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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

NOV 21 1959

No. 1, September 8, 1959

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First Issue of the Faculty Letter

The Faculty Letter is being initiated to inform the faculty more fully than is now possible about certain subjects of current importance.

The Faculty Letter is not intended to be a magazine or a house organ. It will simply relay to the faculty the full text or a summary of items of general University interest. In cer-

tain instances complete reports will be presented on topics that have had prior notice in the press.

Although official statements will occasionally be included, the Faculty Letter does not supplant the Calendar or Official Notices from the office of the Vice-President and Provost.

Suggestions as to subjects in which there is wide interest will be welcome and may be filed with George H. Bargh, Administrative Assistant, Office of the President, or Mrs. Eunice C. Parker, Research Associate, Office of the President, who will assemble the material for publication.

Comments on the Management and Control of State Universities in Illinois

AN EXTENSION OF REMARKS BY PRESIDENT DAVID D. HENRY MADE AT A MEETING OF THE COMMISSION OF HIGHER EDUCATION, AUGUST 7, 1959, CHICAGO

The instruction from the Legislature for a study of unified administration of the State controlled institutions represents a broad public interest in the relationships of the universities and in state-wide planning for the future. (House Bill No. 527, passed by the 71st General Assembly and approved by the Governor directs the Commission of Higher Education "to recommend to the General Assembly, not later than April 1, 1961, a plan for the unified administration of all the State controlled institutions of higher education." Relevant to this instruction are the powers and duties of the Commission as contained in the Act of establishment by the 70th General

Assembly: "to analyze the present and future aims, needs and requirements of higher education in the State of Illinois; . . . to study the role of and the need for different types of institutions and programs of higher education in the State of Illinois with other states. . . .")

Citizens are concerned with higher education as never before. They have been told that new expenditures in major proportions will be required to gear up the educational enterprise to the requirements of the space age, as well as to meet population increases and increased demands for service. Higher education is now an instrument of national defense, international relations, eco-

nomic strength, as well as of individual fulfilment. In considering these requirements the public expects wise planning, prudent management and efficient utilization of educational resources.

PLANNING IMPERATIVE

I believe that state-wide planning for higher education is imperative. Institutional expansion without professional study of the needs of the State as a whole or of the potential contribution of all institutions supplying that need is unwise. Considering the needs of one geographical area outside of the context of the needs of the State as a whole is an inefficient way to approach satisfying

the total requirements of the State. New developments in higher education should be based upon a broad view of what is required in the public service, upon facts, rather than bias, and upon consultation rather than unilateral decision. Further, there must be adequate machinery for carrying out of interinstitutional actions.

Believing in the necessity for state planning, the representatives of the University of Illinois encouraged the establishment of this Commission of Higher Education. The University has cooperated fully with the Commission in its work. As the Commission undertakes the new studies assigned to it, the University of Illinois will continue to help in any way possible.

I have indicated to others how we regard the importance of the work of the Commission, by pointing out that the University in its own planning is dependent upon the answers to questions before the Commission. To what extent should the University establish new branches? What kinds of new programs should be started and in what ways should present programs be extended? What should be the distribution of students, by level of instruction within the University? The answers to these questions and others like them arrived at by the University of Illinois working alone cannot be final. They need to be related to the programs in other institutions, to the development of junior colleges, and to the necessities of the State as a whole for new programs and services.

At this point, it is well to emphasize that the picture of duplication and conflict among the state universities today is in some ways distorted and often exaggerated. There has been a considerable degree of coordination in Illinois by legislation,

by decisions of the Governors of the State, by voluntary cooperation among institutions, and through the Joint Council of Higher Education.

It is true, nonetheless, that the plans of the future will be less efficient and economical than would exist under the best of coordinated planning.

How far Illinois should go beyond state planning into the area of unified controls of operation is a different question, requiring serious consideration. How far unified administration is necessary in order to achieve effective state planning is a central issue in the Commission's study. There are real doubts and apprehensions among professional students of the problem about any plan of single control and there is honest division of opinion, both within the State and elsewhere, as to the efficacy of such arrangements. On this subject, there is a large body of opinion and a relatively small body of experience and fact. Nonetheless, the question must be analyzed, the arguments *pro* and *con* assessed. I express the hope, however, that our consideration of unified control or integrated administration will not interfere with our getting on with the job of coherent state planning which is now possible of achievement within the present authority of the Illinois Commission of Higher Education.

COMMISSION COMMENDED

The Commission is to be commended for recognizing at the start of its consideration of the question assigned to it that the universities also have, under the law and by professional mandate, certain responsibilities for the welfare of higher education and that the trustees of these institutions, some appointed and some elected by the people, have

responsibilities for appraisal and judgment. They also have a wealth of experience upon which the Commission may draw. All of us from the institutions appreciate this opportunity to confer with the Commission at the start of its study.

In answer to the question on the best procedures for undertaking the study, I offer the premise that even the design of the study as a whole is a complex undertaking and that the design should have wide acceptance among informed citizens and professional observers to insure that the results will be received objectively. If the design appears to be limited or slanted, then the results will be limited. I believe that the outcomes of previous studies of this question in Illinois¹ were not as effective as they might have been because their designs initially were not built upon wide consultation and participation. Considerable effort should be put forth by the Commission in getting consultation upon and defining the premises, the assumptions, the objectives and the professional procedures to be followed. I repeat, the body of opinion is large but the body of facts and experience is small. The two must be separated and treated differently.

¹ *Report of the Commission to Survey Higher Educational Facilities in Illinois*, January, 1945; George A. Works, Director of the Survey; printed by authority of the State of Illinois.

Report of the Study of the Structure of the State Tax-Supported System of Higher Education in Illinois made by a staff under the direction of the Division of Higher Education, Office of Education, Federal Security Agency, Washington, D.C., December, 1950; John Dale Russell, Director of the Study; printed by authority of the State of Illinois.

The Russell Report, Memorandum to the Board of Trustees of the University of Illinois from George D. Stoddard, President of the University, March, 1951; printed by authority of the University of Illinois.

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PROCEDURES SUGGESTED

I offer six suggestions with reference to procedure in building the design for the study.

1. A series of open conferences with resource people, from within and from outside the State, on the factors to be taken into account in building a study would be most useful. Such conferences would give the Commission, other interested parties, and the general public general background acquaintance with the total complex subject. There have been some recent studies whose authors would have current pertinent observations. Some of the administrators from states which have tried unified administrations or compulsory coordination should be heard. Of course, what they have to say will have to be viewed in terms of Illinois requirements and comparability.

2. While the conferences are being held, certain specific studies which are clearly preliminary to the final study could get under way.

a. A digest of the several studies previously made in Illinois, together with an analysis of the arguments, *pro* and *con*, a summary of their data, and perhaps some observations on why their recommendations were not accepted.

b. A factual description of the several plans now in effect in other states and how they operate.

c. An inventory of the functions and operations of the state universities in Illinois with a view to identifying those which naturally would fall into a state-wide applicability and those which do not.

d. An inventory of legal problems. The solutions to legal problems would follow the adoption of a plan but the legal problems ought to be identified early. They are numerous. Existing Boards, under the law, have many contractual obligations, trusts and comparable responsibilities.

ties. These would all have to be analyzed carefully in whatever plan is undertaken.

e. The relationships between faculty and administration in the several universities must be carefully assessed. Quality in our universities is determined by our faculties, and the part that faculty action must have in the government of our institutions is a vital part of any consideration of unified control. An analysis of current responsibilities of the faculties should be at hand for the use of any study group.

3. The Commission should seek the help and advice of an advisory research committee made up of professional people who would contribute their services. This committee would not conduct studies but would be available for advice to the staff of the Commission on design and procedures. The members of the Committee would include staff members from the institutions, but such members ought not be regarded as representatives of the institutions. They would serve as professional experts.

As noted earlier, the design requires definition of terms, enumeration of assumptions and objectives and analysis of component parts. These are professional matters and the students of public questions in Illinois who can be helpful in building a study plan should be called upon.

4. Once the design is completed and endorsed by the Commission, I hope that it will be submitted to conferences of institutional representatives, to citizen groups and individuals throughout the State, so that both the institutions concerned and the general public can be carried along in understanding the total problem and be given an opportunity to comment before final decisions are made.

5. A budget will have to be built in terms of the requirements of the design and funds will have to be found to carry out the project.

6. Following the completion of the study and before specific legislative proposals are made, I sincerely hope that the institutions concerned will have the opportunity to present their views to the Commission. The Commission should have the views of the institutions as to how any new plan would affect them. There should be a forum for the exchange of views before the final recommendations are made.

DISTINGUISHING BETWEEN THE CONCEPT AND THE OPERATION

Coordination as a concept and coordination in a working plan may have entirely different appraisals. The theoretical advantages of coordination are obvious and must be accepted as goals in state educational planning. The machinery of coordination, if not carefully adapted to Illinois problems, and if not set up to safeguard quality, differences in institutional missions and operation, and faculty influence upon educational policy may induce outcomes worse than the disadvantages of the present system. There are dangers in unified controls of multiple institutions, as experience elsewhere has shown, and Illinois should make sure that they are not imported with a new scheme of management. Illinois has reason to be proud of the standing and achievements of its universities and any new plan should be measured by the degree to which it will strengthen, enlarge and improve education for the people of Illinois and by the extent to which it will make possible a greater contribution to the education of youth, to the development of the professions, and to the advancement and dissemination of knowledge.

School of Life Sciences in the College of Liberal Arts and Sciences

The School of Life Sciences was created by action of the Board of Trustees at its June 23, 1959 meeting. The text of the report submitted by President David D. Henry and approved by the Board of Trustees follows:

"The faculty of the College of Liberal Arts and Sciences and the Urbana Senate recommend establishment within the College of a School of Life Sciences to include the Departments of Bacteriology, Botany, Entomology, Physiology, and Zoology. The School will be under the administration of a Director to be appointed biennially by the Board of Trustees on recommendation of the Dean of the College and the President of the University, and will

be under the general direction of the faculty of the College. The internal organization of the School and the responsibilities of its officers and committees will be determined by the faculty of the College upon recommendation of the Executive Committee of the School and after approval by the faculties of the respective departments.

"The main purpose of the School will be to coordinate activities of member departments within the College, to promote cooperation between those departments and biologists in other colleges of the University, and to advance the interests of those departments in relation to agencies outside the University. It will administer

the inter-departmental facilities that serve those departments.

"(Among desirable results expected to come from this new administrative organization are: better and more economical undergraduate education in biology; improved integration of graduate courses and curricula; improved appointment and promotion procedures; better planning and utilization of space; greater inter-departmental cooperation in research and advances towards new frontiers of biological investigation.)

"The Chicago Professional Colleges Senate has been consulted and approves the proposal. The Senate Coordinating Council indicates that no other Senate jurisdiction is involved."

Report on the President's Second Faculty Conference

Copies of the Report on the President's Second Faculty Conference have been distributed to all full-time members of the faculty through their academic departments.

The conference was held March 13-15, 1959, at Allerton House. Participants discussed various topics relating to the main theme of the conference, "The Intellectual Climate of the University."

Additional copies of the Report on

the President's Second Faculty Conference and the Abstract of Proceedings of the President's Faculty Conference held June 9, 1958 are available in the office of Dean Royden Dangerfield. Discussion at the 1958 conference centered around the First Report of the University Study Committee on Future Programs.

The President's Third Faculty Conference is scheduled for March 18-20, 1960. The theme will be

"The Intellectual Climate of the University, Part Two: The Student." Members of the Steering Committee for the forthcoming conference are Professors Rubin G. Cohn, chairman, Andrew M. Carter, Karl E. Gardner, James E. Gearien, Robert O. Harvey, Donald W. Riddle, George W. Swenson, George W. White, and Mr. George H. Bargh, secretary. Dean Royden Dangerfield serves as liaison with the President.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

NOV 21 1961

No. 2, September 16, 1959

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"Freezing" of Capital Appropriations for 1959-1961

Following is President Henry's Report to the Board of Trustees, July 21, 1959, revised in the light of subsequent developments. In presenting this report the President emphasized that it "was not intended in any sense as a criticism of Governor Stratton's decision but rather an analysis of the situation in which we find ourselves."

On July 8, 1959, Governor William G. Stratton notified all State agencies that until January 1, 1960, "All General Revenue appropriations subject to release by the Governor are hereby frozen until further notice." For the University of Illinois, this order applies to the \$14,190,000 appropriated for capital improvements for the biennium of 1959-61.

The appropriation of \$14,190,000, out of an initial University request of \$54,000,000, represents only extremely urgent items from the point of view of present necessities. It includes additional funds for site acquisition for the Chicago Undergraduate Division and funds for planning and land acquisition for future buildings on all campuses. It provides matching funds for gifts and grants to construct three small buildings, necessary utilities, remodeling for emergency space relief or to meet

fire and safety standards, and the University's share of local public improvements.

While the allocations do not allow for new major academic buildings to be occupied in less than four years, the University planned to be ready promptly to construct major buildings when funds should become available in 1961 and to provide meanwhile for emergency space relief through remodeling. Further, the appropriation would enable the University to supplement its resources by matching funds (\$1,000,000) and additional bond revenue funds (\$8,500,000).

The "freezing" of the appropriations for a six-month period means that these developments cannot occur on the planned schedule. The University will also face the possibility of higher bids at a later date and the dispersal of the labor force now available in the community. The serious results of the delay with regard to specific projects are outlined below:

POWER PLANT ADDITION AND EXTENSIONS OF UTILITIES DISTRIBUTION SYSTEM — \$5,800,000

A postponement of six months in starting these projects entails a one year delay in their completion. This

delay results from the fact that the first step is construction of a cooling tower, and this work must be done during the winter when one of the present towers can be taken out of use. If the start of the work is delayed until January 1, 1960, the whole project is set back one year with completion scheduled for September, 1962, and the following buildings dependent upon the completion of additional steam and power capacity must also be delayed:

Addition to Illini Union — \$5,000,000 (scheduled to start in October, 1959 — completion, September, 1961)

Addition to McKinley Hospital — \$850,000 (scheduled to start in October, 1959 — completion, Spring, 1961)

Student Services Building — \$1,150,000 (scheduled to start January, 1960 — completion, 1962)

Graduate Student Housing — \$1,500,000 (scheduled to start in Spring of 1960 — completion, Fall of 1961)

The completion of the buildings now under construction will result in a critical overload on both heating and power capacity so that the University may be faced with the

necessity of operating under emergency conditions if any of the turbines break down or if there are extreme weather conditions.

It will be necessary to restrict severely, if not eliminate, further installations of air conditioning equipment because of power requirements.

The construction of the third group of men's residence halls from loan funds will add to the existing limitation in steam and electric generating capacity. The Assembly Hall will be completed in 1961. If utilities are not available until 1962, emergency heating and electric power services will be required during the first year of occupancy. At best these will be expensive and only partially effective.

Preparation of detailed plans and specifications for the Chicago Undergraduate Division can be started from reappropriated funds.

OTHER PROJECTS

The construction of research facilities where State funds are matched by Federal grants from the National Institutes of Health must be deferred. Planning will be continued, and if State funds are released by January 1, 1960, the effect of the delay will be minimized. Construction must be started prior to June 30, 1960, or the Federal grants will be lost.

The construction of the Labor and Industrial Relations Building will be delayed. Contributions totaling \$200,000 are available to supplement the State appropriations and these funds can be used to continue planning. The receiving of bids for construction, planned in the fall of 1959, must be deferred.

Air conditioning of the new Physics and Fine and Applied Arts buildings, urgently needed remodel-

ing, public improvements in Urbana-Champaign and acquisition of land in Urbana-Champaign are other projects which must be postponed. Deferring of remodeling has implications with regard to the effectiveness of the instructional and research programs which will be reported at a later date.

SUMMARY

In summary, the prospective delay in construction has serious implications for the University's program. Even if the "freeze" is lifted after six months, present plans for expansion of research and instruction in certain areas will have to be reconsidered. If the "freeze" persists into 1960, major curtailments must be anticipated.

[EDITOR'S NOTE: There will be a further report on this topic, when the situation is more clearly defined.]

Use of University Facilities by Candidates for Public Office

A REPORT AND RECOMMENDATION BY PRESIDENT DAVID D. HENRY, APPROVED BY ACTION OF THE BOARD OF TRUSTEES, JUNE 23, 1959

The University policy which has come to be known as "the political speakers ban" was established by the University Board of Trustees on December 9, 1890, when the Board resolved: "that hereafter the University buildings and grounds be not used for political purposes." Although numerous requests from University groups for a change in Board policy have been made, only one modification has been adopted. On May 19, 1955, the Board decided to allow candidates for the offices of President and/or Vice President of the United States the use of University facilities for appearing in person to speak on the campus.

Requests for a broad change in policy on this subject have been made by the Student Senate, the University's undergraduate representative body at Urbana, in 1950; the University Senate (the University faculty), in 1951; and the Student Senate again in 1955. None of these petitions was approved by the Board. A new resolution was made by the Student Senate in April, 1959, and adopted by the Urbana University Senate in June.

NATURE OF REQUESTS

None of the petitions for modification contemplated a complete removal of limitations on political

speakers. The requests have been, rather, for the permitting of candidates for state or national office only, or those speaking in their behalf, who represent parties legally recognized in Illinois, to use University facilities if their appearance is sponsored by a recognized student organization, a faculty group, or a University department. Candidates for local offices would not be permitted to speak on University premises, and political rallies would not be in order. Appropriate control regulations would be promulgated by the President. The latest Student Senate resolution provides that the modification be made for a three-year trial

period, after which the Board would assess the results.

The foregoing summarizes briefly the general history of the political speakers question. Substantive arguments can be advanced both in favor of modification and in favor of maintaining the status quo.

ARGUMENTS FOR MODIFICATION

In favor of modification, it can be argued that (a) political campaigning is a part of American life which college students should be encouraged to consider carefully, and that it is inconsistent for the University to urge participation in political affairs (through such agencies as the Citizenship Clearing House) and simultaneously erect barriers to such participation; (b) appearances of political speakers in the University community negates the effectiveness of the ban because the impression is frequently left that the speech was made on University property; (c) the ban furnishes a rallying point for opposition to the Board's position, while its elimination would not be likely to result in any mass appearance of political speakers on the campus; (d) the ban can result in anomalies which alienate student respect: for example, a political candidate can buy television time and his address can be televised into the Illini Union, but he cannot make the same speech in person in a University building; similarly, a speech on

the steps of the YMCA on Wright Street may be amplified so that students at windows in Lincoln Hall are part of the audience, but the same speech cannot be delivered in the Lincoln Hall Theatre. A distinguished speaker may appear on campus at one time but later, as a candidate, he is not allowed to do so.

ARGUMENTS FOR STATUS QUO

On the other hand, the University is jealous of its non-partisan and non-political position, and surely must guard against any break in this pattern. It would be difficult in all instances to assure equal treatment and facilities to candidates because of previously scheduled conflicting University events. Moreover, the very arguments advanced in favor of modification can be reversed in favor of the status quo. If off-campus facilities are now virtually as convenient as University facilities, why not continue the arrangement? Again, if no frequent appearance of political speakers is expected, why should the ban be a matter of concern? Finally, no matter how close to the campus a speech is made, if it is not made on University grounds, the University has no responsibility for it.

Perhaps the basic point is that we are trying to have students understand that politics belong to the people and that the politician be-

longs to a calling of vital importance to the common welfare. A university ought to be able to arrange for its students to hear political speakers without becoming involved institutionally in political action.

RECOMMENDATION

I believe the time has come when the University of Illinois should attempt to broaden its practice in arranging for political speakers, as suggested in the resolution of the Senate of the Urbana campus, and I recommend that the Board approve that resolution, as follows:

"That the Urbana-Champaign Senate of the University of Illinois favors the use, on a trial basis, of University buildings, grounds, and facilities by candidates for nomination or election to statewide or national offices for the academic years 1959-60 and 1960-61 subject, at the end of this period, to review, revision, or repeal by the Board of Trustees."

The authorization here requested would apply to another campus of the University only with the concurrence of its Senate.

I also recommend that the President be authorized to promulgate appropriate rules and regulations consistent with those governing the appearance of other speakers on the campus and consistent with the educational objectives of the University.

Rules for the Use of University Facilities by Candidates for Public Office

The Board of Trustees has authorized the President to promulgate rules and regulations pertaining to the use of University facilities by political speakers. President Henry requested the Committee on Visit-

ing Speakers to accept responsibility for the formulation of such rules and regulations. The Committee accepted the assignment and the regulations formulated have been approved. Wherever possible, they

parallel regulations for other types of visiting speakers.

Pertinent rules and regulations follow:

"The University Committee on Visiting Speakers will approve, on

application, speakers who are official candidates for nomination or election to statewide or national political office where the following criteria are met:

A. The event is sponsored by a division, department, institute, college or other administrative unit of the University, or by an officially recognized student organization.

B. The political party with which the candidate is affiliated is legal in the State of Illinois.

C. The event is planned to serve an educational purpose.

DEFINITIONS

The committee will interpret 'statewide' office as including officials of the State of Illinois chosen by the electorate of the entire state.

An 'official' candidate for nomi-

nation to statewide office is one who has been certified by the State Elections Board.

'National' office will be interpreted to include elective executive and legislative officials of the United State Government.

Incumbent officials: Incumbent officials of statewide and national political office, who are not presently candidates for nomination or election to office, will be treated as visiting speakers under Title I of the present regulations.

INTERPRETATION OF RULES

The term 'visiting speaker' as used in these regulations refers to speakers other than students, members of the faculty, and members of the staffs of organizations housed in University buildings.

The Committee on Visiting Speakers retains the right to determine the applicability and interpretation of these regulations. They are subject to change by the Committee with the approval of the President.

PROCEDURE

Sponsors of political candidates will file with the reservations office in the Illini Union both a form for space and a form for political candidates. The latter will be forwarded by the reservations office directly to the Chairman of the Committee on Visiting Speakers.

Sponsors of visiting speakers or political candidates should make application so as to give adequate time for consideration by the Committee on Visiting Speakers."

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

NOV 21 1961

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No. 3, October 22, 1959

University Building Program Committee Reconstituted

MEMORANDUM TO DEANS, DIRECTORS, AND ADMINISTRATIVE OFFICERS FROM PRESIDENT DAVID D. HENRY, AUGUST 26, 1959

The University Building Program Committee was established in 1935 and has advised the Provost and the President on priorities for new building construction, campus planning, including site selection, building planning and design. The actions of the Board of Trustees have been heavily influenced by the recommendations made by this Committee.

The Committee has been appointed biennially by the President and has included seven members from the Urbana-Champaign campus, two from the Chicago Professional Colleges, and one from the Chicago Undergraduate Division. However, the members on the Committee were asked to serve "at large" rather than as representatives of their college or campus.

While the University Building Program Committee has been very helpful, it appears that its organization should be changed, for the following reasons:

1. All of the major administrative units have not been included in the background of the members. This has sometimes resulted in a breakdown in communication, with consequent misunderstanding.
2. The Committee reports that it has not stimulated long-range planning in all of the administrative units.
3. One of the largest phases of the construction program in the next ten years will be the relocation of the

Chicago Undergraduate Division. Having only one member from the Chicago Undergraduate Division does not adequately provide for communication with that campus.

4. Regular attendance by members of the Chicago departments has not been practical when the agenda often included only a few, if any, items for their campuses.

The appointments to the University Building Program Committee terminate August 1, 1959. In order to eliminate or minimize the negative factors outlined above, the following arrangement will become effective September 1, 1959.

1. A *Campus Planning Committee* will be maintained for each campus (Urbana-Champaign, Chicago Professional Colleges, and Chicago Undergraduate Division). The recommendations of each committee will be submitted to the Provost. The committee of the Chicago Professional Colleges will submit its recommendations through the Vice President and the committee of the Chicago Undergraduate Division through the Executive Dean. Responsibilities of the committees at the Chicago Professional Colleges and at Urbana-Champaign will include recommendations on:
 - a. Establishment of local campus planning policies and procedures.
 - b. Site recommendations for new buildings.
 - c. Space allocations for new build-

ings and reassignment of existing space.

d. Consideration and formulation of recommendations on the material presented to the committees by the Physical Plant Department.

At the Chicago Undergraduate Division the Executive Dean will appoint a Campus Planning Committee to deal with space allocation and related topics with reference to present facilities. This Committee will also express departmental and faculty points of view to the interim Planning Committee noted in the next paragraph.

Because the relocation of the Chicago Undergraduate Division and the construction of facilities for four-year programs represent University-wide interests and responsibilities, I have appointed an interim *ad hoc* committee to advise on these subjects. It has membership from both the Urbana-Champaign campus and the Chicago Undergraduate Division. The recommendations of this special committee will be made to the Provost through the Executive Dean.

When the new campus is occupied and full four-year programs developed, a continuing campus planning committee will be organized with responsibilities and duties comparable to those of the other two campuses.

2. I request the deans or directors of the following administrative

units at Urbana-Champaign which have major building programs ahead, to designate representatives to this Campus Planning Committee: [EDITOR'S NOTE: Units have now appointed representatives as listed below.]

Agriculture

Thomas S. Hamilton

Commerce

Dorothy Litherland

Education

Rupert Evans

Engineering

Ross J. Martin

Extension

Norman W. Johnson

Fine and Applied Arts

Allen S. Weller

Graduate College

Austin Ranney

Journalism and Communications

Frank E. Schooley

Liberal Arts and Sciences

Herbert A. Laitinen

Library

Arnold H. Trotier

Physical Education and Athletics

Allen V. Sapora

Student Services

Fred H. Turner

Veterinary Medicine

Lyle E. Hanson

Administrative Services

Royden Dangerfield

Such appointments should be made with the understanding that the designated representative of a college or unit will be the chairman of its planning committee if one is established. The Dean of Students will represent Student Services. I shall designate a representative for the general University administrative offices. Others may be added from units not included, if representation is requested.

The members of the Campus Planning Committee will be expected to speak for the college or administrative units which they represent.

3. A University Building Program Committee advisory to the Provost and the President will be appointed

biennially by the President. Each campus will have representation on this Committee, with the chairman of the Urbana-Champaign Campus Planning Committee serving as chairman of the University Committee.

The Committee will have the responsibility of recommending:

a. Planning standards which will be applicable to all campuses.

b. Priorities for the biennial building program for all campuses.

c. A composite long-range University building program.

d. Actions on other matters referred by the President or Provost.

The following members of the administrative staff will serve in a staff capacity to the Urbana-Champaign Committee and to the University Building Program Committee, and will attend meetings of both:

C. S. Havens
E. L. Stouffer
H. D. Bareither
J. V. Edsall
D. C. Neville

DAVID D. HENRY
President

Coordinator of Instructional Television

Nearly two years ago there was appointed a University Committee to direct planning and research in instructional television. Under this Committee, there has been considerable experimentation in the instructional uses of television.

The Committee's recommendation for full-time professional service was approved last spring and in the summer Dr. Charles J. McIntyre was appointed Coordinator of Instructional Television, with the rank of Associate Professor, in the Office of the Provost.

Professor McIntyre comes to the University from the position of Chief of the Instructional Procedures and Evaluation Branch of the Education Division in the Office of Armed Forces Information and Education of

the Department of Defense. He also had experience in television and motion picture research, production, and utilization at the Pennsylvania State University as well as in Washington.

