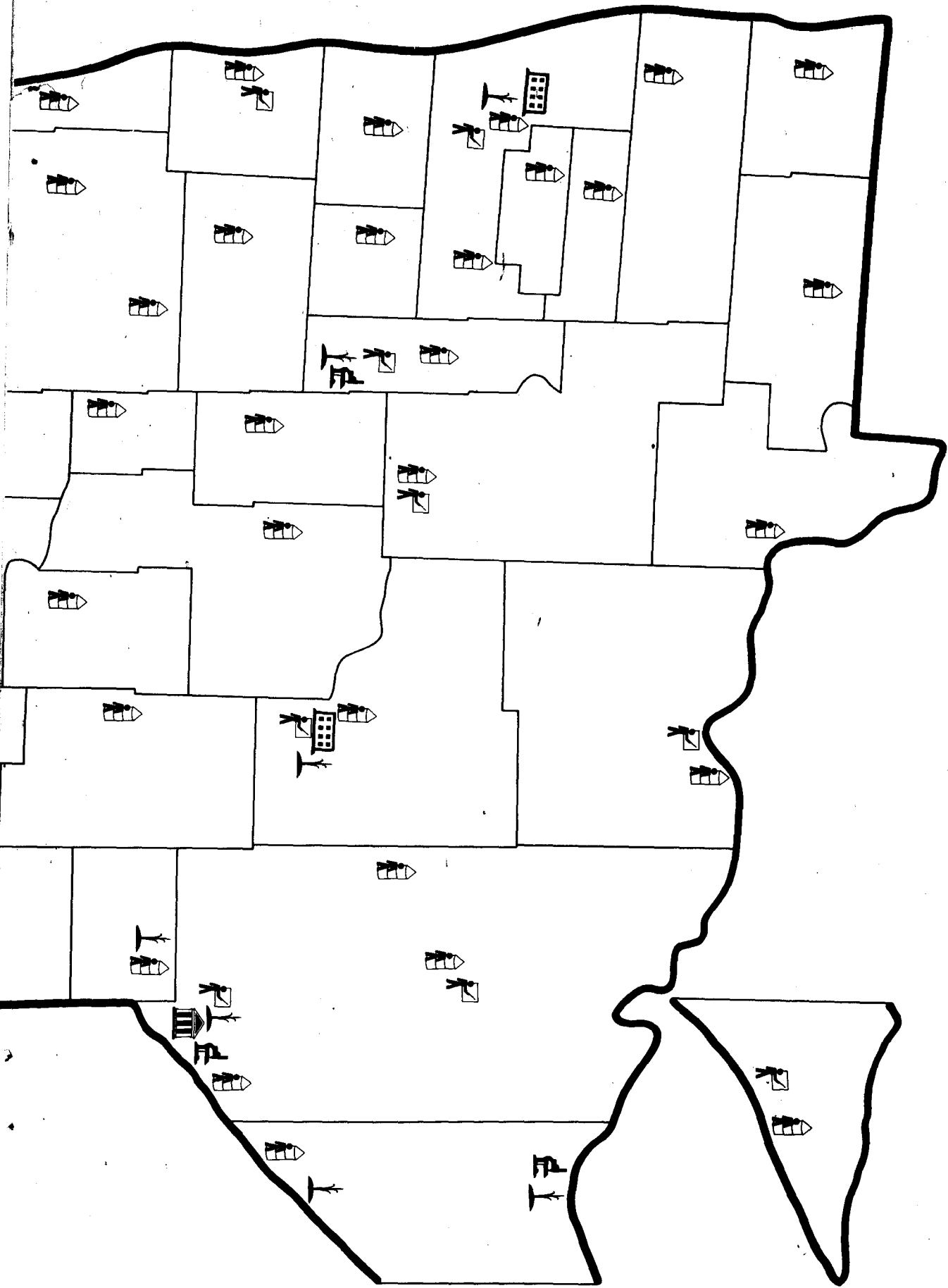
GEOLOGICAL SURVEYS

Mineral Analysis

SERVING MINNESOTA



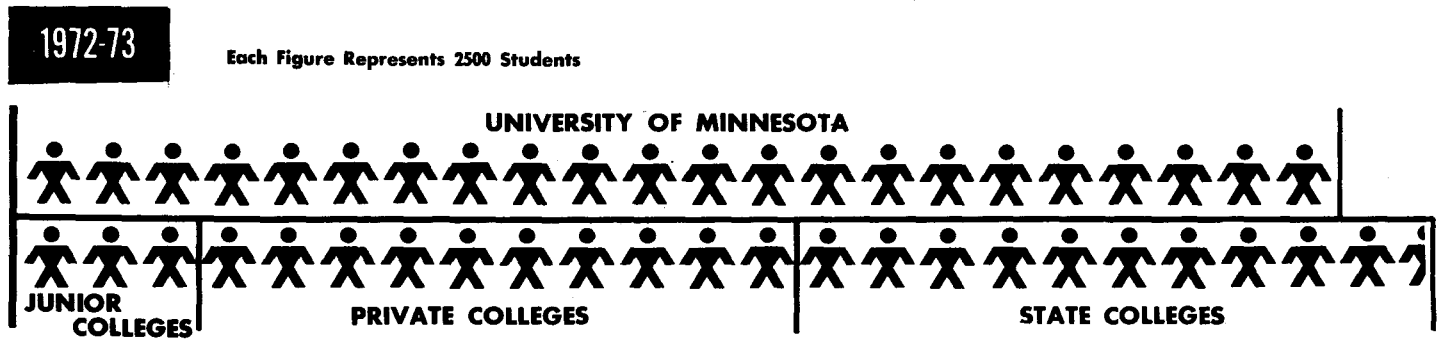
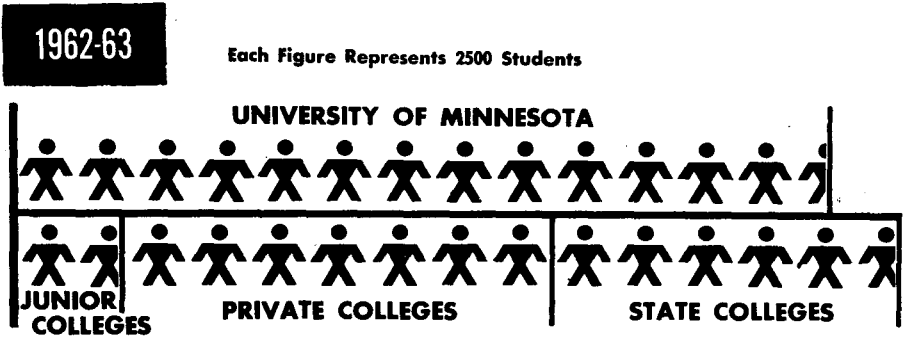
-  Centers of Resident Collegiate Instruction
-  Experiment Stations
-  Schools of Agriculture
-  General Extension and Short Courses
-  Research
-  Agricultural Extension Services
Including County Agricultural Agents,
Home Agents, 4-H Club Agents



WE MEET THE PRESENT

The opening of the 1962-63 academic year brought the following college-level enrollments* to the State of Minnesota:

Type of Institution	Number of Students	Percentage of College Population Represented
Junior Colleges	4,137	6.0%
Private Colleges	17,653	25.4%
State Colleges	14,154	20.3%
University of Minnesota	33,616	48.3%



then

WE LOOK TO THE FUTURE

The University has built its program of teaching, research, and public service with the help of all Minnesota over a proud span of 112 years. Now, well into its second century of accomplishment, it faces new and more complicated tasks..

Within the next 10 years, the estimated full time college-level student enrollment* in the State of Minnesota will be:

Type of Institution	Number of Students	Percentage of College Population Represented
Junior Colleges	8,721	7.5%
Private Colleges	25,216	21.8%
State Colleges	26,188	22.6%
University of Minnesota	55,700	48.1%

*This represents only full time college-level enrollment as released by the institutions themselves.

In **1963**, there will be **43,998** eighteen year olds living in Minnesota

BUT

By **1964**, there will be **54,149** eighteen year olds living in Minnesota

AND

By **1965**, there will be **60,839** eighteen year olds living in Minnesota

**In Today's World An Increasing Proportion of High School Graduates Go to College
Colleges Must Train People to Live in that World Effectively**

**It Is Clear That The State's Higher Educational Demands Of The Future
Will Be Heaviest On The University.**

Therefore

**The University Must Measure its Needs and Plan to Meet Them With
Meticulous Care.**

HOW NEEDS ARE MEASURED AT MINNESOTA

THE FIRST YARDSTICK

Recruiting and Retaining a Faculty

1960-61

The basic strength of a University depends on its faculty which represents its scholarly resources.

