

# 90 YEARS OF THE UNIVERSITY OF MINNESOTA ARCHIVES

## THE LOAD AHEAD

In March 1954, the University launched a self-survey "aimed at examining fiscal procedures, physical needs, and the educational goals underlying the activities of each unit." All colleges and departments providing instruction and other University services were asked to estimate their needs for the next biennium and "to go beyond these traditional forecasts and to draft recommendations for the next ten years." The faculty and staff magazine *The Minnesotan* devoted two pages of its March 1954 issue to explain the need for the self-survey and the hopes for utilizing the results.

President Morrill answered the question of "why now?" on The President's Page.

President Morrill laid out how "The Load Ahead" would impact the University in his introduction to the 1952-1954 President's Report, "An estimate of 42,500 students by 1970 seems not at all unreasonable." The Minneapolis and St. Paul campuses had a student enrollment of 24,690 during the 1953-1954 academic year.

### What Is the University Self-Survey?

WHAT ADDITIONAL space and staff will we need to improve or expand activities during the next two years? The need for more space, staff, and other resources is being examined in a self-survey of the University. The survey is being conducted in a systematic and planned manner. It is the first of its kind in the history of the University. The survey is being conducted in a systematic and planned manner. It is the first of its kind in the history of the University.

Questions like these are getting more serious thought in departments all over the University these days. There has been talk of a University survey for some time. A University-wide "self-survey" is being carried out within by college—aimed at examining fiscal procedures, physical needs, and the educational goals underlying the activities of each unit.

Each department head, in close collaboration with his entire staff, is expected to have completed the questionnaire. Here, in summary, are the questions that were asked:

1. What new activities, to be supported by the General University Fund, which would be essential for the next biennium?

2. What improvements in the existing activities of your department are essential for the next biennium?

3. What improvements in the existing activities of your department are essential for the next ten years?

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### The President's Page

### Surveying Ourselves— WHY and HOW

HERE IN THE CAMPUS COMMUNITY a University self-survey has been proposed and talked about since the last legislative session. The aim and procedure of such a survey have been clarified in earnest, probing discussion with the Administrative Committee of the Senate, the Faculty Consultative Committee, and many individual University staff members. The first questionnaires are now in the hands of all department heads.

Why now? The answer is that this is the logical moment to carry out a systematic and thoroughgoing survey of the University. The survey is being conducted in a systematic and planned manner. It is the first of its kind in the history of the University.

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Let me say as strongly as I can that this approach to the University's long-range problems needs more than the cooperation of deans and department heads. Its success demands the active participation of all of us who are engaged in teaching, research, administration, or other service. It is designed to cover all departments included in the regular University budget—academic and non-academic alike.

The survey will succeed only to the extent that the departments are able to look at their own activities objectively and to criticize them democratically.

After all departments have completed their surveys, the respective deans will be asked to assign a definite priority for every request for new resources. This difficult job can be done only by using to the fullest whatever machinery exists for sounding out staff opinion. In some cases new advisory groups will have to be created to formulate the collective judgment of the college.

This big project can provide an immensely useful blueprint for the next biennium and the next ten years. It requires the thoughtful, best judgment of us all.

f. L. Morrill  
President

### THE PRESIDENT'S REPORT

To the Honorable Board of Regents  
University of Minnesota

GENTLEMEN: I have the honor to submit herewith a report covering the operations of the University of Minnesota for the biennium ending June 30, 1954.

The pages that follow this first section, in which I make some observations of my own, contain reports by the deans and other administrative officers on the manifold activities of the University. Here are to be found the facts and the figures that taken together are graphic evidence of the services of the institution to the people of this state. They are evidence, too, I believe, of the vitality that characterizes the University, and gives to it the unquestioned eminence it enjoys in the academic world. From the details in which these pages abound will emerge the patient reader a better understanding of this vast cooperative enterprise—your University.