Professor McIntyre's responsibilities fall into four categories:

(1) to advise the Committee and the administration on all matters pertaining to the use of television for instruction, to related research, and to the acquisition and disposition of facilities for this purpose;

(2) to execute policies developed with the Committee to Direct Planning and Research in Instructional Television;

(3) to advise and assist the faculty with matters pertaining to instructional television;

(4) to serve as liaison between the faculty and the Television-Motion Picture Unit.

On August 13 Professor McIntyre wrote as follows to Deans, Directors and Department Heads regarding his work:

"Over the past several years various departments of the University have indicated an interest in studying the use of TV for improving instruction by enabling senior staff to reach more students in those courses or parts of courses that are appropriate for television; by incorporating films, demonstrations and other instructional aids which usually are not feasible to present otherwise; and by enabling students better to see experiments, demonstrations, and processes which normally cannot be

shown effectively because of size, location, set-up time, or other reasons. Television also seems likely to prove a valuable tool for research, and some departments have indicated an interest in that application.

"The primary purpose of this letter is to let the faculty know what facilities are now or soon to be available and to invite use of them.

a. *The mobile unit*: All elements except the cameras and portable lights are truck-mounted. The unit can go almost anywhere on campus and set up an adequate closed-circuit facility in about an hour. It is particularly useful for showing demonstrations and experiments to large groups.

b. *The closed-circuit facility*: An originating 'studio' with several connected classrooms is to be established in the English Building. The originating room will be available at all times, the classrooms occasionally. Cable connection from the studio to classrooms in other buildings is also a possibility. This facility will provide a good opportunity to experiment with televised instruction

in a fairly realistic situation and in relative privacy (as compared to broadcast TV). It will also provide a place for research on instruction involving television.

c. *The video-tape recorder*: This machine, which should arrive in a few months, permits low-cost, high quality television recording. A tape can be played back immediately, enabling the instructor to review and, if necessary, revise his presentation; it can be run any number of times, permitting a lesson to be rebroadcast as convenient; it can be broadcast from other stations having similar machines; and it can be erased and re-used, releasing the economic pressure to retain a lesson, once recorded, despite educational deficiencies. Initially, we will not be able to record material originated anywhere other than in the WILL-TV studio. However it will be technically feasible to establish microwave contact between the mobile unit and the recorder should this be necessary.

d. *WILL-TV*: The University's television station provides production and limited-range broadcast facilities.

e. *Staff*: The television service staff

consists of people knowledgeable in the problems of television instruction. Their orientation is one of service to the faculty. The teacher will retain full control of the teaching situation with the television staff assisting him in adjusting to the somewhat different conditions of television teaching.

f. *Financial resources*: It is my responsibility to provide the television facility, production assistants and similar resources. The departments usually must provide staff time. An instructor developing a course for the first time on television probably should have an assistant, and neither of them should have other major commitments. The Ford Foundation occasionally provides funds to pay for the released time of instructors. We now have such funds for two courses and may be able to obtain more later.

"This, briefly, is our present status and immediate outlook. If there is something here which suggests an application to your instructional or research problems, I shall be happy to discuss them with you."

The University of Illinois Library

Excerpts from the 1958-59 report by the Champaign-Urbana Senate Committee on the Library presented at the meeting of the Champaign-Urbana Senate, October 12, 1959. The complete report has been distributed to members of the Senate present at the meeting and to all Deans, Directors and Department Heads.

GROWTH OF LIBRARY

At the end of the fiscal year, June 30, 1959, the Library held 2,980,934 fully cataloged volumes in Urbana, and 228,470 in the two Chicago divisions, altogether 3,209,404 volumes, or a net increase of 83,522 over the previous year. The total cost of materials purchased on the three campuses was approximately \$540,000, to which should be added extensive collection of books, journals, pamphlets, maps, music scores, manuscripts, and other items received by gift and exchange.

GIFTS

The University of Illinois Foundation's substantial aid toward the enrichment of library resources included a \$9,000 payment for the Hollander Collection described in last year's report, and a fourth payment of \$6,000 for the Carl Sandburg Library.

Ernest Ingold of San Francisco, class of 1909, continued to add to the Ernest Ingold Shakespeare Collection, selecting titles from English bookdealers' catalogs and bidding at auction in San Francisco, procuring a total of fifty-eight volumes during the year.

Gifts from faculty members, students, alumni, and friends of the University were numerous. These are noted in an appendix to the complete report.

EXCHANGES

At the end of the report year, the Library had exchange arrangements

with 3,136 institutions and organizations in the United States and foreign countries. A total of 33,237 copies of University of Illinois publications, produced by the Press, the Experiment Stations, and other University divisions, were sent to academies, societies, museums, observatories, universities, and other types of institutions in exchange for their publications.

FARMINGTON PLAN

The Library continued its active participation in the "Farmington Plan," a cooperative project sponsored by the Association of Research Libraries for the acquisition by American libraries of all books of research value published abroad. Among the important subject fields assigned to Illinois are French literature and language, Italian language, Spanish literature, and certain branches of engineering. The year's receipts at Illinois numbered 2,228

items. Total receipts by the Library since the Farmington Plan was inaugurated in 1948 have been 21,618 volumes.

USE OF THE LIBRARY

The year's total recorded use of books on the Urbana campus exceeded the million mark for the first time since 1950-51. Circulation figures of 1,023,621 represent an increase of 45,059 over recorded use for the previous year — an increase that can be accounted for only in part by increased enrollment. It appears to be a continuation of the trend noted in last year's report, perhaps reflecting an intensification of student application and changes in teaching methods. A significant aspect of the increase is that it occurred principally in student general circulation rather than in reserve book circulation, i.e., required reading. Circulation to the faculty rose from 78,541 to 82,941.

All except seven of the Library's thirty-two public service units showed substantial growth in use. Large increases were noted in Classics (75 percent), Agriculture (30 percent), University High (25 percent), and many units reported increases of at least ten percent.

Circulation figures, however, indicate only a part of the services actually performed by the Library, since much use is through direct consultation of materials in open-shelf collections and through informational and research assistance provided in person, by telephone, or by correspondence in all the public service departments.

QUARTERS AND EQUIPMENT

A major event in the growth of the Library during the past year was the completion of the seventh addition to the building, adding a half-million volumes to the capacity of the bookstack. Construction was finished in November and subsequently about two million volumes

were shifted and rearranged. Included in the new unit are ninety-nine study carrels.

New or expanded quarters in other areas were under construction. The new Biology Library was scheduled to be occupied in the summer of 1959, and the new Physics Library was expected to be ready for use by the beginning of the fall semester. Construction of expanded space for the Music Library began and was also to be completed in the fall of 1959. Additional space was assigned to the Map and Geography Library to relieve overcrowded conditions. A more convenient arrangement of materials and more shelf space in the Education Library provided a better atmosphere for study there.

MEDICAL LIBRARY

The Library of Medical Sciences added 4,469 volumes during the year to increase its total holdings to 137,113 volumes, a growth of 35,000 volumes in the last decade. Of major importance in a medical collection are the journals; the Library currently received 1,300 serial titles, including eighty-one new subscriptions. The transfer of the Chicago division of the School of Social Work to the Professional Colleges campus required expansion of the Library's resources, both of books and journals, in that field.

CHICAGO UNDERGRADUATE DIVISION LIBRARY

In its acquisition program the Chicago Undergraduate Division Library cataloged 6,155 volumes, ending the year with total holdings of 91,357 volumes. The collection was divided as follows: circulating, 72,042; reference, 7,981; and bound periodicals, 11,382. There were 804 periodicals currently received. The collection also included 1,520 microfilm reels, 21,508 maps, 196 prints, 872 sound recordings, 2,979 micro-

cards, 9,838 microprints, and 13,534 pamphlets.

The Library's total book circulation, 55,222, represented an increase of over nine percent above the previous year — considerably larger than the growth of enrollment at the Chicago Undergraduate Division. A substantial portion of the increase in circulation was for home use of books by both students and faculty. The number of reference questions was nearly a third higher than for 1957-58. The use of microfilm, microcards, and microprints grew to such an extent as to place considerable strain on available equipment. The new Listening Room attracted some 4,500 group listeners for musical programs, and in addition there were several thousand individual listeners in the Fine Arts Reading Room, and over two thousand who used the foreign-language tape-listening facilities in the Main Reading Room.

PERSONNEL

At the end of the report year, there were 273 library staff positions, academic and nonacademic, on the three campuses: 234 at Urbana, 14 at the Professional Colleges, and 25 at the Chicago Undergraduate Division. Of the total, 145 are academic and 128 nonacademic positions. In addition, over 200 student assistants were regularly employed on a part-time basis.

NOTE: There are appended to the complete report several tables showing the allocation of book funds, the size, growth, and the recorded use of the Library.

E. H. Davidson, Chairman
W. S. Goldthwaite
D. Gottlieb
N. D. Levine
H. L. Newcomer
T. W. Price

Report prepared by R. B. Downs,
Dean of Library Administration

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

No. 4, December 3, 1959

State Bond Issue for Institutions of Higher Education

NOV 21 1961

SPEECH BEFORE ILLINOIS CITIZENS EDUCATION COMMITTEE, DECATUR, ILLINOIS, OCTOBER 26, 1959,
BY H. O. FARBER, VICE PRESIDENT AND COMPTROLLER

The 71st General Assembly approved submitting to the people of the State in the general elections in the fall of 1960 two bond issues, the proceeds of one in the amount of \$195 million to be used to finance the construction of buildings and facilities at State-supported institutions of higher education. The six State schools included under this bond issue are: the University of Illinois, Southern Illinois University, Western Illinois University, Eastern Illinois University, Northern Illinois University and Illinois State Normal University. The proceeds of the other issue (\$150,000,000) are to be used to finance construction of additional facilities for the Department of Public Welfare.

You will recall that the previous General Assembly approved submitting a single bond issue in the amount of \$248,000,000 to the people of the State in the general elections in the fall of 1958. Included in this total was \$167,000,000 to finance construction of facilities at these same institutions and \$81,000,000 for facilities for the Department of Public Welfare. The amount proposed two years ago, as is true now, was intended to only partially meet the needs. The amounts proposed now will go further in meeting the total need. The people of the State voted favorably upon the earlier proposal in that a majority

of those people voting on the question were in favor of the program. However, because of the constitutional requirement that a referendum can be approved only by an affirmative vote of a majority of the people voting in the election, the proposal failed since an insufficient number of people expressed their favorable opinion on the question. Nearly 700,000 persons voting in the election failed to express their preference on this vital question.

WHAT IS THE PROGRAM NOW PROPOSED?

The people of the State will be asked to vote on whether they authorize the State to issue up to \$195,000,000 in general obligation bonds of the State with the proceeds to be used for the construction of facilities at the six State-supported institutions of higher education. The \$195,000,000 is not allocated by institutions. The procedure which must be followed is that the proceeds of any bond sales will be deposited in a special fund in the State Treasury with the General Assembly making allocations out of this fund to the various institutions by specific acts of the Legislature. The fund could be used by the General Assembly *only* for allocations for buildings at these institutions, and the fund could not be used by the institutions without specific action

of the General Assembly. There would be no lump sum allocations to institutions, only specific allocations for specific buildings. These would be approved only after the usual procedures followed in approving any appropriation of State funds.

WHAT IS THE NEED?

There are in reality two needs. They are closely related and, in a University, should be developed simultaneously. These are: the need for additional facilities for instructional classrooms, laboratories, and offices, and additional facilities to develop and enlarge research activities, an essential part of any instructional program.

First, the need for instructional space. This fall, there are approximately 485,000 youths of college age (18 to 21) in the State of Illinois. 185,000 are enrolled in an institution of higher education in the State of Illinois. 52,000 are in the six State-supported institutions and 133,000 are enrolled in private schools of higher education and junior colleges. In the fall of 1969, there will be 750,000 college age youths in the State of Illinois. This projection is based upon people now alive, and therefore it is statistically reliable. If the trends of the past are continued, and there is no reason to believe that they will be altered, and if

facilities are available, 300,000 will be enrolled in institutions of higher education in Illinois, of which approximately 100,000 will be in the State institutions of higher education, and 200,000 in private colleges or universities and junior colleges. The need, therefore, is to accommodate an additional 48,000 students in State-supported institutions of higher education, and 67,000 at private institutions and junior colleges. I shall discuss this further later on, but before leaving the topic of need let me say a few words about the need for research facilities.

The University of Illinois presently receives about \$1,000,000 a month from industry, private foundations, and the Federal Government for the purpose of carrying on research activities on many different fronts. These funds provide for the operating expenses of the research program. There has been in recent years a substantial increase in the availability of such funds as the nation has become more aware of the importance of promoting research activities. The program at the University of Illinois could be further expanded, but facilities in which to house these activities must be secured before the University can accept additional research programs, even though their acceptance involves full reimbursement for the operating costs of the program. We are now at the point where ideas of faculty people which can be financed by other than State funds cannot be explored because of lack of facilities. This means that the research programs in diseases of agricultural crops, diseases of farm animals, exploration of new chemicals, education of the mentally retarded, the advancement of methods of teaching, such as the work which has been done in the teaching of mathematics, developments in engineering, physics, nuclear engineering, medicine, biochemistry and in many other fields cannot be promoted and advanced, even though operating funds

are available, unless additional facilities are provided. The nation has been concerned, and rightfully so, by what appears to be the rapid advances made by Russia in scientific discoveries and the education of scientists. Whatever lag there has been in the United States will be exaggerated if research facilities essential to these activities are not made available.

To return to the figures on enrollments. — I told you that by 1969, based on past trends, 300,000 students will be enrolled in institutions of higher education, 100,000 in State-supported institutions, and 200,000 in private schools and junior colleges. This represents an increase of 48,000 in State schools, and 67,000 in private schools and junior colleges. We are concerned here with the development of facilities at State-supported institutions of higher education. I point out, however, that if private schools and junior colleges do not accept the 67,000, then the demand at State-supported schools will be correspondingly increased. Some have expressed concern that we are building at State-supported schools in a way which will result in serious competition to the private schools or that expansion is unnecessary because junior colleges will take care of the increase. It should be noted that the increase projected for the State-supported institutions assumes that both private institutions and junior colleges will expand and be able to accommodate an additional 67,000 students.

But to return to the problem of the State-supported institutions. — There are presently enrolled in these institutions approximately 52,000 students. The need is for facilities that will be adequate to house 100,000 by 1969, an addition of 48,000 students. What happens if facilities are not available? To answer that question, we must try to determine what can be considered as the capacity of the six State-

supported institutions. Capacity is a flexible concept. The interest in youth and the strong desire to accommodate all who come has required in the past and will continue to require adoption of all possible means of squeezing one more in. It means early and late schedules; it means the use of buildings during the customary meal hours; it means use of temporary facilities, such as houses, barracks, etc. But there is a point at which the adoption of even unusual procedures means a decline in the quality of instruction to the point that additional enrollments are not possible. This point is not reached simultaneously in all divisions of the University because capacity will vary. Presently the University of Illinois must limit enrollment in some areas, such as Veterinary Medicine, the College of Medicine, and Architecture, because of lack of facilities. As enrollment increases, other divisions will be added in which enrollment has to be curtailed, and as divisions are added there will be resultant curtailment in other divisions. For instance, curtailment of enrollment in chemistry will have widespread ramifications. Students in agriculture, pre-medicine, pre-dentistry, engineering, and many other curricula will be limited in number. Hence, attempting to arrive at what might be termed capacity of the six State-supported institutions is difficult.

Studies are now under way which will attempt to define with some precision the capacity of the six State-supported institutions. These studies will be based on 1959 fall enrollments. But for our purpose today, in attempting to show the scope of the problem, permit me to make some rough computations.

We already know, that under the funds that are now available, the earliest any new major building can be put into use on any of the campuses of the six State-supported institutions will be the fall of 1963. This assumes the approval and release of

funds by the next Legislature, with construction beginning in the summer of 1961 and completion scheduled for the fall of 1963. But since it is the earliest at which any building can be obtained, let us assume that schools will be able to accommodate students desiring to enter up to this date. Hence, enrollment in 1962-63 might be used for purposes of defining capacity. The enrollment projection for the year 1962-63 is approximately 60,000 in the six State-supported institutions. Using this as capacity, it means that if no additional buildings are constructed at State institutions by 1969, 40,000 college age youths must be denied admission.

Obviously, this extreme situation will not occur. There will be *some* development, but without a major effort, it will be inadequate.

These are sobering figures when considered in the cold light of statistics; but interpreting them in more personal experiences — in terms of one's own children or grandchildren — they are even more alarming.

WHY NOT PAY AS YOU GO?

There are some who grant the need, believe it should be met, but who question the desirability of a bond issue as a method of financing this construction. They point out "Why not pay as you go?" We would all agree that "pay as you go" is a fine program. It is the least expensive, and one does not have to worry about future obligations. We have all faced the problem in our personal lives. The State's problem arises out of an accumulation over many years of building needs as well as an unprecedented rate of increase in the college age population. This combination means that funds are needed for expansion in a relatively short period of time, and it is neither logical nor reasonable to expect that the State could adequately increase its revenues over this short period of time to raise sufficient funds through current receipts.

We can add that it will not be done that way. The State of Illinois has a long history and tradition of good support to education. The record demonstrates this. But the needs of higher education represent only one of many needs which confront the State government. During the last ten years, appropriations from the general revenue for all State agencies have nearly doubled. The State budget for the current biennium out of general revenue funds is over \$1,200,000,000, which represents an increase of more than \$200,000,000 over the preceding biennium. Yet even though the Legislature was willing to authorize these appropriations, it was unable to approve adequate resources to support these appropriations. Hence, because funds are not available, work has not been possible on approximately \$62,000,000 of appropriations made to all State agencies for building purposes. Included in this \$62,000,000 is \$26,365,000 for capital improvements at State-supported institutions, on which no work has been started because the funds have not been available.

I am sure that if the General Assembly had felt it possible to secure the funds through direct appropriations for the necessary expansion of facilities at educational institutions, they would have started this program at the last session of the General Assembly. But they realize the difficulties which confront them and the needs in many areas for which additional funds must be found and recognize the only way in which this need of higher education can be practically met is through a bond issue and hence approved re-submitting to the people of the State a new proposal for issuing bonds to finance this construction. "Pay as you go" is fine so long as it is practical. There is no reason to believe that the need will be met in this way in the State of Illinois, nor is there any reason to believe that current revenues should be increased to the point

they are adequate to meet such an unprecedented need.

ISN'T THIS TOO EXPENSIVE?

Expensive is a relative word. The costs have to be evaluated with the urgency and importance of need. The total expenditure for the nation for liquor and tobacco is over \$15 billion, about four times the amount spent on higher education. As a nation, we spend over \$300 million for an atomic powered carrier, and so on with many illustrations. Are these too expensive?

It is obvious that to borrow involves additional costs for interest which must be paid. One cannot predict what the interest market will be when these bonds are sold, but as general obligation bonds of the State of Illinois it is not unreasonable to anticipate an interest rate of 3%. The highest rate which can be paid under the authority is 4%, and the annual cost to the State, including both principal and interest on \$195,000,000 would be \$11,200,000 if it is a 3% rate and \$12,500,000 at a 4% rate for a period of 25 years. This means a per capita cost per year of \$1.13 to \$1.25, again depending upon the interest rate. Is \$1.13 per person per year too expensive if it means that our sons and daughters can go to college?

One must not overlook the fact that if the alternative is between building now and delaying until the future, the increase in construction costs, if the trends of the past continue (and there is no reason to believe they will be reversed), will offset the costs of interests.

WHAT ABOUT THE PROPERTY TAX?

I would guess that more people who voted against the last proposal were motivated by their fears of additional property tax than any other single factor. They were concerned, in spite of assurances given by the State Administration that there was no intention that a property tax would be assessed, be-

cause they were told by others that a tax could be assessed. What are the facts? The proposal as approved by the General Assembly, includes this statement:

"Each year, after this Act becomes fully operative, and until all of the bonds issued as herein provided have been retired, there is levied a direct annual tax upon all real and personal property in this State subject to taxation for such amount as shall be necessary and sufficient to pay the interest annually as it shall accrue, on all bonds issued under the provisions of this Act and also to pay and discharge the principal of such bonds at par value, as such bonds fall due; and the amounts of such direct annual tax shall be appropriated for that specific purpose.

"The proceeds of this tax shall be paid into the Universities Building Bond Retirement and Interest Fund in the State treasury.

"The required rate of such direct annual tax shall be fixed each year by the officers charged by law with fixing the rate for State taxes on the valuation of real and personal property in this State subject to taxation in accordance with the provisions of the statutes in such cases: *provided, however, that if money has been transferred from the General Revenue Fund to the Universities Building Bond Retirement and Interest Fund for the same purpose for which said direct annual tax is levied and imposed then said officers shall in fixing the rate of said direct annual tax make proper allowance in the amount of money so transferred in reduction of the tax levied under this Section and the tax levied under this Section shall be abated in that amount.*" (Italics added.)

The Constitution of the State of Illinois requires that when a bond issue is approved, there must be pledged a specific tax for the pur-

poses of retiring that bond issue. In this case, the General Assembly, which intended to meet the payments of interest and principal out of general revenue of the State within the existing tax structure, pledged the State property tax, which is presently on the books and could be assessed, in the event other revenues proved to be inadequate. This met the constitutional requirement for the pledging of a specific tax, but the Legislature has given no indication by past or present actions that they would intend to levy a State property tax. The present situation backs this up. The State has \$62,000,000 of appropriations on the record which cannot be released and work started because funds are not available. Why isn't the State property tax assessed? It could be and work could proceed. I think the answer is that the State will not resort to this kind of an assessment. In viewing the total needs for interest and principal payments under the bond issue in relationship to the total revenue of the State, there is no reason to believe that the State will ever have to resort to assessing a State property tax in order to raise these funds. The amount required is less than 2% of the general revenue of the State.

I am afraid my message has been a gloomy one. It isn't a bright, optimistic picture, because the facts do not justify such an outlook. The picture isn't completely dark. Illinois is a prosperous State. Among the states, it ranks sixth in per capita income, yet in support of higher education, it ranks 39th in current expenditures of state institutions as a percentage of the personal income of the people. It ranks 40th in the total state revenue per capita. In short, there is the potential for paying the costs of providing higher

education facilities if the people of the State wish to do so.

The State of Illinois can also be thankful that it has an increasing population of young people, the most valuable resource there is, to educate. And it has before it, a practical and feasible method of providing the financing of facilities needed to maintain a strong educational program. Economic growth and social development of the State cannot long be maintained if higher education and the development of the full potential of our young people is in any way neglected.

EDITORS' NOTE:

President Henry has stated that the assistance of all faculty and staff members is needed in the effort to interpret for the citizens of Illinois the significance of the November 8, 1960 bond referendum. Mr. Farber's speech is one of several items which will be presented to the faculty as source material.

The University Committee on Bond Issue Interpretation which will be working with the faculty is composed of:

Joseph S. Begando, Chairman
George H. Bargh
Charles E. Bowen
James C. Colvin
Warren F. Doolittle
Herbert O. Farber
Charles E. Flynn
Theodore B. Peterson
William H. Rice
Gilbert Y. Steiner
Charles C. Caveny
William L. Everitt
Paul M. Green
Louis B. Howard
Lyle H. Lanier
Herbert E. Longenecker
Stanley C. Robinson
Fred H. Turner
Martin Wagner

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

NOV 21 1961

No. 5, February 9, 1960

LIBRARY

Objection to Disclaimer Requirement in Student Loan Fund Program

The Board of Trustees at its meeting on January 20, 1960, adopted the following resolution relative to the disclaimer oath required in the Student Loan Fund Program of the National Defense Education Act.

RESOLUTION

"The University of Illinois Board of Trustees registers its objection to the disclaimer or affidavit of disbelief oath required of student recipients of federal loans under the National Defense Education Act and urges that the Congress remove the disclaimer oath provisions from the Act during its present session.

"The Board, at the same time, emphasizes its approval of the allegiance oath requirement for such loans.

"The Board states that despite its objection, the University will con-

tinue to participate in the federal loan program if the disclaimer oath is not removed. To withdraw would force many of the more than 400 students now holding federal loans to leave the University since loan funds from other sources are exhausted.

"Under these circumstances it seems best to leave to the individual student the decision as to whether or not the taking of the disclaimer oath can be reconciled with the dictates of his conscience."

AFFIDAVIT REQUIREMENTS

The affidavit requirements referred to in the resolution appear in title 18, section 1001 of the National Defense Education Act, the full text of which reads as follows:

"No part of any funds appropriated or otherwise made available for

expenditure under authority of this Act shall be used to make payments or loans to any individual unless such individual (1) has executed and filed with the Commissioner an affidavit that he does not believe in, and is not a member of and does not support any organization that believes in or teaches, the overthrow of the United States Government by force or violence or by any illegal or unconstitutional methods, and (2) has taken and subscribed to an oath or affirmation in the following form: 'I do solemnly swear (or affirm) that I will bear true faith and allegiance to the United States of America and will support and defend the Constitution and laws of the United States against all its enemies, foreign and domestic.' The provisions of section 1001 of title 18, United States Code, shall be applicable with respect to such affidavits."

Library of International Relations

At its meeting on January 20, 1960, the Board of Trustees of the University approved a recommendation by the Dean of Library Administration relative to the acquisition of the Library of International Relations at 351 East Ohio Street, Chicago. The text of the agenda item was as follows:

On November 18, 1959, the Committee on General Policy received a report from the Dean of Library

Administration on the availability to the University of the Library of International Relations at 351 East Ohio Street, Chicago. The future of this Library has been a subject for urgent consideration because of its financial problem, and a firm offer was received from Michigan State University for its removal to East Lansing. Desiring to keep the Library in Chicago, its Trustees have suggested a possible affiliation with

the University of Illinois. The Committee on General Policy voted to support the University administration's interest in acquiring the Library of International Relations, and the Dean of Library Administration was authorized to negotiate with its Trustees.

The Library's distinguished collection consists of more than 150,000 books, pamphlets, periodicals and other materials and is valued by its

Trustees at a minimum of \$500,000. It was developed largely through the financial backing of Chicagoans, and its usefulness increases with Chicago's expansion as a seaport. These are among the many strong practical reasons for keeping the Library in Chicago permanently.

The Trustees of the Library of International Relations have requested an official expression from the Board of Trustees of the University of Illinois of the University's interest in acquiring the Library, this expression to cover specifically two points:

1. That every reasonable effort is to be made to provide a permanent location for the L.I.R. which will be convenient for the Library's established clientele;

2. And that the L.I.R. is to be recognized permanently as a distinctive professional collection, with the intent of maintaining it as such rather than merely as a department of an undergraduate library.

CONDITIONS FOR ACQUIRING LIBRARY

The Dean of Library Administration recommends that the Board of Trustees of the University of Illinois officially express to the Trustees of the Library of International Relations the willingness of the University of Illinois to acquire their Library under the following conditions:

1. It will be housed, as a separate unit, in the new library building of the Chicago Undergraduate Division when such a building is erected, and will be maintained as a specialized collection available to the clientele it now serves, as well as to the faculty and students of the University.

2. Special programs of the Library of International Relations, such as discussion groups, seminars

and other types of public relations programs now sponsored by it, will be continued.