In 1960-61, the University of Minnesota compared average cash salaries plus fringe benefits at Minnesota with those of 10 other leading universities.* The results were as follows:

Professors	4 institutions exceeded Minnesota
Associate Professors	7 institutions exceeded Minnesota
Assistant Professors	7 institutions exceeded Minnesota
Instructors	9 institutions exceeded Minnesota

1962-63

In 1961 the University asked the Legislature for an 8 percent increase in faculty salaries for each of the two years of the biennium.

The Legislature granted a 6 percent increase for 1961-62 and a 4 percent increase for 1962-63.

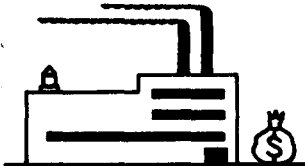
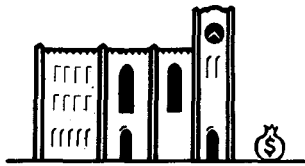
An identical survey made two years later showed that in 1962-63 Minnesota average cash salaries plus fringe benefits compared with those at the same universities as follows:

Professors	6 institutions exceeded Minnesota
Associate Professors	8 institutions exceeded Minnesota
Assistant Professors	10 institutions exceeded Minnesota
Instructors	9 institutions exceeded Minnesota

The University must meet competition not only from other educational institutions but from industry and business, which offer superior salaries and fringe benefits. These become increasingly serious considerations in recruiting and holding faculty.

Therefore, the University again is asking the Legislature for an 8 percent increase in faculty salaries for each of the two years of the new biennium.

* (Wisconsin, Purdue, Indiana, Illinois, Ohio State, Iowa, Northwestern, Michigan, Michigan State, California)



THE SECOND YARDSTICK

Student-Faculty Ratio

The curriculum at the University of Minnesota includes the full range of academic disciplines. The University must offer instruction at several levels, each representing a specific educational need. Three of these levels cover the degree programs and are divided as follows:

- Teaching at the undergraduate level with emphasis on general, pre-professional education.
- Teaching in technical-professional areas where instruction is more complex and the demands on the teacher by individual students are heavier.
- Teaching in medicine, dentistry, veterinary medicine, and in the fields of graduate work and research which is the most specialized teaching of all.

TEACHERS DO ALL THIS

Therefore the University Must Plan the Size of Its Teaching Staff Carefully

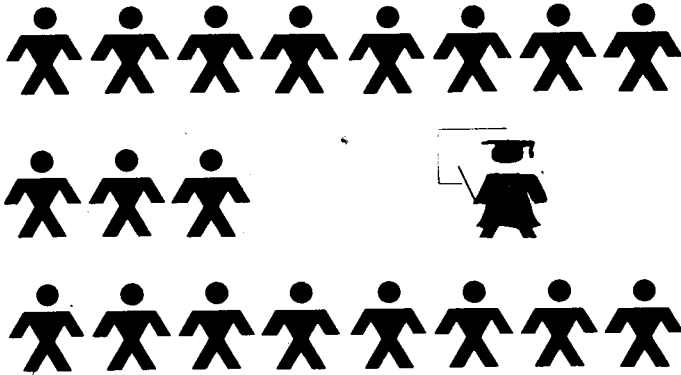
HOW IS THIS DONE?

By knowing the number of students we have and estimating the number we shall have.

By forecasting the subjects they will study.

By applying the following student-faculty ratio based on the several levels and the complexity of teaching that the University must do.

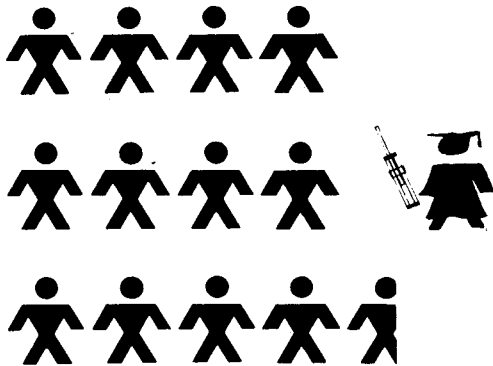
This Is What Is Found



Undergraduate and Pre-Professional 19 to 1

Faculty needs at the general undergraduate and pre-professional levels are based on a 19 to 1 student-faculty ratio. This means that for every 19 students, one teacher is needed. This ratio is used for the following colleges:

