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A COLLEGE GROWS —— TOWARD MATURITY

ST. CLOUD STATE TEACHERS COLLEGE

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St. Cloud State Teachers College

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A COLLEGE GROWS TOWARD MATURITY

by

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FOREWORD

This bulletin is a realistic analysis of the staff and building needs of St. Cloud State Teachers College in the light of the enrollment upsurge anticipated between now and 1970. The prediction that the enrollment of the college will double in the next 14 years is not a wild-eyed dream. It is based on a count of children already born in the state plus a projection of the trend toward an increasing percentage of youth attending college.

To handle this increase the college must double its staff and construct at least 20 new buildings by 1970. The expansion can be accomplished most efficiently by following the carefully planned timetable outlined in this report, or one very similar to it. Any serious lag in the schedule will inevitably deprive some Minnesota youth of the college education they desire or else create an overcrowded condition that will lower the quality of that education.

The research for this report was prepared by Dr. Marvin Holmgren, director of the Bureau of Research at the College. President George Budd and William Donnelly prepared the textual material.

FLOYD E. PERKINS

Director, Bureau of Special Services

Published by the Bureau of Special Services of the
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ENROLLMENT TRENDS

The critical need of St. Cloud State Teachers College to expand its facilities is spelled out clearly in the statistics of Minnesota births and college attendance trends over the last 25 years. Already the necessary expansion program is several years behind schedule. The college is seriously overcrowded and seriously understaffed right now. Meanwhile the number of Minnesota children already born, coupled with the continuing need to provide teachers for them, indicates quite plainly that the enrollment at St. Cloud State Teachers College will rise steadily in the next 15 years.

The record of Minnesota births indicates nearly a 70 percent increase in the number of college age youth between now and 1970. The yearly average number of infants born in Minnesota for the years 1934 through 1937 was 46,845. These were the years in which most of the students now attending college were born. The number of infants born in 1952 — the year which will provide the bulk of the college freshman class in 1970 — was 79,185. The increase of 32,340 is a little more than 69 percent.

Judging from college enrollment trends the increase in births does not tell the whole story. The percent of students attending college in Minnesota has risen steadily from approximately 10 percent in 1920 to approximately 26.5 percent in 1955. In addition the teachers colleges in Minnesota as well as those throughout the country as a whole have been growing at a more rapid rate than the rest of the college population. The recent Michigan State Survey of Dormitory Requirements at the five Minnesota State Teachers Colleges showed that the number of Minnesota college students attending St. Cloud increased from 3.15 percent in 1952 to 3.92 percent in 1955. Using the conservative assumptions that (1) the proportion of college-age people attending college in Minnesota will increase one percent a year up to 33.5 percent and (2) the proportion of college students attending St. Cloud will increase .05 percent a year up to 4.3 percent, enrollment at St. Cloud will reach 2700 by 1960, 3400 by 1965 and 4000 by 1970. This compares with a current enrollment of 1842.

Added to these predictable factors are a number of significant intangibles that are likely to boost the St. Cloud enrollment well beyond the conservative estimates that are made above. All of them are likely to exert an upward pressure on enrollment, some to a greater or lesser degree, but it is difficult to predict for any one of them exactly what its influence will be. Here is a synopsis for some of these additional factors:

1. *The critical need for teachers.* Recently the public has been made increasingly aware by local, state and national conferences, by the pronouncements by nationally known figures, by television programs and newspaper and magazine series, of how serious the national teacher shortage is. It seems reasonable to assume that out of all of this public thinking on the subject enough feeling will be engendered to produce a posi-

tive program to make the teaching profession more attractive and induce more young people to enter it. It also seems reasonable to assume that a fair proportion of this increased number going into teaching would enroll at the institution that has ranked first in the state over the past five years in the number of elementary teachers prepared and second in the number of secondary teachers prepared. It also seems reasonable that this increase would be over and above the normally expected enrollment trend of the college.

2. *The upgrading of teacher certification.* About 17 percent of the students preparing to be teachers at the St. Cloud State Teachers College are now on a three-year program. When this provisional elementary certificate is eliminated in 1957 and all prospective teachers must take a course leading to the B. S. degree, enrollment will increase by the number of students remaining in college four years instead of three. A further increase is anticipated in the number of students doing graduate work at the college.

3. *The trend toward changing teachers colleges to state colleges and expanding their programs to permit them to meet a wider range of students' interests.* Many states already have made this move and almost everywhere it has been tried it has actually strengthened the teacher education programs both in the quality and quantity of the new teachers produced. Often students entering college don't have any particular motivation to go into teaching, but when they have a chance to share ideas with fellow students who are going to be teachers themselves they are attracted into the program. In addition, students who are not well suited for teaching can be shifted out much more easily where a variety of other programs are available. The increasing pressure of expanding enrollments in Minnesota makes it seem inevitable that the teachers colleges will be used to a much greater extent to provide general education and liberal arts programs for students in their area.

4. *The proportionately high increase of population in the St. Cloud State Teachers College service area.* Since students of teachers colleges tend to come from counties fairly near their college, and since population changes take place unevenly within a state, the population trend of the specific service area of each college is a highly important factor. The Michigan State Team surveying dormitory requirements at the five Minnesota State Teachers Colleges made a study of this factor and concluded that the population growth of the St. Cloud service area was the highest of the five. The survey indicated a 43 percent growth between 1954 and 1965 in the college age population of the St. Cloud service area, a 41 percent growth for Winona, a 33 percent growth for Mankato, 26 percent for Moorhead, and 21 percent for Bemidji.

5. *The increasing reputation of St. Cloud State Teachers College as an outstanding teacher education institution.* Fifty years ago the teachers colleges of the state were little more than specialized high schools. Forty years ago they were offering work at the junior college level. And less than thirty years ago they began offering a four-year curriculum. Since

that time they have been constantly improving their programs, raising their standards of scholarship and upgrading their faculties. St. Cloud has many faculty members of national reputation in their area of specialization.

For some time after St. Cloud had achieved a solid reputation as an institution of stature among the colleges of the country the stereotype still remained among many members of the general public that the teachers colleges were somehow secondary institutions, rating somewhere between high schools and so-called "real colleges." To some extent this culture lag still persists in the minds of many people, but as the true picture becomes more clearly understood by the public the teachers colleges will attract students in increasing numbers out of proportion to population trends. They will do this, however, only if the legislature also recognizes the value of their services and provides the necessary funds for buildings and increased staff.