3. Since any library that stops growing soon becomes dead or obsolete, the L.I.R. resources will be developed continuously in the fields covered by its present program. This implies systematic acquisition of materials by purchase, exchange, and gift, and the availability of regular operating funds.

4. Since it is important that the present Board of Trustees of the Library of International Relations and Governing Members continue their association with it, following affiliation with the University, these groups would be organized into a "Friends of the Library Society," such as is found in a number of institutions. Except for administrative responsibility, the Society would carry on most of the activities with which the present Trustees and Governing Members are now concerned. Administratively, the Library of International Relations would be attached to the University's Chicago Undergraduate Division Library, which reports to the Dean of Library Administration of the University of Illinois.

5. The transfer of the Library of International Relations would include transfer of its staff to the Library staff of the University of Illinois.

6. The University will include in its biennial budget estimates for 1961-63 provision for partial financial support of the Library.

If the Board of Trustees approves the foregoing recommendations, it is further recommended that the University's administrative officers be authorized to pursue negotiations with the Trustees of the Library of International Relations with a view to arriving at a firm agreement with

regard to the transfer of the Library to the University when the library building on the new Chicago Undergraduate Division campus is completed.

REPORT BY DEAN OF LIBRARY ADMINISTRATION

Following is an excerpt from the report presented to the Committee on General Policy of the Board of Trustees on November 18, 1959, by Dr. R. B. Downs, Dean of Library Administration:

History: The Library of International Relations, now located at 351 East Ohio Street, Chicago, was founded in 1932 to serve as a center of information for the public on international affairs. From the beginning, it has been financed by voluntary contributions. The Library is governed by a board of seventeen trustees.

Collections: The Library now contains approximately 60,000 volumes, relating to all areas of the world — books, periodical files, government reports, pamphlets, publications of the UN, UNESCO, ILO, WHO, and other international organizations. Emphasis is on government, social problems, industry and trade, history, and languages. About 1,000 specialized periodicals are currently received, and the Library is a depository for UN documents.

Clientele: The Library is used by educational institutions in the Chicago area, business and industry, newspapers, and general readers, numbering about 6,000 per year. A considerable volume of inter-library loans is also carried on.

Activities: The Library sponsors a varied program of seminars, round tables, and discussion meetings, participated in by U.S. and foreign specialists; publications in the field of international relations; the annual "Consular Ball," etc.

Study Committees for President's Faculty Conference, Allerton Park, March 18-20

Acting upon recommendations of the Steering Committee for the Faculty Conference, President Henry has named study committees to prepare papers on the topics, "The Student," "The Classroom Climate," and "The Non-classroom Climate." Topics relate to the general theme of the conference, "The Intellectual Climate of the University, Part II, The Undergraduate Student in the University." ("The Intellectual Climate of the University," was the theme of the 1959 conference with specific reference to the faculty.)

Study Committees named and topics assigned are as follows:

<p>THE STUDENT B. J. Diggs R. M. Price C. W. Sanford L. J. Cronbach, Chairman</p> <p>THE CLASSROOM CLIMATE J. C. Bailar H. D. Bareither F. W. Cropp D. P. Flanders N. A. Graebner S. Schrage H. W. Wilson, Chairman</p>	<p>THE NON-CLASSROOM CLIMATE H. A. Bliss M. R. Garret H. E. Gulley V. J. Hampton V. Jobst O. Miller D. R. Mills S. H. Pierce C. M. Kneier, Chairman</p>
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University Gifts, Grants, and Contract Funds Increase Over Preceding Fiscal Year

The University of Illinois received \$14,520,433 in gifts, grants, and contract funds from outside sources during the fiscal year which ended July 1, 1959.

The total was nearly three and a half million dollars more than such funds in the preceding fiscal year, which amounted to \$11,174,670.

Greatest increase was noted in the amounts received by the University in funds for contract research with the United States government. This year's total was \$10,634,007, as compared to \$7,964,497 in the previous 12 months.

Funds from private donors also sharply increased, rising from \$2,316,575 as of July 1, 1958, to \$3,028,620 as of July 1, 1959. Contracts with State of Illinois agencies also jumped by nearly \$200,000, totaling \$553,389 this year as compared to \$358,588 in 1958.

Only decrease was in gifts received

by the University of Illinois Foundation which, bolstered by some unusually large individual gifts paid in

1958, had a total of \$535,009 which dropped off to \$304,416 in the current report.

**SUMMARY OF GIFTS, GRANTS, AND CONTRACT FUNDS RECEIVED BY THE UNIVERSITY,
FISCAL YEARS ENDING JULY 1, 1958 AND JULY 1, 1959**

	<i>Fiscal year ending July 1, 1958</i>	<i>Fiscal year ending July 1, 1959</i>
Funds from private donors		
Total for Urbana-Champaign.....	\$ 1 744 325 09	\$ 2 392 599 18
Total for Chicago Colleges.....	572 250 06	636 020 88
Total.....	\$ 2 316 575 15	\$ 3 028 620 06
Funds from contracts with United States Government		
Total for Urbana-Champaign.....	\$ 6 654 057 53	\$ 8 924 408 83
Total for Chicago Colleges.....	1 310 439 93	1 709 598 69
Total.....	\$ 7 964 497 46	\$10 634 007 52
Funds from contracts with State of Illinois Agencies		
Total for Urbana-Champaign.....	\$ 257 629 89	\$ 428 872 37
Total for Chicago Colleges.....	100 958 15	124 517 36
Total.....	\$ 358 588 04	\$ 553 389 73
Gifts to the University of Illinois Foundation.....	\$ 535 009 95	\$ 304 416 36
Grand Total.....	\$11 174 670 60	\$14 520 433 67

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

No. 6, March 14, 1960

NOV. 21 1961

Universities Bond Issue for Permanent Improvements at State Educational Institutions

SPEECH BY DR. GORDON N. RAY, VICE-PRESIDENT AND PROVOST, BEFORE
A MEETING OF THE FEDERATION OF ILLINOIS COLLEGES,
AUGUSTANA COLLEGE, FEBRUARY 3, 1960

To the Members of the Faculty:

President Henry has asked us to serve as a consultative committee in the selection of a Vice-President and Provost to succeed Professor Gordon N. Ray. Our task is not to nominate a candidate but is rather (1) to get the opinions of the faculty on the role of the position and the kind of person who should occupy it, and (2) to secure suggestions as to persons who could fill it well.

We shall call on a number of the faculty, but since we cannot cover an appreciable fraction of the faculty in this way, we will greatly appreciate your voluntary response, either written or oral, to any member of the committee. An early reply would be most helpful.

C. M. KNEIER
316 Lincoln Hall
Extension 2265

A. D. PICKETT
Navy Pier

G. L. WEBSTER
Chicago Professional
Colleges

ALLEN S. WELLER
110 Architecture
Extension 114

G. M. ALMY (Chairman)
215 Physics Building
Extension 2121

I fully believe that differences among private and public colleges and universities are much greater than are differences between private and public institutions of higher learning. I believe there is a general recognition of this fact among the leaders in higher education in Illinois, and my presence before you this day bears witness to the fact.

Though my business today is not to speak of our common problems and challenges, it must be my first duty to express the gratitude of the six state universities of Illinois for your invitation to discuss with you the 195 million dollar Universities Bond Issue referendum to be decided by the citizens of Illinois at the November 8, 1960 election. You will recall that in the 71st Illinois General Assembly, Senate Bill 823 was passed overwhelmingly on a non-partisan basis by both the Illinois Senate and the Illinois House of Representatives; and when the Governor on July 23, 1959 approved the bill, the stage was set for the Universities Bond Issue referendum.

In its simplest terms the question at issue is whether or not the voters of Illinois will authorize the issuance and sale of general obligation bonds

of the State of Illinois in the amount of 195 million dollars, the proceeds to be used for permanent improvements at the six state universities. As you know, these are: Eastern Illinois University, Illinois State Normal University, Northern Illinois University, Southern Illinois University, University of Illinois, Western Illinois University.

THE 1958 REFERENDUM

The November 8, 1960 referendum will come before the voters while thoughts of a similar, but not identical, referendum are still fresh in our minds. It will be easier to understand the 1960 Universities Bond Issue if I remind you of some pertinent facts regarding the November, 1958 vote.

The question at that time was whether or not the voters would authorize the state to issue and sell 248 million dollars of general obligation bonds with the proceeds to be divided between the Department of Public Welfare (81 million dollars) and the six state universities (167 million dollars). The bond issue failed of adoption even though it received 185,517 more "yes" than "no" votes. I trust you are familiar

with the constitutional provision in Illinois which requires that "yes" votes equivalent to a majority of those persons voting for a candidate for the Illinois General Assembly be received for passage of a bond issue of this type. In 1958 there were 3,209,908 persons who voted for a candidate for the Illinois General Assembly, and "yes" votes equal to a majority of this figure were needed. Only 143,254 additional "yes" votes were needed for passage; and when we note that 689,393 voters did not mark the special bond issue ballot, we can understand why President Henry has said that:

It is both ironic and tragic that the fate of our universities should be determined by those not voting!

It is obviously essential that voters be better informed when they go to the polls in 1960, if the bond issue referendum is to pass. They must understand that, when they vote for a candidate for the Illinois General Assembly and do not mark the special bond issue ballot, they have in effect cast a "no" vote. I believe this provision should be a point of emphasis whenever the Universities Bond Issue is discussed by interested citizens. The youth of Illinois have a right to expect that an issue so vital to their educational future will receive the serious attention of all adult voters.

But I must return to the matter at hand, interpreting for you the significance of the Universities Bond Issue. Let me at once state my belief that endorsement of the Universities Bond Issue and active support of it by the Federation of Illinois Colleges are very important to its adoption. Each of your institutions has its own "family." It is made up of faculty and staff, students and parents, alumni and friends. There are many who will want to know what the leaders of private institutions of higher education think about

the Universities Bond Issue. Certainly it will be a most helpful gesture, if the Federation of Illinois Colleges decides to announce itself in support of this measure as beneficial to the youth of Illinois and to higher education generally.

PROPOSED ALTERNATIVE WORKABLE

Though it is obvious that the Universities Bond Issue is a highly controversial issue, apparently all groups are in agreement that the demands of the decade of the 1960's call for action programs. Apparently there is a general understanding that the problem is immediate and vital, and that increased facilities are needed by the six state universities. Disagreement centers chiefly about the method of financing the needed buildings. Actually only two general plans have been advocated. A bond issue is one. The other is to provide needed funds by increasing current tax revenue. The bond issue is opposed because bonds require the payment of interest as well as the repayment of principal. It seems to me, however, that the one thing Illinois cannot afford is to lose the opportunity of educating its youth. Interest dollars when related to the value received by the state from an educated citizenry pale by comparison.

With a bond issue needed buildings are provided immediately, and the qualified youth of Illinois will have reasonable availability of higher education. Several states have recently passed bond issues of this type to provide needed educational service for their young people. Among them are New York, California, Ohio, Washington, and New Jersey. Illinois is no less able to provide for its youth. The example set by these states is testimony to the practicality and feasibility of state bond issues for higher education.

As an alternate to the bond issue it is being suggested that in Illinois

the tax system should be modified to bring in the needed amounts of money. The popular, if somewhat misleading, slogan of "pay as we go" has been used to describe this method. No matter what form the tax modifications may take the result is the same: a substantial increase in tax dollars to bring in unusually large amounts of tax revenues. It is doubtful if informed citizens would object to a thorough study of the Illinois tax system from which practical proposals for change could be made. In speaking for the bond issue approach to the present problem, no one has said that "pay as we go" is an improper method. It has only been said that this method is not likely to succeed in time to keep open the closing college door in Illinois. Before appropriate study can be made and agreement reached among the many interested groups as to how taxes are to be modified on an equitable and continuing basis, there will be a serious limitation of educational opportunity in the state.

Tax modifications were proposed following the defeat of the last bond issue, and indeed some tax changes were made. It is estimated that these changes will bring 200 million dollars of added revenue into the state treasury during the 1959-1961 biennium. Yet the state universities received only limited appropriations for their building programs; and as you have read, these appropriations are now frozen by the Governor because of insufficient revenue. During one of the most critical periods in their histories, the six state universities are making almost no progress toward the goal of more classrooms and laboratories. This example does not speak well for the "pay as we go" approach to this problem in Illinois at this time.

As educators who know the problems of financing new buildings, you must see that when the people go to

the polls on November 8, 1960, they are not getting a chance to vote on "bond issue" versus "pay as we go," but on "bond issue" versus "nothing." The vote is not between two clear-cut alternates, each of which will get the job done. "Pay as we go" is still on the drafting boards; it has not yet been worked out or accepted. The state universities' academic building programs have been on dead center following the failure of the 1958 bond issue; and even if the Universities Bond Issue passes in 1960 and money is appropriated for buildings in 1961, no new facilities can be ready before 1963. Any further delay while tax reform is debated will be at the expense of the youth of Illinois.

It does not seem to me that, having a practical solution before us, we ought to gamble on the uncertainties of "pay as we go." It becomes a paradox for a person to say, on the one hand, that he believes in the needs of the state universities, but doesn't believe in the Universities Bond Issue. The arguments against a "bond issue" as such are shallow. The arguments for "pay as we go" are made without effective machinery for putting the method into effect.

THE PROPERTY TAX BUGBEAR

There is a second argument being used against the 1960 bond issue that has a good deal of currency. It is said that a state property tax is pledged as security for the bond issue. This is true. Senate Bill 823 reads in part: ". . . there is levied a direct annual tax upon all real and personal property . . . as shall be necessary and sufficient to pay the interest . . . and discharge the principal . . ." This statement has raised the fear of a state property tax in the minds of the voters. It is unfortunate that voters do not understand this provision better than

they do. Let me clarify it. Constitutional requirements dictate a pledge of a specific tax. The state property tax is *not* being used for other purposes and provides a logical tax to pledge, particularly when there is no intention of using it. Passage of the bond referendum will not open the door to a state property tax.

First, the institution of such a tax would be political suicide for legislators. This would be a most unpopular move, and other resources would be utilized rather than a state property tax. Moreover, a state property tax can be imposed at any time; it is on the books ready for use now. The bond referendum would not create it, but only pledge it as a source of funds. Building budgets for state agencies are now frozen for lack of state revenue. Building programs for higher education, public welfare, and other state agencies are at a standstill. If a state property tax isn't being used, it is because it is not a popular way to raise additional state revenue, not because it isn't available.

Second, the amount involved in repayment of the bond issue constitutes only a small part of the state budget: \$12,500,000 per year for both principal and interest. Even if the point just made were not true, it would still be most unlikely that a state property tax would be used, simply because the amount needed to repay principal and interest is less than two percent of the general revenue of the state. The amount comes to approximately \$1.25 per capita per year for Illinois residents.

Third, the bill specifically states that to the extent that the General Assembly appropriates money from general revenue to pay the principal and interest, the funds to be raised by a state property tax will be reduced by the same amount. It is obvious that legislators would see

that the principal and interest are paid from general revenue and not from a state property tax.

1958 OBJECTIONS ANSWERED

The proposal of an alternate approach labeled "pay as we go" and the fear of a state property tax are the two arguments most often heard against the 1960 bond issue. There were two other reasons sometimes given in 1958 for voting "no" on the referendum of that year. Both of these have been met in the 1960 referendum. In 1958 the funds proposed for both public welfare and higher education were combined in one bond issue. Two questions were involved but only one vote provided. It was a case of voting for both or neither. This is not true in 1960. The needs of public welfare are covered in a 150 million dollar bond issue, and the needs of higher education are covered in a separate 195 million dollar bond issue.

The other 1958 objection was to the preallocation proposed for the 167 million dollars for the six state universities. Out of this total 86 million dollars were allocated to the University of Illinois, 41 million dollars to Southern Illinois University, and 40 million dollars to the four universities under the Teachers College Board. It was said by some that this did not represent an equitable division. This objection does not apply to the 1960 bond issue, whose 195 million dollars are not preallocated by the legislation. Senate Bill 823 was introduced at the figure of 120 million dollars and later amended by 50 million dollars to provide for a permanent installation for the two-year program of the Chicago Undergraduate Division of the University of Illinois now located at Navy Pier. It was further amended by 25 million dollars to provide for a campus of Southern Illinois University at Edwardsville.

Though the justification for adding 75 millions was as stated, the amendment simply changed the amount without specifying the purposes for which the increase was proposed. It is technically correct to say, then, that there is no preallocation of the 195 million dollars.

How, then, would the money come to the several universities from the bond issue? After the referendum is approved and the bonds sold, the proceeds would be deposited in a special fund in the state treasury. No funds could be spent from this special fund until authority had been granted by the General Assembly in the form of an appropriation bill. This means that each building project must be approved by the same procedures as are followed for all capital appropriations from general revenue funds for any state agency.

Thus complete flexibility would exist with respect to the use of the 195 million dollars. If there are developments in public higher education that would alter the present

needs of any of the six universities, there will be adequate opportunity for reappraisal and modification of building programs. If there are developments with respect to the junior college system in Illinois or with respect to private colleges and universities, there again can be reappraisal and modification. In this connection you should understand that there is no mandate on state administration to sell all of the bonds at one time, or for that matter to sell any of them; but once sold, the proceeds must be used for the building programs of the universities. Elimination of prior allocation of the 195 million dollars should be applauded by citizens generally. The procedure provides both flexibility and control.

ACTION RECOMMENDED

I hope that I have now made it clear to you why I think that the bond issue is the most practical way of providing the state universities with the academic buildings that

they must have. The urgency of the problem is seen only too clearly when we note that in 1969 the colleges and universities of our state, both public and private, are expecting enrollment to rise to 300,000 students. All of us together now enroll only 184,000. In conclusion may I quote some words of President Goheen of Princeton University concerning the State College Bond Issue which was passed in New Jersey in November of 1959:

"I welcome the opportunity to serve as a sponsor for the Citizens Committee in support of the College Bond Issue. This bond issue to permit needed construction at the State-supported colleges is a matter of greatest importance for the current and coming generations of young people in this State, and I am happy to lend this program such support as I can."

It is my hope that the Federation of Illinois Colleges will take similar action regarding the Universities Bond Issue in Illinois.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 7, March 28, 1960

*President's Third Faculty Conference, Robert Allerton Park,
March 18-20, 1960*

UNIVERSITY OF ILLINOIS
NOV 21 1961

LIBRARY

OPENING REMARKS BY PROFESSOR RUBIN G. COHN, COLLEGE OF LAW,
CHAIRMAN, FACULTY CONFERENCE STEERING COMMITTEE

This is the third of the President's Faculty Conferences. The Conference was conceived and inaugurated in 1958 by President Henry as an important additional technique for the consideration and discussion of problems of educational policy and concern. It is as the title on the official program states, the President's Faculty Conference. We are here as his guests and at his invitation.

The Steering Committee determined the theme of the Conference, designated the subjects to be discussed, and recommended the appointment of the study committees which prepared the study papers. We are indeed indebted to the personnel of those committees for their considerable expenditure of time, effort and talent in the preparation of the papers. Without their extraordinary dedication to this difficult task, this Conference could not be held. In a sense this Conference is an extension of the Second Conference held last year. The theme of that Conference was "The Intellectual Climate of the University," and its special emphasis was upon the quality and responsibilities of the faculty. The theme of this Conference is the same but the emphasis shifts to "the Undergraduate Student in the University."

The three study papers were distributed in advance of the Conference and it is assumed that you have

completed your homework — that you have read the papers and have given them your serious and critical consideration. If the assumption is in some cases incorrect may I urge that the hours after adjournment this evening be devoted to the completion of this assignment.

The invitees, as you know, are representative of the three campuses of the University and have been selected in what we believe to be equitable proportional ratios. We have tried to cover a major segment of our educational disciplines, and, in accordance with the practice of the last Conference, we have drawn from all professorial ranks and from key administrative personnel.

We shall hold three discussion sessions: the first, this afternoon, deals with "The Classroom Climate;" the second, tomorrow morning, treats of the "Non-Classroom Climate," and the third, tomorrow afternoon, has as its subject "The Entering Undergraduate Student." In each instance, the chairman of the study committee will give a brief introductory résumé of the paper, after which the discussion will start. The members of the study committees stand prepared to defend to the death, if necessary, their analysis, theses and conclusions.

Tonight we shall hear an address by Dr. Malcolm Moos, Administrative Assistant to President Eisenhower and Professor of Political Science at Johns Hopkins University,

a distinguished educator, who has served as Staff Director of the Committee on Government and Higher Education. He is co-author of *The Campus and the State* which presents the important findings of that Commission.

Tomorrow evening we will reach the highlight of the Conference — The President's Hour. During this session you will be welcome to address to the President any questions you may have concerning University policies. President Henry will be in the chair prepared to answer all questions and to bring light to our areas of darkness. It is a sort of Face the Nation or Meet the Press format, with this significant difference: since Dr. Henry is already the President he will be under no compulsion to deny that he has any presidential aspirations.

Sunday morning we will meet in a final session to consider and adopt resolutions expressing the views of the Conference concerning the issues and problems discussed. A Resolutions Committee has been appointed, chaired by Professor Robert O. Harvey, whose duty it will be to determine and express in tentative form, subject to your review and power of amendment, the consensus of the Conference on these matters. It will be their pleasant responsibility to work well into the morning hours on Sunday to prepare the report in printed or mimeographed form for

the consideration of the Conference at 9:00 a.m. Sunday.

May I again repeat what has been said in relation to the two previous Conferences. We are not met as a legislative group — nor is this Conference an action committee. There are no binding commitments which can come out of this Conference since we are not one of the regularly constituted faculty governing bodies of the University. Notwithstanding, the work we do and the conclusions at which we arrive are not without their significance. In the consideration of educational problems and policies by the Administration, the respective Senates of the University and the Senate Coordinating Council, the deliberations and conclusions of this Conference become important criteria and guides to the ultimate resolution of those problems and policies.

We invite your active and critical participation in the discussions. This has been the pattern of the first two Conferences and we hope it will be the same for this one. If it is, this Third Conference should go one step further in the establishment of the Conference as a continuing tradition of great importance to the University.

Resolutions

At its closing plenary session, the President's Third Faculty Conference adopted the following resolutions. It should not be assumed that every participant necessarily subscribed to or agreed with every resolution.

GENERAL RESOLUTIONS

1. The Conference finds that the relationship between the state government and publicly supported higher educational institutions traditionally has been generally favorable in Illinois. The Conference urges the University administration to do all within its appropriate sphere of influence to preserve and extend this desirable tradition.

2. The Conference notes the expressed legislative desire for the preparation of a plan for the unified administration of higher education in Illinois. The Conference believes

that the purpose of any such plan must be the enhancement of all institutions of higher learning in Illinois. However, it is believed that this purpose will be served best if the historic and unique position of the University as a guiding force in the state-wide system of higher education and its mission as the center of higher learning and research in Illinois are safeguarded.

3. The greatness of any university is determined largely by the quality of its teaching faculty. It is essential therefore that the appointment and promotion of these faculty members be determined on merit. Because the University professor carries a special responsibility for the academic reputation of the University as well as the universal obligation for effective teaching, merit must be identified with the areas of creativity, teaching, and public service. It is obligatory on departments, therefore, to promote or appoint to tenure positions on the basis of these principles. (This resolution was approved in a close vote. Those voting against did so for a variety of reasons and a number of participants abstained from voting.)

4. The Conference recognizes that it is primarily and correctly the responsibility of the faculty of the University of Illinois to assure that the total experience in the undergraduate program produces an intellectual climate in the University which promotes the education of the whole man and brings forth his creative talents through the fullest development of his unique skills and aptitudes.

THE UNDERGRADUATE CLASSROOM CLIMATE

5. The Conference believes that efforts should be made to improve further the quality of undergraduate teaching. As one part of a broad program, it recommends:

(a) That greatest care be exercised in the recruiting of teaching assistants. Only assistants competent in the subject matter and possessing the ability to teach should be assigned to independent instruction.

(b) That the heads and chairmen of departments, and senior staff, be

urged by the deans of colleges to provide in-service training and supervision of teaching assistants.

(c) That there be instituted a system for the rewarding of outstanding teaching by graduate assistants.

6. The Conference urges that the University central administration exercise its initiative in promoting research on and in stimulating improvement in classroom instruction.

7. The Conference recommends that the Vice President and Provost urge departments to involve larger numbers of superior advanced undergraduates in seminars, discussions, independent study and research.

THE NON-CLASSROOM CLIMATE

8. The Conference recommends that the University consider supplementing existing housing by providing decentralized facilities on the Urbana campus by providing libraries, study lounges, and space for cultural programs within housing units. For example, we favor:

(a) Providing residence halls of a type which will promote small group organizations.

(b) Providing libraries and study lounges in residence halls. The University should seek appropriated funds for this purpose.

In order to develop the creative and intellectual capacities of undergraduates and to promote interest in campus cultural and intellectual events, students should be encouraged to develop appropriate cultural programs within housing units.

9. The Conference recommends the establishment at Urbana of a separate undergraduate library with a collection selected to meet undergraduate needs and organized in less complex form than the general library.

10. It is believed that a more nearly balanced and integrated program of cultural events on the Urbana campus might be achieved if a higher degree of coordination existed among departments and organizations sponsoring activities in the performing arts. The Conference recommends, therefore, that consideration be given to the formation

of an advisory group to suggest improvements for creative planning, coordination, and common financing and promotion of programs in the performing arts.

11. Participation in extracurricular activities by undergraduate students may contribute to the development of their leadership skills and capacity for successful participation in society. The Conference recommends that faculty service to undergraduate activities be recognized as part of the general obligation to render service in the education of undergraduates.

THE ENTERING STUDENT

12. The Conference believes that high costs and limitations on the University's facilities dictate a preference for admitting students who can reasonably be expected to complete their undergraduate degree work. The applicant with poor high school grades has the burden of showing that University experience should be made available to him. The Conference recommends that standards of admission be progressively raised to the end that, with

proper exceptions, only qualified students in the upper half of their graduating high school classes be admitted directly from high school. The Conference recommends that admission in the individual case be based on aptitude test scores as well as high school records.

13. The Conference commends the present programs designed to attract to the University superior graduates of Illinois high schools. To assure the University of the best possible students in the future an even more effective recruiting program should be developed. This program should enlist a larger proportion of the faculty in the effort to locate and attract superior students to the University. Moreover, the efforts of departments and colleges to expand their programs for superior students, including provisions for James Scholars, are applauded.

14. The Conference recognizes that admissions policy regarding transfer students will become increasingly important as the 2:3:2 distribution recommended in the Report of the President's First Faculty Con-

ference is approached. [The Study Committee on Future Programs, in its First Report, proposed that admission policies of the next decade be so shaped as to cause a change of the student profile from 2:2:1 (40% lower division, 40% upper division, 20% graduate) to 2:3:2 (28% lower division, 44% upper division, 28% graduate). See *Abstract of Proceedings of the President's Faculty Conference (1958)* pp. 29-30.] Policies must be developed to assure that the quality of transfer students admitted is as good as that of the other students in the same class. Anything less than this is unfair to students who have been discouraged from remaining in the University.

CONCLUDING RESOLUTION

15. The Conference expresses its deep appreciation to President Henry for his initiative in providing once again opportunity for examination and discussion of University problems by members of the faculty. It expresses the hope that such a conference as this will be convened again next year.