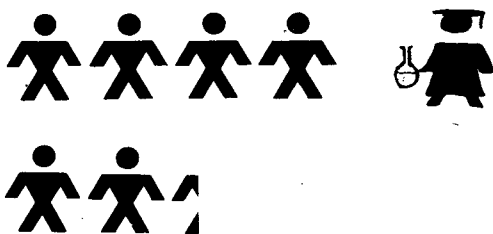
COLLEGE OF SCIENCE, LITERATURE,
AND THE ARTS
GENERAL COLLEGE
COLLEGE OF EDUCATION
UNIVERSITY COLLEGE
MORRIS CAMPUS
DULUTH CAMPUS



Technical and Professional 12.7 to 1

The ratio for the technical and professional schools is 12.7 to 1, reflecting the levels and costs of the courses they require. This ratio is applied to the following colleges:

INSTITUTE OF TECHNOLOGY
SCHOOL OF LAW
COLLEGE OF AGRICULTURE, FORESTRY, AND
HOME ECONOMICS
SCHOOL OF BUSINESS ADMINISTRATION
COLLEGE OF PHARMACY
COLLEGE OF MEDICAL SCIENCES
(EXCEPT M.D.)



Medicine, Dentistry, Veterinary Medicine, Graduate School 6.3 to 1

The ratio is 6.3 in these fields which again reflects the highly specialized needs that must be met in these units of the University. This ratio includes the following:

MEDICINE IN THE COLLEGE OF
MEDICAL SCIENCES
DENTISTRY
COLLEGE OF VETERINARY
MEDICINE
GRADUATE SCHOOL

Faculty Additions

Requests for new academic positions in the 1963-65 biennium are based only on increases in enrollments since the fall of 1960. To provide the necessary additional instruction, using the student-teacher ratios outlined on the previous page, the University will require:

240 additional positions in 1963-64
166 additional positions in 1964-65

**THUS
THE UNIVERSITY WILL NEED A TOTAL OF 406
NEW POSITIONS IN THIS BIENNIUM.**

**THIS IS THE ONLY WAY IN WHICH THE UNIVER-
SITY CAN CONTINUE TO SERVE THE STUDENTS
AND THE PEOPLE OF MINNESOTA IN THE FACE
OF RAPIDLY EXPANDING POPULATIONS.**

THE THIRD YARDSTICK
**The Student Cost of Supplies,
 Expenses, and Equipment**

The cost of supplies, expenses, and equipment has gone up to \$81.66 per student. (This is the average cost for the last three years.) Consequently, since the size of the student body also will increase significantly, the University needs additional funds with which to meet these additional expenses.

(See the itemized Summary of Needs, Page 17.)

**What the TOTAL Operations and
 Maintenance Needs Are**

	<u>1963-64</u>	<u>1964-65</u>
For Operations and Maintenance, the University will need	\$50,124,904	\$55,821,882
But income from tuition fees, clinic fees, and sales at experiment stations will bring in	<u>15,949,020</u>	<u>17,266,265</u>
Therefore, the Legislative request for Operations and Maintenance will be ..	<u><u>\$34,175,884</u></u>	<u><u>\$38,555,617</u></u>

WHAT ADDITIONS WILL THIS MONEY PROVIDE?

WILL THESE ADDITIONS BE SUFFICIENT?

The following Summary of Needs gives the answers.

For the academic year, 1962-63, the Legislature appropriated \$27,910,764 for operations and maintenance. The University is requesting for 1963-64, \$6,265,120 more than was appropriated for 1962-63 and, for 1964-65, \$4,379,733 more than it is requesting for 1963-64. This table, from one of the 62 pages of the "Gray Book," prepared for use by committees of the Legislature, provides the answer in summary form to the question:

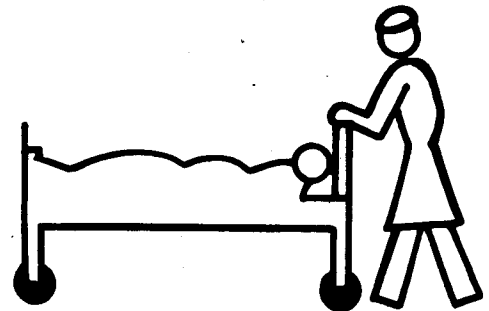
What Will Be Done with the University Dollar?