Table I

ENROLLMENT BY QUARTERS AND SUMMER SESSIONS*

St. Cloud State Teachers College
1938-39 Through Fall, 1956

Academic Year	Fall Quarter	Winter Quarter	Spring Quarter	First S.S.	Second S.S.
1938-39	863	853	829	869	290
1939-40	976	1,009	978	842	296
1940-41	977	922	850	812	244
1941-42	820	769	738	686	186
1942-43	601	669	688	629	243
1943-44	733	708	309	431	173
1944-45	382	432	293	366	183
1945-46	449	457	511	475	223
1946-47	1,116	1,161	1,144	583	359
1947-48	1,348	1,330	1,295	861	599
1948-49	1,562	1,565	1,535	1,050	785
1949-50	1,872	1,855	1,766	1,118	778
1950-51	1,725	1,506	1,399	884	678
1951-52	1,217	1,150	1,095	864	571
1952-53	1,191	1,184	1,119	937	595
1953-54	1,262	1,238	1,229	1,101	793
1954-55	1,474	1,478	1,468	1,339	860
1955-56	1,825	1,801	1,722	1,302	827
1956-57	2,070				

*All extension and off-campus enrollments are omitted.

Figure 1

Distribution of Enrollment by Counties, St. Cloud State Teachers College
Fall Quarter, 1955

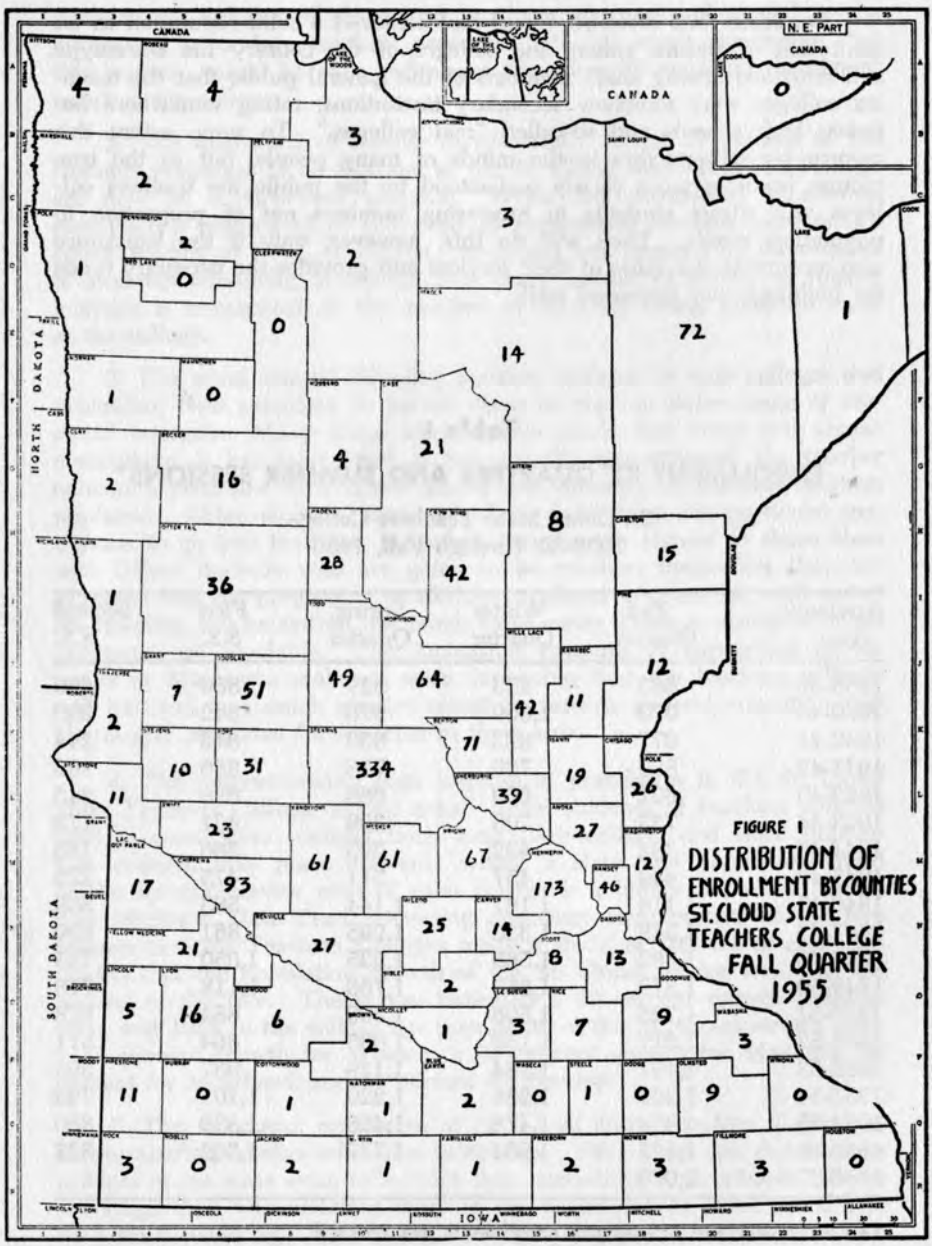

Table II

Predicted Enrollments at St. Cloud State Teachers College
1957 through 1970

Year	Total Minn. College-Age Youth[1] (18-21)	(1) 26.5 Percent of College-Age People Enrolled in College		(2) Proportion of College-Age People in College Increases 1% Year, up to 33.5%		
		(a) 4.0 Percent of College Students Enroll at St. Cloud	(b) Proportion Attending St. Cloud Increases .1% Per Year up to 4.5%	Proportion Attending St. Cloud		
				(a) Remains at 4.0%	(b) Increases .05% per year up to 4.3%	(c) Increases .1% per year up to 4.5%
1957	185,340	1,965	2,063	2,113	2,166	2,219
1958	190,392	2,018	2,170	2,247	2,331	2,415
1959	196,376	2,082	2,290	2,396	2,516	2,635
1960	204,621	2,169	2,440	2,578	2,739	2,901
1961	212,442	2,252	2,533	2,762	2,878	3,107
1962	215,455	2,284	2,569	2,887	3,104	3,248
1963	215,722	2,287	2,572	2,891	3,107	3,252
1964	223,786	2,372	2,669	2,999	3,224	3,374
1965	239,972	2,544	2,862	3,216	3,457	3,618
1966	255,727	2,711	3,050	3,427	3,684	3,855
1967	273,927	2,904	3,267	3,671	3,946	4,129
1968	281,527	2,984	3,357	3,772	4,055	4,244
1969	285,314	3,024	3,402	3,823	4,110	4,301
1970	291,385	3,084	3,475	3,905	4,197	4,393

[1] Ronald B. Thompson, **College Age Population Trends**, p. 40.