Conference Participants and Committees

URBANA-CHAMPAIGN CAMPUS

PARTICIPANTS

Joseph O. Alberts Professor Veterinary Pathology and Hygiene	Arthur E. Bestor Professor History	Lee J. Cronbach Professor Education	Dwight P. Flanders Professor Economics
Gerald M. Almy Professor Physics	Duane A. Branigan Professor Music	Frederick W. Cropp Assistant Professor Geology	Robben W. Fleming Professor Law
Carl J. Altstetter Assistant Professor Mining and Metallurgical Engineering	Donald J. Bray Professor Animal Science	Royden Dangerfield Professor Associate Provost	Karl E. Gardner Professor Nutrition
Robert S. Bader Assistant Professor Zoology	John W. Briscoe Professor Civil Engineering	Stewart D. Daniels President, University of Illinois Alumni Association	Maxwell R. Garret Assistant Professor Recreation
John C. Bailar Professor Chemistry	Emer E. Broadbent Associate Professor Agricultural Marketing	Bernard J. Diggs Associate Professor Philosophy	George Gerbner Associate Professor Journalism
Harlan D. Bareither Associate Professor Mechanical Engineering	Andrew M. Carter Associate Professor Music	Robert B. Downs Dean Library Administration	William M. Gilbert Director Student Counseling Service
George H. Bargh Administrative Assistant President's Office	Rubin G. Cohn Professor Law	Martha L. Dunlap Professor Home Economics Extension	Samuel K. Gove Associate Professor Institute of Government and Public Affairs
	George A. Costello Assistant Professor Theoretical and Applied Mechanics	Murray Edelman Professor Political Science	Norman A. Graebner Professor History

Halbert E. Gulley
Associate Professor
Speech

Joseph R. Gusfield
Associate Professor
Sociology

Robert L. Haig
Assistant Professor
English

Vern J. Hampton
Assistant Dean of Students

Robert O. Harvey
Professor
Finance

J. Thomas Hastings
Professor
Education

David D. Henry
President

Robert E. Hill
Assistant Professor
Finance

J. McV. Hunt
Professor
Psychology

Walter C. Jacob
Professor
Agronomy

Anthony J. Janata
Executive Assistant
to the President

Valentine Jobst
Professor
Political Science

Robert E. Johnson
Professor
Physiology

C. Clyde Jones
Associate Professor
Economics

Houssam M. Karara
Assistant Professor
Civil Engineering

Charles M. Kneier
Professor
Political Science

Carl W. Knox
Dean of Men

Donald E. Lathrope
Associate Professor
Social Work

Charles J. McIntyre
Coordinator
Instructional Television

Stewart Y. McMullen
Professor
Management

Lawrence W. Olson
Assistant Professor
Speech

Eunice C. Parker
Research Associate
President's Office

Norman A. Parker
Professor
Mechanical Engineering

Stanley H. Pierce
Professor
General Engineering

Paul O. Proehl
Associate Professor
Law

Gordon N. Ray
Professor
Vice President and Provost

Charles W. Sanford
Dean of Admissions
and Records

Allen V. Sapura
Professor
Recreation

Hugh W. Sargent
Assistant Professor
Advertising

Alfred G. Schiller
Associate Professor
Veterinary Clinical
Medicine

Harold A. Schultz
Professor
Art

Joseph W. Scott
Associate Professor
Speech

Miriam A. Shelden
Dean of Women

Robert Siegfried
Associate Professor
Chemistry

Stanley Stark
Assistant Professor
Institute of Labor
and Industrial Relations

George W. Swenson
Professor
Electrical Engineering

Lorraine D. Trebilcock
Professor
Home Economics

Fred H. Turner
Dean of Students

Louis D. Volpp
Assistant Professor
Marketing

Robert A. von Neumann
Assistant Professor
Art

George W. White
Professor
Geology

Lucien W. White
Professor
Library Administration

Harris W. Wilson
Associate Professor
English

Arthur R. Wyatt
Associate Professor
Accountancy

**CHICAGO PROFESSIONAL
COLLEGES**

Harry A. Bliss
Assistant Professor
Medicine

Ralph Daniels
Associate Professor
Chemistry

Mary Sue Evitts
Associate Professor
Nursing

Maurice J. Galbraith
Dean of Student Affairs

James E. Gearien
Associate Professor
Pharmacy

Harold A. Kaminetzky
Assistant Professor
Medicine

Arlene S. Krieger
Associate Professor
Nursing

Peter C. Kronfeld
Professor
Ophthalmology

Anthony J. Schmidt
Assistant Professor
Anatomy

Stanley V. Susina
Assistant Professor
Pharmacy

Klaus R. Unna
Professor
Pharmacology

James A. Yaeger
Assistant Professor
Histology

**CHICAGO UNDERGRADUATE
DIVISION**

Warren O. Brown
Associate Dean of Students

Lucile Derrick
Professor
Economics

Sheldon L. Fordham
Assistant Professor
Physical Education

Oscar Miller
Instructor
Economics

Daniel J. Morris
Professor
Philosophy

Rupert M. Price
Associate Professor
Physics

Albert S. Rouffa
Associate Professor
Biological Sciences

Samuel Schrage
Assistant Professor
Physical Sciences

Kenneth Shopen
Associate Professor
Art

Harold M. Skadeland
Associate Professor
Physics

COMMITTEES

Steering Committee: R. G. Cohn, Chairman; G. H. Bargh, Secretary; A. M. Carter; R. Dangerfield, Liaison; K. E. Gardner; J. E. Gearien; R. O. Harvey; D. W. Riddle; G. W. Swenson; G. W. White.

Resolutions Committee: R. O. Harvey, Chairman; R. Dangerfield, Secretary; R. Daniels; S. K. Gove; N. A. Graebner; H. E. Gulley; R. M. Price; P. O. Proehl.

Study Committee "The Entering Undergraduate Student": L. J. Cronbach, Chairman; B. J. Diggs; R. M. Price; C. W. Sanford.

Study Committee "The Classroom Climate": H. W. Wilson, Chairman; J. C. Bailar; H. D. Bareither; F. W. Cropp; D. P. Flanders; N. A. Graebner; S. Schrage.

Study Committee "The Non-Classroom Climate": C. M. Kneier, Chairman; H. A. Bliss; M. R. Garret; H. E. Gulley; V. J. Hampton; V. Jobst; O. Miller; D. R. Mills; S. H. Pierce.

NOTE:

The Faculty Conference Steering Committee presented a report on the Conference to Deans of the Colleges, Directors of the Schools and Institutes and Heads and Chairmen of Academic and Administrative Departments at 2:00 p.m., Thursday, March 24. A summary of the Conference will be published at an early date.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

No. 8, April 26, 1960

NOV 21 1961

Woodrow Wilson National Fellowship Program

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REPORT BY DR. ROYDEN DANGERFIELD, ASSOCIATE PROVOST AND DEAN OF ADMINISTRATION

INTRODUCTION

The Woodrow Wilson Fellowship Program was initiated in 1945 by Princeton University for the purpose of encouraging the most able undergraduates to go on to graduate work with a view to becoming college instructors. For 1945-46 four fellows were named. During 1946-47 thirty-two veterans were named fellows by Princeton; one of those was Dr. Maurice Lee, currently Associate Professor of History at the University of Illinois.

The Princeton program continued through 1951-52. During this phase, 137 graduating seniors were awarded Woodrow Wilson Fellowships for the first year of graduate study in the humanities and the social sciences. Of these, two were awarded to graduates of the University of Illinois (Richard Henry Chowen—1947-48, and Philip H. Stoddard—1950-51).

In the second phase of the program, 1952-53 to 1957-58, the program was operated by the Association of Graduate Schools with assistance from the Carnegie Corporation and the General Education Board. The thirty-seven sponsoring institutions in the Association of American Universities contributed funds for tuition scholarships. During the second phase, 726 Woodrow Wilson Fellows, in the humanities and the social sciences, were given aid for the first year of graduate study.

The third and present phase began in 1957 with a gift from the Ford Foundation of \$24,500,000 for a five-year period—one thousand fellowships be awarded annually, beginning with 1958-59. Under the program each appointee receives a liberal stipend and payment of his tuition fees. The graduate school accepting the fellow receives a payment of \$2,000, which the institution is pledged to use in strengthening graduate work or for additional fellowships. The program was extended to include those majoring in the natural sciences.

From the beginning, the Woodrow Wilson Fellowship Program has had some distinctive features:

Students are nominated by faculty members only; they may not apply.

Personal interviews by regional committees are required.

Quotas are assigned to the regional committees and a minor fraction of the total number is reserved for selection by a national selection committee.

In the competition for 1959-60, more than 7000 students were nominated. Of these, more than 2000 survived the first screening and were invited for interviews. Twelve hundred fellows were named and more than 1000 entered graduate schools last fall as Woodrow Wilson Fellows.

The Woodrow Wilson National Fellowship Foundation is seriously

concerned with recruiting the best for college and university teaching. To stimulate interest and to locate the best qualified students, the Foundation has established a system of campus representatives. The campus representatives at the University of Illinois have been:

- 1952-53 Professor Charles M. Kneier
- 1953-54 Professor Gordon N. Ray
- 1954-59 Professor Royden Dangerfield
- 1959- Professor R. E. Johnson

Professors Kneier, Ray and Dangerfield also served as members of the Selection Committee for Region IX. In the fall of 1959, the two positions were separated; Professor Johnson became campus representative and Professor Dangerfield continued to serve on the Region IX Selection Committee.

ILLINOIS STUDENTS ELECTED TO FELLOWSHIPS

In the period from 1946/47 to 1959/60, twenty-two students graduating with bachelors degrees from the University of Illinois were elected Woodrow Wilson Fellows. In the early years no more than two were elected from Illinois in any one year, and in some years none were named. Seven Illini were awarded fellowships for 1958-59, seven for 1959-60 and twelve have been awarded fellowships for 1960-61.

WOODROW WILSON FELLOWS AT UNIVERSITY OF ILLINOIS

Forty-four Woodrow Wilson Fellows have entered on graduate work

at the University of Illinois. Seventeen began their graduate work at the University of Illinois in the fall of 1959. Twelve of those awarded Fellowships for 1960-61 will be on our campus in September, 1960.

WOODROW WILSON FELLOWS ON CAMPUS, 1959-60

During the academic year 1959-60, there are or have been on the campus of the University of Illinois thirty-six present or former Woodrow Wilson Fellows:

Current Woodrow Wilson Fellows.....	17
Former Fellows continuing their education at U of I:	
(a) Currently serving as Graduate Assistant at U of I.....	8
(b) Currently holding Fellowships. 6	
(1) University Fellows.....	3
(2) NSF Fellows.....	2
(3) Industrial Fellow.....	1
(c) Currently holding Tuition Scholarship.....	1
(d) Graduate Students.....	2
Faculty members (1 Associate Professor, 1 Assistant Professor).....	2
	36

COLLEGE OF ORIGIN OF WOODROW WILSON FELLOWS, 1960-61

REGION IX

University of Chicago.....	17
University of Notre Dame.....	17
UNIVERSITY OF ILLINOIS..	12
Northwestern University.....	8
Indiana University.....	7
Earlham College.....	5
Knox College.....	5
Valparaiso University.....	4
Wabash College.....	3
Purdue University.....	2
St. Mary's College.....	2
DePauw University.....	1
Illinois Institute of Technology...	1
Lake Forest College.....	1
Loyola University.....	1
Monmouth College.....	1
Mundelein College.....	1
Roosevelt University.....	1
Rosary College.....	1
St. Joseph's College.....	1
Shimer College.....	1
	92

FIELDS OF GRADUATE STUDY

Twelve Woodrow Wilson Fellows will attend the University of Illinois Graduate College in 1960-61.

FIELD OF STUDY

Anthropology.....	1
Biophysics.....	1
Botany.....	1
Chemistry.....	3
German.....	1
History.....	1
Music.....	2
Philosophy.....	1
Political Science.....	1

COLLEGE OF ORIGIN

Brooklyn College.....	2
Hobart College.....	1
UNIVERSITY OF ILLINOIS..	2
University of Michigan.....	1
St. Olaf College.....	1
Southern University.....	1
Tulane University.....	1
Wabash College.....	1
Wellesley College.....	1
University of Wichita.....	1

Urbana-Champaign Senate Statement of Policy on the Use of Television

The following proposal from the Senate Committee on Educational Policy was approved by the Urbana-Champaign Senate at its regular bi-monthly meeting on April 11, 1960:

"The availability of television facilities enormously increases the capacity of the University of Illinois to serve both its resident students and the citizens of the state. In order that the use of this media may conform to sound educational practice the following standards are to be applied:

1. When the sole question is one of employing television techniques in a resident course for regularly enrolled students the college in which the course is offered shall retain a full measure of autonomy, including

control over the question of attendance.

2. When television is used for other than resident students, and credit is being given:

- a. The course must be one which is offered in residence.
- b. The course must be prepared and presented by the appropriate resident department.
- c. Credits earned in such courses cannot be counted as residence credits. Candidates for certain degrees may, however, in accordance with the present practice respecting extramural courses, apply up to sixty undergraduate semester hours toward the baccalaureate degree or four units toward the mas-

ter's degree for credits earned in the television and other extramural programs, provided all other University requirements have been met and necessary approval is secured for courses pursued from the college or school in which the degree is to be taken.

3. When television is used for other than resident students, and credit is not being given, admission and registration will be in accordance with appropriate University regulations, such as those of the Division of University Extension for extramural classes.

4. This policy is to be effective 1 September, 1960, but shall be reviewed annually by the Educational Policy Committee."

Doctorates from Leading American Graduate Schools, 1861-1958

The following table is taken from an article by Walter Crosby Eells entitled "Doctorates from Leading American Graduate Schools, 1861-1958" which appeared in the February 27, 1960 issue of *School and Society*. The summary will also appear in the eighth edition of *American Universities and Colleges* to be published this month by the American Council on Education.

Leading American Graduate Schools According to Number of
Doctoral Degrees Conferred, 1861-1958 and 1948-58

Institution	Date of First Doctorate	Total Number, 1861-1958	Rank, 1861-1958	Rank, 1948-1958	Change in Rank
Columbia Univ.....	1875	11,304	1	1	0
Univ. of Chicago.....	1893	7,985	2	6	-4
Harvard Univ.....	1873	7,495	3	4	-1
*Univ. of Wisconsin...	1892	6,988	4	3	+1
*Univ. of California...	1885	6,932	5	2	+3
Cornell Univ.....	1872	6,035	6	10	-4
Yale Univ.....	1861	5,451	7	12	-5
*Univ. of Illinois.....	1900	5,279	8	5	+3
New York Univ.....	1887	5,045	9	7	+2
*Univ. of Michigan....	1876	4,923	10	9	+1
*Ohio State Univ.....	1879	4,561	11	8	+3
*Univ. of Minnesota...	1888	4,082	12	11	+1
Johns Hopkins Univ...	1878	3,690	13	28	-15
Univ. of Pennsylvania.	1871	3,561	14	18	-4
*State Univ. of Iowa...	1900	3,457	15	16	-1
Stanford Univ.....	1894	2,908	16	13	+3
Mass. Inst. of Technology.....	1907	2,709	17	14	+3
Princeton Univ.....	1879	2,232	18	26	-8
Northwestern Univ....	1896	2,124	19	19	0
*Iowa State Univ.....	1916	2,116	20	23	-3
Catholic Univ. of America.....	1895	2,098	21	27	-6
*Purdue Univ.....	1928	2,092	22	15	+7
*Indiana Univ.....	1883	2,065	23	17	+6
*Univ. of Texas.....	1915	1,941	24	20	+4
Univ. of Pittsburgh...	1886	1,927	25	25	0
*Pennsylvania State Univ.....	1927	1,723	26	22	+4
Univ. of Southern California.....	1927	1,694	27	21	+6
*Univ. of North Carolina.....	1883	1,374	28	29	-1
California Inst. of Technology.....	1920	1,276	29	32	-3
*Univ. of Washington..	1914	1,256	30	30	0
Boston Univ.....	1877	1,225	31	33	-2
*Michigan State Univ..	1926	1,184	32	24	+8
Univ. of Missouri.....	1899	1,163	33	34	-1
Fordham Univ.....	1918	1,140	34	37	-3
Duke Univ.....	1929	1,079	35	36	-1
Syracuse Univ.....	1873	1,052	36	31	+5
*Univ. of Maryland...	1920	1,006	37	35	+2
		124,172			

* Institution under public control.

Resolution on Inter-collegiate Athletics, Urbana-Champaign Senate

The Urbana-Champaign Senate adopted the following resolution at its April 11, 1960 meeting:

"Whereas recent actions and statements relating to Big Ten athletics indicate that there is a need to re-examine and formulate some policy guides with respect to the place of inter-collegiate athletics in university life, and whereas we believe that athletics have a place within the university *only* insofar as they clearly contribute to and do not detract

from the educational functions and purposes of the university, it is hereby resolved that:

1. The Senate Committee on Athletics shall be directed to prepare a policy statement with respect to the place of inter-collegiate athletics within the university.
2. The Committee shall also examine and assess the athletic program of the university to determine whether it conforms reasonably to the policy principles.

Such investigation shall include, but not be limited to, such items as organization, financing and responsibility of the Athletic Association, recruiting and financing of athletics, scheduling of games and events, tenure for the Athletic Director and coaches, and methods of expanding intra-mural athletic programs.

3. The Committee report shall be submitted to the Senate for its consideration."

Revision of Code of Fair Educational Practice

In 1946, the Board of Trustees stated that "The officers of the University will continue a policy of long standing which will favor and strengthen those attitudes and social philosophies which are necessary to create a community atmosphere in which race prejudice cannot thrive."

In 1958, the University issued a "Code of Fair Educational Practice," Section IX of which provides that:

The University administration encourages non-discriminatory practices in commercially operated rooming houses. However, health, safety, and moral standards are recognized as the basic

criteria for approved housing. The University administration encourages those who serve the general student body to treat all students alike, regardless of race, creed, or national origin.

Since that time the University has endeavored to make progress towards enlisting public affirmation of non-discrimination in off-campus housing through a program of education and persuasion, and it will continue this program.

Consistent with the stated policy, the University has now adopted the following addition to Section IX of the "Code of Fair Educational Prac-

tice" as an earnest of its willingness to accept due responsibility in this crucial area of public concern:

The University will approve no new privately operated student rooming house unless the owner agrees to make its facilities available to all students without discrimination with respect to race or religion. When ownership of presently approved housing changes, University approval will be continued only if the new owner agrees to make its facilities available to all students without discrimination with respect to race or religion. These provisions do not apply to a house which is the private home of the owner and in which no more than three rooms are rented.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 9, June 1, 1960

University Policy Governing the Administration of Research Contracts, Grants and Graduate Fellowships

EFFECTIVE SEPTEMBER 1, 1960

The General Rules Concerning University Organization and Procedure include provisions for the administration and coordination of research supported by outside agencies. A pertinent statement under these rules appears in Sec. 14 (a) as follows: "The administrative coordination of such programs shall be under the Agricultural Experiment Station for departments in the College of Agriculture, the Engineering Experiment Station for departments in the College of Engineering, and the University Research Board for all other departments." Except for the provision in Sec. 18 of the Statutes for the creation by the Trustees of special units of the Graduate College "for carrying on or promoting research in areas which are broader than the responsibility of any one department," there is no specific provision for the administration of interdisciplinary programs, nor for University-wide planning of research.

Henceforth, when departments from only one college or administrative unit are concerned, the administrative responsibility for research sponsored by an outside agency shall rest with the appropriate college (or other administrative unit) and not with the University Research Board. This places all colleges on the same footing as Engineering and Agriculture, except that additional

experiment stations need not be established. By "administrative responsibility" is meant responsibility for processing budgetary appointments (other than fellowships), and for preparing and processing requisitions, vouchers, and similar papers. Much confusion will be avoided by this change since, under the present system, the different administrative channels are often inadvertently interchanged. In particular, the handling of budgetary appointments by the colleges with which the departments are identified should eliminate some of the problems of inter-college communication with respect to individuals on research appointments for whom permanent commitments exist within the colleges. As for appointments divided between research and teaching, there is a distinct advantage to having one college handle the appointments. Appointments to the graduate faculty will, of course, continue to be the responsibility of the Graduate College regardless of budgets.

In addition, the administration of any interdisciplinary research program supported by an outside agency with major contributors from departments of more than one college or administrative unit will be assigned by the University Research Board.

The above described changes will not affect the present responsibilities

for review of all applications for outside aid by the Chairman of the University Research Board. Moreover, responsibility for initiating general policies affecting more than one college will rest with the University Research Board.

The University Research Board is also authorized, on behalf of the President, to collect and analyze data pertaining to the University's capacity to carry on research and to make recommendations as to the general objectives to be pursued. In the years immediately ahead facilities will be critical, by short supply, and it is imperative that plans be made for their most effective use. Among the problems to be dealt with will be those of space utilization, priorities for expansion, salary policies applicable to contract research appointees, and the like. It will also be most desirable to identify and encourage those research activities that bear a close relationship to our total educational objectives. The University will also have to determine whether or not there are activities related to research that might better be carried on outside the University, so as to release facilities for work more in keeping with its general objectives.

It is not intended that the University Research Board should deal with the details of research admin-

istration and direction; rather, the Board will direct its efforts toward advising the President about policies and programs having all-University implications.

This statement may appropriately conclude with a paragraph summarizing existing policy concerning fellowships and appointments which are of a fellowship character. All appointments to graduate, postdoctoral or faculty fellowships, and all tuition and fee waivers for graduate students that are not otherwise automatically provided through University rules or by public law, and all

appointments by any other name involving tax-free stipends, identified as the equivalent of fellowship stipends under the interpretations of the Office of Internal Revenue, will be administered by the Graduate College. Moreover, any and all other expenditures made from the same accounts from which fellowships or other tax-free stipends are made will be administered by the Graduate College.

**ASSOCIATE DEAN
— RESEARCH COORDINATION**

On April 20 the Board of Trustees named Harold R. Snyder

Associate Dean of the Graduate College. In this new position he will be concerned with the work of the University Research Board and research coordination in the University in accordance with the above stated policy. Dr. Snyder joined the faculty of the University of Illinois in 1936 and has been a professor of Organic Chemistry since 1945. In 1957 he was named Associate Head of the Department of Chemistry and Chemical Engineering. In addition to his new appointment he will continue during the coming year as Research Professor of Organic Chemistry on a half-time basis.

Center for Zoonoses Research

At its meeting on January 20, 1960, the Board of Trustees of the University approved a recommendation by the President relative to the establishment of a Center for Zoonoses Research. The text of the agenda item was as follows:

The Dean of the College of Veterinary Medicine has proposed the establishment of a Center for Zoonoses Research at the University of Illinois according to the plan of organization set forth below. A special committee appointed by the Vice President and Provost to study this proposal has recommended approval. The Vice President and Provost and the Dean of the Graduate College concur.

Research on the zoonoses is highly desirable and worthy of effort on the part of the University. The zoonoses are being increasingly recognized as of major importance to human and animal health and welfare. Establishment of the Center would focus more attention on the zoonoses, encourage more research upon them, and promote needed interdisciplinary cooperation and coordination in this area. In addition, it would attract substantial amounts

of outside support. The idea of our establishing the Center—the second one in the world and the only one in the United States—has received enthusiastic praise and offers of cooperation from national and international leaders in the field.

**ORGANIZATION OF THE CENTER
FOR ZOOZOSES RESEARCH**

The organization and function of the Center are to be as follows:

(a) The Center for Zoonoses Research is responsible for carrying out research on the zoonoses—diseases common to animals and man—and related diseases, parasites, and disease agents, including studies of their epizootiology, epidemiology, pathology, etiology, control and host-parasite relationships. In developing and carrying on such programs, use shall be made of the Center staff as well as of the staffs of other University departments and divisions. Cooperative work will also be carried out with other public and private research and service agencies.

(b) The administrative head of the Center shall be a Director appointed biennially by the Board of

Trustees on the recommendation of the President. An Associate Director shall be appointed in the same manner.

(c) The staff of the Center for Zoonoses Research shall be composed of three types of members:

(1) Senior Members; these may or may not hold joint appointments in other departments or divisions of the University; (2) Associate Members; these may or may not hold joint appointments in other departments or divisions of the University; (3) Consulting Members; these shall be members of the staffs of institutions or organizations other than the University of Illinois.

(d) The Executive Committee of the Center shall be composed of all Senior Members. The Director shall be an *ex officio* member and the chairman of the Executive Committee. The Executive Committee shall advise the Director on the administration of his office, including the formulation of plans and the preparation of the budget.

The Director of the Center for Zoonoses Research shall be the Dean of the College of Veterinary Medi-

cine, who also serves as administrative head of the Department of Veterinary Medical Science in the Graduate College and of the Department of Veterinary Research in the Agricultural Experiment Station.

The first Senior Members of the Center shall be appointed on nomination by the Director from among present faculty members of the University. These will then constitute the Executive Committee. Scientists not at present associated with the University may be appointed also. Senior Members shall be appointed on indefinite tenure.

Associate Members will be appointed for one or two-year periods and will not be reappointed for more than three consecutive terms.

They will be appointed on nomination by the Director and Executive Committee with approval of the President and the Board of Trustees of the University. Associate Members may be appointed from among present members of the faculty, from persons not now on the faculty, and from scientists from other institutions and areas who will want to work at the Center.

Senior Members and Associate Members may receive all or part of their salaries from the Center's budget. If they hold joint appointments in other departments or divisions, the proportions of their time devoted to research, teaching, advising, etc., will be determined by mutual agreement with the departments or divisions concerned. Part or all of the salary of Associate

Members, including summer salary, may come from research grants such as those from the National Institutes of Health, the National Science Foundation or private foundations.

Research may be conducted either on campus or in the field.

Appointments of Consulting Members will permit utilization of the counsel of outstanding scientists from other institutions, agencies and organizations, state, national and international. It is contemplated that Consulting Members will be appointed for terms of one to two years on nomination by the Director and Executive Committee. They may be reappointed as many times as proves mutually desirable.

It is recommended that the Center be activated September 1, 1960.

Board of Trustees Resolution on Increased Retirement Annuities for Staff Who Retired Prior to September 1, 1959

The resolution approved by the Board of Trustees on April 20 which follows was preceded by a presentation of a plan proposed by a Committee of the Emeriti at a meeting of the Advisory Committee to the Board of the University Retirement System on April 12, 1960. The Advisory Committee voted unanimously to approve the plan and to recommend its approval by the Board, leaving open for future consideration the years of service required (20) and a specific retirement age (65) as conditions for sharing in the increased benefits.

Also on April 12, 1960 the Champaign-Urbana Senate Committee on Retirement, Hospitalization and Insurance endorsed wholeheartedly the action of the Advisory Committee to the Board of the Retirement System.