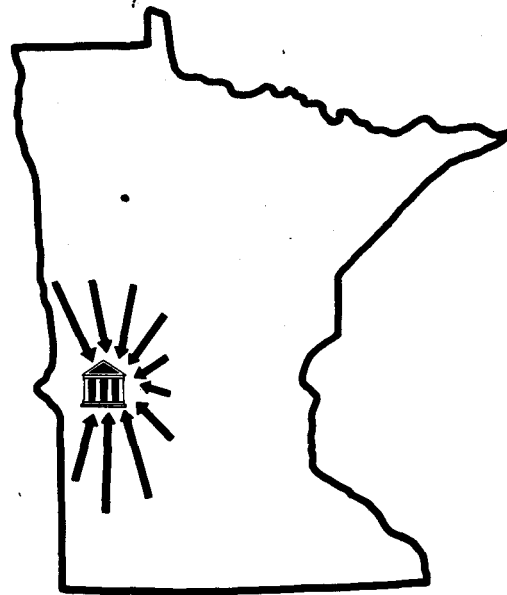
	<u>Increase Each Year Over Previous Year</u>	
	<u>1963-64</u>	<u>1964-65</u>
Summary of Increases		
A. Academic Staff		
1. Salary Improvement	\$1,544,961	\$1,853,762
2. Additional Staff	2,315,052	1,727,440
B. Civil Service Salaries		
1. Salary Adjustments		
Merit Increases	389,007	466,900
Proposed New State Pay Plan	766,573	
2. Additional Staff	1,135,390	1,050,160
C. Mechanics Payroll		
1. Salary Adjustments	98,176	
D. Other Than Salaries		
1. Supplies, Expense and Equipment	57,162	240,897
2. Physical Plant – Operating costs of new buildings	150,596	107,056
3. OASI-SERA Increases	272,240	138,119
4. Utility Increase	78,657	
5. Postage Increase	35,000	
6. Equipment and Laboratory Matching Funds	175,000	
7. Library Books and Periodicals	50,000	
8. Mines Tax Commission Increase	4,712	644
Total Increases	<u>\$7,072,526</u>	<u>\$5,584,978</u>
E. Less Increase in Estimated Income¹	807,406	1,205,245
Net Increase in Request	<u><u>\$6,265,120</u></u>	<u><u>\$4,379,733</u></u>

¹Excluding Summer Session and General Extension Division Increase.

University Hospitals

	Appropriation		Request	
	1962-63	1963-64	1963-64	1964-65
University of Minnesota Hospitals				
From the State	\$2,070,612	\$2,417,302	\$2,417,302	\$2,644,094
From the Counties	2,070,612	2,417,302	2,417,302	2,644,094
Total	<u>\$4,141,224</u>	<u>\$4,834,604</u>	<u>\$4,834,604</u>	<u>\$5,288,188</u>
Psychopathic Hospital	700,501	800,442	800,442	865,588
Child Psychiatric Hospital	271,538	307,212	307,212	318,668
Rehabilitation Center	459,293	548,358	548,358	680,923
Multiple Sclerosis Clinic	55,000	72,883	72,883	79,251
Total	<u>\$5,627,556</u>	<u>\$6,563,499</u>	<u>\$6,563,499</u>	<u>\$7,232,618</u>
Summary by Source				
From the State	\$3,556,944	\$4,146,197	\$4,146,197	\$4,588,524
From the Counties	2,070,612	2,417,302	2,417,302	2,644,094
Total	<u>\$5,627,556</u>	<u>\$6,563,499</u>	<u>\$6,563,499</u>	<u>\$7,232,618</u>





University of Minnesota, Morris

The Regents of the University of Minnesota are presenting a separate request to the Legislature for the needs of the University of Minnesota, Morris.

The collegiate program on the Morris campus, begun in 1960 with a freshman class of 238 and the generous support of residents of that region who contributed more than \$50,000 to the undertaking, now serves an academic community of 522 students, who come from an increasingly wide geographical area throughout the State. Of these, 229 are freshmen, 186 are sophomores, 92 are juniors, and 15 are adult special students. Admission requirements and the curriculum at the Morris campus continue the same high standards maintained throughout the University. These have resulted in a student body of excellent caliber which has an assured academic accreditation.