Figure 2

On-Campus Enrollments: St. Cloud State Teachers College
Actual: 1946-1956 Projected: 1957-1970

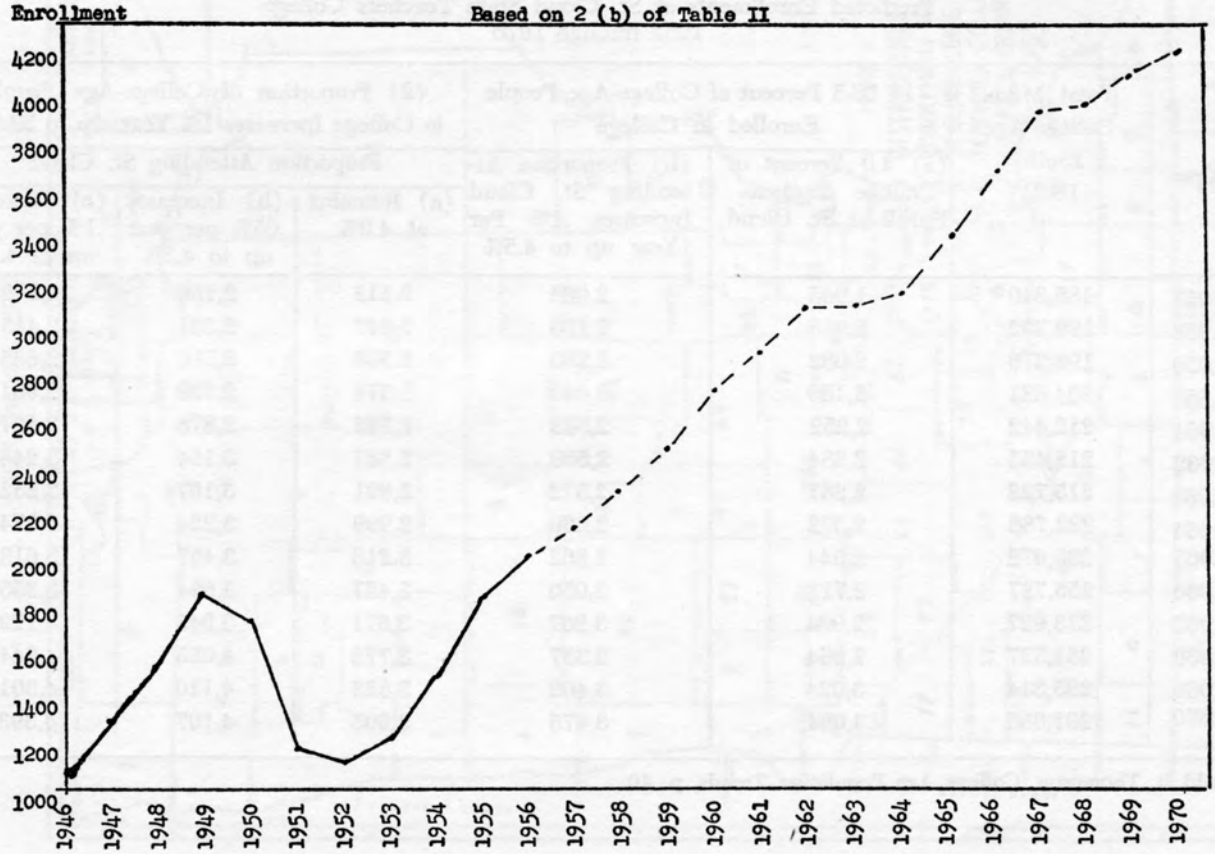

Figure 3

Number of Graduates Prepared for *Elementary* School Teaching by Minnesota Teacher-Preparing Institutions during the Five-Year Period, 1950-51 through 1954-55*