WHEREAS, a Committee of the Emeriti representing members of the University of Illinois faculty who

retired prior to September 1, 1959 will request the Board of Trustees of the University Retirement System of Illinois to consider a plan to provide increased retirement benefits for those who retired prior to establishment of the University Retirement System of Illinois in 1941 and for those who retired after September 1, 1941 but prior to September 1, 1959; and

WHEREAS, the amendments of the Act creating the University Retirement System of Illinois adopted in 1959 which provide more equitable annuities and other benefits available to employees of State institutions of higher education did not provide for any adjustments in the retirement allowances of the Emeriti of 1958 and former years; and

WHEREAS, those who retired prior to September 1, 1941, and whose annuities are paid by the University

as deferred compensation for service rendered prior to retirement, are receiving annuities far below the annuities available under the University Retirement System of Illinois; and

WHEREAS, the annuities of those retired after September 1, 1941 but prior to September 1, 1959 are not proportional to the contributions required of participants, do not take into account the unrecorded equity toward retirement allowances earned by service prior to 1941 and do not provide adequate benefits for a surviving wife or dependent children; and

WHEREAS, many of these Emeriti, after spending virtually their entire careers in the service of the State universities of Illinois are dependent largely upon their retirement annuities, and are in serious financial need; and

WHEREAS, the University Council and the Urbana Senate Committee

on Retirement Insurance and Hospitalization have been consulted and are in sympathy with this request; and

WHEREAS, the Committee is also requesting the endorsement of its plan by the Teachers College Board and the Board of Trustees of South-

ern Illinois University; now therefore be it

RESOLVED by the Board of Trustees of the University of Illinois that it endorses in principle the request of the Committee of the Emeriti that the Board of Trustees of the University Retirement System of Illi-

nois consider a plan and support in the 1961 session of the General Assembly of Illinois the necessary legislation to provide the much needed improvements in retirement benefits for those who retired from the service of the State universities prior to September 1, 1959.

Resolution of the Illinois Committee for Cooperation in Higher Education

A resolution calling for support of the needs of higher education in Illinois was overwhelmingly endorsed May 13, 1960, at a special meeting of the Illinois Committee for Cooperation in Higher Education at Chicago's Union League Club.

The Committee, appointed by the Illinois Conference on Higher Education (which is composed of all colleges and universities in the state), expressed its grave concern for the future of higher education in the state.

Present at the meeting were six representatives of the state's tax-supported Universities (representing the Joint Council on Higher Education); six private colleges (representing the Federation of Illinois Colleges); two public and one private junior college delegates (representing the Illinois Association of Junior Colleges); and five representatives of educational agencies in the state, other than those mentioned.

Although the private college and junior college members of the Committee do not figure to directly benefit from the proposed Universities Bond Issue (up for consideration in the November 8 general election), representatives of these institutions generally support "without reservation," the Universities Bond Issue.

A spokesman for the Committee indicated that "what has often been called the 'family quarrel' between private and public institutions of higher education is greatly exaggerated; that the common need for

expanded financial support should bring all institutions of higher education in this state closer than ever before."

The text of the Committee's resolution reads as follows:

The Illinois Committee for Cooperation in Higher Education expresses its grave concern for the future of higher education in the State of Illinois. Unless the rate of support for higher education is greatly increased the committee affirms its conviction that the educational needs of the State of Illinois by 1970 will be greater than the combined resources of the tax-supported universities, junior colleges and private colleges.

We recognize with appreciation the distinct contributions made to the state and to the national welfare by the junior colleges, private colleges and tax-supported universities. Each institution needs strengthening of facilities and faculties. We call on the citizens of the State to provide the needed educational facilities for the young people of our commonwealth whom the State must educate, by increasing substantially the amount given to all educational institutions through private philanthropy, individual and corporate.

We support, without reservation, the Universities Bond Issue to be voted upon in the November election.

We recognize the need for increased tax support for Higher Education in the State of Illinois, including provisions for state funds for much needed junior college buildings and for increased state support for operation of junior colleges.

We call on the Legislature to broaden the base and extend the scope of the State Scholarship Program in an amount commensurate with the growing need for scholarship assistance.

Members of the Committee are:

President Conrad Bergendoff, Augustana College, Rock Island; President Lloyd M. Bertholf, Illinois Wesleyan University, Bloomington, Ill.; President Robert G. Bone, Illinois State Normal University; President and Committee Chairman Raymond Dooley, Lincoln College, Lincoln, Ill.; President David D. Henry, University of Illinois; Mr. R. O. Birkhimer, Office of the Superintendent of Public Instruction, Springfield, Ill.; Dr. Richard O. Browne, Teachers College Board, Springfield; President Quincy Doudna, Eastern Illinois University, Charleston, Ill.; Dean Kenneth Edwards, Belleville Junior College; President Leslie A. Holmes, Northern Illinois University, DeKalb, Ill.; Mr. Robert Johns, Director of the Illinois Commission on Higher Education, Chicago; President Arthur Knoblauch, Western Illinois University, Macomb; President Paul McKay, Millikin University, Decatur; Dean Peter Masiko, Jr., Chicago City Junior College, Chicago; President Delyte W. Morris, Southern Illinois University, Carbondale; The Rev. Father Comerford J. O'Malley, President, De Paul University, Chicago; President Edward J. Sparling, Roosevelt University, Chicago; Mr. Albert N. Williams, Executive Director of the Associated Colleges of Illinois; and Mr. Fred W. Heitmann, Jr., Chairman of the Illinois Commission of Higher Education.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

No. 10, June 14, 1960

Excerpts from "The Junior Colleges in Illinois," NOV 16 1961

By David D. Henry, President, University of Illinois LIBRARY

ADDRESS GIVEN AT 20TH ANNIVERSARY PROGRAM OF CENTRALIA TOWNSHIP JUNIOR COLLEGE, CENTRALIA, ILLINOIS, MAY 28, 1960

It is obvious to all who have studied the future of higher education in Illinois that the junior college must have a large and prominent part in that development. In no other way can the load be so promptly and effectively handled at the freshman-sophomore level. Many feel that we are already tardy in developing a state-wide program and that no time is to be lost in encouraging communities and the State to get on with the job.

At the same time that the need for the expansion of junior colleges is stressed, it must also be emphasized that their growth will not relieve the state universities of a need for great development. The universities will have to be prepared to care for the increased number of transfers from the junior colleges as well as their normal share of the increase in enrolment at the freshman and sophomore level. The private institutions will also be called upon to accept their share of the growth. Thus, it is obvious that to carry the load there will have to be the highest kind of cooperation among all the institutions of the State, for there is more to do than all the institutions put together will probably get done.

COMMUTING STUDENTS

The key to the phenomenal growth in the junior college is that it serves commuting students.

Enlarging and establishing institutions where the people live have accounted for much of the remarkable extension of higher education opportunity in recent years and the same factor must be viewed as an important part of meeting the task ahead.

Commuting students today constitute well over half of the college population of America. In addition to the junior college population, there are the large numbers at the urban colleges and universities and many are in attendance at what are thought of as resident institutions. The number of students commuting to so-called campus residence institutions is surprisingly large.

THE GROWTH OF THE JUNIOR COLLEGE

The growth of the junior college across the nation reflects what has happened as communities have organized to meet the needs of commuting students.

In 1900 there were 8 junior colleges, all of them under private control. In 1959-60 the U.S. Office of Education Directory listed 255 private junior colleges and 330 publicly controlled, for a total of 585. Their combined enrolment was over 618,000 compared to the 100 students who were enrolled in the 8 junior colleges 56 years ago.

At the present time there are 20 junior colleges in Illinois. The Chi-

cago Junior College has 6 branches. The total enrolments in the fall of 1959 were 29,201. Thus, the junior colleges in the State in the fall of 1959 carried 15.8 percentage of the total enrolments in the State.

The junior college development is rightly called a movement and the concept of the junior college has shown great flexibility in the individual adaptation to local needs.

In this latter statement we have a very significant point. The preparation of students who are bound for college degrees in other institutions is only a part of the task of the junior college. For many students the work in the junior college is general education — for those who want some post-high school work but who are not interested in a four-year program. For many others, specialized curriculums have been set up in technical and vocational fields and in some so-called subprofessional fields.

And the college age group is not the sole constituency of the junior college. Adults on part-time schedules find educational opportunity for personal growth, for in-service training for vocational improvement, for intellectual recreation; and the record shows that adults would rather attend a junior college than an evening program in a high school or under the auspices of the elementary-secondary schools.

Too, conventional courses are not the only means to these enlarged objectives. Short courses, lectures, forums, concerts, craft and hobby shops, book reviews, special community events, consultation and guidance services, and comparable activities have made the junior college a unique community institution.

The junior college is not merely a "trial run" for students of uncertain academic ability. It serves this purpose just as does the first year or two of a degree program, but the junior college should not be viewed primarily as a screening device for the colleges and universities of the state. The service of the junior college has a positive quality as it meets the objectives and needs of those whom it serves. Controlled by local authority, it is able in manifold ways to relate its program directly to the community of which it is a part.

Many students will want to graduate from the junior college to the senior college, but probably for many more, the junior college will be a terminal program, either in general education or in specialized education, or in on-the-job training.

Thus, in the junior college four national trends in contemporary education converge:

1. Post-high school service for the student who wants general or technical education, but who is not a candidate for a four-year program.
2. The first two years of degree work for commuting students.
3. Adult education in a collegiate setting.
4. Community service from a college organization.

The partnership between the State and the community in tax support for the junior college, along with the student's contribution, makes possible a sound financial structure for a development of an institution in a community which has a sufficiently large tax base and a sufficiently large enrolment base to support a sound institution.

The local contribution is justified in local outcomes. Close to the people, the junior college inevitably is required to serve the educational and cultural needs of the community of which it is a part. The trends in this direction have already been firmly established, and ways and means of integrating the junior college with the needs of community life will become even more effective in the future.

Thus the junior college may be seen as supplying a vital part in the increasing diversity of educational opportunity in America — a diversity which now must be viewed as state or regional in its scope and plan rather than within the capacity of any one or a few institutions.

THE UNIVERSITY OF ILLINOIS AND THE JUNIOR COLLEGES

To encourage the development of junior colleges, both strengthening existing units and helping the establishment of new ones, the University of Illinois has given assistance wherever it could. Representatives endorsed the original authorizing legislation over twenty years ago and the University has brought support to the junior colleges in the intervening years.

This support has been expressed formally in public statements, in institutional reports, in a declaration of relationship between the University of Illinois planning for its own growth and the development of junior colleges, in public testimony in support of increased state appropriations for junior colleges, in working relationships between professional groups of the Association of Junior Colleges and the University.

The Office of Field Services of the College of Education has assisted communities interested in the establishment of junior colleges to undertake studies which measure the need and the resources for financial support. Also, consultation service has been offered to help communities in

determining how best to meet the criteria established by the State Superintendent of Public Instruction for the approval of new colleges or for accreditation by the North Central Association of Colleges and Secondary Schools.

Further, the University has dealt with the Junior College Association in considering ways and means of improving the articulation of junior college work with the four-year programs in the institutions of the State. The University has also worked with the Association in other ways to encourage the development of a state-wide program.

The Extension Service of the University gives consultant help whenever it is requested and, in cooperation with local authorities, supplements instructional offerings whenever the Division can do so within existing resources and state policies.

The effective preparation of new teachers for junior college employment will receive increasing attention by the University departments concerned.

The College of Education has instituted a program in Higher Education, which will include teaching, research and services related to junior colleges. Other colleges of the University will collaborate.

Increased attention will also be given to the field of post-high school technical education. A special study of the needs for post-high school technical education in Illinois and a proposed plan for development will be available in a few months, from a study group in the College of Education. Special arrangements have recently been established with the State Superintendent of Public Instruction to provide, along with other universities, consulting service and training for those to be engaged in making surveys preliminary to the establishment of junior colleges. Some help will also be provided in

the actual survey work during the current period of increased demand.

On May 17, 1960, the Board of Trustees of the University of Illinois established 75 tuition-waiver scholarships, to be awarded on the basis of superior scholarship and financial need. This action is an expression of confidence in graduates of junior colleges and of a desire to strengthen relationships between the University and the junior colleges of Illinois.

The citizens of Illinois face the crucial problem of how best to provide for the education of the large numbers of young people who will be coming from the high schools and seeking the further education from which they can profit and from which the state and nation will profit. This is an enormous education problem which demands the attention and the efforts of University personnel as well as citizen and school

leaders throughout the state, working in cooperation. At the University of Illinois, we are assuming that the expansion of the junior college movement in Illinois will be one of the most significant developments in this state during the next two decades. The University expects to apply, to the fullest extent possible, its teaching, service and research resources in encouraging that development.

Board of Trustees Policy Statement on Construction of Family Housing

APPROVED BY THE BOARD OF TRUSTEES MAY 17, 1960

In January, 1956, the Board of Trustees approved a comprehensive program for the construction of student housing, including family housing. As stated in this program the planning is subject to revision from time to time according to the needs of the University and the availability of adequate private housing in the community of Urbana-Champaign. Indeed, in 1958 these factors being taken into account the construction schedule was revised accordingly.

Recent questions raised by the Apartment Owners Association of Champaign-Urbana concerning the need for construction by the University of additional family housing have been answered in conferences with representatives of the Associa-

tion. However, it is desirable that there be public understanding of the University's program and needs, and it is therefore recommended that the Board authorize the following policy statement.

1. The projected enrolments for the University at Urbana-Champaign indicate that there will be a continuing need for family housing facilities for students, faculty, and staff. Without additional housing, the University cannot continue to grow at Urbana-Champaign.

2. If the facilities are to be available when needed, decisions for planning and construction must be based on projected enrolments.

3. The University's enrolment projections and estimated housing

requirements are always available and plans will continue to be announced as soon as they are approved.

4. The University hopes that private builders in the community will continue to help provide suitable housing for faculty, staff, and married students.

5. The University's efforts will be directed toward providing married students' housing facilities meeting University conditions and requirements which are estimated to be unavailable elsewhere in the local community.

6. The final appraisal and decisions as to need, both present and projected, must be the responsibility of the Board of Trustees.

Committees on Committees of the Senates

Urbana-Champaign Senate: Professors Gerald M. Almy, Robben W. Fleming, Harold W. Hannah, Charles M. Kneier, and Alan K. Laing.

Chicago Professional Colleges Senate: Professors Isaac Schour, James E. Gearien, and Roger A. Harvey.
Chicago Undergraduate Division

Senate: Professors Bernard J. Babler, Alden D. Cutshall, Lucille Derrick, and Harold R. Goppert; Associate Dean Harold E. Temmer.

Correction

In Issue No. 8 of the Faculty Letter, item 2(d) was inadvertently omitted from the Urbana-Cham-

paign Senate Statement of Policy on the Use of Television. This item reads "d. Admission and registration

will be in accordance with appropriate University regulations."

Ruth N. Stimmelink
2209 Library

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

No. 11, August 5, 1960

NOV. 21. 1961

The Building Program of the University of Illinois for the 1961-63 Biennium

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Following are excerpts from the Building Program as recommended by the Building Program Committee which is composed of Norman A. Parker, Chairman, Royden Dangerfield, Granville A. Bennett, Russell N. Sullivan, Robert P. Hackett; Staff, Charles S. Havens, Ernest L. Stouffer, James V. Edsall, Harlan D. Bareither, Donald C. Neville, Secretary; The University Council, and the President of the University and approved by the Board of Trustees, July 26, 1960:

INTRODUCTION

The basic planning philosophy of the University is simple and comprehensive. It rests upon the premise that the University of Illinois is an agency of the people of the State and that it is devoted to a threefold purpose: (1) the education and training of youth; (2) the research designed to add to the store of knowledge in all the fundamental fields of learning; and, (3) to render those services for which it is particularly suited to various segments of the State's life such as agriculture, industry, health sciences, commerce and government; all this to the ultimate end that the University shall contribute to the civic health and economic prosperity and to the enrichment of the lives of its citizens.

Early in 1958, the University was asked for a summary of the building needs for the years immediately ahead, as background for the proposed Bond Issue referendum in November of that year.

A ten-year plan was developed and approved. It was anticipated that with changing circumstances, revisions would be required. The changes which have come about in the last two years have indicated that the ten-year development plan is a necessity if the University is to continue to meet its obligations. Certain major assumptions were made in arriving at the figures which were used in the Ten-Year Building Program.

For example, the amount recommended for the Chicago Undergraduate Division provides only for the continuation of the present program on a permanent site. The nature and the time table for expansion to a

four-year program have been proposed but have not been finally determined. Other changes in programs or shifts in enrollments to courses requiring laboratory facilities will also increase these estimates of cost.

It is further assumed that the people of Illinois will want the University to continue its research and extension work and to find new ways to improve agriculture, to build better roads and bridges, to improve business practices, to build better and more economical homes and to make this knowledge available through publications, lectures, conferences and short courses both on and off the campus.

The resulting ten-year development plan, spread over the five biennia, 1959-69 at Urbana-Champaign and the Chicago Professional Colleges, and for two biennia 1959-63 for the Chicago Undergraduate Division called for total expenditures as follows:

Chicago Professional Colleges	\$ 32,500,000
Chicago Undergraduate Division (to provide permanent quarters for the present program with capacity for expansion of enrollment to 6,000)	50,000,000
Urbana-Champaign	116,000,000
Total	\$198,500,000*

(* This does not include residence halls which are self-liquidating over their useful life nor other projects to be financed outside of State appropriations.)

The University has received but a small portion of the \$14,190,000 appropriated in 1959. While some additional funds will be released, it is obvious that the amounts will be insufficient to make substantial progress in completing the projects provided for by the limited appropriation for this biennium. Consequently, the University has been restricted in its ability to take enrollment increases, as planned, to continue and expand research functions and to render services to the people for which it is particularly suited.

Although the University of Illinois has a large and imposing campus at Urbana and at the Medical Center

in Chicago, there are serious space deficiencies at both. The need for a permanent site for the Chicago Undergraduate Division has been fully stated.

If the University is to take the enrollment increases projected and if it is to continue and expand research functions and provide services throughout the State in the manner of the past, the figures presented here are realistic measures of the need.

The recommended 1961-63 capital budget request is analyzed in the following tables:

Table II*

Funds Appropriated in 1959 But Not Released. Reappropriation Is the Highest Priority¹

(Analyses of these projects were included in the 1959-61 recommendations)

1. Power Plant Addition.....	\$ 4,045,000
2. Utilities Distribution System.....	2,355,000
3. To Supplement Outside Grants	
a. Labor Relations Building.....	350,000
b. Health Research Facilities.....	835,000
4. Land — Chicago Undergraduate Division	925,000
a. Planning and Improvement — CUD.....	1,533,000
5. Land — Urbana.....	431,000
6. Completion of	
a. First stage of Physics Building..	280,000
b. First stage of Fine and Applied Arts Building	250,000
c. First stage of Medical Research Lab. — CPC	410,000
7. Plans and Specifications.....	500,000
8. Remodeling (Including Protection of Life and Property).....	1,625,000
9. Public Improvement Projects.....	440,000
Total funds not released.....	(13,979,000) ²

FUNDS RELEASED TO DATE

1. Planning and Improvements — CUD.....	42,000
2. Land — Urbana.....	19,000
3. Remodeling (Including Protection of Life and Property).....	150,000
Total funds released to June 13, 1960.....	(211,000) ³
Total funds appropriated in 1959..	\$14,190,000

* Table I in the full report itemizes the ten-year building program, previously published.

¹ Orderly long-range development depends upon doing certain things before others. The University's program requires that all items on this schedule be performed prior to the next step proposed in Table III.

² Estimate of additional funds required to finance increased costs due to the delay of construction is approximately \$213,300.

³ Additional funds are in the process of being released.

Table III*

Schedule of Recommended Capital Projects for the 1961-63 Biennium (In addition to the reappropriations of Table II)

BUILDING PROJECTS

1. Education Building	\$ 3,455,000
2. Commerce Building	3,200,000
3. Physics Building — Second Stage....	3,140,000
4. Remodeling, Rehabilitation and Minor Additions (Urbana-Champaign)	800,000
5. Library — 7th Addition.....	1,435,000
6. Medical Sciences Addition (CPC) ...	3,640,000
7. Remodeling, Rehabilitation and Minor Additions (CPC).....	2,213,000
8. Physical Plant Service Building (Urbana)	2,120,000
9. Electrical Engineering Building Addition	1,300,000
10. Plant Sciences — Agronomy	3,700,000
11. Additions for Offices and Instructional Space	2,775,000
12. University Press Addition (Print Shop Unit).....	655,000
13. Central Receiving Station.....	775,000
14. Relocation of South Garage and Motor Pool	600,000
Building Projects Total.....	(\$29,808,000)

UTILITIES DISTRIBUTION AND POWER PLANT

Urbana-Champaign.....	4,630,000
Chicago Professional Colleges.....	300,000
	(\$4,930,000)

LAND AND PLANNING

Land Acquisition

Urbana-Champaign	2,930,000
Chicago Professional Colleges.....	(865,000) ¹

Plans and Specifications

Urbana-Champaign	1,785,000
Chicago Professional Colleges.....	675,000
	(\$5,390,000)

PROTECTION OF LIFE AND PROPERTY, AND CAMPUS — PUBLIC IMPROVEMENTS

Life and Property

Urbana-Champaign	333,000
Chicago Professional Colleges.....	575,000

Campus-Public Improvements

Urbana-Champaign	1,552,000
Chicago Professional Colleges.....	110,000
	(\$2,570,000)

* It should be noted that the recommendations of Table III are based on the assumption that the funds listed in Table II, which were appropriated in 1959 will be received. For example, remodeling funds listed on Items 4 and 7 of Table III are *in addition* to the remodeling Item 8 of Table II.

¹ To be purchased by the Medical Center Commission.

FUNDS TO SUPPLEMENT OUTSIDE GRANTS

Urbana-Champaign	1,200,000
Chicago Professional Colleges.....	300,000
	(\$1,500,000)

CHICAGO UNDERGRADUATE DIVISION (See Planning Assumptions)

Land acquisition and site development, architectural and engineering costs and building construction required to relocate the present two-year program	\$42,500,000 ²
Table III Total.....	<u>\$86,698,000</u>

SUMMARY BY CAMPUS (excluding reappropriations)

Urbana-Champaign	36,385,000
Chicago Professional Colleges.....	7,813,000
Chicago Undergraduate Division.....	42,500,000
Table III Total.....	<u>\$86,698,000</u>

² Subject to revision upon final selection of site.

PLANNING ASSUMPTIONS

Applicable to All Campuses

1. It is recognized that all priorities proposed by the Building Program Committee are established on the assumption that most of the requested funds will be obtained, and that if there is a major reduction, such as occurred in 1959, priority ratings must be reconsidered by the University Administration during its negotiations with the Governor and members of the Legislature on the basis of money likely to be available.

2. A project should be completed in one biennium in order that it will not be necessary to request reappropriations from the State Legislature. Thus, buildings recommended for construction in 1961-63 are limited to those projects for which plans and specifications can be prepared in time to permit completion of construction before September 30, 1963.

3. In general, each building project cost will be limited to a maximum expenditure of \$4,000,000 in any one biennium.

4. Funds requested for planning and specifications will vary with the status of the Bond Issue. An exception to 3 above may develop, since if the Bond Issue passes, presumably the disadvantages of reappropriation of funds would not develop so that larger building projects which require more than one biennium for planning and construction could be recommended.

5. Planning funds will be listed alphabetically and without priority so that commitments for the subsequent building program are not made.

6. Planning funds requested in the 1961-63 biennium will not exceed \$180,000 (which is 4½% of \$4,000,000) for any project. This limits any project to be constructed

in the 1963-65 biennium to approximately \$4,000,000 and implies that staged construction will be required for projects estimated to cost more.

7. It is assumed that planning funds will be available during 1959-61 for the following:

- a. Education Building
- b. Commerce Building
- c. Medical Sciences Addition
- d. Electrical Engineering Addition

Plans for the construction of these buildings, based upon the space programs requested in 1959, will be ready to go out for bids by July 1, 1961.

8. The space to be constructed in 1961-63 is based on the priority and space program of 1959 and will not greatly exceed the space allocated in the original program for any project.

A. Urbana-Champaign Campus

1. The housing program will continue to be financed through income. However, it is assumed that capital appropriations will include funds to provide land and utility extensions.

2. The recommended program is based on the University standards for space.

3. Planned utilization of space will be higher than at present.

4. Construction costs are estimated at the 1961 level.

5. Generally speaking, land acquisition and building planning must be completed the biennium preceding the two years used for construction.

B. Chicago Professional Colleges

1. Land acquisition will continue to be financed from appropriations to the Medical Center Commission.

2. In general, the need for a proposed program results from:

- a. Changes in operational needs and patient care concepts in hospitals.
- b. Changes in the basic concepts of medical education.
- c. Growth and enrollment intensification of research and improvement in service.
- d. Obsolete condition of some buildings. The original structures were obtained in a transfer to the University from the State Department of Public Welfare. The buildings were originally constructed for welfare use and were ill-suited for modern, medical and dental college use. Subsequent remodeling has improved materially the facilities, but much remains to be done. The plans proposed represent a thoughtful study of what is needed to improve the facilities for a first-rate group of colleges of medicine, dentistry, pharmacy, and nursing.

3. The space estimates are based on the standards of allocation and utilization proposed at Urbana-Champaign where applicable.

4. Clinical facilities in the Medical Center district will be available to the University of Illinois supplementing those of the research and education hospital.

To achieve the best results in education for the health professions and in-patient care, a high degree of utilization of many functions is necessary. In terms of the existing facilities of the Chicago Professional Colleges and its educational programs now in progress, a high concentration of building has been found to be advantageous. This has been the experience in other like institutions. Such concentration promotes cohesion between basic scientists and the clinicians, between teaching research and patient care and among all the disciplines involved in the health sciences.

The building and remodeling program is believed to be sound in principle and logical in sequence. The analysis of needs for these colleges has been based on the revised university standards for offices, laboratories and classrooms. The program has also been based on the changing character of the faculties of the colleges of

medicine and dentistry where the trend has been toward full time teachers being added to the staffs. Maintenance of such a staff is only possible through the provision of adequate office, research, and patient care facilities.

C. *Chicago Undergraduate Division*

The Legislature and the University are committed to the policy of providing permanent facilities for the relocation of the Chicago Undergraduate Division. The first stage of this program will provide permanent space for 6,000 students in a two-year program. Planning is being pushed forward as rapidly as possible to allow for the relocation of the Chicago Undergraduate Division from the Navy Pier site to a permanent site as rapidly as possible.

The following request represents the results of intensive academic and physical planning and programing for the relocation of the Chicago Undergraduate Division which must be completed by 1963.

Land Acquisition, Site Development,
Building Construction, and Architectural
and Engineering Costs..... \$42,500,000¹

¹ Subject to revision upon final selection of the site.

Ruth N. Stimpink
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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

No. 12, September 27, 1960

Admission of Undergraduate Students Entering Directly from High School

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At its meeting on July 26, 1960, the Board of Trustees of the University approved a recommendation by the President relative to admission of undergraduate students entering directly from high school. The text of the agenda item was as follows:

The University Senates recommend that the present requirements for admission of undergraduate students entering the University from high school, and who are residents of Illinois, be amended to read:

Residents of Illinois. A graduate of an accredited high school who is a resident of Illinois, whose rank in scholarship is in the lowest quarter of his graduating class (applicable to those seeking admission in the fall of 1961 or thereafter), or in the lower half (applicable to those seeking admission in the fall of 1963 or thereafter), and who is otherwise qualified for admission, will be admitted to the University upon presentation of any one of the following evidences of ability to do satisfactory work at the University:

Obtaining a passing score on a test, or tests, as prescribed by the All-University Committee on Admissions. The Committee may set separate passing scores for students in the third quarter and in the fourth quarter of their high school classes, and shall set passing scores such that a student admitted to the University by this means will have approximately one out of four chances, or better, of being on clear status at the end of the first semester of his college work.