Let me express, at the outset, my respect and appreciation to my many colleagues whose description of the work and the problems of their individual departments constitutes the body of this report and illuminates the commitment of the faculty and staff to youth and the advancement of the search for truth; the instruction of youth and the search for truth; the instruction of youth and the search for truth.

This report is, in every sense, an accounting of a stewardship entrusted by the people of Minnesota to the University. That is why I hope that it will be widely circulated, widely read, and thoughtfully considered. I know I speak for the Regents when I say that all of us want the people of Minnesota to understand their University—the services it performs, its accomplishments, its needs, its problems.

Any two years in the life of this University are filled with activities and occurrences of great importance. No report could possibly encompass them all. Accordingly we must be selective in the presentation here. But among all of the many subjects that present for discussion, one looms larger, more significant, and with greater ramifications at just this time than all others. I refer to the increases in enrollment. Already these are manifest, but the full impact of the trend that is now under way will not be felt for some years to come. So important is this subject that I propose to devote the major portion of my own section of this report to a review of it.

The Load Ahead—No one can study population and birthrate figures without becoming aware of its implications for higher education throughout the entire nation, let alone in Minnesota. Recently reported population data for the 48 states and the District of Columbia reveal that the number of persons—men and women—in the college age group—that is, 18 through 21 years, in 1953 was 9,000,634. By 1960 this number is expected to increase by 16 per cent to 9,273,157. By 1970

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the 1953 figure will have increased 46 per cent to 13,669,949. By 1970 the total will be 18,099,831—an increase of 70 per cent over 1953.

But it is not national figures that are of first concern to us. What we wish and need to know are the corresponding data for our own state. How many college-age youth will there be in Minnesota in the years ahead? It is these youth who will constitute the source from which flows to the colleges, and to the University of Minnesota, the enrollment for which provision must be made in physical facilities, in equipment, in all the myriad items that go into the instructional process.

In 1953 there were about 173,000 young men and women in Minnesota between the ages of 18 and 21. This number is expected to increase to 205,000—an increase of 18 per cent—by 1960. It is estimated that this number by 1970 will be 250,000—a total increase of 45 per cent over the 1953 figure.

What percentage of college students actually were in Minnesota in 1953? The answer is that 19.5 per cent of the total college-age population in the state were actually attending college. This percentage is expected to increase to 22.2 per cent, or 27 out of a hundred (27.3 per cent), by 1960. What do you think of this national or Minnesota trend? What will Minnesota be like in 1960? What will Minnesota be like in 1970? Here are the facts:

These figures are derived from a study of the percentage attending college in 1953. But there is no reason to doubt that the trend will continue to increase. If we assume that the percentage of college-age youth who are attending college will continue to increase at the same rate, our estimates of future enrollment are as follows:

By 1960, the number of college students in Minnesota will be 380,000. By 1970, the number of college students in Minnesota will be 500,000. This represents an increase of 180 per cent over the 1953 figure.

For what size student body must the University prepare? An estimate of 42,500 by 1970 seems not at all unreasonable, bearing the earlier figures in mind. Even a straight projection of current attendance would indicate more than 30,000 students. By and large the enrollment prediction data that the University has worked out from year to year, for use internally as well as for legislative purposes, have been satisfactorily close to the facts.

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### LETTER OF TRANSMITTAL

decades before us. Among these is the pronounced tendency of business, industry, and government to require more and more education as a prerequisite to employment. Furthermore, it is understandable why more parents each year desire to provide their children with greater educational opportunities than they themselves secured. Still another factor, the provision of veterans' training, has made possible college attendance for larger numbers of youth than might normally afford such training. GI education benefits have been a stimulant also to non-veteran youth, and will have a further effect in increasing the likelihood that they, as parents, will expect to provide nothing less for their own children than they themselves secured in the way of educational opportunities. Still another factor is the continuous increase in the percentages of students completing Minnesota high schools. And it is the high school graduates that constitute the reservoir from which college enrollment figures are derived. These four factors, it would appear, are likely to accelerate future college enrollments somewhat beyond the normal estimates given above.

