

## President: Enrollment Up Again, Limitations Will Begin Next Fall

University of Minnesota enrollment again exceeds that of last year with a fall quarter total of 38,403 students currently attending classes on the Minneapolis, St. Paul, Duluth, and Morris campuses. This is an increase of 3,291, or nine per cent over the fall quarter, 1963, high of 35,112.

There are 33,797 students enrolled this fall on the Minneapolis and St. Paul campuses (up eight per cent over last year.)

Studies of classroom and office space potentially available to the University for fall, 1965, have made it clear that the University must seek to hold its total enrollment to about 42,000 students in the fall, 1965.

Changes in admission standards for the College of Liberal Arts and the General College on the Minneapolis Campus are partially to serve this end, according to an announcement made by President O. Meredith Wilson in a November 23 news conference.

Effective in the fall of 1965, freshman applicants to the College of Liberal Arts must have a College Aptitude Rating (CAR) of 50 or above for admission, according to President Wilson. The present CAR threshold for that college is 40. The CAR is an average of the high school percentile rank and Minnesota Scholastic Aptitude Test percentile scores.

The General College will seek to control its growth so that total enrollment will not exceed 4,000 freshman and sophomore students in the fall of 1965, explained President Wilson. If applications for new freshman admissions exceed the number that can be accepted within these limits, applicants to be admitted will be selected according to a pattern which will re-

tain the distribution of ability levels that has prevailed in recent years among students in General College.

According to the official announcement, the faculty, the administration, and the Regents have been acutely aware of the need to undertake these new policies in ways that will not close the doors of educational opportunity to qualified students who seek to further their education. Accordingly, much attention has been given to the alternatives which will be available to students affected by the new policies. Emphasis has been placed on opportunities offered by the General Extension Division, the 1965 summer session, the General College, and the junior colleges of the state.

The University's Duluth and Morris campuses are experiencing  
*(Continued on page 4)*

### Parents Urged to Read Request to Legislature

Accompanying this issue of Reports is a copy of "The Needs of the University of Minnesota," a request from the University to the State Legislature for the biennium 1965-67.

Readers are urged to study this request so that they are aware of the financial needs of the University and its proposed budget.

Others who will receive this statement include members of the Legislature, staff members of the University, and University alumni.

Readers are encouraged to pass it on to others who are also interested in the advancement of higher education in Minnesota. Additional copies may be obtained from the Department of University Relations, 217 Morrill Hall.

### Dads' Association - For Moms Too!

Although the name of the Dads' Association has remained the same through the years, its membership and its activities have been greatly expanded. It could, perhaps, more properly be called a "Parents' Association." Mothers, as well as fathers, are eligible to belong and encouraged to join.

The November Dads' Day programs, information sessions for parents of new students, and scholarship receptions are some of the varied events sponsored by the Dads' Association.

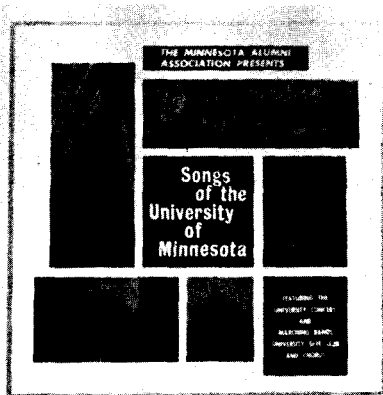
Through these events, parents gain insight into the University and its operation, and into the lives of their sons and daughters; they also have an opportunity to meet informally with staff and faculty members.

Dads' Day in the fall provides the fun of a football game along with more serious lectures and discussions. This year on November 14, parents attended meetings on such topics as the financial help available to students, the operation of University classes, career possibilities, and the role of the parents in modern education. A 9:30 a.m. coffee hour was followed by an address by Assistant Vice President for Academic Administration Donald K. Smith. A pre-game luncheon ended the morning's more serious activities.

Later, parents were special guests in Memorial Stadium where they saw the Gophers intercept three passes and break all but one Purdue drive to insure the 14-7 victory over the Boilermakers.

In addition to regular monthly meetings of the Association in the Twin Cities, teams of staff and faculty representatives present programs for parents who live outside the Twin Cities area. Such meet-

*(Continued on page 4)*



## Faculty Members Receive Administrative Appointments



John R. Borchert



Paul A. Cartwright



Gertrude M. Gilman



Harvey H. Hoyt

Mpls. Star Photo

### 'U' Bands, Vocalists Record New, Old Songs

The spirit of a football game at Memorial Stadium with all its intensity and excitement, has been captured on the University's new record, "Songs of the University of Minnesota." The record introduces two new songs and offers a fresh interpretation of many of the familiar songs and marches.

University Bandmaster Frank Benciscutto wrote all arrangements and one of the songs, and directed the University Concert Band, Football Marching Band, Men's Glee Club, and University Chorus to make the record.

"It's not merely a collection of songs," says Benciscutto. "We've practically written a symphony on University of Minnesota school songs by setting them in a total picture that opposes the light and the gay with the dramatic, and the fast with the slow."

One side of the record is instrumental; the other is completely vocal. Included are old unforgettables as "The Rouser," "Minnesota Fight," Sousa's "Minnesota March," and "Hail, Minnesota." The two new songs are "We're on Our Way," by Frank J. Black, and Benciscutto's "Our North Star."

The record has achieved notice and acclaim both from University alumni and professional musicians. As a lasting musical tribute to the University, it would make an appropriate and appreciated gift to students, faculty, alumni or friends of the University.

The record is available through the Alumni Association Office, 205 Coffman Union. Purchase price is \$2.95 for students, faculty, and alumni, and \$3.50 for the public.



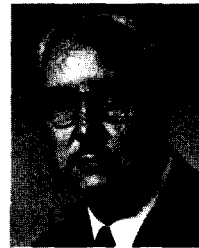
John D. Hurrell



Robert J. Keller



Elmer W. Learn



Wm. A. McDonald



Luther J. Pickrel



Edwin M. Schaffer



John G. Turnbull

Several University faculty members have recently assumed new administrative appointments in various colleges.

Professor of Geography John R. Borchert was made associate dean of the Graduate School. He was chairman of the Department of Geography from 1956 until 1961.

Associate Professor of Electrical Engineering and Director of IT Placement Paul A. Cartwright was named assistant dean of the Institute of Technology in July.

Miss Gertrude M. Gilman has been named the new director of University Hospitals. Miss Gilman previously was senior associate director of the hospitals.

Professor Harvey H. Hoyt, head of the Department of Veterinary Medicine and Clinics, accepted additional responsibilities when named associate dean of the College of Veterinary Medicine.

Former director of University High School, Robert J. Keller, has been named dean of the College of

Education.

Professor of Classics William A. McDonald was selected to direct the newly revised honors program in the College of Liberal Arts.

The newly appointed dean of the School of Dentistry is Professor Edwin M. Schaffer. Professor Schaffer had served as clinical professor and chairman of the Division of Periodontics in the School of Dentistry.

Professor Elmer W. Learn, former head of the Department of Agricultural Economics, has been named assistant to President O. Meredith Wilson.

President Wilson's former assistant, Professor Luther J. Pickrel, is now director of the Agricultural Extension Service of the Institute of Agriculture.

The College of Liberal Arts has two new associate deans. They are John D. Hurrell, head of the Division of Humanities, and John G. Turnbull, head of the Division of Social Sciences.



The University of Minnesota is a great university, built by Minnesotans to fulfill the needs of Minnesotans. It is great in size. And it is great in stature — with a reputation which proves that quality and quantity are compatible. Its standards are set by Minnesotans — and Minnesotans have never lived easily with mediocrity. It is an educational institution, a research center, and a public servant. In these three inseparable university functions it serves its State and its nation with distinction. As Minnesota citizens we would have it no other way.



O. MEREDITH WILSON  
*President*

**Board of Regents:** CHARLES W. MAYO, M.D., *Chairman of the Board*, Rochester; MARJORIE J. HOWARD (Mrs. C. E.), *Vice Chairman of the Board*, Excelsior; DANIEL C. GAINNEY, Owatonna; BJARNE E. GROTTUM, Jackson; GERALD W. HEANEY, Duluth; ROBERT E. HESS, St. Paul; FRED J. HUGHES, St. Cloud; A. I. JOHNSON, Benson; LESTER A. MALKERSON, Minneapolis; WILLIAM K. MONTAGUE, Duluth; OTTO A. SILHA, Minneapolis; HERMAN F. SKYBERG, Fisher.

**To: THE CITIZENS OF MINNESOTA  
AND THEIR ELECTED REPRESENTATIVES AND SENATORS IN  
THE STATE LEGISLATURE**

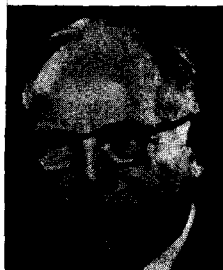
As Regents of the University of Minnesota, we represent you in the conduct of our University's affairs. We are elected by the two houses of the State Legislature sitting in joint session, and under the Constitution of our State, must establish policies for the administration of the University. As your representatives, we must tell you that for the first time in our University's history, the Board of Regents is submitting to the Legislature a request which assumes controlled growth of total enrollment.

In this Statement of Needs you will find a summary accounting of how much money will be needed by the University during the two years of the 1965-1967 biennium. The money we are requesting will be used for general operations and maintenance, for buildings and land, and for certain special programs, including University Hospitals.

Ever since World War II, we in the United States have had to cope with the problems and the inherent responsibilities of an exploding population. Elementary and high schools were built by the thousands. Now our facilities for higher education must be expanded at an accelerated rate.

This booklet reminds us of the numbers of young Minnesotans who reach eighteen years of age -- generally the age for beginning college -- each year. These young men and women are our own children; we know they are not problems to us or to our State or to our future; we know they are our opportunities. They are, in themselves, a justification for this request to the Minnesota State Legislature.

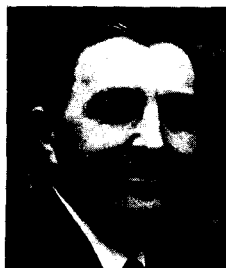
Further justification can be found, if needed, in the kind of world we have created. It is a world of challenging frontiers. We are exploring in space, developing mechanical replacements for hearts and kidneys and other parts of the human body. We are faced with the problem of making automation our tool rather than our master. All of us are caught up in this exciting new-era pioneering. We are a part of it.



Daniel C. Gainney



Bjarne E. Grottum



Gerald W. Heaney



Robert E. Hess



Marjorie J. Howard

And while we are meeting the new challenges, we are required to go on trying to solve the everyday problems. Our communities need more nurses, teachers, lawyers, doctors, engineers -- the list is endless. Business, agriculture, industry, and government need more physicists, executives, chemists, mathematicians, architects -- again the list is endless.

Our University was founded in the belief that education is the basic instrument required for accepting all of the challenges -- and the opportunities -- of the world in which we live. That theory was valid in 1851, another pioneer era. And it is valid today.

Our University is as deeply committed to the future as it is to the present. Our aspirations for it, as citizens of Minnesota, are of prime concern to everyone identified with it -- students and their parents, alumni, teachers, scientists, and all other staff members.

Our responsibilities to the University -- yours and ours -- become increasingly clear. Our investment in the present is a measure of our faith in the future.

In this spirit we ask for your support.

*Fred J. Hughes*      *Maryann Howard*      *Lester A. Malkerson*  
*W.K. Montague*      *A.I. Johnson*      *Robert E. Hase*  
*Pyramus C. Cotton*      *Charles W. Mayo*      *Otto A. Silha*  
*Herman F. Skyberg*      *Gerald W. Heaney*      *David G. Finney*



Fred J. Hughes



A. I. Johnson



Lester A. Malkerson



Dr. Charles W. Mayo



William K. Montague



Otto A. Silha



Herman F. Skyberg

# IT TAKES STATE MONEY TO MAINTAIN AND NOURISH A GREAT STATE UNIVERSITY

The University of Minnesota is a State University. It could not exist without State money. In all the facets of its operation as an educational institution, as a research center, and as a public servant it is dependent upon money appropriated by the State Legislature.