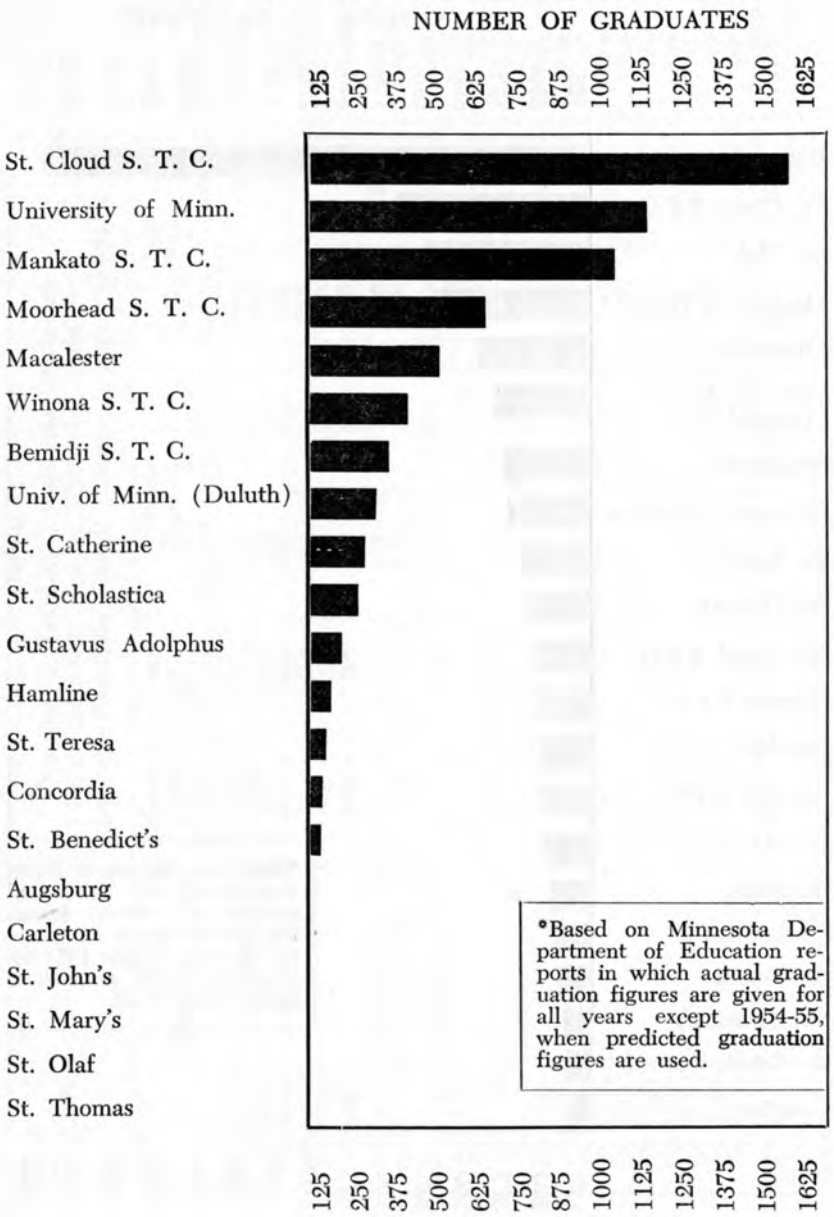

Figure 4

Number of Candidates for *Secondary* Teaching Graduated From Minnesota Teacher-Preparing Institutions during the Five-Year Period, 1950-51 through 1954-55*

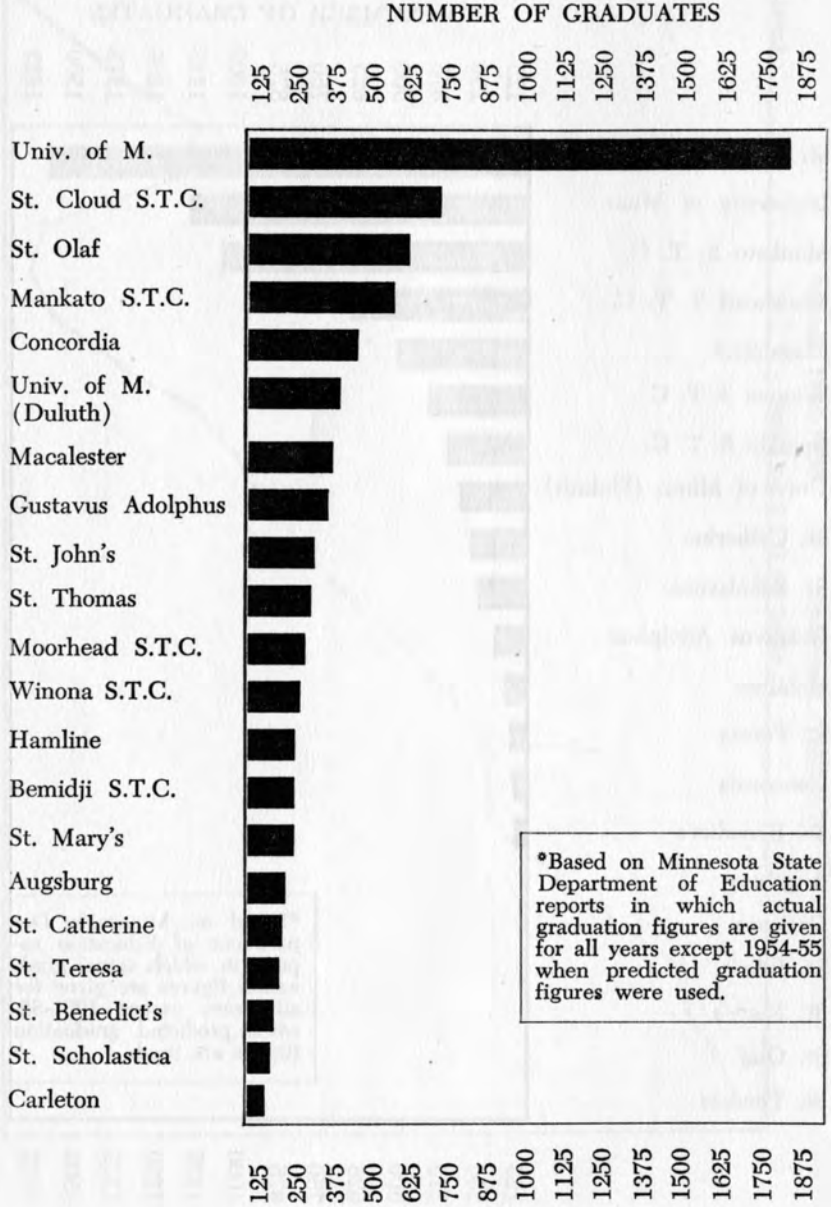

Table III

Number of Teaching Candidates Graduated
From Minnesota Teacher Preparing Institutions
During the Four-Year Period, 1950-51 through 1953-54*

College	Elementary, Less than a Degree		Degree, Elementary		Degree, Secondary		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
State Teachers Colleges	(2545)	(92.2)	(813)	(36.2)	(1664)	(26.6)	(5022)	(44.6)
Bemidji	259	9.4	92	4.1	220	3.5	571	5.1
Mankato	686	24.8	220	9.8	426	6.8	1332	11.8
Moorhead	383	13.9	71	3.2	218	3.5	672	6.0
St. Cloud	985	35.7	321	14.3	565	9.0	1871	16.6
Winona	232	8.4	109	4.8	235	3.8	576	5.1
University of Minnesota			842	37.4	1450	23.2	2292	20.3
Univ. of Minn. at Duluth	29	1.0	156	6.9	278	4.4	463	4.1
Liberal Arts Colleges	(188)	(6.8)	(439)	(19.5)	(2869)	(45.8)	(3496)	(31.0)
Augsburg					150	2.4	150	1.3
Carleton					52	.8	52	.5
Concordia			15	.6	327	5.2	342	3.0
Gustavus Adolphus			42	1.9	276	4.4	318	2.8
Hamline			31	1.4	231	3.7	262	2.3
Macalester	188	6.8	167	7.4	279	4.4	634	5.6
St. Benedict			11	.5	88	1.4	99	.9
St. Catherine			81	3.6	143	2.3	224	2.0
St. John's					242	3.9	242	2.2
St. Mary's					161	2.6	161	1.4
St. Olaf					484	7.7	484	4.3
St. Scholastica			65	2.9	80	1.3	145	1.3
St. Teresa			27	1.2	113	1.8	140	1.2
St. Thomas					243	3.9	243	2.2
TOTAL	2762	100.0	2250	100.0	6261	100.0	11,273	100.0

* Based on Minnesota State Department of Education reports.