Presenting evidence of having attempted twelve or more semester hours of work at another college or university of recognized standing, and meeting the regular University requirements for admission as a transfer student.

Applying for admission to a session which begins at least twelve months after the applicant's graduation from high school, provided that (a) in this twelve-month period he has not attempted as much as twelve semester hours of work at another college or university of recognized standing, and (b) that he meets all other University requirements for admission that are applicable to

him, except that he shall not be required to take the test, or tests, prescribed above.

The student's rank is to be based on work completed in grades nine, ten, eleven, and the first half of twelve in the case of four-year high schools, and on work completed in grades ten, eleven, and the first half of twelve in the case of three-year senior high schools.

For purpose of comparison a statement of the present requirements, adopted by the Board of Trustees December 18, 1956, as subsequently amended is as follows:

Residents of Illinois. A graduate of an accredited high school who is a resident of Illinois, whose rank in scholarship is in the lowest quarter of his graduating class as determined at the end of the first half of grade twelve and who meets the requirements as stated below, will be admitted by certificate to probationary status subject to the following procedure:

Such an applicant will be required by the University to take tests as prescribed by the Student Counseling Service and to receive a letter advising him of his chances of succeeding in the University and inviting him to utilize the services of the Student Counseling Service for interpretation of the educational and vocational significance of his test scores if he so wishes. A reasonable effort will be made to inform the parents of the chances of the applicant's success at the University. If such an applicant then decides to enter the University, he shall make this decision in writing to the Office of Admissions and Records not later than thirty days prior to registration date. Such a student, immediately upon registration, will be placed under the special supervision of the dean of the college or the director of the school in which he is enrolled. He may be required to carry a reduced program of work or a program especially arranged to meet his needs.

The student's rank is to be based on work completed in grades nine, ten, and eleven, and the first half of twelve in the case of four-year high schools, and on work completed in grades ten, eleven, and the first half of twelve in the case of three-year senior high schools.

Progressive Admission of Undergraduate Students

At the meeting on July 26, 1960, the Board of Trustees of the University approved a recommendation by the President relative to progressive admission of undergraduate students. The text of the agenda item was as follows:

Because available facilities are inadequate to provide for all qualified applicants for admission to the undergraduate colleges and institutes at the University of Illinois, and in order to utilize the University's capacities most effectively, the University Senates recommend that the Dean of Admissions and Records be authorized to issue permits to enter the undergraduate colleges and institutes at Urbana and at the Chicago Undergraduate Division in accordance with the procedures outlined below, effective beginning with applicants for admission in September, 1961.

PRIORITIES FOR ACTION ON APPLICATIONS FOR ADMISSIONS TO THE FALL SEMESTER

Period I, through March 31

1. New freshmen who are residents of Illinois and who rank in the highest twenty-five per cent of their high school class.

2. New freshmen who are nonresidents of Illinois and who rank in the highest fifteen per cent of their high school class.

3. Transfer students who are residents of Illinois with not less than a 3.75 average in their college work in terms of the grading system of the University of Illinois.

4. Transfer students who are nonresidents of Illinois with not less than a 4.0 average in their college work in terms of the grading system of the University of Illinois.

Period II, from April 1 through April 30

1. New freshmen who are residents of Illinois and who rank in the highest fifty per cent of their high school class.

2. New freshmen who are nonresidents of Illinois and who rank in the highest twenty-five per cent of their high school class.

3. Transfer students who are residents of Illinois with not less than a 3.5 average in their college work in terms of the grading system of the University of Illinois.

4. Transfer students who are nonresidents of Illinois with not less than a 3.75 average in their college work in terms of the grading system of the University of Illinois.

Period III, after April 30

All applicants, new freshmen and transfers who meet all requirements for admission to the University.

Use of Test Scores in Lieu of Rank in Class

Wherever rank in high school class is referred to above as a basis for establishing priority of admissions, an applicant may offer evidence of scholastic ability in the form of test scores in lieu of rank in class. The All-University Committee on Admissions is authorized to designate a test, or tests, and scores equivalent to different ranks in high school classes, that are acceptable for this purpose.

Offering of test scores as evidence in lieu of rank in class will be optional with the student applying for September 1961. The University will require an admission test for all students applying for September 1962 and thereafter.

Priorities within Periods I, II, and III

Within each of the three periods, the Office of Admissions is authorized to give priority, so far as administratively feasible, to the best qualified applicants as indicated by (a) rank in high school class, (b) scores on a scholastic aptitude test, or tests, and (c) any other available information.

A similar system of priorities may be established for the Spring Semester.

Universities Bond Issue Endorsed by Organizations

The following organizations have endorsed the Universities Bond Issue to be voted on at the November 8, 1960, election. (This list compiled as of September 1, 1960.)

1. Illinois Congress of Parents and Teachers
2. Illinois Education Association
3. Illinois Association of School Administrators
4. State Legislation Committee of the Illinois Conference of the American Association of University Professors
5. Illinois Association of Secondary School Principals
6. Association of Suburban Conferences
7. Illinois Association of County Superintendents of Schools
8. Junior High School Association of Illinois
9. Illinois Junior High School Principals' Association
10. Illinois Adult Education Association
11. Illinois Press Association
12. Illinois State Federation of Labor and Congress of Industrial Organizations
13. Illinois State Council of Machinists
14. Southern Illinois Business Agents Conference

15. Central Illinois Builders of Associated General Contractors of Illinois
16. Illinois State Horticultural Society
17. Illinois Farmers Union
18. Illinois State Nurserymen's Association
19. Illinois Hospital Association
20. Illinois Rehabilitation Association
21. Illinois State Chamber of Commerce
22. East St. Louis Chamber of Commerce
23. Illinois Federation of Business and Professional Women's Clubs, Inc.
24. Chicago Dental Society
25. Illinois State Restaurant Association
26. Committee for Cooperation of the Illinois Conference on Higher Education
27. Republican Party of the State of Illinois
28. Illinois Federation of Republican Women
29. Young Democrats of the State of Illinois
30. McDonough County Young Democrats
31. Illinois Retail Merchants Association
32. Illinois Department of Amvets
33. Joint Alumni Council of the Six State Universities in Illinois
34. Illinois Joint Council on Higher Education
35. University Civil Service Advisory Committee
36. University of Illinois Alumni Association
37. Association of Alumni and Former Students of Southern Illinois University, Inc.
38. Eastern Illinois University Alumni Association
39. Illinois State Normal University Alumni Association
40. Northern Illinois University Alumni Association
41. Western Illinois University Alumni Association
42. University of Illinois Foundation Board of Directors
43. University of Illinois Dads Association
44. University of Illinois Mothers Association
45. University of Illinois College of Agriculture Advisory Committee
46. University of Illinois College of Pharmacy Alumni Association
47. Champaign-Urbana Branch of the American Association of University Women
48. University of Illinois and Champaign-Urbana Chapter of the American Association of University Professors
49. Western Illinois University Chapter of the American Association of University Professors
50. Southern Illinois University Chapter of the American Association of University Professors
51. Edwardsville Chamber of Commerce
52. Southwestern Illinois Council for Higher Education
53. American Association of University Women, Alton
54. Alton Trades and Labor Assembly AFL-CIO
55. Belleville Trades and Labor Assembly AFL-CIO
56. The Central Labor Council of Greater East St. Louis AFL-CIO
57. The Collinsville Trades Council AFL-CIO
58. The Edwardsville Central Labor Trades and Council AFL-CIO
59. The Tri-Cities Trades and Labor Council AFL-CIO
60. The Wood River Central Trades and Labor Union AFL-CIO
61. Illinois Nurses Association
62. Illinois Commission of Higher Education
63. The American Legion, Department of Illinois
64. The Executive Committee of the University of Illinois Citizens Committee

A Message to the University Volunteer Workers for the 1960 Campaign for the United Fund of Champaign County from President David D. Henry

PRINTED AT THE REQUEST OF THE GENERAL CHAIRMAN, UNIVERSITY DIVISION, FOR THE UNITED FUND DRIVE, MR. GERALD W. PECK

In speaking to you, the 1960 United Fund Workers from the University, I do so on behalf of all of the members of the University faculty and staff. I express our appreciation for your carrying the solicitation task this year, and for representing us all in this effort, important to us all. The load of work in any civic activity at any one time falls upon a relatively few people. You are doing our work and I hope that all will reflect their gratitude by a generous response to the United Fund appeal.

Our first thoughts about the benefits of the United Fund usually identify the recipients of charitable service. Helping our neighbors with food, clothing, shelter, and

medical care where needed always has a first and moving call upon our humane instincts.

The United Fund goes far beyond charity, however. It is a community effort at self-betterment. Through cooperative enterprise, in supporting agencies that could exist no other way, we help ourselves as they work for good citizenship and civic improvement. Our community is a better place in which to live, with unmeasured and untold benefits to all of us, because of the work of the agencies supported by the United Fund.

There is a special reason, beyond those mentioned, why the members of the University community in comparison with others, should support the United Fund.

Because the University is a large and identifiable part of the community, our effort, or lack of it, is conspicuous. In many ways, our civic activity may influence the pace of the entire community effort. Certainly, the opposite is true—if University people do not carry their share of the civic responsibility, the University itself suffers in the esteem of its neighbors.

Then, the United Fund represents what we may call the “plus” values in community living—values which have a great bearing upon the morale of all the people who live here. Civic attitudes and the record in common endeavor are a part of the spirit of the place in which we live and that spirit, in turn, has an influential bearing upon the morale of the University itself.

Honors Conferred and Received . . . Carl Sandburg

The opening of “The World of Carl Sandburg” seems a fitting occasion to recall the citation read by Dr. Henning Larsen, then Dean of the College of Liberal Arts and Sciences in presenting Carl Sandburg for the honorary degree of Doctor of Letters at a special ceremony held in the University Auditorium on February 16, 1953 preceding Mr. Sandburg’s recital, “An Evening with Carl Sandburg.”

Son of the prairie, product of the Melting Pot, Sandburg is in flesh and blood what we like to think America and American. Born in 1878 in the then small prairie town of Galesburg of Swedish immigrant parents, he learned early the struggle of the common worker; but he learned also from hardy and upright parents courage, honesty, and respect for his fellow man. This made him the poet of the people, the supporter of the underprivileged, the courageous advocate of liberalism.

The story of his life and success is not unlike that of Askepot (the boy-Cinderella of Scandinavian folk-tale), who rose from the ashes on the hearth to win the princess and half the kingdom. Newsboy, janitor, porter, milkdriver, dishwasher, hobo, soldier, and student; reporter, poet, story teller, lecturer and singer of songs, biographer, novelist, historian— from the wrong side of

There is one more important University concern in this enterprise. As a University community, we set an example for the thousands of students who are on campus. They will go from here into many communities throughout the State and many of their attitudes as citizens will be influenced by the experience they observe here. A successful civic effort here goes beyond our own community and our own campus.

Finally, beyond the good business of giving for community improvement, beyond the moral duty of neighborliness, beyond the compulsion of civic virtue, there is the open-heartedness of the American humanitarian tradition, with its joys and rewards. May this tradition motivate us all in the 1960 campaign.

the railroad track to the head of the writers of today— a leader for all times.

Beginning with a slim volume of poems *In Reckless Ecstasy*, published in 1904, Sandburg continued to put forth a vast amount of poetry and prose of a range seldom reached by other authors. *Chicago Poems, Cornhuskers, Smoke and Steel, Rootabaga Stories, Abraham Lincoln; The Prairie Years, The American Songbag, The People, Yes, Abraham Lincoln: The War Years, Remembrance Rock, Always the Young Strangers*. These books are America, a broad sweep of our country’s life, a deep penetration into the national character—the strong and the weak, the sweet and the sour, the good and the bad, but always with a deep faith in the strength and integrity of the people, “of the People, Yes.”

For his deep knowledge of America, for his interpretation thereof, for the richness of his person in word and in work, for the way he is of us, above us, and for us as poet, biographer, and historian, we wish to make him a member of this University and in honoring him be honored in turn.

Mr. President, on the recommendation of the University Senate and with the approval of the Board of Trustees, I present to you Carl Sandburg for the degree of Doctor of Letters.

Betty Jean Halstead
2209 Library

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Cap. 2



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS No. 13, November 1, 1960

NOV 21 1961

Biennial Operating Budget, 1961-63

LIBRARY

PROGRESS REPORT OF THE FINANCE COMMITTEE, PRESENTED TO THE BOARD OF TRUSTEES, OCTOBER 19, 1960

The unexpected increase in enrollment in the fall of 1960 delayed final recommendations on the operating budget for 1961-63 until the increase could be analyzed to determine its effect on long-range enrollment predictions and on budgetary requirements. The 71st General Assembly changed the date on which budget requests must be filed with the Department of Finance to November 15, so it will be possible for the Board of Trustees to consider the recommendations at its regular November meeting. The Finance Committee will submit detailed recommendations at that time.

Increased operating funds will be required to maintain the level of operations reached. This is true for the increased costs of the Retirement System because of new retirements in 1960-61. In addition, the 71st

General Assembly appropriated some funds for only the second year of the current biennium, recognizing that additional funds would have to be appropriated in the 1961-63 biennium.

While considerable progress was made in increasing academic salaries in the current biennium, further increases will be required if the University is to maintain its competitive position in meeting increases made nationally to improve the economic status of the teaching profession.

Projections of enrollment indicate further increases, which in turn will require substantial additions to staff, expense, and equipment budgets to provide instruction for the additional students.

Further budget additions are needed to meet the increased cost of operations resulting from the opera-

tion of new buildings, from accumulated deficiencies in expense and equipment budgets caused by rising prices, as well as by inadequate provisions of the past, and from the unanticipated enrollment in the current biennium.

Finally, there is a need for improvement and expansion of extension and additions to the educational programs. Some funds were appropriated in the current biennium for this purpose, and continuation of this kind of development is essential if the University is to maintain the high standing it has achieved among the great universities of this country.

The details of each area of need, with the amounts recommended by the President of the University and the Finance Committee, will be sent to the Board of Trustees in advance of the November meeting.

Conference With City of Chicago Officials on Chicago Undergraduate Division Site

REPORT OF COMMITTEE ON GENERAL POLICY TO THE BOARD OF TRUSTEES, OCTOBER 19, 1960

On invitation of Mayor Richard J. Daley, members of the Board of Trustees and other University officials met with him in his office at 3:00 P.M. September 27, 1960, for a presentation by the Department of City Planning of an alternate site

proposal for the University's Chicago Undergraduate Division.

The presentation, illustrated by charts and a model, was made by the Mayor and by Messrs. Ira Bach, Commissioner of City Planning, and Clifford Campbell, Deputy Commis-

sioner of City Planning. An outline of the presentation was presented to the participants and a copy of it is being filed with the Secretary of the Board for record. The purpose of the conference was to present to the Board of Trustees for their consider-

ation alternate sites and specifically the Harrison-Halsted Street site. No action was requested or taken but the University representatives agreed to study the proposal.

In recommending the Harrison-Halsted Street area, the Department of City Planning presented an outline of the conditions for its development under a two-stage program. After the presentation of the model and discussion of the site proposal, the following comments were made orally; and it is assumed that they are to be considered as additional proposals by the City and included by the University in its development of campus plan studies for the Harrison-Halsted Street site:

a. The proposed site will be

cleared of all structures before it is transferred to the University.

b. Only the following streets are to remain open and will cross the proposed site: Harrison Street, Taylor Street, and Roosevelt Road.

c. The land to be available in the first stage (south of the Congress Expressway, west of the South Expressway and Halsted Street rerouted, north of Taylor Street, and east of Morgan Street) will be cleared and transferred to the University by July, 1961. The balance of the site will be cleared and transferred not later than July, 1963.

d. The Chicago Land Clearance Commission has, or will have, adequate funds and staff to complete the land acquisition and clearance of

the site within the time schedule in "c" above.

e. The plan for the Near West Side Urban Renewal Project will be amended to provide for the construction of high-rise apartment buildings between Harrison Street and the Congress Expressway.

f. The Near West Side Urban Renewal Project is expected to be completed within four to five years.

The University, with the assistance of Real Estate Research Corporation of Chicago and the firm of Skidmore, Owings & Merrill, has undertaken the development of preliminary campus plan studies on the Harrison-Halsted Street site. These studies are without prejudice to other sites still under consideration.

Doctoral Work at the University of Illinois Compared With Other Institutions

PREPARED BY DR. F. T. WALL, DEAN OF THE GRADUATE COLLEGE

Two recent surveys concerned with graduate work leading to the doctorate offer some ratings and statistics that are of particular interest to the University of Illinois. One of these surveys, which was carried out by Dr. Bernard Berelson of Columbia University, included a listing of the top 12 universities for graduate work. These schools listed alphabetically are: California (Berkeley), California Institute of Technology, Chicago, Columbia, Cornell, Harvard, Illinois, Massachusetts Institute of Technology, Michigan, Princeton, Wisconsin, and Yale. Selection of the top 12 schools did not depend solely on number of doctorates; for example, the California Institute of Technology ranks high even though it awards relatively few doctorates compared to some of the other schools listed.

When it comes to numbers of doctorates granted, a recent summary prepared by the Graduate School at the University of Washington discloses that for the academic year

1957-58 Illinois was third. Columbia was in first place and the University of California (including all branches) was second. The total number of doctorates awarded, together with a breakdown of fields, is indicated in the following table which lists the first ten schools in the order of doctorates awarded in 1957-58.

Broken down by areas, Illinois ranked third in the number of doctorates granted in the physical sciences, tied for fifth in the number

issued in the arts and humanities, ranked sixth in those issued in biological sciences, ninth in those issued in the social sciences, and was tied for thirteenth in the number issued in education. Some of the institutions that ranked above Illinois in the separate categories do not appear in the accompanying table because their totals placed them below the first ten. (For example, M.I.T. was first in physical sciences, with 151 doctorates, but it was seventeenth in overall rank.)

DOCTORATE DEGREES GRANTED BY INSTITUTIONS OF HIGHER LEARNING IN THE UNITED STATES, 1957-58

Rank Order	Institutions	TOTAL	Arts and Humanities	Social Sciences	Education	Physical Sciences	Biological Sciences
1	Columbia Univ.	538	83	101	247	88	19
2	Univ. of Calif. (all branches)	475	39	108	46	149	133
3	Univ. of Illinois	351	53	52	32	148	66
4	Harvard Univ.	327	80	98	41	80	28
5	Univ. of Wisconsin	303	40	53	33	62	115
6	New York Univ.	296	48	45	119	60	24
7	Univ. of Michigan	268	53	63	31	74	47
8	Ohio State Univ.	260	32	46	42	73	67
9	Univ. of Chicago	233	52	85	29	43	24
10	Univ. of Minnesota	221	13	63	20	48	77

Senate Committee on the Library Report for 1959-1960

The following are excerpts from the report of the Senate Committee on the Library for 1959-60, which was prepared by R. B. Downs, Dean of Library Administration:

The year was particularly notable for the growth of collections in specialized fields of study and research, and for a marked increase in student and faculty use of the Library.

GROWTH OF LIBRARY

At the end of the fiscal year, June 30, 1960, the Library held 3,053,341 fully catalogued volumes in Urbana, and 234,817 in the two Chicago divisions, altogether 3,288,158 volumes, or a net increase of 86,393 over the previous year. The total cost of materials purchased on the three campuses was approximately \$667,000, to which should be added extensive collections of books, journals, pamphlets, maps, music scores, manuscripts, and other items received by gift and exchange.

NOTABLE ACQUISITIONS

The most significant developments in the building of Library resources were the purchase of the Ewing C. Baskette collection of materials on freedom of expression, the acquisition of the last original set of the Human Relations Area Files, the beginning of a greatly expanded program of purchasing in the Slavic area, and assumption by the Library of additional responsibilities under the Farmington Plan for the cooperative acquisition of foreign publications. In addition to these mate-

rials, many important purchases were made in support of already established interests and programs.

USE OF THE LIBRARY

Closely paralleling the expansion in student enrollment in the University, the use of library materials in 1959-60 set an all-time record. The total circulation on all campuses was 1,258,112, substantially above the previous record of 1,166,736 set in 1958-59. For Urbana alone, the circulation amounted to 1,107,597, approximately an eight per cent increase over the previous year.

Since enrollment went up only four per cent, it is evident that library use is running ahead even of the growth of the student body. This is a continuation of a trend previously noted, and may reflect an intensification of student application and changes in teaching methods which have taken place in the past few years. Increased government research and contracts are also in part responsible for intensified use.

A significant aspect of the increase in use is that it occurred principally in student general circulation, rather than in reserve book circulation, i.e., required reading. Circulation to the faculty at Urbana rose from 82,941 to 96,146. Twenty-five of the Library's thirty-three public service units showed a considerable growth in use.

Circulation figures indicate only a portion of the services actually performed by the Library, however, since much use is through direct

consultation of materials in open-shelf collections and through informational, reference, and research assistance provided in person, by telephone, or by correspondence in all public service departments.

QUARTERS AND EQUIPMENT

Two new libraries were completed and occupied during the year. The Biology Library, with a seating capacity of 134, was officially opened on September 8, 1959, and service in the Physics Library, with a seating capacity of 96, began on October 18. The Geology Library has taken over most of the space formerly occupied by Biology in the Natural History Building.

PERSONNEL

At the end of the report year, there were 279 library staff positions, academic and nonacademic, on the three campuses: 240 at Urbana, 14 at the Professional Colleges, and 25 at the Chicago Undergraduate Division. Of the total, 147 are academic and 132 nonacademic appointments. In addition, about 220 student assistants were regularly employed on a part-time basis.

W. S. Goldthwaite, Chairman
N. D. Levine
C. H. Patterson
T. W. Price
J. W. Swain
J. N. Young
R. B. Downs, *ex officio*

Complete copies of the report are available upon request to Dean Downs' office, 222 Library.

Dedication of the National Council of Teachers of English Headquarters

EXCERPTS FROM REMARKS BY PRESIDENT DAVID D. HENRY AT EXERCISES DEDICATING THE NEW PERMANENT HEADQUARTERS OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, SEPTEMBER 24, 1960

The plans to locate the permanent home of the National Council of Teachers of English at the Univer-

sity of Illinois have been five years in the making. Even beyond this period is the record of association

which began when the national office was located at the University in 1954. Although the building is new,

cooperative arrangements have been established over a considerable period of time.

The advantages to the host institution of the location of a national organization's headquarters are many. Numerous professional visitors become available, through lecture and consultation, to faculty and students. Resident faculty members

and graduate students have increased opportunities to become involved in the activities of the organization. Local interest in the activities and objectives of the organization, related to a discipline in which the University has a prime concern, is stimulated — through personal contact, business and professional association, publications and public events.

Regionally and nationally, professional and scholarly associations and universities find the values of working together generally are enhanced when the organization has a campus location. The University, in turn, finds its own mission enhanced by neighborly ties to a national headquarters center.

American Council on Education Resolutions

Included in the resolutions adopted unanimously by the American Council on Education at its annual meeting in Chicago on October 7 were the following:

The American Council on Education reaffirms its belief that the future of free societies, here and elsewhere, depends on their ability to foster and develop their intellectual resources. It is through its educational system, and not least through higher education, that a free society

assures the highest fulfillment of intellectual promise.

Since the achievement of our aspirations rests on the integrity of American colleges and universities, the American Council on Education has devoted this 43rd Annual Meeting to integrity of educational purpose. It commends to the attention of its members and of the public the outcomes of this examination, including addresses, section reports, and other materials to be published.

While our major concern must always be with the ends of education, the consideration of ways and means is of extreme urgency. The demands of the immediate future not only will require the greatest possible efficiency in planning and implementation but represent an investment that will need the fullest possible support from all sources, private and public.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT - UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

NOV 21 1961

No. 14, January 4, 1961

THE STATE OF THE UNIVERSITY

ADDRESS BY PRESIDENT DAVID D. HENRY, UNIVERSITY OF ILLINOIS, AT FACULTY ASSEMBLY SPONSORED BY THE UNIVERSITY OF ILLINOIS CHAPTER OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS¹

There are two ways to describe "the state of the University."

One can use the panorama, the wide sweep. This approach necessarily covers more than the current year, for all that we now do has its roots in what was planned previously and our future is related to what we now do. One period phases into another, one year into another, without a clear line of demarcation.

Another way is to log separate events and specific facts as indices of the whole, to make an annotated outline of a subject which cannot be brought within the limitations of a single talk. If the surge and thrust of University growth cannot be measured by the year, there are markers of the current, signals of the drift. From these, we are able to perceive the direction and understand something of the totality of institutional achievement.

I shall employ both methods, even though to do so is to risk not achieving continuity and coherence. So

¹ This address was given on the Urbana campus in the University Auditorium at 4:00 p.m., December 15, 1960. It was presented to the faculties at the Chicago Undergraduate Division and the Chicago Professional Colleges by television through Station WTTW, at 9:30 p.m., December 15, 1960. The time limitation for oral presentation required several omissions from this text.

much is happening at the University of Illinois that it is impossible to be content with the long view; yet, these events, activities and achievements are of such significance to the University's future as a part of higher education generally that we must also be concerned with broad interpretation.

The Setting

Let us examine the setting for our present view.

In the wake of a national election, everyone feels the urgency of public decisions which are in the making. Throughout the campaign for the presidency, and at other levels of electoral decision, discussions reflected wide acceptance of the belief that the United States is entering a new era — an era of change, challenge and achievement beyond our present capacity to define.

This national expectation is of great concern to the colleges and universities. Every component part is rooted in higher education. National defense and international security, economic growth, public health, cultural and social progress are all related to knowledge, intellectual discovery, leadership, professional service and public intelligence.

These in turn are directly dependent upon the health, strength and productivity of the colleges and universities of the nation.

It is ironical that while the expectation for national growth and improvement is so high, so little public attention has been given to the educational means to that end. There are more recruits for the campus than ever before and there are more demands for graduates than ever before. The university laboratory has within it the hope of finding the cancer cure, or unlocking the secrets of science, or developing the methods of space technology. But a national program for strengthening higher education remains to be conceived, let alone written; and the state, local and private constituencies of our several institutions are only beginning to understand what must be done. Recreation and luxuries command an increasing share of our resources as we try to decide how much to pay our teachers and how to put an educational roof over our heads.

But a "break through" in public understanding of educational issues may be noted. The unhappy alternatives to increased financial support are being recognized and the deliberations upon educational budgets for 1961 will be characterized by

the feeling that we are working against time in facing up to what now must be done.

This mood is depicted in the recently released report of the President's Commission on National Goals:² "The development of the individual and the nation demand that education at every level and in every discipline be strengthened and its effectiveness enhanced."

On dollars for education, the Report states: "Annual public and private expenditure for education by 1970 must . . . double the 1960 figure." Also, "a higher proportion of the gross national product must be devoted to educational purposes."

All of this is to the end that we shall "preserve and enlarge our own liberties, . . . meet a deadly menace, and . . . extend the area of freedom throughout the world."

To meet the challenge of the nineteen sixties, "every American is summoned to extraordinary personal responsibility, sustained effort, and sacrifice."

The Universities

Bond Issue Referendum

The very large plurality in favor of the Universities Bond Issue at the November 8 election (1,367,379 more "yes" than "no" votes) is a fact of tremendous implication.