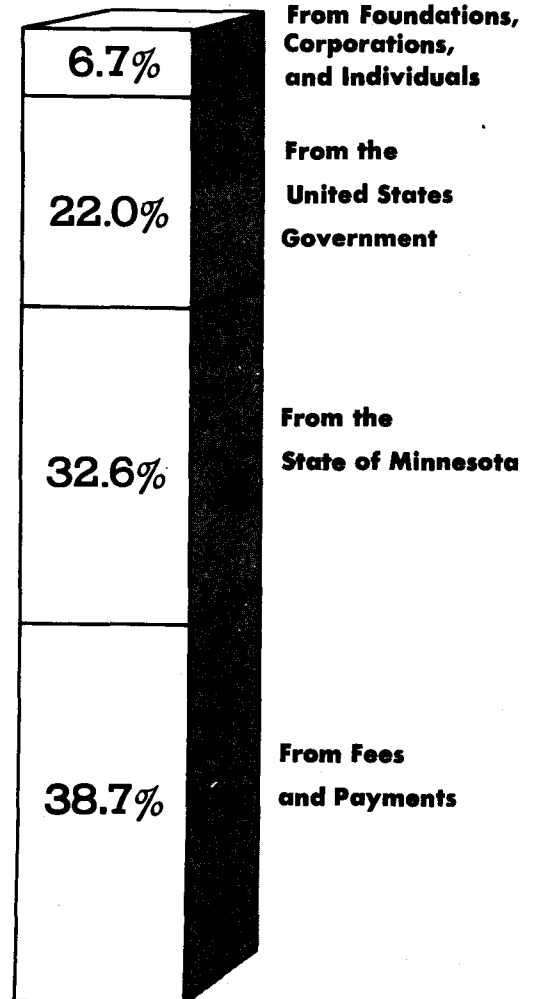
State money meets the payroll for the teachers who educate our sons and daughters; for clerks, secretaries, bookkeepers, librarians, and all of the other staff members required by a great university in serving its threefold purpose.

State money pays for the innumerable necessities of our University's physical operation and maintenance — for supplies and equipment, for heat and electricity, for repairs and all kinds of housekeeping chores.

State money is inescapably the magnet that attracts money from other sources to our University. And money from other sources — from gifts, from grants, from endowments — is related to the strength of the magnet, the State money appropriated to the University by the Minnesota State Legislature.

State money. Our University cannot exist without it. The income bar graph on this page will show you why.

## *Sources of University Income 1963-1964*



# IT TAKES STATE MONEY TO SUPPORT THE THREE INSEPARABLE UNIVERSITY FUNCTIONS

## TEACHING

## RESEARCH

## SERVICE

### 1964-1965 ENROLLMENT

**38,403** daytime  
collegiate  
students

3,291 more than last  
year

**15,391** evening class  
students

**1,440** sub-collegiate  
students\*

### 1964 SUMMER SESSION ENROLLMENT

**12,998** 1st session

**9,010** 2nd session

### LAST YEAR, 1963-1964

**30,786** in continuation  
and short  
courses

**11,565** in correspond-  
ence courses

**TEACHING** The principal business of any university is teaching, and teaching-related expenses exceed all other expense items in our University's budget. State money is used primarily to support the teaching function.

The University of Minnesota is an internationally renowned educational institution with a primary obligation to the citizens of Minnesota. In meeting that obligation it provides — through a variety of means available only to a university — some form of instruction or service to almost every family in every county in our State. The figures in the margin represent only a fraction of the Minnesotans who receive, each year, some type of instruction from the University.

We Minnesotans are above the average in our desire for education. Our University makes every attempt to meet our educational needs, but its ability to do so is determined, now and in the future, by the strength of Legislative appropriations.

\* Sub-collegiate schools: the Schools of Agriculture in Crookston, Waseca, and Grand Rapids; the Laboratory School on the Duluth campus; the College of Education's High School, Nursery, Kindergarten and Elementary Schools on the Minneapolis campus.



**RESEARCH** Every Minnesotan benefits, directly or indirectly, from University of Minnesota research.

University research helps attract the outstanding scholars and scientists who teach our sons and daughters — and it serves as an indispensable teaching tool.

University research helps Minnesota farmers, Minnesota industry, Minnesota business, Minnesota doctors, Minnesota homemakers. In company with University teaching and service, it works toward the full employment of all of Minnesota's natural resources — land, water, forest, air, minerals, and people.

Our University is one of the ten major research universities in the United States.\* As such it is a major recipient of federal government grants and contracts. And as such it attracts gifts and grants from large foundations.

Gifts and grants and contracts from outside sources are an economic stimulus to our State. They mean fuller employment, bigger payrolls, increased sales and purchases, and a higher standard of living for all of us. They help, too, with the support of our University's instructional programs. But we all must remember that these outside monies are *earned*, not given. They are awarded for accomplishment, and they are dependent upon continued achievement.

It is *State* money that must give the basic support that makes the University's research achievements possible. Those achievements are notable — and many. They encompass significant pioneer and contributory research in almost every field. We wish it were possible to list them all.

\* The ten universities, in alphabetical order: California, Chicago, Columbia, Cornell, Harvard, Illinois, Massachusetts Institute of Technology, Michigan, Minnesota, Stanford. *Industrial Research*, April, 1964, *Trends in University Research*.

**Open-heart surgery**

**New varieties of  
fruits and crops**

**The key to synthetic rubber**

**Taconite process**

**Scientific studies at  
Camp Minnesota in  
the Antarctic**

**Brucellosis**

**Language laboratories**

**Instruments and cameras  
for space exploration**

**Organ transplants**

**Teaching techniques**

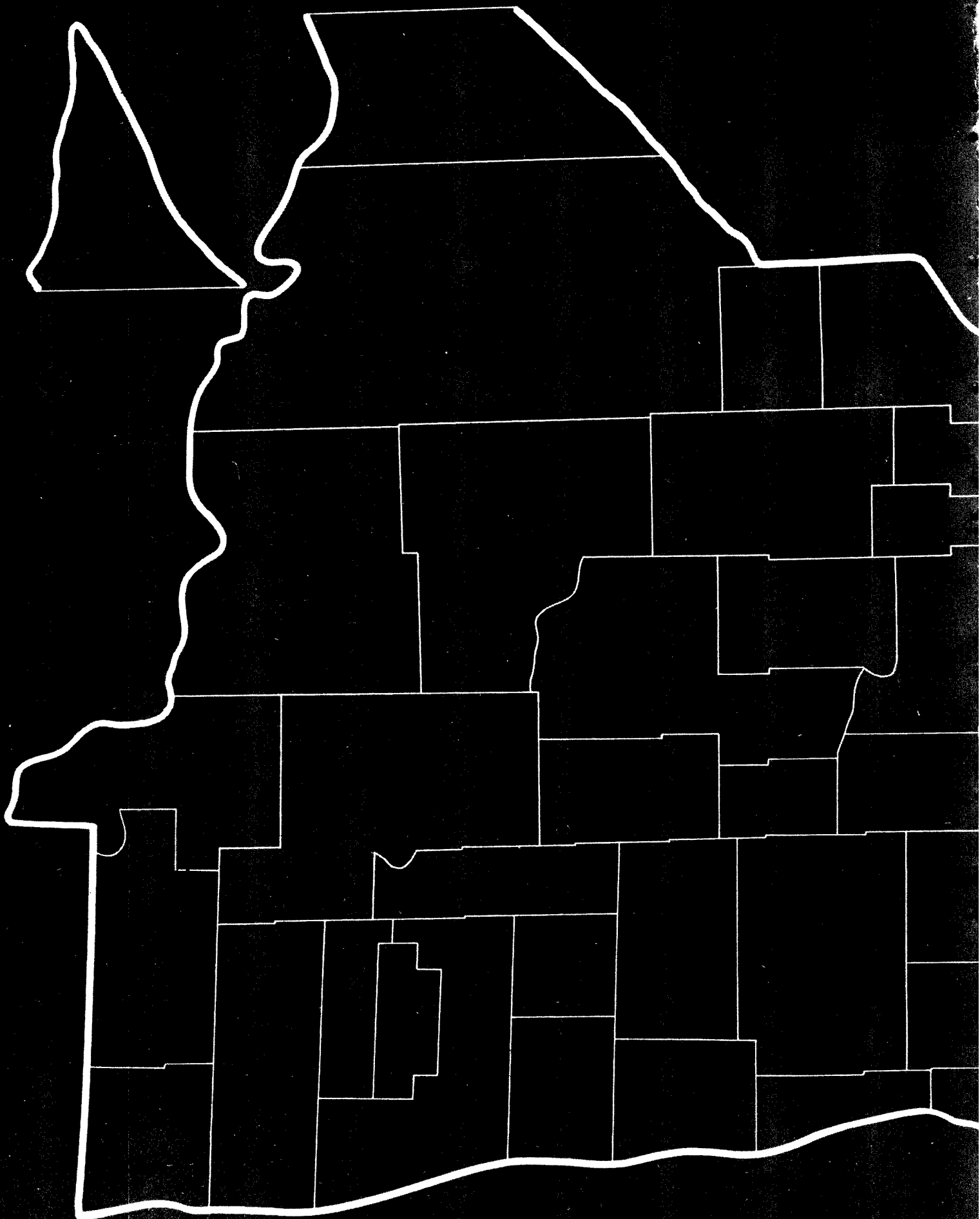
**Isolation of uranium 235**

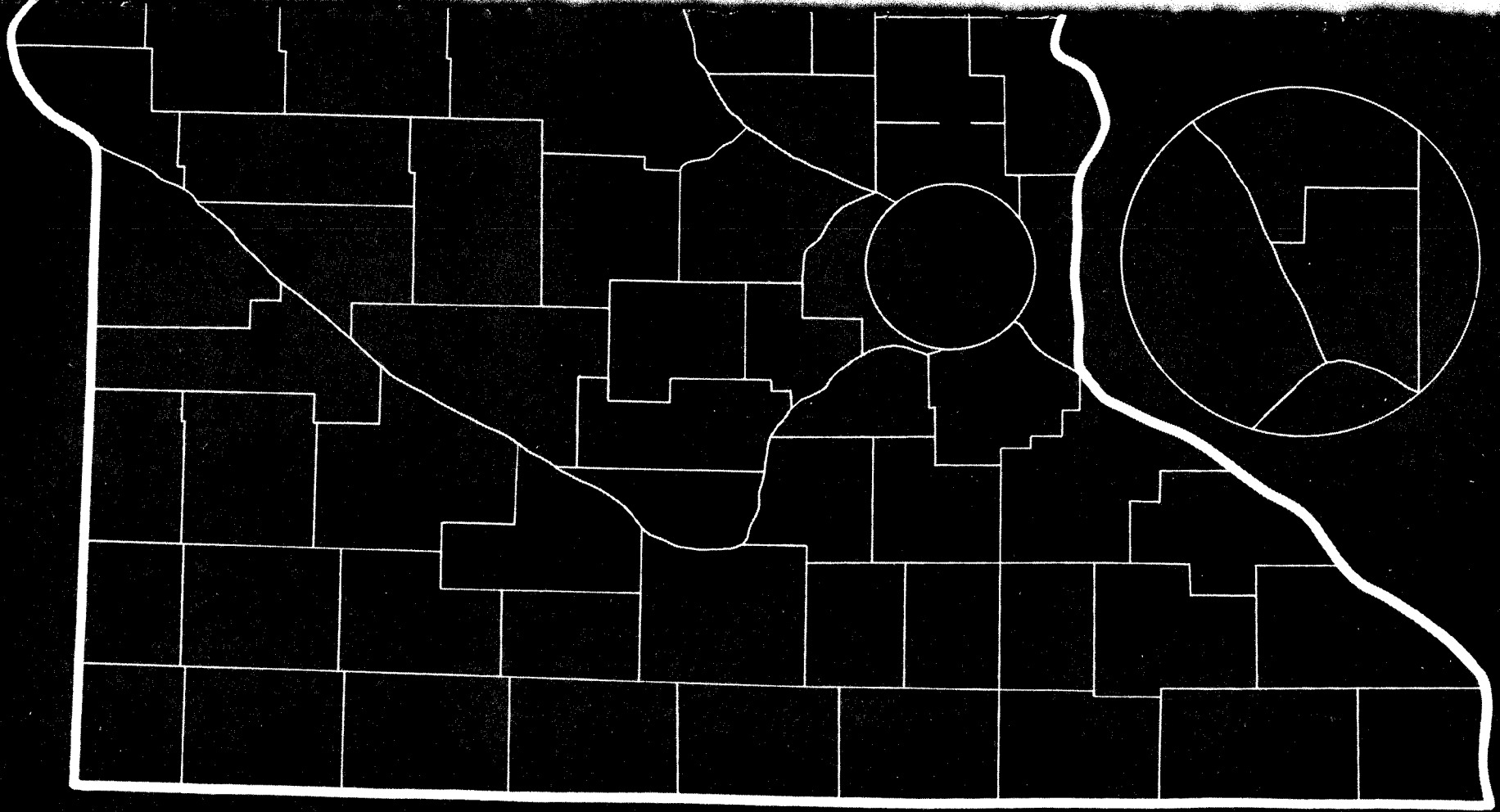
**Minnemath (Minnesota  
School Mathematics  
and Science Center)  
and**