STAFF NEEDS

To determine the effect of rising enrollment on staff and classroom needs, each division chairman was asked to make a class-by-class analysis of his division's offerings at the General Education level, the Senior College level and the Graduate level. For the purpose of projecting these offerings in terms of enrollment increases, it was assumed that the General Education requirements and the major and minor requirements of the college would remain unchanged. It was also assumed that the proportions of students pursuing the various curricular programs would continue to be about the same as they have been for the past four years.

It would have been far simpler, of course, to select an arbitrary student-faculty ratio and use that as a yardstick for staff expansion. However, there are several reasons why a detailed analysis is a more valid guide. A class of 10 to 15 students at the Senior College level, for instance, would not be affected by a doubling of the enrollment. It would still be sufficient to offer such a course once a year. On the other hand, many of the General Education courses required of all students of the college are already seriously overloaded and staff needs in this study were predicated on limiting these classes to a reasonable figure. These maximum class sizes necessarily vary from subject to subject. In Communication classes, for instance, individual attention needed for themes and oral work requires a limit of 22 to 25. In other subjects a class size up to 40 might not be unreasonable. In actual practice, however, Communication classes in recent years have been creeping up into the 30's and classes which should have an enrollment no larger than 40 students have been soaring to enrollments of 70 and 80. In some subjects, because of staff and classroom limitations, classes of over 300 students are being taught.

The number of full-time equivalents[1] on the instructional staff of the college at the present time is 94.5. On the basis of their analysis of course offerings needed this year with a reasonable maximum limit established for each class, the division chairmen consider this number seriously inadequate. For 1957 they have estimated that a minimum instructional staff of 118 will be required. These instructional staff needs will continue to increase steadily, reaching 154 full-time instructors by 1960, 194 by 1965, and 240 by 1970. (See Table V)

In addition to the instructional staff the college faculty includes the equivalent of 32.5 full-time people in administration, in various service functions, and in the campus laboratory school. The pressure of expanding enrollments will require an increase in staff here but not nearly to the extent that new instructional staff members are needed. The administrative staff, for instance, should be increased gradually

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1 The loads of staff members having non-instructional, as well as instructional, duties were reduced to full-time equivalents on the basis of 16 quarter credits equaling a full load.

from the present six members to ten members by the time the college reaches an enrollment of 3,500, but it should remain steady at that figure. The laboratory school staff will also remain essentially the same. The staff needed, however, to perform the various service functions of the college will increase in direct proportion to the increase in enrollment. This includes the services performed by librarians, counsellors, college nurses, and personnel engaged in placement, publicity, audio-visual services, etc. It includes the equivalent of 15 full-time staff members now; it should be expanded to 25 by 1965 and to 30 by 1970.

The clerical staff needs of the college have been projected according to a ratio of one person to every four members of the total faculty. This is slightly higher than the present ratio but it follows a growing national trend to use teachers more efficiently for the specialized skills their background has prepared them for and to use the lower-paid clerical workers for the menial tasks that absorb so much of a teacher's valuable time. The custodial and maintenance staff must necessarily increase as new buildings are added, and the estimated needs in this area are based directly on the projected increase in academic buildings.

These staff needs are based on the conservative enrollment estimates indicated in Table II. Based on the yearly record of Minnesota births, the figures assume a continuation of the steady upward trend in students attending college and a continuation of a slight upward trend in students attending teachers colleges. The figures do not take into consideration any of the more intangible factors previously mentioned which are quite likely to push St. Cloud State Teachers College enrollment substantially higher.

Another factor which must be given serious consideration is the increasing difficulty which the colleges of the state face in securing adequately trained personnel. The shortage of properly qualified teachers at the college level becomes increasingly apparent as presidents of the Minnesota teachers colleges try to fill vacancies. The situation is going to get more critical as college enrollments mushroom in the next ten to fifteen years. To maintain the standards they have set up for new staff members in recent years, to continue to get teachers of the caliber their students deserve, Minnesota's teachers colleges must compete in a national market. To compete successfully they must have something attractive to offer in the way of salaries, adequate physical facilities, reasonable working load, and such additional benefits as opportunity to attend professional meetings with expenses paid and a retirement plan which compares favorably with those of other states.

Table IV

Needs for Instructional Staff, Projected through 1970
St. Cloud State Teachers College

DIVISION	ACADEMIC YEAR														
	*1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
	PREDICTED ENROLLMENT														
	2019	2166	2331	2516	2739	2878	3104	3107	3224	3457	3684	3946	4055	4110	4197
Arts and Music	11.5	16	17	18	19	21	22	22	23	24	26	28	29	30	30
Business	7	10	10	11	11	12	12	12	12	13	13	14	14	14	14
Edu., Phil., & Psychology	14	15	17	18	20	21	22	22	24	25	26	28	30	31	31
Health and Physical Ed.	10	13	14	15	16	17	17	17	18	19	19	20	21	21	21
Languages & Literature	15.25	18	19	20	24	25	26	26	27	29	32	34	35	36	36
Mathematics & Science	17	19	20	21	24	25	26	26	27	29	31	34	35	36	36
Professional Lab. Experiences	6.25	10	12	15	18	20	23	23	26	28	30	33	36	37	38
Social Studies	13.5	17	19	21	22	24	25	25	26	27	29	31	33	34	34
TOTAL	94.5	118	128	139	154	165	222	233	239	240	173	173	183	194	206

* These figures are given in terms of full-time equivalents for Fall Quarter, 1956, assignments. Allowances for Division Chairman duties are made for all divisions in the figures given for all years.

Table V

Total Faculty Needs at
St. Cloud State Teachers College through 1970*

Year	Predicted Enrollment	Administrative	Laboratory School	Service	Instructional	Total Staff
1956	2070 (actual)	6	16.5	15	94.5	132
1957	2166	7	18	16	118	159
1958	2331	7	18	17	128	170
1959	2516	8	18	19	139	184
1960	2739	8	18	21	154	201
1961	2878	8	18	22	165	213
1962	3104	9	18	23	173	223
1963	3107	9	18	23	173	223
1964	3224	9	18	24	183	234
1965	3457	10	18	25	194	247
1966	3684	10	18	26	206	260
1967	3946	10	18	27	222	277
1968	4055	10	18	28	233	289
1969	4110	10	18	29	239	296
1970	4197	10	18	30	240	298

* The "Total Staff" figures do not include the staff needed for the Cerebral Palsy Center, which gains its financial support through legislative appropriations separate from those for the college. This staff, now set at three, should probably be expanded to five as the activities of the Cerebral Palsy Center increase.