To meet the demands of an increasingly large student body and faculty, a widening curriculum, and multiplying services, the University of Minnesota, Morris, is requesting \$504,068 for 1963-64 and \$637,566 for 1964-65.

The physical plant at Morris, which was the University's West Central School of Agriculture and would have cost approximately \$5,500,000 if it had to be built from the ground up, is being utilized for instruction and housing. It is filling an urgent need for higher education in west central Minnesota as it offers expanding educational opportunities to young people drawn from 46, or more than one-half, of Minnesota's counties.

Special Projects

Fund Name	Appropriation 1962-63	Legislative Request 1963-64	Legislative Request 1964-65
Agricultural Extension Service	\$ 740,000	\$ 898,988	\$ 997,217
Experiments in the Beneficiation of Manganiferous and Low Grade Ores and for Experiments in the Direct Process Beneficiation of Low Grade Ores-General Experiments	55,000	113,254	115,078
General Agricultural Research	525,000	798,991	824,996
Medical and Cancer Research	94,000	110,000	110,000
Livestock Sanitary Board Laboratory - VETERINARY DIAGNOSTIC LABORATORY	65,000	104,152	117,121
Institute of Child Development	36,000	50,324	53,331
General Research	120,000	150,000	150,000
Minnesota Institute of Research	36,000	50,000	50,000
Livestock Sanitary Board - Testing of Poultry*	(44,000)	(62,998)	(64,109)
Agricultural Research-Rosemount	115,000	158,006	162,069
Hybrid Corn Maturity Tests*	(18,000)	(19,421)	(20,376)
Tuition and Transportation Aid for Students of Agricultural Schools	50,000	45,000	45,000
Business and Economic Research	45,000	75,000	80,000
Soybean Research	50,000	57,222	59,240
Geological Survey	35,000	152,051	154,078
Training Project in Delinquency Control	10,500	20,027	21,404
Hardwood Timber Species Research Fund	6,500	6,930	7,394
Psychiatric Research Fund	42,000	62,000	65,000
Training of Laboratory Aides	12,000	12,589	13,223
Special Education Training and Research Program	43,000	60,664	64,029
Legume and Grass Seed Research Fund	41,000	60,609	62,632
Industrial Relations Education Program	42,000	82,614	87,982
Experiments in the Beneficiation of Manganiferous and Low Grade Ores and for Experiments in the Direct Process Beneficiation of Low Grade Ores - Experiments with Emphasis on Ores of the Cuyuna Range	110,000	118,478	122,300
Maintenance of the Southwest Agricultural Experiment Station	44,096	58,013	61,646
Beneficiation of Industrial Minerals and Nonferrous Deposits		50,000	50,000
Special Assessments - Minneapolis Campus		13,088	
Special Assessments - Duluth Campus		7,981	
	<u>\$2,317,096</u>	<u>\$3,315,981</u>	<u>\$3,473,740</u>

* Not included in Totals as this is a Transfer of Appropriation.

LAND AND BUILDINGS

We have seen that 33,616 students are attending the University of Minnesota on a full time basis this year.

It is predicted that a total of 55,700 students will want to come to the University of Minnesota 10 years from now.

Hence, to our critical need for more teachers and more equipment and supplies, another need must be added.

CLASSROOMS AND LABORATORIES

Additional classrooms and laboratories are urgently needed if the University is to serve the Minnesota students who will be seeking an education at the University. Without classrooms, laboratories, libraries, and dormitories, sufficiently large and sufficiently well equipped to do the job thoroughly, the University cannot meet the demands made upon it. The State of Minnesota, in its cities and through its school boards, has set a fine example in providing adequate facilities for elementary and high schools. Now there must be comparable expansion at the University level.

The University has worked carefully in developing estimated land and building needs for each of the next sessions of the Legislature. It has submitted these estimates in great detail to the State Building Commission. The following pages contain the itemized requests for building and for land as they appear in the last section of the "Gray Book".

Do You Want
This to Happen?



EXPLANATION OF REQUESTS

The detailed explanation of the University's building request is being submitted separately in a volume entitled "1963 Legislative Requests for Buildings, Rehabilitation, Land and Housing."