**Minnemast (Minnesota  
Mathematics and  
Science Teaching  
Project)**

**Cosmic ray studies**

**Heat transfer —  
aerodynamics**





# TEACHING RESEARCH SERVICE



**Centers of  
Resident Collegiate  
Instruction**



**Research**



**General Extension  
and Short Courses**



**Educational Radio  
and Television**



**Schools of Agriculture**



**Experiment Stations**



**Agricultural Extension Services  
(including County  
Agricultural Agents,  
Home Agents, 4-H Club Agents)**

## **Diagnosis and Treatment of Disease**

**University Hospitals**  
**Cancer Detection Center**  
**Dental Clinic**  
**Veterinary Diagnostic Laboratory**

## **Municipal Reference Bureau**

**Services to municipal government, students, interested citizens**

**Information**  
**Research**  
**Training**

## **The Dight Institute of Human Genetics**

## **Identification of Plants, Insects, Minerals**

## **Short Courses and Continuing Education**

**For**  
**Doctors**  
**Farmers**  
**Dentists**  
**Cheesemakers**  
**Social Workers**  
**Many others**

## **Industrial Relations Center**

## **Educational Surveys**

**Concerts and Lectures**  
**In Northrop Auditorium**  
**On all campuses**  
**At Minnesota high schools**

## **Educational Radio and Television Programs**

**SERVICE** Our University's record as a public servant was established long ago. As a university it could offer then — as it does now — a broad range of services that can best be provided by a university.

University public services are used in every corner of our State, as the map on the preceding pages indicates. They are available to every individual Minnesotan, to Minnesota organizations, to Minnesota professions, to Minnesota business, education, agriculture, and industry.

And they are dependent upon State money for support.

The value of what is given in return for that support is evident in examples of University public service:

**Agricultural Extension Service.** A state-wide educational arm of the University available to all Minnesotans, whether rural or urban. Provides a wide range of educational programs throughout Minnesota. Covers a variety of subjects on all phases of Community Development, Agricultural Production, Supply and Marketing; 4-H Work, Home Economics, Economic Policy, and many others. Publications on many subjects available through County and State Extension offices.

**Minnesota Geological Survey.** Important service available to Minnesota industry. Instrumental in the discovery of additional ore deposits in Minnesota. Serves as consultant to Minnesota's mining industry. Adviser and consultant on the uses of Minnesota minerals and clay. Assists in locating water supplies and industrial sites for industry.

**College of Education Services.** Bureau of Recommendations, a placement and personnel service for University graduates and for schools, colleges, and universities in need of teachers. Conferences and workshops for professional workers in education. Participation in institutes and short courses offered by the Center for Continuation Study of the General Extension Division to elementary and secondary school teachers, principals, and guidance workers.

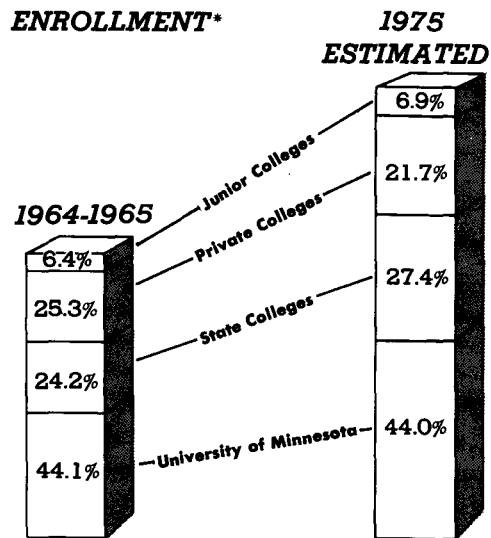
# TEACHING RESEARCH SERVICE

## TODAY AND TOMORROW

For ourselves and our children we Minnesotans have demanded all three of these educational functions from our University. If we want them we must be willing to pay for them. That we do want them — and will continue to do so — is obvious in the number and the kinds of requests for help the University receives, and in present and future enrollment figures. These figures indicate that the University of Minnesota must always be prepared to meet a large share of Minnesota's demands for higher education.

For the next ten years there will be marked increases in Minnesota's college-level enrollment. The increases are a result of a natural phenomenon — Minnesota's eighteen-year-olds. Since shortly after World War II, we have been talking about the tidal waves of college students that would result from the post-war baby boom. The first large wave of Minnesota's post-war babies — now eighteen years of age and ready for college — is upon us. Succeeding waves will be even larger. The astonishing statistics on Minnesota's eighteen-year-olds illustrate the point.\*\*

**MINNESOTA  
COLLEGE-LEVEL  
ENROLLMENT\***



**1955** — There were **43,203** eighteen-year-olds living in Minnesota.

**1960** — There were **51,369** eighteen-year-olds living in Minnesota.

**1965** — There will be **71,810** eighteen-year-olds living in Minnesota. Born in 1947, these youngsters represent the first large wave of post-war babies.

**1970** — There will be **75,119** eighteen-year-olds living in Minnesota.

**1975** — There will be **81,728** eighteen-year-olds living in Minnesota.

We Minnesotans can no longer close our eyes to the higher educational demands of the post-war babies, nor to the fact that many of them will be applying for admission to the University of Minnesota. Although we must do everything possible to meet the needs represented by present and future college enrollment statistics, the University cannot accept enrollments that exceed the limit of its physical capacity. Thus, the 1965-1967 Legislative request is based on controlled growth of total enrollment.

\* The figures in these tables were released by the institutions involved, and represent only daytime collegiate enrollment.

\*\* Material from Minnesota School Census data, as reported by S. W. Harvey in *College Age Population Projections*, 1964 revision, State College Board.

# IT TAKES STATE MONEY TO RECRUIT AND RETAIN AN OUTSTANDING FACULTY

## AVERAGE CASH SALARIES PLUS FRINGE BENEFITS

Where does Minnesota stand in comparison with eleven other leading universities?

### 1963-1964

	NINE-MONTH STAFF*	TWELVE-MONTH STAFF**
Professors	8th out of 12	8th out of 11
Associate Professors	11th out of 12	8th out of 11
Assistant Professors	12th out of 12	7th out of 11
Instructors	12th out of 12	6th out of 11

### 1964-1965

	NINE-MONTH STAFF*	TWELVE-MONTH STAFF**
Professors	10th out of 12	10th out of 11
Associate Professors	11th out of 12	10th out of 11
Assistant Professors	12th out of 12	7th out of 11
Instructors	12th out of 12	8th out of 11

The hallmark of a truly great university is not the *number* of students enrolled. It is the *quality* of the education those students receive; and quality in education is a matter of teachers and their abilities and their standards.

The University of Minnesota earned its reputation as a great educational institution by combining quality and quantity, but quality is the real and lasting strength of our University.

The University must recruit and retain superior teachers. It must be prepared to compete with other schools for the services of those teachers. Salary is a decisive factor in this competition. We must be willing to bear the cost if our University is to continue to give young Minnesotans the advantage in *their* competition for a place in the world.

The comparison charts on this page speak for themselves about the competition our University of Minnesota must face in salary schedules and fringe benefits. The eleven other leading universities included in the comparison are: California, Chicago, Illinois, Indiana, Iowa, Michigan, Michigan State, Northwestern, Ohio State, Purdue, and Wisconsin. And they certainly are not the only schools with which Minnesota must compete for superior teachers.

In 1963, the University asked the State Legislature for an 8 per cent increase for improvement in faculty salaries and fringe benefits for each of the two years of the 1963-1965 biennium.

The Legislature granted a 5 per cent increase for each of the two years.

As Regents of the University, we are again asking the Legislature for an 8 per cent increase for improvement in faculty salaries and fringe benefits for each of the two years of the 1965-1967 biennium. The increases requested are minimal, and the comparison tables indicate that they are mandatory if we are to reverse the downward trend in the University's standing.

\* At the University of Minnesota 67% of the faculty members are on a nine-month basis.

\*\* One of the twelve universities does not identify twelve-month staff.

# STUDENT-FACULTY RATIOS

Teachers and their standards are one measurement of any school's educational quality. A second measurement, equally important, is the student-faculty ratio — how many students to how many teachers. There is a distinct relationship between that ratio and effective teaching.

Staffing requirements at the university level differ from those of other state and private colleges. At the university level, there are *three* teaching jobs to be done — three identifiable student groups to teach. These are (1) undergraduate and non-professional, (2) technical and professional, and (3) medicine, dentistry, veterinary medicine and graduate. The courses taken by the three groups vary in difficulty and degree of intensity. Consequently, the three groups differ greatly in their demands on the time and resources of faculty members. Undergraduate and non-professional instruction demands less faculty time than instruction in the technical and professional schools. In graduate education and in highly specialized fields such as medicine or dentistry, individualized instruction is absolutely essential. The instructional needs of each group should be reflected in its student-faculty ratio.

The ratios in the margin represent the generally accepted standards for effective university teaching. They are goals still to be reached by our University of Minnesota. They are used to determine how many additional teachers the University will need to meet the enrollment demands of the next two years.

## STUDENT-FACULTY RATIOS FOR EFFECTIVE TEACHING

### Undergraduate and Non-professional

19 / 1  
STUDENTS / TEACHER

College of Liberal Arts  
General College  
College of Education  
University College  
University of Minnesota,  
Duluth

### Technical and Professional

12.7 / 1  
STUDENTS / TEACHER

College of Agriculture  
School of Business  
Administration  
Institute of Technology  
School of Law  
College of Pharmacy  
College of Medical Sciences  
(except Medicine)

### Medicine, Dentistry, Veterinary Medicine, Graduate School

6.3 / 1  
STUDENTS / TEACHER

Medicine in the College of  
Medical Sciences  
School of Dentistry  
College of Veterinary  
Medicine  
Graduate School

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## EFFECTIVE TEACHING REQUIRES ADDITIONAL FACULTY MEMBERS...

**1965-1966**

Estimated enrollment increase  
4,500

**374** new teachers needed

**1966-1967**

Estimated enrollment increase  
2,350

**211** new teachers needed

In planning the size of the University's teaching staff there are three major considerations: (1) the current level of appropriations based on previous enrollment estimates, (2) estimated enrollment by colleges within the University for the 1965-1967 biennium, taking current physical limitations into account, (3) the generally accepted student-faculty ratio.

To determine the additional staff needs for 1965-1966 and 1966-1967, the estimated enrollment increases for these years were first grouped into the three instructional categories mentioned on the previous page. Then the number in each category was divided by the required student-faculty ratio. The Legislative request for additional staff members is the result.

## ADDITIONAL CIVIL SERVICE STAFF...

**1965-1966**

**178** additional  
Civil Service staff needed

**1966-1967**

**93** additional  
Civil Service staff needed

The need for Civil Service staff is related to enrollment increases. When teachers are added to the faculty, additional Civil Service people are required. They do the supporting work related directly to the teaching program — the functions that can be done more economically and more effectively by staff members without teaching responsibilities. Librarians, counselors, admissions clerks, laboratory assistants, and many other non-teaching staff members are essential to the teaching program. These needs, too, are directly related to the number of new teachers and new students.