The vote may be viewed as a vote of confidence in the state university system and a loud affirmation of desire for adequate higher education for Illinois youth. All institutions, private and public, will be encouraged by that endorsement. The referendum revealed the latent good will for the universities directly involved and the willingness of thousands to do their part in support of a civic cause well defined and understood.

² *New York Times*, November 28, 1960, pp. 22-23.

The roll call of active participants in the public information campaign is too long for citation here, but it is an inspiration to note that understanding, enthusiastic and active support came from nearly every statewide group and every division of institutional life in the State.

We have special reason to be grateful to the members of the organized committees — the Citizens Committee appointed by the Governor; the inter-University committees, both staff and alumni groups; and the university committees in all of the state institutions.

The Bond Issue outcome is one of the most important single decisions in the history of the University of Illinois. The State may now proceed with the building of new facilities for increasing enrolments and improved services. A new campus in Chicago is assured. The other state universities will be able to accept their proportion of the increasing enrolments. The recurring revenues of the State will now be available for increased operational requirements of all departments and for developing needs, such as for junior colleges and the elementary and secondary schools, without restricting the physical growth of the universities.

The Bond Issue is not a "cure all," however, even for required facilities. New buildings are late in getting started and the benefits will not be felt on a wide scale for three or four years. Not all of the temporary facilities in use can be replaced. Indeed, new interim space will have to be provided. Crowding will continue and unconventional utilization of space has to be planned, even beyond the present good record of the University. Daily schedules will have to be extended and summer programs increased. Research space will have to continue to come in large measure from non-state sources.

But all of these physical problems

are now manageable. They will require patience, imagination, and adjustment to new conditions but the University has these attributes. The threat of arbitrary physical restriction has been reduced for the present.

FACILITIES, EXCELLENCE AND GROWTH

Let no one take a superficial view of the place of physical plant in the development of quality. Apart from the necessities for sheer existence in some programs, such as the Chicago Undergraduate Division, facilities are essential for excellence.

It has long been fashionable in some educational circles to depreciate the importance of physical plant. It has been customary to assume that better teaching was done by Mark Hopkins on one end of a log than in a classroom building. What Mark Hopkins would have done with a hundred students in a day no one has surmised.

It must be repeatedly emphasized that in the complex teaching of today, facilities are prerequisite to excellence in daily performance. Equally important, laboratories, libraries and offices are factors in the retention, the effectiveness and in the recruitment of faculty. A university cannot become great or remain great without having adequate tools for its work. It has been in support of this premise that so much energy and effort have been directed to building planning and the search for building resources.

The only alternative to expansion of facilities is to stop growing — growing in size and growing in strength; for the two are interrelated in the large and complex university. There is no such thing as choosing independently between quality and quantity. We may modify or limit growth but quantity we are destined to have. Quality we may also continue to have if we recognize the constraints implicit in growth and at

the same time honor our obligations to the people of Illinois who support the University as a place where qualified youth may be served at all levels and in all appropriate programs. First-rate graduate work, research and scholarly achievement — also first-line goals of the university — cannot exist apart from the broad base of undergraduate life and diversity of program.

Obviously, growth in enrolments must be controlled so that there is balance among levels of instruction and an appropriate distribution among programs. Program diversity must be controlled so that proliferation does not make for dilution. To take an adamant or unreasoned position against growth *per se*, however, is to argue against enrichment and strengthening of what we have already undertaken to do.

Clark Kerr, President of the University of California, recently spoke to this point: "And the attempt to preserve what we have, however valuable, by refusing to grow is self-defeating in yet another sense. For we must grow to remain the same. A static institution in a dynamic society does not remain the same; it steadily loses ground. The University of California needs to grow to serve the same proportion of students, to keep pace with the tremendous expansion of man's knowledge, to maintain a high level of service to our expanding society."³

In the same vein, over sixty years ago, John Peter Altgeld, in his exaugural address as Governor of Illinois reminded his successor that ". . . there is no such thing as repose in the universe; that the centripetal and centrifugal laws are constantly at work; that nothing stands still; that nothing is ever perfect; that there is a perpetual development

and constant disintegration, and that the institutions of this State must go on developing, reaching a higher and a higher plane successively, or they must retrograde, . . ."⁴

Budget Request, 1961-63

The most accurate index to the State of the University is the budget request. The budget reflects both how the University now operates and where the University should be strengthened and improved.

Let us take a look at the proposals for change in 1961-63.

The requests for additional funds submitted by the deans and directors — plus the increases determined on a University-wide basis — totaled \$41,088,325 for the biennium. After careful analysis of these requests, considering especially the urgency for immediate action, omitting those which could be postponed without risk to quality or present standing of service, the University Budget Committee reduced this figure and recommended an increase of \$31,360,000 over the appropriations for 1959-61 (an average of \$15,680,000 a year), or approximately 25 per cent of the current appropriations.⁵

THREE CATEGORIES OF INCREASES

The requested two-year increase of approximately 31½ million dollars may be divided into three parts.

⁴*The Mind and Spirit of John Peter Altgeld*, edited by Henry M. Christman, University of Illinois Press, Urbana, 1960, p. 177. Retiring Address as Governor of Illinois, prepared for delivery at Springfield, January 11, 1897.

⁵The total requested \$156,270,000 includes \$142,270,000 from tax revenues and \$14,000,000 from University income. It is divided so as to provide \$75,610,000 for the first year of the biennium and \$80,660,000 for the second year. The higher amount in the second year will be needed primarily for salary adjustments, but also because of larger enrolment in that year. It is also to be pointed out that the tax support requested is approximately 60% of the total operating requirement of the University, including auxiliary activities.

First are those mandatory increases which have first lien on new resources as a matter of prior obligation. They include increases in the contribution required by law for the retirement fund, financing for a full biennium expenditures authorized for only the second year of the current budget period, instruction expense and other increased costs arising from additional enrolments anticipated, financing a limited number of activities temporarily financed from savings, the costs of operating new buildings available for the first time, and increased costs of supplies, equipment and related instructional expense.

These total approximately \$12,000,000.

Second are those increases which would improve the standard of educational operation. They include filling current deficiencies in auxiliary staff, the reduction of teaching overloads in a limited number of departments, contribution to a health insurance program for the staff, extension of present offerings where improvement in total program would result, some (not all) new programs urgently needed, and a twelve-weeks summer session to increase the utilization of plant in this period and to test student demand for this kind of program.

These requests total some \$5,000,000. This category may be thought of as the improvement factor in the University operation. It is approximately 4 per cent of the total two-year budget request, a proportion regarded as standard annual increase for most businesses.

The chief justification for limiting the amount requested as an improvement factor in University operations is threefold: the limitation in space during the coming biennium, a recognition of the fiscal problems of the State and the priority given to salary improvement.

Salary increases are the third ma-

³ Clark Kerr at Charter Day Ceremonies, Santa Barbara, Calif., 1960. American Association of Land-Grant Colleges and State Universities Circular Letter, No. 10, May 3, 1960.

major component in the budget increase requested. For the biennium, the amount is \$14,600,000 in a total budget of \$156,270,000. The salary increase item is almost 50 per cent of the total increase requested.

This emphasis on salary improvement reflects a central concern of the University of Illinois and of higher education generally.

The most serious problem facing higher education in the next decade is that of recruiting sufficient highly qualified personnel to staff classes for nearly twice the present enrollment and to maintain the required pace in research activity. Universities can ill afford to lose staff to other professions, and concerted efforts must be made to attract more persons into the teaching profession. Faculty salaries have lagged behind those of all other groups. This led the President's Committee on Education Beyond the High School to recommend that faculty salaries be increased to twice the 1956 level within five to ten years.

Prior to 1955, increases in salaries of the academic staff at the University of Illinois since the years immediately preceding World War II were less than the rise in the cost of living, while other groups in this country made significant gains in purchasing power. During the biennium 1955-57, salaries were increased to the level to which the cost of living had risen, but they were still far short of the gains made by U.S. employees in general.

Since 1957, the cost of living has risen more slowly than in previous years, and the funds provided by the General Assembly in 1957 and again in 1959 have enabled the University to make substantial improvements in the status of its academic staff. However, faculty-salary improvements comparable to those of the past four years must be made in several future biennial periods be-

fore faculty salaries will reach those of comparable professions.

At a time when the number of faculty members must be rapidly expanded each year, there is an increasing shortage of well-qualified graduate students who enter the teaching profession. Technical advances in business and industry have so increased the demand for graduates with the Ph.D. degree that few universities can compete salary-wise with opportunities in these fields. Since the educational effectiveness of a university depends upon the quality of its faculty, and since the welfare of the State and the nation requires an increased output of better-trained students, it is essential that those already in the teaching profession not be easily enticed into other fields and that an increasing number of the ablest college graduates be encouraged to choose careers in university teaching and research. Many men and women are temperamentally attracted to the academic life, but an absolute essential to holding even these is a significant increase in the salary level.

While the universities must compete with industry and government for academic talent, the primary competition is with other universities. Occasionally, the University can attract distinguished persons to the faculty for salaries lower than those paid by industry or government, but it can almost never obtain a highly-talented teacher or research person at a salary substantially below that of a comparable university. The improvement in salaries at the University of Illinois in the past six years has been matched by similar improvements at other major universities, so that only a small gain in the University's competitive position has been made.

Because the lag in faculty salaries is nation-wide, every college and university is striving to improve its salary scale. From such information

as we have been able to obtain, the other large Midwestern universities are requesting funds for salary adjustments approximately comparable to those included in this request. Thus, with the salary-increase appropriation requested for 1961-63 we should be able to maintain our present competitive position in relation to other schools, even though we may not make significant gains. We have to "hurry up" to "keep up."

For nonacademic staff, the University is committed to a policy of paying prevailing rates where they have been established by collective bargaining within the community. To maintain equitable relationships, comparable consideration must be given to closely related classifications, to supervisory groups, and to positions of comparable or higher responsibility, training, and experience.

The University has met its commitments to the prevailing wage groups, and to a considerable degree has been able to maintain a reasonable relationship between these rates and other nonacademic salary ranges. The rapidly-increasing scarcity of personnel with experience and training in professional, scientific and management jobs has resulted in pressure on salary scales outside the University. This is true in nearly all the professional classifications related to medicine on the Chicago campuses and in skilled and clerical positions at both Urbana and Chicago.

For nonacademic employees, the sum requested will permit the University to meet the anticipated increases in prevailing rates, and to improve its position in those areas where adjustments are needed to bring rates into line with comparable positions in other employment.

SIZE OF THE UNIVERSITY TASK

The University of Illinois budget is large and it can be understood

only in relationship to the mission, scope and size of the University's operation. Too often the University of Illinois is thought of as one of a number of institutions. Its size, its state-wide responsibilities and complex nature, its character as the "land grant" comprehensive state university are more accurately revealed by the following statistics:

In total enrolment of full-time students, the University of Illinois equals the combined enrolment of forty-one other institutions in this State.

Full-time graduate enrolment at the University of Illinois is two and one-half times the total in the other state universities combined. It is equal to nearly thirty per cent of all graduate enrolments in all colleges and universities in Illinois.

The University of Illinois is third in the nation in the number of doctoral candidates graduated in recent years.

In some professional programs — pharmacy, dentistry, and veterinary medicine — the University of Illinois offers 100 per cent of the training in these fields in the State. In other professional areas — medicine, architecture, engineering, law, and social work — the University of Illinois has the only state-supported programs.

The total staff, on three campuses, in Chicago and Urbana, for all functions — teaching, research, and service — in all activities — clinics, hospitals, contractual services, classrooms, laboratories, workshops, on farms and in field service — is approximately 10,000, in full-time equivalents.

In short, the University of Illinois, with three campuses, a state-wide mission, and tremendous obligations, equals quantitatively the state-wide system of higher education in Georgia, and exceeds that of Oregon. Thus, the University comprises a far larger proportion of higher educa-

tion service in Illinois than is commonly understood.

It is against this background that the budget request must be assessed. It is the largest in the history of the University partly because the task to be performed is the largest and partly because this task must be executed at a time when costs in all categories stand at record levels. At the same time, the request has been formulated with a view of the general financial limitations on the State Government as well as of a realistic appraisal of what is needed in the next biennium to permit growth without loss of quality.

Internal Change and Adjustment

It has often been said that constant self-analysis is a characteristic of the good educational organization. Aligning practice with purposes and measuring effectiveness are goals of any successful enterprise.

This precept is generally accepted, but it is easier to phrase than to carry out. The pressures of everyday obstruct our attention from the abstract objective. Our machinery of operation and supervision is not of the kind that makes orderly and clear appraisal automatic.

As we enter an era of unprecedented enrolments, of unprecedented expansion of knowledge and program, of unprecedented demand for specialized personnel, of unprecedented pressures for the discovery of new knowledge, and of unprecedented need for carrying the results of research and instruction into the field, it follows that unprecedented action in internal operating arrangements must take place. This need for careful planning in the utilization of people and plant is heightened by the fact that resources to meet the new demands are finite and, therefore, decisions must be

made among alternatives. Always concerned with efficiency and economy, we must carefully assess how further to stretch the educational dollar, how to determine what old programs might be altered in a way to allow for new, more urgent demands.

A number of universities have conducted elaborate self-studies, costing hundreds of thousands of dollars. Outstanding are the reports from New York University and the University of Pennsylvania. These have been made available to other institutions and will have our continuing examination, for much of their content has applicability to others.

At the University of Illinois three and one-half years ago, the University Committee on Future Programs was created. This Committee was organized to develop guidelines for future development of the University of Illinois, to formulate objectives and points of emphasis, and to suggest programs to implement the recommendations made.

SOME BROAD POLICIES

The Committee has submitted two reports which were discussed on this occasion in the last two years. I am confident that our University policies are clearer, our purposes are better defined and day-to-day administrative work is better directed as a result of the conclusions of these reports. May I summarize some of the broad policies which are now being followed.

Admissions policies, practices and procedures have been established to attract increasing numbers of superior students and to discourage students with poor chance of success. Discussions with high school representatives, scholarships and work opportunities, examinations and counseling, the James Scholars and the Honors Program, advanced student placement, improvement in housing and in receiving and orienting of

students have been among the means employed to improve the quality of the student body.

Improvement in undergraduate teaching has been encouraged by faculty conferences on this subject, by increased departmental in-service training and supervision, by new emphasis on counseling, by greater consideration of teaching achievement as a factor in the promotion process, by curriculum studies, and by more careful appraisal of teaching skill in the employment of new personnel.

Support for scholarly work has increased through enlargement of private gifts, grants, and contracts as well as through regular budget sources. The Graduate College has increased in scope, size and resources and is nationally and internationally noted for its topflight achievement. Increase in size and number of fellowships, the increased recognition of scholarly attainment, such as is provided in The Center for Advanced Study, the enlarged number of renowned visiting scholars, the strengthening of the University Press, the steady growth of the Library, the appointment of new distinguished members of the faculty, the procurement of new research facilities have all contributed to the solid and distinguished record of the University in research, scholarly productivity and graduate work.

New programs have been carefully assessed as to their relevance to the fundamental branches of learning as defined by the University Committee on Future Programs. Nuclear Engineering and Russian Area studies are examples of important innovations. Negative decisions have been made on requests for expansion of freshman-sophomore work in extension and on several proposals for strictly occupational training.

Externally, the University has brought support to the expansion of junior colleges, the enlargement of

the capacity of other institutions, the state scholarship program, cooperation with private and independent institutions, and cooperative planning for the state university system.

THE COLLEGES AND PLANNING

Equal in importance to an organized look ahead by the University as a whole is self-study by individual colleges. A university is more than a collection of colleges but certainly what takes place within the college has a large bearing upon the spirit and tone of the entire university.

While a considerable number of new policies and projects are under appraisal in all of the colleges, the following have initiated formal self-study:

With the help of the Commonwealth Fund, the College of Medicine has organized an office for educational planning which is at work examining curricula, teaching methods, organization and all the factors which may influence the effectiveness of the College.

In a letter to the Commonwealth Fund Dean Granville Bennett wrote: ". . . The entire faculty of the College of Medicine now exhibits an awareness of the need for this kind of research and each department and each standing committee of the faculty is engaged in studies of present and possible future roles they may play in upgrading the educational programs of the College."

The most recent college self-study to get underway is that of the College of Education. Dean Alonzo Grace wisely points out "constant evaluation of the efforts of the organization is the responsibility of administration primarily to ascertain whether or not there has been progress toward the attainment of the fundamental goals, to insure the effective expenditure of funds allocated to the enterprise, and to elim-

inate obsolete and wornout phases of the organization."

The Long Range Planning Committee of the College of Engineering has been working for two years and is now preparing its primary report.

A comprehensive study of the entire freshman-sophomore program in the College of Liberal Arts and Sciences is being made. The advisement system of the College was formally studied recently, and changes for increased effectiveness are being adopted.

The College of Dentistry, with the aid of a grant from the Kellogg Foundation, has been conducting a comprehensive Teacher Education Program which includes self-study focused on more effective teaching.

Special faculty conferences have been held by the Graduate School of Library Science and by the College of Physical Education. As a result of a two-day conference of the College of Commerce and Business Administration a special committee was appointed to review the courses and curricula of that college.

The College of Veterinary Medicine has projected its Ten Year Program plan through 1975 and within the past year has initiated a formal self-study program on instruction.

Within the College of Agriculture several special studies have been undertaken and an *ad hoc* staff committee on Extension in Agriculture and Home Economics reported last spring. The Policy and Development Committee is working to improve the function of the college's committees and it has proposed a Dean's Faculty Conference which will soon be implemented.

A number of special programs have had study by the Division of University Extension.

Continuous appraisal and reorganization of curricula are reported by the College of Law and the Col-

lege of Journalism and Communications.

Within the College of Fine and Applied Arts the departments of Architecture, City Planning and Landscape Architecture, and Music are engaged in curricular studies.

CHICAGO UNDERGRADUATE DIVISION

Both program and building planning have gone forward for the Chicago Undergraduate Division so that time will not be lost in getting underway with construction when site and money are available. This work, together with negotiations with the City of Chicago, has been a tremendous undertaking and I wish to acknowledge the effective leadership of Charles Havens, Director of the Physical Plant, and Professor Norman Parker, Chairman of the Building Program Committee. I also express appreciation to their colleagues at Navy Pier and Urbana who have shared the responsibility in designing foundations for a major educational enterprise.

A concept for the University of Illinois in Chicago was the subject of a thoughtful study by the Chicago Undergraduate Division Senate. The report stated a premise which we can all accept — the new campus "should not be merely a mirror image of the Urbana Campus. Neither should it depart from the University's past experience or present practice just for the sake of being 'different.' The . . . Campus should have its own character, its own obligations, its own special mission — but all within the framework of the policies of the larger University of Illinois, of which it will be a part." The Senate study went on to describe some of the unanswered educational needs in Chicago and suggested operational plans for meeting those needs.

This report, together with other statements by departments, divisions, faculties and individuals, have been

included in the source material for continuing review by a University Interim Committee⁶ established to advise the President and the Board of Trustees on next steps in Chicago Undergraduate Division development and to work with architects in the evolution of specific building plans. The Interim Committee has had to deal realistically with the transfer of the Navy Pier program to a new campus and to do so in a way that will permit the sound development of a time phased extension of present offerings to degree length and the inauguration of new curriculums in logical relationship to existing collegiate work in Chicago and Urbana.

The development of the University's new campus in Chicago is obviously an enormous task, a heavy responsibility and an exciting opportunity. I am glad to say to you that the groundwork has been well laid. Its implementation will require patience on the part of all involved, accommodation of differing views, and confidence in those assigned to the task. Thanks are due to the faculty and staff at the Chicago Undergraduate Division for their understanding and cooperation in this very trying period. With the adoption of the Universities Bond Issue, agreement on the time table for construction, and reduction in the number of practical alternate sites, a firm decision will be possible early in the Legislative year and it is expected that appropriations to get started in 1961-63 will be made.

MORE TO BE DONE

While we may take pride in the spirit of self-evaluation and innovation which is alive at the University of Illinois, there is more to be done. Plans must be made to increase the

use of television,⁷ to improve instruction and conserve faculty time; to experiment further with the use of large lecture sections; to consider the reduction in the number of small courses with sub-marginal enrollments where not absolutely needed to fulfil degree requirements; to appraise new ways of utilizing teaching aids and assisting personnel for increased effectiveness in the teaching process; to consolidate courses where the result would be improved teacher utilization; to reduce the number of extra-class activities of the faculty which do not have a direct bearing upon the professional effectiveness of the individual—meaning, among other things, to have fewer committees; to utilize in teaching qualified personnel available in academic bureaus and institutes; where possible, to replace retiring senior staff with people of lower rank and thus facilitate the financing of salary increases and other improvements; to extend honors courses.

In short, new emphasis must be placed upon increased teacher utilization and to do so in a way that will not increase the total faculty load or reduce the effectiveness of faculty relations with students.

It is clear that with the need for new money to be directed into improved salaries and enlarged enrollments, significant improvement in working conditions must come out of improved techniques in operation. Wherever savings can be effected without impairing quality or effectiveness, they should be directed to this end. Finding ways to improve the utilization of present resources is a departmental and faculty matter, although department, college and university administrators will be expected to point out examples,

⁷ More than 1000 students at Urbana are now taking complete courses by television and hundreds more are receiving by television some instruction in courses which supplement classroom instruction.

make suggestions, and initiate organized review of the matter.

Following the recommendations of two faculty committees, plans are now underway in the Office of the Provost to expand staff and facilities for institutional research. A major purpose will be to assist colleges and departments in experimentation and research on effectiveness of instruction and the utilization of personnel.

The problems here identified are being considered by institutions across the country. The University of Illinois is benefiting from participation in the newly organized committee of chief educational officers of the Council of Ten and the University of Chicago. The Illinois Joint Council on Higher Education is also increasing the exchange of mutually helpful information. Foundation studies are pointing up new ways for experimentation. National educational meetings are dealing with the theme.

I am confident that out of the ferment in faculty studies and self-review will come a stronger institution, one which will continue to inspire confidence, externally and internally.

Coordination and Planning in Higher Education in Illinois

The subject of coordination and planning in higher education in Illinois has been a topic of public and professional interest for many years.

Professor Coleman R. Griffith of the University of Illinois has recently reviewed the six official studies made on this subject over a period of fifty years (not counting the one currently conducted by the Illinois Commission of Higher Education).⁸

⁸ Griffith, Coleman R., *Review of Studies of Higher Education in Illinois*; prepared for the consideration of the Illinois Commission of Higher Education, October 30, 1959.

Historically, Illinois has had a good measure of coordination through the decisions of the Governors of the State, the actions of the State Legislature, and the decisions of the governing boards. Professor Griffith points out that "it is easy to overlook and even to minimize this progress. The positive achievements of each of the institutions, and of coordinated practices, merit a more intensive review than they have received."⁹

Nonetheless, it is agreed on all sides that the impending expansion of higher education in Illinois calls for new activity in interinstitutional coordination. Major decisions as to expansion and expensive innovations should not be made unilaterally by individual universities.

For example, the answers to many questions concerning the future of the University of Illinois are interwoven with what happens to other institutions — the establishment and growth of junior colleges, the creation of new professional schools, the inauguration of technical institutes, the expansion of other state institutions, the development of private colleges and universities. Plans for expansion at any one university should be based upon professional study of the needs of the State as a whole and the potential resources of all institutions, new and old, which can contribute to supplying those needs.

In support of this position, University representatives encouraged the establishment of the present Commission of Higher Education as an agency which could promote coordination. The University has shared in the development of the Joint Council on Higher Education which now has several significant achievements to its credit, including key assistance in the formation of the Nonacademic Personnel Program and the Retirement System.

⁹ *Ibid.*, p. 2.

Council studies of future enrollments, budget standards, and field services have led to cooperative action. The Joint Council is currently working toward creating a uniform budget pattern which will at the same time recognize institutional diversity.

Further, the governing boards have recently expressed interest in coordination among the boards themselves and plans are underway for inter-board discussion as a basis for agreed action.

Also to be noted is the action of the Illinois Conference on Higher Education, composed of independent, church-related and state institutions, to seek definition of procedures for the development of a Master Plan for higher education in Illinois.

The University of Illinois has been represented on the Committee — created by the Commission of Higher Education — to advise on a State Plan. A number of faculty members have been involved in the preparation of the staff report which will soon be printed. The recommendations, which include a statement of guidelines and principles for a State Plan will be a part of the annual report of the Commission. These conclusions, distilled from the views of forty-six professional participants in the study, have been unanimously adopted by the presidents of the State Universities and the Executive Officer of the Teachers College Board. This project has been a working illustration of how the institutions may work together effectively to improve the educational and intellectual climate.

The University of Illinois has wholeheartedly encouraged all of these developments and participated in them. The goals of coordinated operation and planning are accepted. The University will continue to encourage interinstitutional arrangements, and legislation to de-

fine them, which have realistic and constructive promise of enlarging and improving education for the people of Illinois, the development of the professions, and the advancement and dissemination of knowledge.

A Note on Goals

Thirteen guidelines and principles for a State Plan on Higher Education have been submitted to the Illinois Commission of Higher Education by a special committee appointed for the purpose. This proposed code is introduced by the following statement:

"A university exists to overcome ignorance, explore the unknown, challenge myth and superstition and prepare students for life's work. The test of a great university is its ability to deal with the affairs of the mind in a rigorous scientific manner."

As a member of the Committee, I endorsed this statement because I believe it is true and because I believe it is reflected in the tradition and practice of the University of Illinois.

From time to time there will be disagreement among us as to the best way to maintain this standard. The University of Illinois is too large, too complex and too important for there not to be divisions of opinion about many things. It follows, however, that the University's work is so essential, its program so vital, its mission so fundamental to the conservation and progress of society that those divisions must be resolved in good faith and in the fellowship of a common commanding cause.

Within the past year there was a division among us on an issue which some thought was related to academic freedom and others believed was not so related, in the full and traditional meaning of that term.

At no time, however, was there any disagreement as to the central purpose to which I have referred or as to the climate essential to the realization of this purpose—devotion to free inquiry, intellectual integrity, and the scientific method.

To emphasize this basic premise, the Board of Trustees last June unequivocally restated its position: "We subscribe to and intend to maintain these principles (of academic freedom) unimpaired. We recognize that the limits of academic freedom cannot be defined by the test of conformity between views expressed by a member of the University's faculty and views, beliefs, and standards generally and commonly entertained and accepted. We believe that any responsible expression of views by members of the faculty, even though unpopular and even, possibly, untenable, is in order. In determining what is 'responsible expression,' we accept the guidelines set down in the (statutes of the University) and the 1940 Joint Statement of Principles on Academic Freedom and Tenure."

We can all agree that the circumstances which called for this statement of position by the Board of Trustees were unhappy and unfortunate, and that we should all work together to avoid their repetition.

It should not be inferred from such differences on method and procedure that there are differences on basic purpose and objective. Differences on method and procedure are to be expected and as an academic community we must learn to deal with them as a part of the process of problem-solving and growth.

It may be useful to emphasize here that we must try continuously to prevent misunderstandings which have their origin in lack of communication.

In the large institution, particularly, faculty and staff understand-

ing of University operation and business must be "worked at" diligently and persistently. It is also important that all members recognize the difficulties of communication, be willing to seek all the facts related to a given problem prior to judgment, and deal with institutional issues on the assumption of good faith. Really effective communication is impossible in any other kind of atmosphere. I hope that the "open door" policy of the President and other administrative officers, the faculty conferences initiated in 1958, the *Faculty Letter* and other internal publications have facilitated communication and that we shall think of other ways and means for further improvement.