One may argue about the absolute accuracy of these predictions. The figures may be on the high side; they may likewise be low. The fact remains, however, that all signs point to an enormous increase in the number of college students in Minnesota. It matters little whether these particular figures are a few thousand one way or the other from the eventual actualities. They are valid signs of the job to be done. Surely they suggest some questions that call for serious consideration now.

Where will these Minnesota youth go to college? Past experience establishes that the University has provided for approximately one half of the students who attend college in Minnesota. There is nothing to make one believe that in the future this proportion will be less. The likelihood is that it may be higher. The private colleges have always played an important and significant role in the education of Minnesota youth, but in many ways they have less flexibility with respect to their admissions than the University. They face somewhat different problems in plant resources, in financial resources. While private institutions can, even though reluctantly, put ceilings on their enrollments, it is difficult indeed for the University, in the face of demands for admission, to refuse to accept qualified students. It did not do so in the years immediately following World War II; it cannot do so when the normal population increases again bring vast numbers of students to its doors, I believe.

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In this report show, there was further increase in student numbers. We are confident that there will be at least 19,650 students attending in the fall of 1954-55, and an average of 21,250 for the biennium 1955-57. The upward trend is apparent, and the trend is an accelerating one.

Are there future enrollments of a temporary nature? Following World War II, enrollments jumped to an all-time high at the University, but subsequently declined. That is easy to understand, for the bulge that followed the war was a flood of beginning students; it will be a flood of more advanced students in the years ahead. They do not reflect a sudden release of deferred educational ambitions. As a matter of fact, a sudden release of deferred educational ambitions. As a matter of fact, a sudden release of deferred educational ambitions.

It is primarily new, non-veteran freshmen who are pushing the enrollment figures up. The enrollment predictions I have presented here, it must be emphasized, represent, not a new veteran bulge but rather, a normal trend that follows increases in the birth rate, the intensification of desires on the part of parents that their children should have a college education and the advantages that are associated with it; a similar consciousness on the part of the youngsters themselves that there are real advantages in a college education; and the underlying demands of industry, business, and the professions for more and more education on the part of those who accept.

The load ahead, then, is a continuing one. It is something to be faced and prepared for. This point must be underscored as we of the University, the Legislature, and the people of the state think of the future. To be sure, the present is a difficult one. But the future is bright. All signs point to a bright future. To be sure, the present is a difficult one. But the future is bright. All signs point to a bright future.

As a temporary measure such adjustments could be made—but only if we knew that they were temporary. I am confident, though, that the knowledge that they were temporary, had the post-war load come, would have been a serious reaction. To University officials, figures like these are not only a challenge but also a warning. To the public, they are a challenge and a warning.

Two factors enabled us to do the job that was done in that hectic post-war period: one was the devotion of the staff, faculty and citizen alike, to the institution and to the state that has loyally served

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With more and more students coming to campus, Minnesota's future plans involve more extensive—

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### FACILITIES AND FACILITIES

By Dean R. E. Summers

BECAUSE of the high and ever-increasing birth rate in the United States in recent years, our citizens have a problem not unlike that faced by the people of a growing young family. For the present and the immediate future, there are some rather frightening possibilities to be assumed and a great amount of activity to be undertaken. Beyond, however, lies the promise of a future of great hope and real security.

What is needed now is the understanding, the cooperation, the uninterfered action, and the means to go forward from year to year with the new crop of youngsters in every other college and in every other productive year of life. It is essential that we meet this challenge to expand our ability to work to national defense that we do so.

College-Age Group Increasing

In less than the last 10 years, this country's reports on population have raised their forecasts for the 1970's by about 20 million people. The reason is that the greatly increased birth rate of the World War II period have not only increased the number of young people but also the number of young people who are now in the college age group.

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