Table VI

Needs for Clerical Staff at
St. Cloud State Teachers College through 1970

Academic Year	Predicted Enrollment	Total Professional Staff (Adm.-Service-Inst.)	Clerical Staff Needs*
1956-57	2070 (actual)	132	21
1957-58	2166	154	39
1958-59	2331	165	41
1959-60	2516	178	44
1960-61	2739	195	49
1961-62	2878	207	52
1962-63	3104	217	54
1963-64	3107	217	54
1964-65	3224	228	57
1965-66	3457	241	60
1966-67	3684	254	64
1967-68	3946	271	68
1968-69	4055	282	70
1969-70	4110	289	72
1970-71	4197	291	73

* These figures do not include clerical help needed in the operation of the Cerebral Palsy Center, which is financed by legislative appropriations separate from those for the operation of the college.

Table VII

Needs for Custodial and Maintenance Staff
at St. Cloud State Teachers College through 1970

Academic Year	Custodians	Plant Engineers	Total Maint. Staff
1956-57	12	8.5	20.5
1957-58	16	9	25
1958-59	20	9	29
1959-60	20	9	29
1960-61	24	10	34
1961-62	24	10	34
1962-63	25	10	35
1963-64	25	10	35
1964-65	25	10	35
1965-66	29	11	40
1966-67	29	11	40
1967-68	33	11	44
1968-69	33	11	44
1969-70	36	11	47
1970-71	36	11	47

ACADEMIC BUILDING NEEDS

With a great deal of administrative manipulation and dovetailing the non-specialized curricular offerings of the college are now squeezed into 30 classrooms. Except for the fact that General Education classes in art, music, and literature are being offered this year in huge classes in the auditorium, it would be impossible to accommodate the present enrollment. The pressure will be eased temporarily when the construction of a new laboratory school makes 12 classrooms available for general college use in the present laboratory school, but this relief will be extremely short-lived, however. Two rooms now being scheduled in "B" Building are sub-standard, and their use should be discontinued as quickly as possible. That leaves a total of 40 non-specialized classrooms —28 acceptable rooms now in use, 12 more in the old laboratory school. By 1958 the college will need 42 non-specialized classrooms, by 1960 it will need 49, by 1965 it will need 59, and by 1970 it will need 77. (See Table VIII).

The problem of office space is equally critical. At present there are 132 faculty and administrative staff members crammed into offices with a recommended capacity of 72. With enrollment increasing next year the staff will be expanded, but the only solution on the office space problem will be a further doubling up of already overcrowded offices. The opening of a new laboratory school and release of the old building in 1958 will make office space available for 54 more faculty members. That will bring the recommended capacity of available offices to 126, but the recommended faculty for 1958 is 165. In other words, additional office space must be provided for 39 faculty members in 1958, for 69 in 1960, for 115 in 1965, and for 165 in 1970.

It is obvious that with such a sharp upward trend in classroom and office needs throughout the next 15 years several new academic buildings will have to be built on the campus during that time. On the surface it would seem to be simply a matter of computing the number of classrooms and the number of offices needed and of constructing buildings containing enough classrooms and offices to bring the college up to its requirements. But in addition to fulfilling these general needs the college will have to continue to expand its facilities in such specialized areas as science, industrial arts, art, music, physical education and business. Laboratories in science are taxed beyond capacity right now. An art studio and additional specialized rooms for business are needed. The physical education program is now jammed into a building that began to exceed its capacity eight years ago. A building containing three new gymnasiums is needed and with enrollment expanding as it is, one of them should be designed to seat at least 6,000 spectators.

To meet these rapidly increasing needs in the various specialized areas a carefully-planned timetable has been worked out calling for appropriations for a new science building in 1957, a new physical education building in 1959, a new arts and music building in 1965, and a

new business education building in 1967. These buildings should be planned not in terms of the enrollment at the time of their completion, but in such a way that their specialized facilities can be expanded as the college grows larger. If the science building, for instance, is completed on schedule in 1959 (two years after money is appropriated) the enrollment of the college should be approximately 2,500 at that time. The building should be planned, however, so that eventually it will contain enough laboratories and lecture rooms to handle the science needs for the enrollment of 4,200 anticipated in 1970. In the meanwhile the extra space can be used for the so-badly-needed general classrooms and offices. Laboratories can be added when required and general classrooms and offices can be transferred to the "growing room" provided in the arts and music building and business education building as they are completed.

Eventually a general classroom building will be needed as the specialized buildings reach capacity, but with judicious planning this need should not be reached until 1970. However, if the college is to cope successfully with the enrollment pressures that are so clearly on the way, it is extremely important that the timetable of building expansion described in Table X be followed consistently throughout the next 15 years.

Table VIII

Projected General Classroom Needs Of
St. Cloud State Teachers College
(1957-1970)

Year	Number*
1956	34
1957	39
1958	42
1959	45
1960	49
1961	51
1962	54
1963	54
1964	56
1965	59
1966	63
1967	68
1968	70
1969	75
1970	77

* The number of rooms indicated for each of the years after 1956 represents the estimated number of general classrooms needed in all departments except science. Because of peculiarities in the problem of scheduling science lecture rooms, it is not feasible to include them in this general category.

Table IX

Present Academic Building Facilities (1956)
St. Cloud State Teachers College

Building	Erected	Cost	Use	Remarks
Old Library	1905	$25,000	Children's Library and lunchroom	Should be abandoned when new lab. school bldg. is completed.
Riverview	1911	$65,000	Laboratory school	Will be converted to general clsrm. use when new Lab. school bldg. is completed.
Eastman Hall	1929	$225,000	Physical education, classrooms and Health Center	Inadequate in size now but structurally a sound building.
Music Studio	Acq. 1929	Obtained when site for Eastman Hall was purchased.	Private music lessons, practice room and classroom	Inadequate in size & quality of rooms, a wood frame building.
"A" Building	Acq. 1947	"A" and "B" Buildings cost $3000	Janitors' workroom and Aero Club	A wood frame building; should be razed.
"B" Building	Acq. 1947		Psycho-Educational Clinic, offices, Cerebral Palsy Center, classrooms	A wood frame building; should be razed.
Stewart Hall	1948	$1,250,000	Main classroom bldg. cafeteria & admin.	A good general classroom building.
Heating Plant	1950	$354,260	Heat all bldgs. except Carol Hall, Eastman Home and Brainard Hall	Will be adequate until about 1962.
Kiehle Library	1952	$775,000	Library and A-V Center	Adequate for a maximum enrollment of 2000.