SUMMARY BY CAMPUS

Minneapolis Campus

NEW BUILDINGS

Library on West Campus:		
Planning funds, 4% of total		
estimated cost	\$ 344,500	
Half of construction cost	4,135,500	\$ 4,480,000
Planning funds for Humanities Building		
on West Campus, 4% of estimated cost		95,000
Auditorium type classrooms building on		
West Campus		3,149,000
Addition to Museum of Natural History		
(to match gifts)		280,000
Planning funds for Communication, Theater,		
and Classroom Building on West		
Campus, 4% of estimated cost		221,000
Office connection between Main Engineering		
and Electrical Engineering		128,000
Addition to Electrical Engineering Building		
		161,500
Completion of office buildings on West		
Campus		200,000
Laboratory and Classroom Building		
South of Chemistry, and Phase II of		
East Bridgehead Classroom Building		4,428,000
Scott Hall Addition		711,000
Completion of Stack Area in Fraser Hall		47,000
Education Laboratory and Office Building		
		1,374,000

REMODELING FOR NEW USE

Jackson Hall, Phase IV and Roofhouse		350,000
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REHABILITATION

Chemistry Building, Phase V		200,000
Library, Phase III		313,500
Electrical Engineering		173,000
Physics Building		179,000
University Hospitals		300,000
Rehabilitation of Main Engineering		219,000

UTILITIES AND SERVICE FACILITIES

New boiler at Heating Plant		1,020,000
Tunnel—secondary main heating tunnel		
and piping		490,000
Storm and sanitary sewer extension		162,000
Street relocation, West Campus—Fourth		
Street and River Road tie		126,500

LAND NEEDS

Instructional building and related uses, West Campus	1,500,000
Land acquisition alongside of Fourth Street S. E. between 17th and 19th Avenue S. E.	460,000
Land for Dental and Medical School ex- pansion (in block opposite Millard Hall)	175,000
Sub-Total	\$20,942,500

St. Paul Campus**NEW BUILDINGS**

Addition to Snyder Hall for Agricultural Bio-Chemistry	\$ 1,450,000
Completion of Veterinary Diagnostic and Research Laboratory	351,000
Agricultural Economics and Rural Soci- ology Building	1,121,000
Crops Research Building (Phase II)	1,200,000
Entomology, Fisheries and Wildlife Building	2,385,000
Sheep Research Laboraotry	85,000
Farm Maintenance Shops and Storage Building	350,000
Horticulture Greenhouses, Headhouse and Laboratory	300,000

REMODELING FOR NEW USE

Green Hall (Remodeling and Equipment)	213,000
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REHABILITATION

Green Hall	57,000
Gymnasium	103,500
Snyder Hall	100,000
Elevators - Pathology and Agronomy ..	60,000
Northwest Greenhouses	100,000

UTILITIES AND SERVICE FACILITIES

New Heating Tunnel, including piping	276,000
Storm and sanitary sewer and water main extension	171,500
New roads, repaving, resurfacing and street lighting	115,000

LAND NEEDS

Land for research plots and to consoli- date Campus area (11.5 acres approxi- mately)	60,000
Sub-Total	\$8,498,000

Duluth Campus**NEW BUILDINGS**

Library Addition	\$ 958,000
Physical Plant Shops and Garage	448,000
Classroom Addition	850,000
Planning funds for a Science Addition, 4% of estimated cost	48,000
Education Building completion and equipment	240,000
Industrial Education Building equipment	350,000
Study Hall	179,000

REHABILITATION

Elevators - Humanities, Tweed Gallery, and Science	75,000
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UTILITIES AND SERVICE FACILITIES

Heating Plant coal storage and handling facilities	200,000
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HOUSING AND FOOD SERVICE NEEDS

Single student housing, 176 students (25% of cost)	186,000
Sub-Total	\$ 3,534,000

Morris Campus**COLLEGIATE FACILITIES**

Remodeling and Rehabilitation of Wom- en's Residence Hall	\$ 120,000
Rehabilitation of Dining Hall	70,000
Rehabilitation of Office of Student Serv- ices (Old Health Service)	18,700
Science Building (First Unit)	648,000
Library Building	500,000
Sub-Total	\$ 1,356,700