## TEACHING SUPPLIES AND EQUIPMENT

**\$83.63** per student

Instructional supplies and equipment are essential to the education of our University's students. Microscopes, calculators, and computers, as well as soap, examination paper, library books, office supplies, and postage are teaching-related necessities. They are the basis for calculating the University's per student cost. Over the last three years that cost has averaged \$83.63 per student annually.

Enrollment increases in the two years of this biennium will mean additional expenses, more supplies, more equipment. To meet these additional costs, we, as Regents, are asking the Legislature for additional funds for each year of the biennium. Our request is based on the estimated increase in new students multiplied by the yearly per student cost of \$83.63. The amounts are included in the summary of needs for Operations and Maintenance.



# INDEX TO SUMMARY OF UNIVERSITY NEEDS

	<u>Legislative Appropriations 1964-1965</u>	<u>Legislative Request 1965-1966</u>	<u>Legislative Request 1966-1967</u>
Pages 16-17 — GENERAL OPERATIONS AND MAINTENANCE . . . . .	\$33,364,149	\$40,830,529	\$46,300,762
Page 18 — UNIVERSITY OF MINNE- SOTA, MORRIS . . . . .	490,266	746,901	812,967
Page 19 — SPECIAL STATE APPRO- PRIATIONS . . . . .	2,651,254	3,698,858	4,075,743
Page 20 — CROOKSTON (included in Special State Appro- priations) . . . . .			
Page 21 — UNIVERSITY HOSPITALS*	4,192,671	4,859,045	5,221,910
TOTAL . . . . .	<u>\$40,498,340</u>	<u>\$50,135,333</u>	<u>\$56,411,382</u>

Pages 22-23 — LAND AND BUILDINGS	<u>Legislative Request — 1965-1967</u>
Minneapolis Campus . . . . .	\$29,440,433
St. Paul Campus . . . . .	8,895,750
Duluth Campus . . . . .	6,202,000
Morris Campus . . . . .	2,137,600
Schools of Agriculture and Experiment Sta- tions . . . . .	1,884,400
TOTAL . . . . .	<u>\$48,560,183</u>

\*Excludes amounts available from counties.

# IT TAKES STATE MONEY TO OPERATE AND MAINTAIN A STATE UNIVERSITY

Financially speaking, the General Operations and Maintenance appropriation is the University of Minnesota. It is used to meet the cost of the fundamental work of the University. Without it our University could not exist.

Among the major expenses to be met are these:

- The instructional costs of all colleges and departments on the Minneapolis-St. Paul campuses.
- The instructional costs of University of Minnesota, Duluth. Instructional costs for the three campuses account for the largest single share of current operations expenses.
- The general and administrative costs of the University.
- The operation and maintenance of buildings and grounds.
- Part of the cost of the Summer Sessions and the General Extension Division (primarily self-supporting from tuition).
- The cost of the Library.
- The operation of the sub-collegiate schools and the Experiment Stations.

## EXPLANATION OF TOTAL OPERATIONS AND MAINTENANCE NEEDS—1965-1967

	<u>1965-1966</u>	<u>1966-1967</u>
For total Operations and Maintenance the University will need .....	\$62,854,967	\$69,463,342
 <b>But —</b>		
Income from tuition and fees, general income and departmental income will be .....	<u>\$22,024,438</u>	<u>\$23,162,580</u>
 <b>Therefore —</b>		
We are asking the Legislature for .....	<u><u>\$40,830,529</u></u>	<u><u>\$46,300,762</u></u>

**GENERAL OPERATIONS AND MAINTENANCE**

**SUMMARY OF INCREASES**

	Increase Each Year Over Previous Year	
	<u>1965-1966</u>	<u>1966-1967</u>
<b>ACADEMIC STAFF</b>		
Salary improvement .....	\$ 2,028,885	\$ 2,517,084
Additional staff .....	4,073,608	2,477,288
<b>CIVIL SERVICE SALARIES</b>		
Salary adjustments		
Merit increases .....	425,943	496,877
Proposed State pay plan .....	709,905	
Additional staff .....	1,013,656	549,670
<b>MECHANICS PAYROLL</b>		
Salary adjustments .....	86,072	90,547
<b>OTHER THAN SALARIES</b>		
Supplies, expense and equipment .....	376,335	196,531
Physical plant — operating costs of new buildings .....	235,358	147,995
OASDI-SERA increases .....	330,654	151,567
Equipment and laboratory matching funds .....	175,000	
Library needs .....	350,000	
Mines Tax Commission increase .....	9,112	116
Matching funds — NDEA loan funds .....	121,888	
Closed-circuit television .....	260,000	(-260,000) <sup>2</sup>
Total Increases	<u>\$10,196,416</u>	<u>\$ 6,367,675</u>
LESS INCREASE IN ESTIMATED INCOME <sup>1</sup> .....	2,730,036	897,442
<b>NET INCREASE IN REQUEST</b>	<b>\$ 7,466,380</b>	<b>\$ 5,470,233</b>

<sup>1</sup>Excluding Summer Session and General Extension Division increases

<sup>2</sup>Decrease due to a non-recurring request

# MORRIS

## 1960 STUDENT BODY

**238** freshmen

## 1963-1964

**522** students

## 1964 FALL ENROLLMENT

**879** students

**68%** increase since  
1963 Legislative session

**27%** increase over last year

Because the University's newest college — the University of Minnesota, Morris — has relatively unique needs in developing a collegiate program, a separate University of Minnesota, Morris, request is being presented to the Legislature.

The collegiate program at Morris was inaugurated in 1960 — just four years ago. The campus enrolled all four classes — freshman through senior — for the first time in 1963-1964, and the first senior class was graduated last spring. The enrollment statistics are evidence of steady and gratifying growth.

The campus at Morris previously housed the University's West Central School of Agriculture with a maximum enrollment of 455. Since the inauguration of the collegiate program, the task of fitting the physical plant to the needs of college students has been a continuing problem. The accommodation of 879 students in the fall of 1964 required numerous temporary conversions of space. Maximum utilization of the physical plant is now being made.

There is an urgent need for higher education in western Minnesota. The University of Minnesota, Morris, offers expanding educational opportunities to young people drawn from 59, or two-thirds, of Minnesota's counties. To meet the demands of an increasingly large student body and faculty, a widening curriculum, and increased services, the University of Minnesota, Morris, makes the following requests for the 1965-1967 biennium.

## SUMMARY OF NEEDS

	1964-1965	1965-1966	1966-1967
<b>TOTAL BUDGET</b> .....	<u>\$756,949</u>	<u>\$1,064,712</u>	<u>\$1,167,493</u>
<b>SOURCE OF FUNDS</b>			
Transferred from Morris School of			
Agriculture budget .....	\$ 72,876	\$ 72,876	\$ 72,876
Estimated tuition and fees .....	193,807	244,935	281,650
Legislative request .....	490,266	746,901	812,967
<b>TOTAL</b> .....	<u>\$756,949</u>	<u>\$1,064,712</u>	<u>\$1,167,493</u>

# SPECIAL STATE APPROPRIATIONS

Fund Name	Legislative Appropriation 1964-1965	Legislative Request 1965-1966	Legislative Request 1966-1967
Agricultural Extension Service .....	\$ 833,000	\$ 1,067,778	\$ 1,258,297
Experiments in the Beneficiation of			
Manganiferous and Low Grade Ores .....	80,000	138,797	142,391
General Agricultural Research .....	646,000	811,136	841,525
Medical and Cancer Research .....	95,000	120,000	120,000
Veterinary Diagnostic Laboratory .....	85,000	112,024	129,954
Institute of Child Welfare .....	39,625	56,987	60,315
General Research .....	125,000	160,000	160,000
Liaison Committee .....		17,000	17,000
Minnesota Institute of Research .....	37,000	50,000	50,000
Livestock Sanitary Board, Testing of Poultry* .	(44,000)	(51,000)	(51,000)
Agricultural Research, Rosemount .....	122,542	162,061	165,731
Hybrid Corn Maturity Tests* .....	(18,000)	(18,000)	(18,000)
Tuition and Transportation Aid for Students			
of Agricultural Schools .....	45,000	41,000	43,000
Potato Processing Research Laboratory .....	(19,500)**	21,882	22,636
Business and Economic Research .....	45,000	55,000	59,000
Business and Economic Research, Duluth .....		10,000	12,000
Soybean Research .....	54,000	115,392	118,637
Geological Survey .....	60,000	125,448	129,283
Training Project in Delinquency Control .....	19,500	21,820	23,361
Psychiatric Research Fund .....	45,000	98,494	116,082
Training of Laboratory Aides .....	12,764	14,978	15,617
Special Education Training and Research			
Program .....	47,201	50,564	53,992
Beneficiation of Industrial Minerals and			
Non-ferrous Deposits .....	50,000	50,000	50,000
Industrial Relations Education Program .....	45,000	91,958	100,789
Experiments in the Beneficiation of Mangan-			
iferous and Low Grade Ores and for			
Experiments in the Direct Process Beneficia-			
tion of Ores of the Cuyuna Range .....	117,686	108,754	112,754
Maintenance of the Southwest Agricultural			
Experiment Station, Lamberton .....	46,936	78,402	79,629
Agricultural and Technical Institute,			
Crookston .....		81,050	193,750
Special Assessments, Minneapolis .....		16,597	
Special Assessments, Duluth .....		10,922	
Special Assessments, Waseca .....		260	
Special Assessments, St. Paul .....		10,554	
<b>TOTAL</b> .....	<u>\$2,651,254</u>	<u>\$ 3,698,858</u>	<u>\$ 4,075,743</u>

\*Not included in totals as this is a transfer of appropriation

\*\*Appropriated 1963-1964

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## CROOKSTON

In 1957, the Minnesota State Legislature appointed two interim commissions on education. One was to study Minnesota agricultural schools specifically, the other was to concentrate on Minnesota higher education in general. Both commissions asked the University Board of Regents to consider revising the educational programs at the University's secondary-level Schools of Agriculture.

A study committee was appointed. Upon its recommendation the School of Agriculture at Morris was closed, and the University of Minnesota, Morris, was established.

In 1963, the committee proposed that the secondary school program at Crookston be terminated as soon as possible. It also proposed that consideration be given to the establishment of a college-level technical institute at Crookston.

At this point the Northwest School Program Planning Committee was appointed. It was assigned to suggest ways in which a technical institute could be implemented at Crookston. It recommends that major emphasis should be placed on two-year technical programs emphasizing agriculture and agri-business. The Committee also recommends that the present secondary-level School of Agriculture should start its four-year termination program in the fall of 1965.

For this special project, the University is making a special request.

# UNIVERSITY HOSPITALS

University Hospitals was established in 1909 by the Minnesota State Legislature for the purpose of training students in the many fields of medical care. In the years since then — through outstanding teaching, significant research, and public service — University Hospitals has become one of the world's leading medical centers. There are, at present, 648 full-time and 1,356 part-time faculty members on the staff. They are responsible to the State, through the University, for both teaching of students and care of the patients needed for the training of future doctors and nurses.

Many Minnesota organizations contribute to the financial support of the College of Medical Sciences and University Hospitals. The Minnesota Department of the American Legion has endowed a research professorship in heart disease as a World War II memorial; the Veterans of Foreign Wars built the Veterans of Foreign Wars Cancer Research Center; Masons built the Masonic Memorial Hospital and are now raising more than \$1,000,000 to increase its size; the Variety Club of the Northwest built the Variety Club Heart Hospital, is now working to enlarge it. Each year, too, thousands of individual Minnesotans contribute funds, as memorials or gifts, to the University.

But University Hospitals' needs — like those of the entire University — must be met, in the main, by all Minnesotans. The itemized requests which follow are statements of those needs.