Table X

Timetable of Academic Building Needs at
St. Cloud State Teachers College through 1970

Year	Building	Remarks
1957	Laboratory School & Cerebral Palsy Center	$800,000 appropriated by 1955 Legislature for the building and $140,000 for the purchase of land.
1957	Riverview Building	Convert to general classroom and office use.
1957	"A" Building	Raze this wood frame building.
1957	Old Library Building	The building is structurally unsound; it should be razed.
1957	Garage and Storage	Facilities for maintenance & storage of equipment.
1957	"B" Building	This building should be razed.
1957	Science and Math Building	Ten laboratories, 20 lecture rooms, 1 comb. lecture-lab., 27 offices, 1 repair shop, storage, greenhouse, biology museum.
1959	Physical Education Building	Three gyms, one with seating for 6000 spectators, one swimming pool, 4 classrooms, and the necessary related facilities.
1959	Expansion of Heating Plant	One boiler added to take care of additional buildings.
1963	Addition to Kiehle Library	Present capacity will accommodate an enrollment of 2000. Add ½ of present capacity in 1963; an additional ½ in 1970.
1965	Arts and Music Building	Classrooms, studios and workshops for the various art media.
1967	Business Education Building	Six general classrooms and 15 special purpose rooms with laboratories for accounting, office machines, retailing, consumer education and business communications.
1970	Addition to Kiehle Library	Complete library building. This addition to accommodate 1000 students.
1970	Classroom Building	15 general classrooms and faculty offices.
1970	Auditorium	To seat a minimum of 5000.

STUDENT HOUSING NEEDS

Although St. Cloud State Teachers College has grown tremendously in the last 25 years in enrollment, in physical plant, in the quality and extent of its curricular offerings, in the size and preparation of its faculty, in its general overall prestige, the one area of development that has been practically non-existent is that of student housing. Not a single new dormitory has been built on the campus since 1915, and Lawrence Hall and Shoemaker Hall, the two buildings constructed as dormitories before 1915, have a recommended capacity of only 228 students. Actually 353 girls have crowded into these two buildings, plus three large homes which have been converted into dormitories, but the recommended capacity for all five buildings is less than 300.

The housing situation for men is even more critical. The college has dormitory space for only 78 men, less than seven percent of the total number of men enrolled. The men's dormitory is a one-story cement block building that was originally constructed by the National Youth Administration as a metal shop. It was acquired by the college in 1946 and converted into a dormitory, using wall board partitions to make the rooms. The recent Michigan State study of dormitory needs at the Minnesota teachers colleges recommended the abandonment of this building because of its remoteness from the campus, its inefficiency of operation, and the poor quality of its construction. Consequently, the capacity of approved dormitory space for men is zero.

This naturally raises the question: How does the college house more than 2,000 students if it is providing dormitory space for only 353 women and 78 men? The answer is contained in this breakdown of how students were housed in the fall of 1956:

	Men	Women	Totals
Parental homes	323	143	466
Off-campus housing	790	355	1145
College dormitories	78	353	431
	1191	851	2042

Some of the men living at the homes of their parents are commuting 30 to 40 miles a day simply because they could not get adequate housing near the campus. A large number of students are living in off-campus housing that is below standards the college would like to maintain. In addition there have been many prospective students in recent years, especially women, who have decided to enroll elsewhere or have given up plans of college entirely simply because their parents could not find suitable housing for them at St. Cloud.

Fortunately the State Legislature initiated a program at its last session which will permit the college to solve its housing need at no cost to the taxpayers of the state except for the acquisition of building sites. The Legislature passed a bill authorizing the State Teachers

College Board to issue self-liquidating revenue bonds to finance the construction of new dormitories at the five teachers colleges. The money to pay off the bonds will come entirely from the fees charged to the occupants of the dormitories for room and board. Since a ceiling of $3,100,000 was set on dormitory construction for the current biennium, the previously mentioned survey team from Michigan State was hired to recommend an allocation of construction among the colleges according to need. Among its recommendations the team included immediate construction of a 400-bed dormitory at St. Cloud. The dormitory is now under construction but because of a revised estimate of needs at the other colleges plus rising living costs it will house only 220 students.

This will hardly scratch the surface in easing the pressure of immediate housing needs at the college. A careful study of predicted enrollment, and a breakdown of the proportion of that enrollment which will need dormitory housing, indicates clearly that additional units housing 900 students will have to be constructed by 1961. By 1968 units will be needed for 1,000 more students than in 1961. It is also recommended strongly that a Student Union be constructed by 1962 and that this building include central food service, storage, and receiving facilities. Like the dormitories, this building would also be constructed under the program of self-liquidating revenue bonds.

The formula for anticipating dormitory needs is a simple one based on several carefully calculated assumptions. It is assumed first that the percentage of students living in the homes of their parents would remain steady at 20 percent. Of the remaining 80 percent, it is assumed that space for 800 can be found in suitable off-campus homes and that 260 more can be housed in existing dormitory facilities. Using this formula, 80 percent of enrollment less 1060, the college will need dormitory space for 540 more students when enrollment reaches 2000, 940 more students when enrollment reaches 2500, 1340 more when enrollment reaches 3000, and 2140 more when enrollment reaches 4000. Taking the enrollment predictions calculated in Table II, column 2b, it becomes clear in what year each of the new 200-bed units will be needed.

Naturally the actual authorization of dormitory construction would have to be based on a much closer check of year by year enrollment trends as they develop. Ideally a dormitory should be completed just at the time when there are enough students to occupy it at full capacity so there is no squeeze on the college housing needs on the one hand, and no lag in the efficient paying off of bonds on the other. The student personnel bureau of the college is in an ideal position to keep a close check on these trends. And since the self-financing plan is so practical, it seems logical to assume that the next State Legislature will raise the ceiling on dormitory construction sufficiently so that these buildings can be constructed by revenue-producing bonds whenever they are needed.