Schools of Agriculture and Experiment Stations**MORRIS CAMPUS**

Tunnels - Repairs and Exensions	\$ 69,800
Land Acquisition for Cattle Grazing ...	6,000
Beef Research Barn and Facility	20,000
Storage Units for Beef Nutritional Work (4 silos)	15,000
Pavings, Curbs and Gutters	48,900
Sub-Total	\$ 159,700

CROOKSTON CAMPUS

Dairy Barn Rehabilitation, High Mois- ture Feed Storage, Silo, Dairy Research Barn Addition, Concrete Slabs for Yard, and Feed Handling	\$ 41,000
Rehabilitation of Existing Sheep Barn ..	6,000
Pole Barn and Handling Equipment for Experimental Sheep	6,000
Addition to Beef Feeding Shed	7,000
Farm Machinery and Motor Vehicle Maintenance Building	20,000
Rehabilitation of Stephens Hall	62,000
Street Lighting System	15,000
Repair of Curbs, Catch Basins and Drain- age	30,000
Water Main from Crookston City Limits to the Northwest School Campus	40,000
Storm Sewer from the Northwest School Campus to the Crookston Storm Sew- er System	50,000
Sub-Total	\$ 277,000

GRAND RAPIDS

Add Complete Mechanical Training and Motors Shop to Engineering Building	\$ 50,000
Auditorium - Gymnasium Building	200,000
Complete Road Surfacing Project	7,500
Sub-Total	\$ 257,500

WASECA CAMPUS

Dormitory Wing	\$ 400,000
Loose Housing Building, Hay Storage and Feeding Building, and Dairy Milk- ing Parlor	26,240
Sub-Total	\$ 426,240

Branch Stations**CLOQUET FOREST RESEARCH CENTER**

Student Washroom, Shower, Toilet and Laundry with New Sewer System	\$ 30,000
Sawmill, Planer and Wood Processing Building	10,000
Re-vamp Primary Electric Line	8,000
Remodel Superintendent's Residence	5,000
Begin Road and Grounds Improvement in Headquarters Area	5,000
Land for Planting Areas for Research	15,000
Sub-Total	\$ 73,000

NORTHEAST EXPERIMENT STATION (Duluth)

Machine, carpentry and plumbing shop and remodeling present shop and shed into heifer barn	\$ 11,500
Machine Shed 156' x 42' (including scale)	13,000
Hay and Straw Storage Research Build- ing 36' x 60'	3,000
Fill and Pave Balance of Dairy Paddock	10,000
Sub-Total	\$ 37,500

EXCELSIOR FRUIT BREEDING FARM

Staff Housing Replacement	\$ 10,000
Machine Shed Addition	5,000
Sub-Total	\$ 15,000

LANDSCAPE ARBORETUM - EXCELSIOR

Machine Shed and Operations Buildings	\$ 8,000
Sub-Total	\$ 8,000

ITASCA FORESTRY & BIOLOGICAL STATION

Addition to Research Laboratory No. 47	\$ 2,900
One Faculty Cabin	6,000
Sub-Total	\$ 8,900

ROSEMOUNT AGRICULTURAL EXPERIMENT STATION

A Three-Bedroom Cottage on North Beef Farm	\$ 14,000
Sheep Barn, pole construction	12,500
Bituminous topping, approximately two miles of roads near the headquarters area	15,600
Beef Cattle Barn	15,000
Turkey Brooding House	28,000
Experimental Rearing Building for Chickens	21,000
Sewage Disposal System, Dairy Farm	20,000
Sub-Total	\$ 126,100
Grand Total	\$35,720,140

The Rewarding Partnership

The people of Minnesota have always recognized the significance of their University in the life of the State, the life of the nation, and in the life of American higher education. The people of Minnesota, indeed, are an indivisible part of the University. Every distinction that has come to it, whether to medical research centers, classrooms, playing fields, libraries, creative activity or general scholarship, has come in equal measure to the people of Minnesota without whose understanding and benefactions none of its glory would be possible.

THE UNIVERSITY MAKES THIS REQUEST to the people of Minnesota through their elected representatives in the Legislature for the two years of the biennium, 1963-65.

THE UNIVERSITY MAKES THIS REQUEST on the threshold of two years that promise some of man's greatest achievements, convinced that Minnesotans of all ages must be prepared to participate fully in them.

THE UNIVERSITY MAKES THIS REQUEST with confidence that the people of Minnesota will share, as they have always shared, the responsibilities and privileges of the University.

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