## SUMMARY OF NEEDS

	Legislative Appropriation 1964-1965	Legislative Request 1965-1966	Legislative Request 1966-1967
University of Minnesota Hospitals			
From the State .....	\$ 2,406,539	\$ 2,619,555	\$ 2,838,276
From the Counties .....	2,406,539	2,619,555	2,838,276
<b>Total .....</b>	<b>\$ 4,813,078</b>	<b>\$ 5,239,110</b>	<b>\$ 5,676,552</b>
Psychopathic Hospital .....	783,387	902,921	960,870
Child Psychiatric Hospital .....	303,779	330,389	348,524
Rehabilitation Center .....	628,249	889,675	950,687
Multiple Sclerosis Clinic .....	70,717	116,505	123,553
<b>Total .....</b>	<b>\$ 6,599,210</b>	<b>\$ 7,478,600</b>	<b>\$ 8,060,186</b>
Summary by Source			
From the State .....	\$ 4,192,671	\$ 4,859,045	\$ 5,221,910
From the Counties .....	2,406,539	2,619,555	2,838,276
<b>Total .....</b>	<b>\$ 6,599,210</b>	<b>\$ 7,478,600</b>	<b>\$ 8,060,186</b>

# LAND AND BUILDINGS

At the beginning of this academic year, 38,403 students were enrolled on the Minneapolis, St. Paul, Duluth, and Morris campuses and at the Mayo Graduate School of Medicine in Rochester. They make up some 44 per cent of all the college students in Minnesota — and they number 3,291 more than were at the University last year.

Campuses are crowded. Classrooms and laboratories are occupied to near capacity. Some classes begin at 7 a.m. and some end at 10 p.m. In some courses — where academically defensible and not in opposition to the University's belief that quality must come before all else in education — a single lecture class may number from two to three thousand students. On any single day on the Minneapolis campus, some nine thousand students may be attending classes by closed-circuit television. Even so, on the Minneapolis campus at the present time, more than 2000 class hours are attended by fewer than 20 students.

Our University is large. And it's going to get larger. Preparations are now being made for an estimated 42,000 students in the fall of 1965. The University should be preparing for even more, but space is limited and cannot be expanded rapidly enough. By 1975, the University must be ready for a predicted enrollment of 61,000.

More students mean more classrooms, more laboratories, more dormitory, and library space. Building takes time. And since the University's physical plant has not kept pace with our Minnesota desire for learning, there is catching up to be done. The itemized building and land requests which follow reflect the steps which must be taken promptly if the University is to have any hope of meeting the demands of the future.

## Summary by Campus

### MINNEAPOLIS CAMPUS

#### New Buildings

Laboratory and classroom building, south of Chemistry .....	\$ 5,440,000
Classroom buildings, West Bank	
South of highway (planning funds provided by 1963 Legislature) .....	1,983,000
North of highway — large auditorium classrooms .....	1,670,000
Addition to Zoology Building .....	1,480,000
West Bank Library	
Completion of the superstructure and finishing of the 2nd floor .....	3,015,000
Finishing of the 3rd and 4th floors and basement and sub-basement spaces .....	2,027,000

Classrooms and laboratory building for Communications, Performing and Fine Arts, closed-circuit TV teaching, planning funds for entire building, construction funds for Phase I .....	\$ 3,619,000
Humanities Division office building .....	2,750,000
Purchase and remodeling of General Outdoor Advertising Building, West Bank .....	360,000
Education laboratory and office building .....	2,000,000
Addition to Museum of Natural History (to match gifts) .....	140,000
Planning funds for Vincent-Murphy addition (Mathematics) .....	40,000
Preliminary planning for outpatient facilities for Medicine and Dentistry .....	75,000

#### Rehabilitation and Remodeling

Jackson Hall, Phase IV and roofhouse addition ..	350,000
Chemistry Building, Phase V .....	200,000
Walter Library, Phase III .....	313,500
Electrical Engineering Building .....	173,000
Physics Building .....	179,000
Rehabilitation of Main Engineering Building ....	219,000
Chemical Engineering Building (air conditioning of entire building and sealing of windows, south side) .....	290,225
Ford Hall (air conditioning of entire building and sealing of windows, south side) .....	346,140
Center for Continuation Study, rehabilitation ...	175,000

#### Utilities and Service Facilities

Heating tunnel and piping .....	490,000
Sanitary sewer tunnel .....	74,000
Rehabilitation and expansion of campus electrical distribution system, Phase I .....	350,000
Campus street improvements .....	172,000

#### Land Needs

West Bank Areas	
For housing — 54,192 sq. ft. ....	189,672
For Communications building, Phase I (Clay School property) — 54,450 sq. ft. ....	272,250
For Physical Education — 47,343 sq. ft. ....	161,626
Undesignated parcels, related to closing of estates, hardship situations, advantageous opportunities, and to forestall invasion in areas of future University use .....	150,000
Land acquisition on 4th St. S.E. between 17th and 19th Avenues S.E. ....	397,460
Land for Dental and Medical School expansion (in block opposite Millard Hall) .....	135,000
Land at East Bridgehead development (Minneapolis Park Board property) .....	43,560
To consolidate land holdings on Beacon Street	35,000
For Physical Education, south of Stadium ...	125,000

Sub-Total .....\$29,440,433

### ST. PAUL CAMPUS

#### New Buildings

Entomology, Fisheries and Wildlife facilities .....	\$ 2,536,250
Animal Science research laboratories, Phase I ....	85,000
Veterinary Medicine building .....	1,500,000
Horticultural Science facility .....	2,087,500
Housing Environment research facility .....	262,500
Farm machines service and storage building .....	340,000
Agricultural Economics and Rural Sociology building .....	1,292,500
Plant Pathology headhouse and greenhouse .....	243,000



**Land Needs**

Land for research plots and to consolidate campus area (8.52 acres) ..... \$ 77,000

**Utilities and Service Facilities**

Sanitary sewer extensions and water main extensions ..... 68,000  
 Heating tunnels and piping ..... 351,000  
 New roads, paving, surfacing, and street lighting ..... 53,000

Sub-Total ..... \$ 8,895,750

**DULUTH CAMPUS**

**New Buildings**

Life Science building ..... \$ 1,280,000  
 Classroom addition ..... 900,000  
 Physical plant shops and equipment ..... 250,000  
 Study hall ..... 180,000  
 Campus Laboratory School ..... 1,472,000  
 Theater ..... 600,000

**Rehabilitation and New Use**

Convert Biology space to Chemistry laboratories .. 200,000  
 Develop space in Education Building and establish TV facilities ..... 150,000  
 Elevators, Education and Science Building ..... 55,000  
 Establish Darling Observatory on campus ..... 80,000

**Utilities and Service Facilities**

Garage and general storage ..... 200,000  
 Heating plant coal storage and handling facilities, and installation of low-cost natural gas facilities ..... 200,000  
 Utilities tunnel and passageway from Humanities to Physical Education ..... 80,000  
 General landscaping and campus improvement .. 95,000

**Housing and Food Service Needs**

Reception center and food service for residence halls, Phase I ..... 220,000  
 Single student housing, 202 students (25% of cost) ..... 240,000

Sub-Total ..... \$ 6,202,000

**MORRIS CAMPUS**

**New Buildings**

Library, 1st Unit ..... \$ 525,000  
 Science and classroom building, 2nd and 3rd units ..... 1,250,000

**Rehabilitation and Remodeling**

Rehabilitation of food service ..... 70,000  
 Rehabilitation of Senior Hall ..... 86,300  
 Rehabilitation of Humanities and Education Building ..... 46,800

**Utilities and Service Facilities**

Heating tunnel and piping extending to Junior Hall ..... 98,500  
 Sanitary sewer rehabilitation, Gym to Senior Hall ..... 26,000  
 Water main replacements, enlargements, and extensions ..... 35,000

Sub-Total ..... \$ 2,137,600

**SCHOOLS OF AGRICULTURE AND EXPERIMENT STATIONS**

**Crookston Campus, Northwest School and Experiment Station**

Remodel feed grinding, mixing and handling facility ..... \$ 10,000

Outside feeding floors and yards for beef, sheep, and dairy cattle ..... \$ 16,000  
 Farm machinery and motor vehicle maintenance addition ..... 29,000  
 Rehabilitation of Stephens Hall ..... 62,000  
 Water main from Crookston city limits to Northwest School campus ..... 40,000  
 Rehabilitation of Kiehle Hall .....  
 Rehabilitation of Health Service Building .....  
 Replace street lighting ..... 15,000

**Crookston Campus (proposed college-level Technical Institute)**

Addition to Animal Science ..... 220,000  
 Remodeling of Hill Building and Owen Hall ..... 50,000  
 Rehabilitation of Kiehle Building and Selvig Hall ..... 300,000  
 Equipment for remodeled and rehabilitated buildings ..... 88,000  
 Food service, dining hall ..... 25,000

**Grand Rapids Campus, North Central School and Experiment Station**

Research-Area Extension-Education Center ..... 200,000  
 Land purchase ..... 7,500

**Waseca Campus, Southern School and Experiment Station**

Dairy Management research facility ..... 80,000  
 Swine research facility ..... 45,000  
 Land drainage ..... 12,000  
 Agricultural Engineering shop addition ..... 90,000

**Cloquet Forest Research Center**

Student washroom, shower, toilet, and laundry ... 40,000  
 Four student cabins ..... 24,000  
 Sewage disposal system, new well, and water mains ..... 33,000  
 Land acquisition ..... 10,000

**Excelsior Fruit Breeding Farm**

Replacement of staff housing ..... 10,000  
 Screenhouse (40' x 60') ..... 8,000  
 Replace irrigation pump and expand irrigation system ..... 15,000

**Excelsior Arboretum**

Road construction and surfacing ..... 20,000  
 Deep well and irrigation system for nursery area ..... 10,000

**Itasca Forestry and Biological Station**

Aquatic laboratory ..... 15,000  
 Faculty cabin ..... 10,000  
 Sanitary sewer system ..... 48,900

**Lamberton, Southwest Experiment Station**

Plot and research building ..... 15,000  
 Scale house and fertilizer storage building ..... 15,000

**Morris, West Central Experiment Station**

Beef research facility and feed storage units ..... 40,000  
 Outside feeding floor for dairy cattle ..... 10,000  
 Land for consolidation of property ..... 6,000

**Rosemount, Agricultural Experiment Station**

Swine Management research facility ..... 120,000  
 Turkey research facility ..... 100,000  
 Beef cattle barn, hay and straw storage, fences, lighting, and water ..... 30,000  
 Sheep barn ..... 15,000

**Duluth, Northeast Experiment Station**

(No Requests) ..... ---

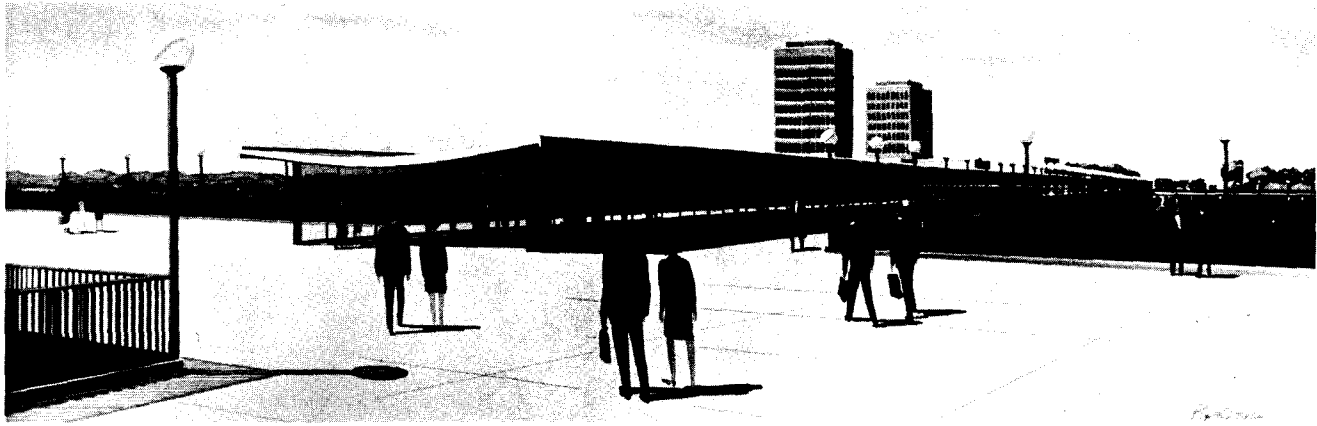
Sub-Total ..... \$ 1,884,400

Grand Total ..... \$48,560,183



This Statement of Needs of the University of Minnesota is being sent to alumni, parents, staff members, community and State leaders, and other friends of our University. In the interest of economy, duplicate addresses 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?