Table XI

Present Dormitory Facilities (1956)
St. Cloud State Teachers College

Building	Erected	Cost	Use
Lawrence Hall	1905	$90,000	House & feed 124 women
Shoemaker Hall	1915	80,000	House & feed 104 women
Carol Hall	Acquired 1936	11,000	House 30 women
Eastman Home	Acquired 1936	Gift	House 10 women and one family
Brainard Hall	1946	23,000	House & feed 78 men
Veterans Housing Units	1947	23,000	House 48 families
Whitney Home	Acquired 1956	15,000	House 33 women

Table XII

Student Housing Needs at
St. Cloud State Teachers College

1956 through 1970

Year	Estimated Enrollment*	Building
1956	2,070 (actual)	220-bed dormitory under construction for 1958
1957	2,166	
1958	2,331	200-bed dormitory
1959	2,516	300-bed dormitory
1960	2,739	200-bed dormitory
1961	2,878	200-bed dormitory
1962	3,104	Student Union and food servicing facilities
1963	3,107	
1964	3,224	200-bed dormitory
1965	3,457	200-bed dormitory
1966	3,684	200-bed dormitory
1967	3,946	200-bed dormitory
1968	4,055	200-bed dormitory
1969	4,110	
1970	4,197	

* Enrollment estimates are based on the assumptions that (1) the proportion of Minnesota youths who attend college will increase one percent each year up to 33.5 percent; (2) the proportion of these college students attending St. Cloud State Teachers College will increase .5 percent each year up to 4.3 percent.

CONCLUSION

The Fund for the Advancement of Education has published a study by Beardsley Ruml and Sydney G. Tickton entitled "Teaching Salaries Then and Now." The purpose of the study was to evaluate the changes in the economic status of the teaching profession in the last 50 years and to compare these changes with those in other professions and occupations. The study shows a marked deterioration of the relative status of those in the field of education with the greatest deterioration evident in such top-level jobs as those of college presidents and professors at large universities. A college president would need an 85 percent increase in his salary and a professor at a typical large university would need a 72 percent increase to restore him to his relative economic position of 50 years ago. "The American society is deteriorating in the sector most critical for future progress and well-being," the report suggests. "The quality of the future depends on education at all levels, and the quality of education depends on its top leadership."

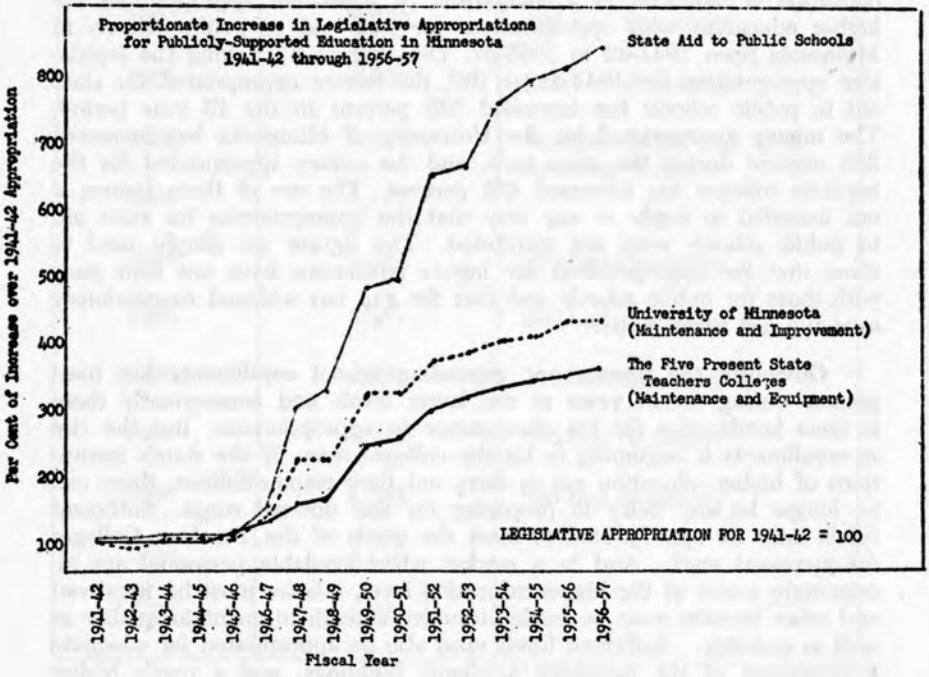
A similar symptom of deterioration in the funds provided for higher education is indicated in a comparison of legislative appropriations for higher education with appropriations for state aid to public schools in Minnesota from 1941-42 to 1956-57. (See Figure 5) Taking the legislative appropriation for 1941-42 as 100, the money appropriated for state aid to public schools has increased 725 percent in the 15 year period. The money appropriated for the University of Minnesota has increased 325 percent during the same time, and the money appropriated for the teachers colleges has increased 255 percent. The use of these figures is not intended to imply in any way that the appropriations for state aid to public schools were not warranted. The figures are simply used to show that the appropriations for higher educations have not kept pace with those for public schools and that the gap has widened tremendously over the last seven years.

Obviously the pressure of expanding school enrollments has been greater during recent years at the lower levels and consequently there is some justification for the discrepancy in appropriations. But the rise in enrollments is beginning to hit the colleges now. If the state's institutions of higher education are to carry out their responsibilities, there can no longer be any delay in preparing for this upward surge. Sufficient funds must be appropriated to meet the needs of the Teachers Colleges for increased staff. And in a market when available personnel are increasingly scarce at the higher education level, salaries must be improved and other benefits must be made attractive enough to maintain quality as well as quantity. Sufficient funds must also be appropriated for adequate development of the necessary academic buildings, and a much higher ceiling must be authorized for the construction of self-liquidating dormitories at the teachers colleges.

As far as St. Cloud State Teachers College is concerned, the report presented here is based on a careful study of all available data, and it

represents the combined thinking of a large segment of the faculty. The facts are plain: the sharp year-by-year increase in the number of youth of college age over the next 15 years, the increasing number of college-age youth actually attending college, the tremendous need for teachers at all levels over the next few decades, the status the college has held as one of the leading teacher preparing institutions in the state. The upsurge of increasing enrollment is certain. It is our duty as responsible Minnesotans to meet the challenge.

Figure 5



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