Permission is given to reproduce any portion of this publication.  
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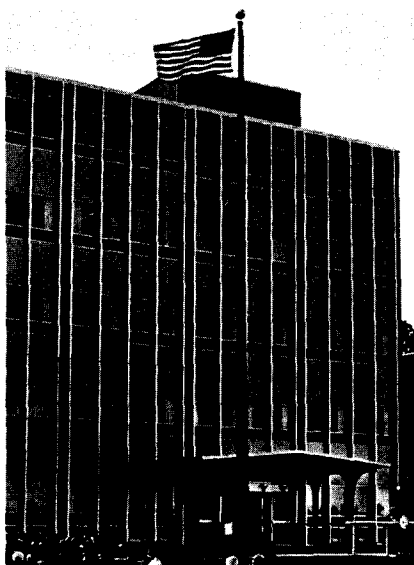


An architectural rendering of the pedestrian plaza of the Washington Avenue bridge and the proposed pedestrian walkway cover joining the east and west bank campuses.



University Hospitals' Children's Rehabilitation Center which was dedicated November 7.

Lake States Forest Experiment Station on the St. Paul Campus.



## Construction Grows With Campuses' Student Population

As the University's population grows, building construction forges ahead in an attempt to keep pace.

The new Washington Avenue bridge, now under construction, is scheduled for completion in November of 1965. Although the proposed pedestrian walkway linking the University's east and west campuses will be usable at that time, it will not be finished. The seventy-two foot wide center section, shown in the architectural drawing (above), will be constructed later.

The inevitability of increased traffic through campus when the bridge is completed has prompted re-consideration of a tunnel under the four-block stretch on the east end of the bridge. This would solve problems of noise, dust, congestion, and vibration which would diminish the educational value of the buildings along the street.

Recently completed building projects on the Minneapolis Campus are the Children's Rehabilitation Center (above), the Science Classroom Building, the fifth and sixth floor additions to Diehl Hall, the fourth floor addition to the Electrical Engineering Building, and the south wing addition to the

Physics Building. New on the St. Paul Campus are the Lake States Forest Experiment Station Building and the phase-two addition to the Forest Products Building. On the Duluth Campus, the Humanities Building additions and the General Classroom and Home Economics Buildings have been completed.

Scheduled for completion before the end of the year on the Minneapolis Campus are the office link connecting the Electrical Engineering Building and the Main Engineering Building, the Tandem Van de Graaff Laboratory Building, and the parking ramp addition; on the Duluth Campus, the Kirby Student Center additions and the addition to the Education Classroom Building and the Tweed Gallery are to be finished before the year's end.

To be finished sometime in 1965 are the North Wing Physics Building addition, the Museum of Natural History addition, the Variety Club Heart Hospital addition, the number four and five boiler additions to the Heating Plant, Minneapolis Campus; the Library addition and Student Housing Project, Duluth Campus.

# Mayo Institutions Get New Names

As a result of deliberation and agreement reached during the meetings of the Board of Regents and the Board of Members of Mayo Association in September, two Mayo institutions now bear new names.

The medical educational activity which has been conducted in Rochester under the designation "Mayo Foundation for Medical Education and Research" now bears the name "Mayo Graduate School of Medicine, University of Minnesota."

Mayo Association, the non-profit corporation which holds title to all physical properties and assets of the Mayo Clinic, was named "Mayo Foundation."

Unchanged are the basic functions of both institutions.

The Mayo Graduate School of Medicine will, as in the past, integrate its educational activity, conducted in Rochester, with that of the University of Minnesota's Graduate School.

The Mayo Foundation will continue its ownership of properties and physical assets of the Mayo institutions and will continue to support an expanded program of medical education and research.

The Mayo Centennial Convocation on September 16 brought to the platform of the Mayo Civic Arena thirty-five alumni of the Mayo Foundation who received Outstanding Achievement Award citations, representatives of the University of Minnesota, the Clinic, the Mayo Foundation, and the Mayo Graduate School of Medicine. Two citations, not pre-

viously announced in advance of the convocation, were presented by the University to Dr. C. W. Mayo, chairman of the Board of Regents, and to the Mayo Association, now Mayo Foundation.

## Dads' Association

*(Continued from page 1)*

ings have been held in Red Wing, Willmar, and New Ulm.

Last year the Dads' Association planned a parents' information meeting in conjunction with the two-day summer orientation sessions. Over 1,200 parents attended these programs. Also last fall, the association sponsored a reception for freshman scholarship winners and their parents.

The Board of Directors of the Dads' Association voted this year to give an additional \$500 to the University's Student Emergency Loan Fund, bringing total contributions to \$1,525.

More information on this organization for both parents is available by writing to the Dads' Association Office, 200 Eddy Hall, University of Minnesota. Or why not become a member now by sending a check for annual dues of \$3.00 made payable to the Dads' Association?

## Enrollment

*(Continued from page 1)*

growth similar to that on the Minneapolis and St. Paul campuses. There are 3,727 students at UMD, and 879 students at Morris.

The Morris Campus, now in its

fifth year, experienced a twenty-seven per cent total student increase over last year. The freshman class numbers 398, with 481 upper-classmen, and twenty-two adult special students. When the Morris Campus was established in 1960, there was a student body of 238 with thirteen faculty members. Now, only four years later, there are 879 students and sixty-five faculty members.

This is the tenth year in succession that a new high enrollment record has been set on the Duluth Campus, according to Duluth Provost Raymond W. Darland. This year the 3,727 undergraduate students on campus represent a seventeen per cent increase over attendance one year ago. There are also forty-one graduate students, bringing the overall figure to 3,768. A thirty-two per cent increase in the number of freshmen on the Duluth Campus brings the total for that class to 1,171.

Of the 12,538 new students on Minnesota's campuses, 9,048 are freshmen, 3,034 entered with advanced standing from other institutions, and 456 are new special students. The freshman class is twenty-six per cent larger this year than it was in the fall of 1963. There are 25,789 men and 12,617 women at the University, an unchanged ratio of approximately seven men to three women.

In addition to the record daytime enrollment, the University's General Extension Division evening class attendance has also climbed nine per cent; the new high is 15,391. This is an increase of 1,275 over the previous high of last year.

## REPORTS . . .

### From Your University of Minnesota

Volume 47

Number 1

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FROM YOUR UNIVERSITY OF MINNESOTA

**Legislature Hears  
'U' Budget Request**

The University is currently presenting its Legislative Request for 1965-1967 to various committees and subcommittees of the House of Representatives and the Senate.

The committees and subcommittees and their chairmen before which the University has appeared are as follows:

House Appropriations Committee, Representative Richard W. Fitzsimons, Argyle, chairman.

House Appropriations Subcommittee on Education, Representative Rod Searle, Waseca, chairman.

House Appropriations Subcommittee on Buildings, Representative Roy L. Voxland, Kenyon, chairman.

House University Committee, Representative Searle, chairman.

Senate Finance Committee, Senator Val Imm, Mankato, chairman.

Senate Finance Subcommittee on Education, Senator Robert R. Dunlap, Plainview, chairman.

Senate Finance Subcommittee on Buildings, Senator J. A. Josefson, Minneota, chairman.

"The steady flow of hearings has gone well," according to University Vice President Stanley J. Wenberg. "We have a responsibility to present the critical situation confronting the University and I believe the Legislators who have heard the presentations share our concern," he said.

Vice President Wenberg added, "There is also a great deal of concern for the direction in which higher education should grow in Minnesota, and I believe there is special attention this session to the very great need for expansion in the junior college level."

"President Wilson and his staff have been received by all the Legislative committees with great interest and thoughtful attention on all such issues," Vice President Wenberg said.

**University of Minnesota Week  
Commemorates 114th Birthday**

In February the University of Minnesota became 114 years old. In commemoration, an official week-long birthday party called University of Minnesota Week was held February 21 through 27.

The Week's activities were co-sponsored by the University, the Minnesota Junior Chamber of Commerce, and the Minnesota Alumni Association.

Colorful window, wall, and lobby exhibits were prepared by twenty-nine University departments on the Minneapolis and St. Paul campuses and placed in area stores for the entire week. This includes eight

*(Continued on page 2)*



Homecoming Queen Pamela Taylor served the University's birthday cake to lines of students following Charter Day Convocation, February 26.

**Humphrey, Karth Say More to Come  
Space Physics Labs Dedicated**

At a February 26 dinner on the Minneapolis Campus, newly completed \$546,000 Space Physics Laboratories were dedicated and promises of additional future space facilities were announced by Vice President Hubert H. Humphrey and United States Representative Joseph Karth.

The Space Physics Laboratories, made possible by a grant to the University from the National Aeronautics and Space Administration (NASA), qualify as one of the country's leading university centers for basic research on space.

Located on the third and fourth floors of the south wing of the Physics Building, the laboratories will be the site of research by some fifty scientists and graduate students working on projects to study the upper atmosphere and space.

Guests at an afternoon open house viewed some of the most sophisticated equipment being used in the scientific world's quest for space knowledge. On display were instrument payloads that will be

shot into space this year by spacecrafts or sent aloft in balloon flight projects in all parts of the world.

Following the dedication dinner of the new laboratories, Vice President Humphrey gave advance notice of a federal commitment to finance further space research at the University. He told several hundred guests that NASA plans to announce soon annual grants of a third to a half million dollars for this purpose. The grants would be used for projects in thermal and material sciences, control and computer technology, biological sciences, and space physics and astronomy, he said.

Vice President Humphrey also relayed word from NASA Administrator James E. Webb that the space agency would consider during the present fiscal year a University request (\$2.6 million) for additional facilities to provide working space for aeronautical and space research beyond the space made available in the new laboratories dedicated that evening.

*(Continued on page 4)*

# Work-Study Program Begins With U.S. Education Grants

The University received an initial allotment of \$115,644 in January from the United States Office of Education to begin a work-study program on the Minneapolis and St. Paul campuses under the terms of the Economic Opportunity Act.

Under the same plan \$40,118 was awarded to the Duluth Campus and \$8,347 to the Morris Campus.

The program provides part-time employment for college students who are in need of earnings to begin or continue their education.

According to Mr. Pierre G. Meyer, the University's Minneapolis-St. Paul coordinator of the work-study program, the funds will be utilized to obtain jobs for students both on and off campus. Off-campus employment will be at public or private, non-profit organizations.

Whenever possible, work provided will be related to a student's educational objectives and interests, said Mr. Meyer.

The federal government pays ninety per cent of the students' wages for the first two years under the program and seventy-five per cent thereafter.

Mr. Meyer said that funds for approximately 700 jobs were included in the University's request for the remainder of the school year. "However, the United States Office of Education has approved an initial allotment which will provide funds for about one-third of these jobs," he said. "So far, we have more jobs available than student applicants to fill them," he added.

The University has announced plans to request additional funds for this year and also for the 1965-66 program.

The Duluth and Morris campuses' work-study programs are essentially the same as the Minneapolis-St. Paul program, said Mr. Meyer.

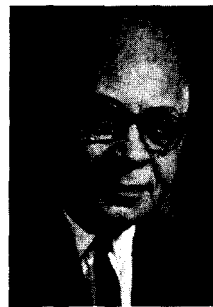
Acting coordinator at Duluth is Mr. Robert Falk, associate director of student personnel services. Acting coordinator at Morris is Mr. Dennis Hegle, director of student activities.

During the school year the plans on all campuses will provide up to fifteen hours of work per week. During the summer, forty hours of work per week will be available.

The State of Minnesota as a whole was allotted \$1,144,708 of the \$56 million appropriated by Congress under the plan for the remainder of the academic year.

Students in high school, and undergraduate and graduate level University students who are interested in the program may obtain more information from the University's Bureau of Loans and Scholarships, 104 Wesbrook Hall, University of Minnesota, Minneapolis, Minnesota 55455, or from the Duluth Campus and Morris Campus coordinators listed above.

## Dads' Association Elects President



C. E. Robertson

Mr. Charles E. Robertson, Minneapolis, loan consultant at Twin City Federal Savings and Loan Association, was elected president of the University Dads' Association January 19, at the monthly meeting of the Association in Minneapolis.

Mr. Robertson has previously served as first vice president and treasurer of the Dads' Association. He succeeds Mr. Arthur R. Gruber, Minneapolis, as president.

Other officers elected for the coming year are Mr. Donald Dannheim, New Ulm, first vice president; Judge Elmer L. Anderson, Minneapolis, second vice president; Mr. Vern C. Dean, Edina, secretary; and Mr. W. H. Rafferty, St. Louis Park, treasurer.

Mr. Robertson's son is a graduate student in psychology at the University and is a part-time staff member at the Student Counseling Bureau.

## Birthday

(Continued from page 1)

major exhibits shown in Southdale Garden Court.

Attractive blue posters, graphically depicting the University's activities in Minnesota, were sent to communities throughout the state.

About twenty staff members from the Minneapolis and St. Paul campuses, plus others from Duluth and Morris, spoke to various groups which requested speakers in connection with the anniversary.

The annual Charter Day Convocation ceremonies highlighted University of Minnesota Week on Friday.

Dr. Eugene M. Shoemaker, chief of the astrogeology branch of the United States Geological Survey, Flagstaff, Arizona, delivered the address entitled "The Ranger-NASA Moon Shots." Dr. Shoemaker is one of five scientists studying the moon photographs taken by the Ranger spacecrafts.

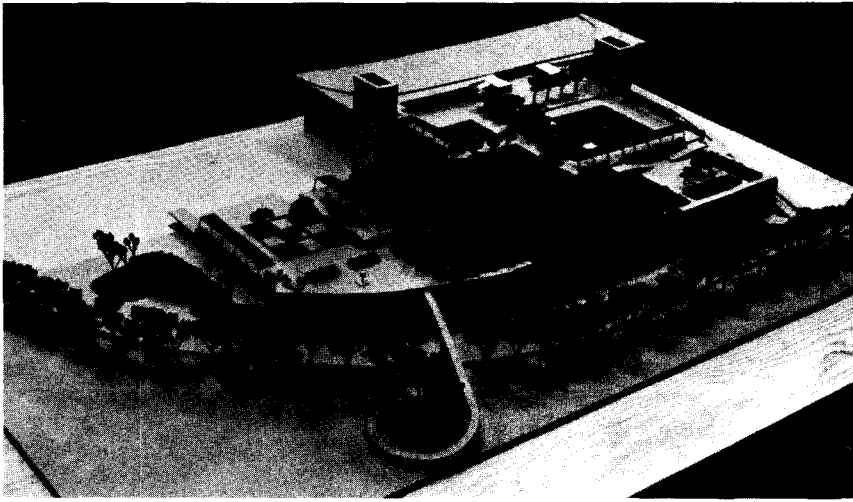
A birthday fanfare by an ensemble of the Second University Concert Band, songs, and a huge birthday cake climaxed the Convocation. The cake was presented to President O. Meredith Wilson by Miss Pamela Taylor, Bloomington, 1964 Homecoming queen, Mr. James Rustad, Minneapolis, president of the Minnesota Student Association, and Daniel A. Gislason, New Ulm, Army ROTC Cadet.

After the audience joined in singing "Hail! Minnesota" and "Happy Birthday," President Wilson invited the audience to sample the cake.

With equal enthusiasm, the Duluth Campus joined in celebrating the University's birthday week.

Duluth citizens were repeatedly invited to "Visit a UMD Event During University of Minnesota Week." This slogan appeared on posters, on restaurant place mats, in newspapers, and was broadcast over radio and television.

The campus provided unlimited opportunities for visits including two basketball games, a Taconite Trophy presentation ceremony, UMD-Gopher hockey game, Don Shirley Trio concert, instrumental ensemble concert, a building dedication, and a campus-wide open house.



A 2,060-car parking ramp is planned to be built behind Coffman Memorial Union to alleviate present parking problems on the Minneapolis Campus.



Dean Rodney A. Briggs turns the first shovelful of earth at ground-breaking ceremonies for UMM's first new building—a 120-student residence hall.

## *Aided by State, Federal, Private Funds* **BUILDING PROJECTS GROW**

Construction projects financed with funds from Legislative appropriations, private donations, the National Science Foundation (NSF), the federal Housing and Home Finance Agency, and other sources are underway at the University.

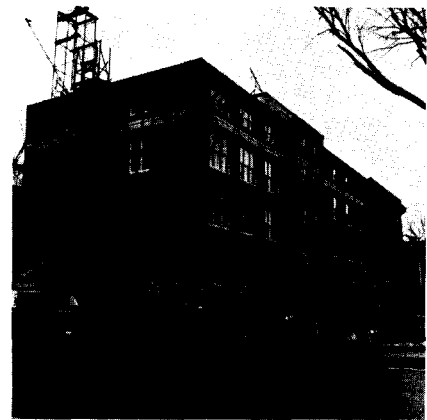
The first building to be built on its campus since the University of Minnesota, Morris was established was begun in November, 1964, and is scheduled for completion by fall quarter, 1965. The building, a residence hall with facilities for 120 students, is being financed entirely by loan funds from the federal Housing and Home Finance Agency. The loan will be repaid with income from the residence hall.

The addition to the Museum of Natural History, the north wing addition to the Physics Building, and the office link between the Electrical Engineering Building and the Main Engineering Building are completed or nearing completion on The Minneapolis Campus. Grants from many sources are responsible for their construction.

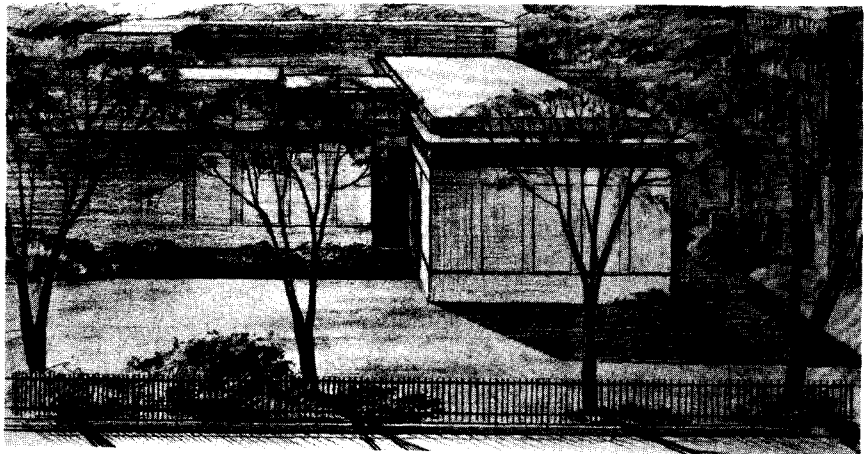
The Economics Research Building has been planned to adjoin the recently completed Science Classroom Building. It will be partially financed by NSF. The Center for Economic Research will contain a

library, office space, seminar rooms, and facilities for faculty members involved in extensive research or having primary responsibility for advanced graduate instruction.

A small meditation chapel, to be built in University Hospitals' southeast courtyard, will be financed entirely by an anonymous, private donation. The chapel, which will be available for use by hospital patients, staff members, and relatives of patients, will be completed in the summer.



Scheduled for completion by June 1 is the six-floor north wing of the Physics Building on the Minneapolis Campus.



A west wing of the Minnesota Museum of Natural History will be completed in the spring to provide space for public education services, study collections, and research.



## Winter Enrollment Up 10% Over 1964

Total University enrollment for winter quarter, 1965, is 36,473 students, an increase of 3,372 or ten per cent, over the 33,101 of winter quarter, 1964. The fall quarter attendance of 38,403 indicated a gain of nine per cent over the previous fall quarter.

University Recorder True E. Pettengill pointed out that the loss of students from fall to winter quarter was, this year, slightly less than usual. Also this quarter, 1,297 students entered the University, compared with 1,277 new students a year ago.

The total figure includes 32,048 students on the Minneapolis and St. Paul campuses, 3,608 at Duluth, and 817 at Morris. There are 24,670 men and 11,803 women currently enrolled in classes.

On the Minneapolis-St. Paul campuses, the College of Liberal Arts again reports the largest enrollment, with 11,511 students. General College numbers 3,536, the College of Education has 2,550, and the College of Agriculture, Forestry, and Home Economics reports 1,943 students. University College has the lowest enrollment figure, with forty-eight students.

The Graduate School reports a total of 6,080 students this quarter. In addition there are thirty-six graduate students on the Duluth Campus.

Some of the other colleges report their winter quarter enrollments to be as follows: School of Law, 527; College of Pharmacy, 223; Institute of Technology, 3,050; and School of Nursing, 302.

## Many U.S. Executives Hail from U of M

Of the 2,100 colleges and universities in the United States the University of Minnesota ranks thirteenth in producing the 1,200 presidents and chairmen of the board of the nation's 750 biggest corporations.

This fact was revealed in a 1964 study by an Evanston, Illinois, public relations and fund-raising firm for college organizations.

More than half of the chief executives hail from just twenty-seven schools. Of these schools, eight are Ivy League and seven are Big Ten. Ranking first is Yale, followed by Harvard and Princeton.

The executives administer the country's 500 largest industrial corporations including the 50 largest banks, insurance companies, merchandisers, transportation firms, and utilities.

## Space Grants

*(Continued from page 1)*

More good news for the University's fast-growing space program also came from Representative Karth who announced a \$100,000 NASA grant to the University to finance a program involving business and industry in new space discoveries and development.

The Vice President said that the newly announced grants will "provide the University with an unequaled potential for participation in our space and science programs" and that "every segment of the state will benefit from these developments."

## Regent A. I. Johnson Announces Retirement



Regent Johnson

University of Minnesota Regent A. I. Johnson, Benson, announced in January that he will not seek election to another six-year term on the University's governing Board.

He will continue on the Board until the 1965 State Legislature elects his successor.

To express appreciation of the retiring Regent's devoted service to the University, he was presented a Regents' Certificate of Merit signed by each Board member.

He is the only one of the five Regents whose terms expire this year who will not seek re-election.

Regent Johnson, who is 67, said he made the decision "with much reluctance" for reasons of health.

He was elected to the Board by the Legislature in 1959 and has served one term.

University President O. Meredith Wilson praised Regent Johnson for his service to the University. He noted that Johnson had worked particularly hard for the development of the University of Minnesota, Morris and the University's agricultural experiment stations.

## REPORTS . . .

### From Your University of Minnesota

Volume 47

Number 2

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# REPORTS . . .

Spring 1965

## FROM YOUR UNIVERSITY OF MINNESOTA

### A Time and Place to Think

## Off-Campus Retreats Provide Informality, Orientation



At a Board of Residence Halls Retreat at Camp St. Croix, Professor Norman J. DeWitt, chairman of the Classics Department, talks with campers.

The extensive retreat program at the University is beneficial to students in many ways, according to Dean of Students E. G. Williamson, originator of the program and one of its most staunch supporters.

"All retreats and camps planned and sponsored by the University are part of a two-fold program to (1) not lose the individual in the midst of the large University, and (2) prove that college can be a delightful experience," he said.

The numerous University retreats are scheduled each year for Minneapolis and St. Paul campus students either by the Dean's Office in conjunction with the Orientation Office, or by individual organizations. There are special retreats planned for outstanding freshmen, student government retreats, residence halls retreats, freshman camps, transfer camps, Greek retreats, pledge retreats, and several others. These are held at several camps such as St. Croix, near Hudson, Wisconsin; Koronis, near Paynesville; and Ihdhapi, near Independence.

Such a complete program is unusual for such a large campus, said Dean Williamson.

First held in the spring of 1956, the Special Dean's Retreats are perhaps the most challenging and the most unusual of the retreat program. These retreats, held three times a year, are exclusively for freshmen.

Dean's Retreat invitations are sent to freshman students who meet the following criteria: (1) upper tenth of their high school graduating class, (2) upper tenth on University admissions tests, and (3) maintenance of a "B" average during their first quarter at the University.

Dean Williamson, who attends many of the retreats himself, explained that the purpose of the Dean's Retreats is "to reinstate the ancient and lost art of conversation, to develop in the student a sense of intellectual comradeship.

*(Continued on page 4)*

## Cap and Gown Day Honors Students

Seniors who will graduate June 12 on the Minneapolis Campus donned academic costume for the first time on May 12 and marched in procession with faculty members across the Mall and into Northrop Auditorium for the Cap and Gown Day Convocation. The annual ceremonies give formal recognition to honor students and scholarship and award winners.

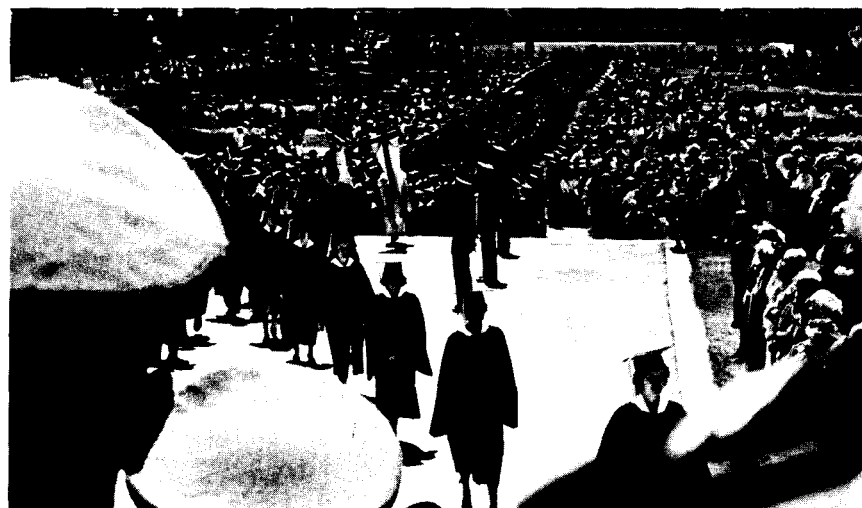
Professor of Political Science Lloyd M. Short gave the convocation address entitled "The University and the Public Service."

Vice President William G. Shepherd presented the members of honor societies, the recipients of scholarships, fellowships, and awards, honor students, and the members of the graduating class.

Speaking for the class of 1965 was Senior James W. Rustad, Minneapolis, the outgoing president of the Minnesota Student Association.

See page 4 to order a Cap and Gown Day program.

Faculty members and graduating seniors march toward Northrop Auditorium on Cap and Gown Day.





MINNEAPOLIS MORNING TRIBUNE

Dean Robert B. Howard, Mr. Clyde E. Hegman, Mr. Paul M. Oltstad, and Vice President Laurence R. Lunden hoist a slab of limestone from the roof of the Masonic Hospital.

## Masons of Minnesota "Raise the Roof"

Masonic and University of Minnesota officials joined to "raise the roof" of the University's Masonic Memorial Hospital on the Minneapolis Campus March 17 in a ceremony symbolizing the start of construction of two additional floors.

The Masons' fund-raising campaign for the hospital expansion had reached \$1,007,000, Mr. Clyde E. Hegman, state campaign chairman, announced, or just \$93,000 short of the goal of 1.1 million dollars to be raised by September 1, 1965. Since then, the fund has grown to over \$1,039,000.

At the "roof-raising" ceremony, Masonic and University officials hoisted a slab of limestone coping from the parapet.

Later, Masonic officials from most of the state's 288 lodges toured the Masonic Hospital and attended a reception and dinner in Coffman Memorial Union.

The present million-dollar Masonic Memorial Hospital was completed in 1958, built entirely with funds raised by the Masons. An 80-bed facility, it is dedicated to patient care, teaching, and research in incurable diseases, chiefly cancer.

Construction will begin this spring on the new two-floor addition and will take approximately eighteen months. The new third floor will add rooms for the care of forty more patients. The fourth floor will hold specialized research laboratories to help doctors investigate the problems of cancer detection, chemical therapy of cancer, cancer growth, and other malignant diseases.

# Engineering Students Find Jobs Through IT Placement Service

During the 1963-64 school year, over 90% of the Institute of Technology students who successfully found employment after graduation did so through the IT Placement Service Office on the Minneapolis Campus.

This fact, according to Assistant Dean and IT Placement Director Paul A. Cartwright, stems, in part, from an attempt to maintain close personal contact with each IT student during his college career, and also, from the increasing number of companies that interview prospective employees on college campuses.

The IT Placement Service, located in the Main Engineering Building, is readily accessible for student counseling, and as such, has become an integral part of the college's day to day operation, said Dean Cartwright.

Companies from all over the United States schedule their campus interviews a year in advance. Approximately 275 companies have already reserved time for next year. Long before their representatives arrive, informational brochures and bulletins are sent for student use describing employment opportunities, training, benefits, and the company locale.

Each company indicates the students it is interested in interviewing according to degree level. Most companies recruit students who are candidates for a Bachelor's degree, according to Dean Cartwright. However, he said, there is an increasing tendency to request employees with higher degrees.

Three weeks prior to a company's arrival, students may sign up for an interview.

Last year, 5,399 student interviews were held with 247 companies. This is an average of ten interviews for each student who used the Placement Service.

Companies spend from one to five days on campus depending on their size, said Dean Cartwright. A large company may send as many as fifteen representatives.

Interviewing facilities available can accommodate twenty-two interviewers and twenty-two students at one time.

The most intensive interviewing is done during fall and winter quarters, according to Placement Secretary Rose Garmer. Usually, only those students expecting to graduate within one or two quarters are interviewed, she said.

Occasionally, out-of-town company representatives conduct evening meetings for interested students and their wives to more fully acquaint both of them with the company and the locale. Wives are an important consideration in recruitment, said Dean Cartwright, because 40% of all IT students are married before they graduate.

After a campus interview, students may or may not be invited to make a plant visit.

Last year, over 50% of the graduates placed through the office located with Minnesota firms. California was the second choice. Placement areas shift as new engineering centers develop throughout the country, said Dean Cartwright.

Other University placement offices can be found in the College of Liberal Arts, the School of Business Administration, the College of Education, the Institute of Agriculture, and the University of Minnesota, Duluth.



Mechanical Engineering Senior Peter Halden, Minneapolis, (left), discusses job opportunities with Dean Cartwright, IT placement director.

# Legislators' Wives Visit Campus

Not All Work



Dome Club members and their husbands eat dinner in the Architecture Court on April 29.

Members of the Dome Club, an organization of Legislators' wives, made their biennial visit to the Minneapolis Campus of the University on April 29.

An afternoon of touring began at the Children's Rehabilitation Center where a tea was served. Members of Crippled Child Relief guided Dome Club members through the new seven-story building which contains facilities for hospitalization and treatment of children and adults with physical disabilities.

A bus tour of the campus followed with stops at the West Bank buildings. There the guests were welcomed by Professor Harold C. Deutsch, Associate Dean John G. Turnbull, and Instructor Stanley

J. Hille, who led them through a computer center, geography classrooms, and experimental classrooms in the Classroom Building and into the Guy Stanton Ford Room and up for a rooftop view from the Social Science Building.

Legislators joined their wives for dinner in the Court of the Architecture Building, also attended by Mrs. O. Meredith Wilson and Vice President Stanley J. Wenberg.

After dinner, Professor of Music Paul M. Oberg presented a program of musical entertainment by students and faculty members including a string sextet, soloists from Japan and Korea, and the University Men's Glee Club.

## For Parents

### Dads Hold Community Meetings

Recent Dads' Association activities have focused on out-of-town informational meetings. These meetings are planned to acquaint parents with the Association and with the University, to answer questions about collegiate life and its aims, and to provide an opportunity for parents to meet and talk informally with University faculty members and administrators.

Out-of-town meetings winter quarter were held in Faribault, Fairmont, and Olivia on the subject, "Personal Attention for University Students."

Parents within a thirty-mile ra-

dius of each community are invited to attend the meetings, which consist of a four-member panel discussion and a coffee hour.

The Dads' Association has been pleased with the attendance at the meetings, according to Mrs. Judith Stellar, Dads' Association coordinator. There are plans to increase the number and enlarge the scope of the out-of-town programs for the future, she said.

The Dads' Association welcomes communities to express interest in hosting such future programs and also suggestions for discussion topics, said Mrs. Stellar.

## Spring Quarter Activities For Learning . . . and Fun

Each quarter, University students have a wide variety of extracurricular activities available to them. Some of these are intellectually stimulating, while others are for mere enjoyment. Some are designed for active participation; some attract the spectator.

Among the traditional spring quarter activities held on the Minneapolis and St. Paul campuses are the Model United Nations Conference, in which students participate as delegates from member nations to learn about the structure, organizations, aims, and accomplishments of the United Nations; and the Creative Arts Festival, which is designed to foster an awareness of the fine arts in students, faculty, and community members.

Engineers' Day, the annual celebration of the Institute of Technology, involves educational seminars and demonstrations as well as entertainment features; Education Day, which includes guest speakers, discussions of contemporary affairs, and an evening banquet, is an annual project of the College of Education.

Several of the schools and departments within the University have a spring assembly or banquet to honor graduates, to present scholarships and awards, and to have fun. The Minnesota Student Association, the Union Board of Governors, and other organizations also sponsor banquets to honor outstanding service, scholarship, and leadership by students.

Campus Carnival, an extravagant undertaking held in the Fieldhouse with shows, games, concessions, clowns, and costumed actors, is another annual spring quarter event. Profits from Campus Carnival go to University scholarship funds.

On the Duluth Campus the annual UMD Science Fair for high school students was held April 9 and 10 and the annual Student Leadership and Service Recognition Dinner was May 4.

## Enrollment

### How Many Spring Students?

Spring quarter enrollment at the University is up ten per cent over last spring, according to information released at the end of the second week of classes by University Recorder True E. Pettengill. A total of 34,062 students are registered for classes on the Minneapolis, St. Paul, Duluth, and Morris campuses. One year ago the total was 30,984.

Fall and winter quarter enrollments this year ran nine and ten per cent respectively ahead of the previous year's terms. Part of the spring quarter increase may be explained by a larger percentage of continuing students, rather than a sharp increase in students not previously enrolled in the University, said Mr. Pettengill.

The spring quarter total includes 22,885 men and 11,177 women. Morris Campus reports 775 students; Duluth Campus enrollment is 3,433; and there are 29,854 students enrolled on the Minneapolis-St. Paul campuses, including 4,814 out-of-state and foreign students.



At a fall Freshman Camp, students get to know each other, learn what to expect when classes begin, and have fun.

### Retreats Personalize University

(Continued from page 1)

and to show the intellectual as a source of delight."

Freshman Camps are held each fall the weekend before classes begin. Now in its thirty-eighth year, the Freshman Camp program is one of the few of its kind in the nation. For many students it is their first collegiate experience. In an informal setting, with faculty members and upperclassmen available to lead discussions and to give advice, it is a beneficial experience long-remembered by campers.

All the camps and retreats are planned and directed by upperclassmen under faculty supervision. The students arrange the location, date, program, speakers, and recreational activities for each camp, and also serve as counselors. The retreat idea is so popular that there is often a reunion retreat for campers and counselors from the previous year.

The number of retreats held each year is limited by time and facilities, but hopefully, according to Dean Williamson, the number will grow in the future so that more and more students will have a chance to attend some kind of retreat during their years at college.

Retreats, only one part of the University's program to "personalize the University," prove that the informal atmosphere in a non-campus setting has its place in helping the student understand the fundamental purposes of higher learning and the complexity of college life, said Dean Williamson.

#### CAP AND GOWN DAY PROGRAMS

Copies of the 1965 University of Minnesota Cap and Gown Day program, which lists all student honors, scholarships, grants, and awards for the academic year 1964-65, are available free to parents. Complete the order blank below and send it to: **Department of University Relations, 217 Morrill Hall, University of Minnesota, Minneapolis, Minnesota 55455.**

Please Print

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