Conclusion

The manner in which the problems of higher education are solved within the next year will influence our course for a decade.

With commitment to the proposition that every qualified high school graduate should have an opportunity to attend some college, if he so desires, the people of Illinois must now act promptly to meet the requirements to serve increased student bodies. Committed also to the advancement of knowledge for a growing economy and for the public welfare, the people of Illinois must provide the facilities and staff to conduct research in an ever increasing tempo, and carry the results of research to the farmer, the urban worker, the factory, the home, the office and field.

Educational opportunity is affected not alone by the closing college door or the economic ability of students. It is also affected by limited alternatives in programs available, and by the physical and fiscal limitations upon the faculty in exploring new ideas or in initiating new inquiries.

The truths about the University of Illinois are not self-evident. There is not now adequate understanding that the benefits from the University's work reach into every human activity, however humble, and affect every citizen beyond his recognition.

It remains for all of us who work for the University's future to seek identification of the University in the life of every day: in the production of food; in safety, health, and job efficiency; in recreation and personal comfort; in national de-

fense; in new ideas in every aspect of life; in the education of young people; in the search for truth and applying the results of investigation to daily activity.

The State of Illinois possesses the resources to meet the challenge of the '60's. But it is incumbent upon the University — its administration, faculty, students, alumni and friends — and educational and civic leaders everywhere — to document the needs and to identify University requirements with the expectations of the people and the State.

There are two kinds of traditions at a university. There are those which come and go with varying student interests. Then there are those whose continuance is vital to institutional distinction — traditions of academic excellence, of great teachers, of intellectual discovery, of pride in state, region, and nation, of aspiration for the best in all aspects of life.

The strengthening of these traditions will continue to be our central objective for the future of the University of Illinois.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

NOV 21 1961

No. 15, January 17, 1961

LIBRARY

Twelve-Week Summer Session, 1961

MEMORANDUM SENT TO DEANS, DIRECTORS, AND DEPARTMENT HEADS BY ROYDEN DANGERFIELD, ASSOCIATE PROVOST AND DEAN OF ADMINISTRATION, DECEMBER 27, 1960

On an experimental basis, the University will conduct a twelve-week summer session in the summer of 1961 both at the Chicago Undergraduate Division and on the Urbana-Champaign campus—in addition to the regular eight-week summer session. It is assumed that all undergraduate colleges will accept students for the twelve-week session, although departmental participation within each college will depend upon the extent to which courses in a given field are needed.

CALENDAR

The calendar for the twelve-week term is shown in the first column below. For comparative purposes, the calendar for the eight-week session is shown in the second column.

	<i>Twelve-Week Term, 1961</i>	<i>Eight-Week Term, 1961</i>
Registration	Saturday, June 24	Monday, June 19
Instruction begins	Monday, June 26	Tuesday, June 20
Final Examinations	Friday, September 8, and Saturday, September 9	Friday, August 11 and Saturday, August 12
Holidays	Tuesday, July 4, and Monday, September 4	Tuesday, July 4

The late date for the beginning of the twelve-week session is due to the late closing date, June 22, of the high schools in Chicago.

COURSES

The course offerings in the twelve-week session will consist mainly of freshman and sophomore courses. This does not mean that enrollment will be restricted to freshman and sophomore students; but upper division students will be obliged to build their twelve-week programs primarily from freshman and sophomore courses. Departments participating in the twelve-week summer term may schedule undergraduate independent study courses (reading and research); and at the graduate level, research and thesis courses (e.g., 499) may be offered. Unless justified by virtually guaranteed enrollment, however, courses at upper-division and graduate levels will not be offered in 1961.

CREDIT

The normal enrollment for the twelve-week term will be twelve credit hours. Enrollment for more than twelve hours will require approval by the dean of the college concerned.

Students enrolled for courses in the twelve-week term may also enroll in the eight-week session for other courses, if schedule permits. In such cases, the student's credit-hour load for the combined program must not be such as to require the student to carry a weekly work load in excess of the maximum allowed by his college.

more hours per week than the same course scheduled in the regular semesters. As a guide to departments in arranging schedules, the standards in the following table are suggested:

<i>Credit Hours</i>	<i>Hours per Week</i>	<i>Total Hours for 12-Week Term</i>
2	3	30
3	4	45
4	5	60
5	7	75

The number of laboratory hours per week will be one-third more each week than those scheduled in the regular semester.

WEEKLY SCHEDULES OF TWELVE-WEEK TERM COURSES

In general, a twelve-week summer term course will meet one-third

FACULTY

As a rule, faculty members employed for the twelve-week summer

term will be expected to serve for the entire period. Except by special approval of the Provost, a department should not employ one faculty member for six weeks to teach one-half of a course and a second faculty member for six weeks to teach the second half of the course. Where deemed advisable, the department may employ a faculty member to teach part time in the eight-week summer session and part time in the twelve-week term, with compensation depending on the full-time equivalent work load for the entire period.

Faculty members employed for the twelve-week summer term in 1961 will be ineligible for employment in the twelve-week term in 1962. Where their services are required by the department, faculty members employed for the twelve-

week term in 1961 may be employed in the eight-week term in 1962.

University staff members employed full time for the twelve-week term will be paid one-third of their regular academic salaries. (Needless to say, no faculty member will be required to teach in either of the summer sessions.)

Wherever feasible, efforts should be made to employ competent members of the faculties of the four-year colleges of Illinois to teach in the twelve-week summer term.

PREDICTED ENROLLMENT IN THE TWELVE-WEEK SUMMER TERM

It is impossible to predict with any degree of certainty the number of students likely to enroll in the twelve-week summer term. For planning purposes, assumptions as to probable enrollment have been

made and have been used by this office in making recommendations as to courses which should be offered. In separate letters, these estimates are being sent to the respective deans of the colleges with the request that they assist departments in planning for the twelve-week summer session and in making recommendations concerning courses to be offered.

A questionnaire will be used to secure further information concerning the demand for such a session on the part of students currently enrolled. Efforts will also be made to obtain information from high school principals concerning new students likely to enroll in the twelve-week session. On the basis of the results of such inquiries, it may be necessary to revise the estimates of enrollment.

Research Support by the University Research Board

STATEMENT PREPARED BY DEAN F. T. WALL, CHAIRMAN, UNIVERSITY RESEARCH BOARD, DECEMBER, 1960

Among the responsibilities of the University Research Board is that of making assignments of the research funds of the Graduate College. Inasmuch as such funds comprise only a fraction of the amounts employed for research throughout the University, the Board cannot be expected to supplant the departments and colleges in their roles as primary sources of internal research funds. It can supplement these sources,

however, and it has made important contributions by assisting staff members in establishing new research programs, by underwriting research costs in areas where other sources of support had not yet been developed, and by assisting established programs in exceptional circumstances. Any staff member of the rank of instructor or above may request funds for purposes which he believes to warrant the attention of the Board. Each request is considered on its

own merits, and grants are made solely on the basis of the best judgment of the members of the Board as to the most productive utilization of its limited resources.

Suggestions concerning the preparation of proposals to the Board are to be found in a brief guide available in the departmental offices; copies of the guide also can be requested by telephone (Ext. 8188) from the University Research Board office.

Illinois Conference on Higher Education

ACTIONS TAKEN AT ALLERTON HOUSE, NOVEMBER 17 AND 18, 1960

The Illinois Conference on Higher Education is an organization jointly sponsored by the Joint Council on Higher Education (presidents of State supported universities in Illinois), the Illinois Federation of Colleges (private colleges in Illinois),

and the Illinois Association of Junior Colleges. The purpose of the organization is to provide a voice for higher education in the State.

The conference was formed in 1958 and is convened annually.

ACTIONS TAKEN

(1) The Committee on Cooperation (a committee of the conference including representatives of the sponsoring organizations) was requested to report to the next meeting of the Illinois Conference on

Higher Education a proposal on procedure for the development of a study of an over-all plan for higher education in the State of Illinois, to insure the best possible utilization of junior colleges, private higher educational institutions, and state universities in meeting the developing needs of Illinois youth.

(2) Resolved that the Committee on Cooperation endorse the exploration of the formation of a statewide program in the public interpretation of higher education through the voluntary efforts of professional advertisers, comparable on a statewide basis to the National Advertising Council.

(3) Recommended to the Governor and the Legislature that provisions be made to broaden the base and extend the scope of the scholarship program in an amount commensurate with the growing need for scholarship assistance.

(4) Endorsed the legislative program for the continuance of the present rate of State aid for public

junior colleges and for the establishment of a \$10,000,000 fund for public junior college construction on a matching basis.

(5) Resolved that the Illinois Conference on Higher Education study the recommendations to its membership that the limitation of 66 semester hours of transfer credit from junior colleges be used only as a guide, and that consideration be given to exceptions that normally arise in the accumulation of junior college credits.

(6) Endorsed the principle that there should be little or no differential in tuition and fees as between in-state and out-of-state students. Furthermore, that efforts should be made to make all such differentials equal and reciprocal between the states.

(7) Expressed its grave concern for the future of higher education in the State of Illinois. "Unless the rate of support for higher education is greatly increased, the Committee affirms its conviction that the edu-

cational needs of the State of Illinois by 1970 will be greater than the combined resources of the tax-supported universities, junior colleges and private colleges, and (2) we recognize with appreciation the distinct contribution made to the State and to the national welfare by the junior colleges, private colleges and tax-supported universities. Each institution needs strengthening of facilities and faculties. We call on the citizens of the State to provide the needed educational facilities for the young people of our commonwealth whom the State must educate, by increasing substantially the amount given to all educational institutions through private philanthropy, individual and corporate."

(8) Went on record as being willing to cooperate with the Illinois Commission of Higher Education in a space utilization study.

(9) Asked that the question of a uniform school year be studied by appropriate high school and college representatives.

Student Loan Funds

SUMMARY OF OPERATIONS FOR THE YEAR 1959-60

Following is a summary of a special report of student loan funds as of June 30, 1960, prepared by the Bursar's Division, University of Illinois Business Office.

During 1959-60 3,921 students borrowed \$777,315, and 3,208 loans amounting to \$382,577 were repaid.

Since the first loan fund was established at the University in 1899 loans granted have aggregated \$5,782,929. Loans repaid over this

period totaled \$4,785,775 with \$6,994, or approximately .1 of one per cent, written off as uncollectible. Loans outstanding June 30, 1960, amounted to \$990,160 of which \$40,602 were past due.

Loan funds administered by the University and beneficial interests in trust for loan purposes on June 30, 1960, totaled \$1,125,356. Gifts during the year aggregated \$99,050. Interest from loans and income from investments totaled \$22,400; of this

sum \$8,175 was expended for operations.

Grants to the University from the Federal Government for loan purposes, under Section II of the National Defense Education Act of 1958 amounted to \$250,977 in 1959-60; the University's contribution required by law to this fund for the same year was \$35,186. A total of \$351,854 was thus held by the University at June 30, 1960, all of which was loaned to students.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

NOV 21 1961

No. 16, February 28, 1961

Expanded Educational Program for the Chicago Undergraduate Division

Following is the text of a statement of policies and plans for the Chicago Undergraduate Division recommended by the President and approved by the Board of Trustees of the University, February 15, 1961:

The Board of Trustees in July 1954 approved a staff committee's recommendation that the Chicago Undergraduate Division be expanded eventually into a degree-granting branch of the University. The committee suggested, however, that priority be given to providing improved facilities for the existing two-year program, since the enrollment pressures justifying expansion to four years seemed to lie several years in the future. Unfortunately, the lack of capital appropriations delayed this initial stage of development.

In September 1957 a "University Committee on a Four-Year Plan for the Chicago Undergraduate Division" was appointed, since it was then clear that by the time a new campus could be occupied the four-year program would be needed in the Chicago metropolitan area. The new committee, under the chairmanship of Associate Provost Dangerfield, submitted a report in December 1958 in which degree programs were recommended in several proposed colleges. The report was widely distributed within and outside the University — the latter group of recipients including the presidents of universities and colleges in the Chicago area, presidents of other State-supported universities, and members of the Commission of Higher Education.

In the light of that report and of the reactions to it — especially those from committees, department heads, and individual faculty members of the Chicago Undergraduate Division — Professor Norman A. Parker, chairman of the University Building Program Committee, and Mr. James V. Edsall, Coordinator of University Planning, developed a detailed series of building-space estimates based upon an assumed educational program and enrollment projections through 1969. The principal purpose was to establish planning standards and to arrive at estimates of the numbers and kinds of personnel and facilities needed. They issued a preliminary report in August 1959 and a revised version in February

1960. The latter was circulated widely within the University for review and comment, and copies were sent to members of the Board of Trustees.

The next step in the planning process was the appointment of an "Interim Committee to Advise Concerning Physical Planning for the Chicago Undergraduate Division" — consisting of Professor Parker (chairman), Associate Provost Dangerfield, and Associate Deans Pickett and Hackett (representing the Chicago Undergraduate Division). This Committee and the Director of the Physical Plant, Mr. Charles S. Havens, as Consultant to the Committee, have worked with the architects and engineers to develop a general campus plan which would provide the buildings required for the assumed educational program of the Parker-Edsall report, as revised in the light of recommendations made by the faculty of the Chicago Undergraduate Division. (For planning purposes Garfield Park has been used as a demonstration site.)

Recently the Interim Committee submitted a report which included: (a) a series of recommendations concerning the number and relative locations of buildings in the first phase of the construction program; (b) general specifications for space units; and (c) recommended changes in the assumed educational program. Physical planning will proceed in accordance with the recommendations of this report, copies of which will soon be made available. These conclusions, together with the prompt selection of a site, permit the planning and construction of buildings to be completed in time to allow the Chicago Undergraduate Division to move to the new campus by September 1964.

ORGANIZATION AND EDUCATIONAL POLICIES AND PLANS

The Vice President and Provost, as chief academic officer of the University, has made a careful study of the Interim Committee's report and of the background materials which have guided its deliberations and conclusions. Particular attention has been given to the various reports and other communications from the Chicago Undergraduate Division. He has also met with the

Senate of the Chicago Undergraduate Division to discuss the recommendations made in the accompanying statement on Organization and Educational Policies and Plans. In the light of this study and consultation, and with the concurrence of the Vice President for the Chicago Undergraduate Division, the Vice President and Provost recommends that the Board of Trustees adopt the following statement of policies and plans concerning the educational objectives, the organizational status, and the educational program for the initial stage of development of the Chicago Undergraduate Division on its new campus.

RECOMMENDED POLICIES AND PLANS CONCERNING THE PROPOSED EXPANSION OF THE CHICAGO UNDERGRADUATE DIVISION

The recent appointment of the Vice President for the Chicago Undergraduate Division and the expected choice of a site in the immediate future make it appropriate now to outline the broad educational objectives of the expanded institution, to clarify its prospective organizational status within the University of Illinois, and to describe the general nature of the educational program to be offered. It is expected that the planning and construction of buildings will proceed on a schedule that will allow the Chicago Undergraduate Division to open the fall session of 1964-65 on the new campus.

I. Objectives

The fundamental purpose of the University in establishing a center of higher education in Chicago has been to bring to a metropolitan area with more than half the population of the State a broad range of educational benefits which an established state university of high quality can best provide promptly and effectively. Within this broad purpose are the following specific aims:

1. To help meet the acute demand for undergraduate education in the Chicago area created by population increases and by the rising proportion of high school graduates seeking admission to college. Even with the announced increases in the enrollments of existing institutions, including junior colleges, by 1965 there will be a serious shortage of opportunities for higher education available to Chicago's youth.

2. To give to Chicago a publicly-supported institution offering degree programs in varied fields to qualified young people who cannot afford the cost of attending local private colleges or public colleges away from home, or who for other reasons choose to enroll in a state university in Chicago. Aside from the enrollment emergency, too many able students would never graduate from college unless afforded opportunities in an urban university like that proposed for the new campus of the Chicago Undergraduate Division.

3. To develop an institution of higher education uniquely designed to meet the special needs of a rapidly-changing metropolitan community — particularly as regards the training of specialized personnel for a wide range of occupational fields, and the provision of research service and educational leadership.

4. To encourage the utilization of the rich resources of the metropolitan area for cultural, social, economic, and scientific-technical education.

II. Organizational Status

It is recommended that the Chicago Undergraduate Division be given the kind of administrative autonomy that now prevails at the Chicago Professional Colleges. The date of this administrative change would coincide with that of the formal organization of the new colleges and divisions to be established. A time table and procedures for planning the new organizational arrangements during the interim period will be established by the President sometime within the current academic year.

Appropriate codification of the University's *Statutes* will be made to reflect the change in organizational status, the establishment of the office of Vice President for the Chicago Undergraduate Division, and such other alterations as may be adopted.

III. The Initial Educational Program

The following colleges and divisions are recommended as the major administrative units for the new campus during the *initial* phase of development. It is expected that during the academic year 1964-65 students will be accepted for the third year of undergraduate study, in addition to the continuation of the two-year program now in effect at Navy Pier. The fourth year would be added in 1965-66. These developments would be subject to the availability of facilities and operating funds.

1. *College of Liberal Arts and Sciences.* Undergraduate degree programs will be offered in the physical sciences and mathematics, the biological sciences, the humanities, and the social sciences. The departments to be established within these four areas will be designated in the near future.

2. *College of Engineering.* Undergraduate degree programs will be offered which prepare professional engineers for employment in government and industry, and which provide the type of undergraduate education in engineering that is suitable for students preparing for graduate school. The departmental organization and the initial degree programs will be determined in the near future.

3. *College of Commerce and Business Administration.* Undergraduate degree programs will be offered in

the departments of accountancy, economics, finance, marketing, and management.

4. *College of Fine and Applied Arts.* Undergraduate degree programs will be offered in architecture, art education, art history and painting, and industrial design. Service courses will be offered in the history of music, music education, chorus, band, and orchestra.

5. *Division of Education.* Courses in education sufficient to meet the requirements for teacher certification will be offered, but initially no degree programs in education as such are planned. Degree programs in teacher education will be offered in the departments of the several colleges which administer the subject-matter fields taught in the secondary schools. The director of the Division of Education would be the coordinator of teacher-education programs in the several colleges and would supervise the courses in education offered by the Division of Education. Degree programs in education will be introduced if and when it is established that the facilities of existing teacher education institutions in Chicago are inadequate to meet the need.

6. *Division of Physical Education.* Programs in physical education and recreational activities will be established in the first phase of development to the extent that physical facilities permit.

NDEA Graduate Fellowships

PREPARED BY F. T. WALL, DEAN OF THE GRADUATE COLLEGE

Acting under the provisions of Title IV of the National Defense Education Act, the Office of Education has made available a total of twenty-three new three-year graduate fellowships for students majoring in certain "new" and "expanded" graduate programs at the University of Illinois.

Three programs receiving NDEA fellowship support for the first time are: Linguistics, four fellowships; Sanitary Engineering, three fellowships; and Speech Correction, two fellowships. The following five pro-

IV. Future Developments

The program just described should enable the University of Illinois to meet the most pressing needs suggested above in the statement of objectives — namely those related to the undergraduate enrollment demand created by population increases and by the rising proportion of high school graduates seeking admission to college. This will be the primary mission of the expanded Chicago Undergraduate Division, and this purpose will have priority over all other claims upon the space and operating funds available to the Division.

At the same time, future developments on the new campus should not be limited arbitrarily to these initial programs. The educational needs of the Chicago metropolitan area, the degree to which they can be met satisfactorily by existing institutions and programs, and the availability of resources should be the controlling considerations. The University of Illinois will keep the problem of further educational development at the Chicago Undergraduate Division under continuing study, and will propose such changes as seem justified by the total educational situation in the Chicago metropolitan area. Expansion into new fields — such as graduate study, adult education, and organized community services — would be undertaken only after appropriate discussion with representatives of other State and local institutions concerned.

grams previously supported were awarded additional NDEA fellowships: Experimental Psychology, three fellowships; Structural Mechanics, two fellowships; Quantitative Economic Analysis, three fellowships; Psychology of Classroom Learning, three fellowships; Business Administration, three fellowships.

The twenty-two graduate fellows presently supported on NDEA fellowships at the University will continue during 1961-62, so next year there should be a total of fifty-five NDEA fellows at the University of Illinois.

Deposit Requirement for Admission to the University

APPROVED BY THE BOARD OF TRUSTEES, JANUARY 18, 1961

The Board of Trustees has approved a progressive admissions plan for undergraduate students to become effective for applicants for admission in September, 1961. Such a plan is necessary because available facil-

ities are inadequate to meet expected increases in enrollment in all undergraduate programs.

To administer the plan effectively, including assignment of housing to applicants, it is necessary to know as

accurately as possible at each stage of the admissions program how many applicants are firmly committed to enrolling. Experience of other universities which have a requirement of a non-refundable deposit indicates that this device is the most effective means of assuring a serious commitment.

The Dean of Admissions and the All-University Committee on Admissions of which he is Chairman, recommend the collection of a non-refundable deposit of \$30 from all new undergraduate students, except foreign students who at the time of application are living outside the United States, seeking admission to the University for a fall semester, effective for September, 1961. The requirement will not apply to the second semester or the summer session of the current year unless needed. This recommendation is endorsed by the various administrative officers concerned with admissions, housing and registration of new students.

Accordingly I have approved the following administrative procedure and request confirmation of this action:

1. Each new applicant for admission will be required to pay a deposit of \$30 before the issuance of a Permit-to-Enter. The deposit will be required within definite deadline periods and will be credited towards the payment of tuition and fees if the student registers.

2. The deposit will normally be non-refundable, although exceptions may be made in unusual cases.

3. The receipt of the deposit and the issuance of a Permit-to-Enter will be required before the Housing Division enters into negotiations of housing contracts with applicants.

4. Failure to make the deposit of \$30 when notified to do so will not disqualify the applicant for admission later, unless the limit of new enrollment in the designated college or curriculum has been reached. The Permit-to-Enter will be issued to such a qualified applicant whenever he chooses to make the deposit, unless the quota in question has been filled.

5. The Office of Admissions and Records is authorized, in cooperation with the Business Office and other offices concerned, to implement all aspects of this deposit plan.

BACKGROUND INFORMATION

Many prospective college students throughout the country apply for admission to more than one institution of higher education, deferring final choice until late in the summer or early fall. Such multiple applications impose an added burden of administrative and clerical work on the admissions offices of the institutions concerned. At Illinois the Admissions Office now processes hundreds of applications from students who do not enroll in the University. The expense of the administrative work involved in evaluating credentials and correspondence with applicants who are "shopping," so to speak, and who do not enroll should not be borne by the University. Of even greater importance, the University is restricted in its final planning because of inability to estimate authoritatively.

An applicant who is issued a Permit-to-Enter and enrolls in the University will not be paying an additional fee since the deposit will be an advance payment on fees assessed. Provision will be made for refunds of deposits where the circumstances warrant such action and to avoid unduly penalizing individuals who apply in good faith but for reasons beyond their control are unable to enroll.

It should be noted that an applicant for admission who does not wish to make this deposit in advance of the time he would otherwise be required to pay the tuition and fees assessed, is not necessarily disqualified from enrolling in the University if he wishes to take his chances on admission to the program of his choice and of securing housing.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

No. 17, March 16, 1961

NOV 21 1961

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Report on Public Higher Education in Illinois

A self-examination of the scope and function of public higher education in Illinois has recently been published by the Joint Council on Higher Education. The 198-page printed report, entitled "Public Higher Education in Illinois," was prepared by forty-one staff members of the six public universities, at the request of the Committee to Recommend a State Plan for Public Higher Education in Illinois composed of the universities' presidents and representatives of the State's junior colleges.

Responsibility for the development of basic position papers on undergraduate education, professional education, graduate education and research, and public service programs was undertaken by individual members of the various faculties. Comment on each paper was invited from staff consultants on the faculties of other institutions.

Out of these papers and discussions about them, a small permanent staff evolved a series of statements of general agreement on the subject matters involved. From these agreed statements in turn, a thirteen-point statement of guidelines for a state plan was developed.

Asserting that "public higher education is not a consolation prize for poor people," the staff report defines its place in democratic society and lists several guidelines — basic principles upon which developments in higher education in this state until 1975 might be based.

The report states that public higher education is not "a kind of educational public aid on which students can fall back when private resources are not available. It is, rather, one of democratic government's functions in maximizing the status and dignity of its citizens."

Among recommendations are proposals for a new "intermediate degree" beyond the master's, but below the doctorate, primarily for high school and junior college teachers; expansion and better distribution of the universities' public services; and improvement of undergraduate programs by use of selective admissions, rigid retention requirements, and challenging programs for gifted students.

The staff report is the basis of the committee's report to the Illinois Commission on Higher Education. Professor Gilbert Y. Steiner, director, University of Illinois Institute of Government and Public Affairs, directed the staff study.

Other recommendations in brief are that public higher education should:

— train persons in all fields of knowledge, so private colleges won't have to grow just to take over work public universities should do.

— admit more students: or else new universities will have to be set up; between 50,000 and 80,000 more students are expected by 1975, in addition to those who will go to junior and private colleges.

— provide more training for the professions.

— strengthen and enlarge teacher training programs.

— expand facilities for vocational-technical education.

— receive state funds for construction and operation of junior colleges.

— receive more appropriation for classrooms, laboratories, and other facilities.

Copies of the report are available to faculty members on request to the President's Office.

A Proposed Program of Federal Action to Strengthen Higher Education

ISSUED BY THE AMERICAN COUNCIL ON EDUCATION

STATEMENT OF PURPOSE

In recent months there have been notable reports on the relationships of higher education to the Federal Government by the Carnegie Foundation for the Advancement of Teaching and the American Assembly. During the 1960 election, members of Congress from both parties ran on platforms containing significant promises of Federal support. The new Secretary of Health, Education, and Welfare, Abraham Ribicoff, has demonstrated a sympathetic understanding for the problems of higher education, as did his predecessor, Arthur S. Flemming, who in his last months in office sponsored a definitive study of the immense predictable needs for facilities and faculty. And there have been important recommendations for aid to higher education in recent weeks from President Eisenhower's Commission on National Goals and President Kennedy's Task Force Committee on Education.

In this friendly atmosphere it seems appropriate for the colleges and universities themselves to offer, through the American Council on Education, which represents them, a statement setting forth their own proposals for congressional action. Preparation of such a document, embodying the considered recommendations of five Council committees, was suggested last November by the Committee on Relationships of Higher Education to the Federal Government, and the content was discussed in December by representatives of ten major constituent organizations, meeting as a Seminar on Federal Relationships. The statement is presented herewith, after approval by the Committee on Relationships on January 23 and by the Executive Committee on January 27.

ARTHUR S. ADAMS, *President,*
American Council on Education

THE PROPOSED PROGRAM

The magnitude and chief characteristics of the crisis facing higher education in the next decade have been documented through numerous studies by Federal agencies, state planning commissions, and independent groups. There is general agreement that enrollment is in the process of doubling, with an anticipated increase of at least a million full-time students between 1958 and 1965 and another million between 1965 and 1970. There is also agreement that colleges and universities, in the next ten years, must nearly double both the number of

qualified faculty members and the salaries paid them. Furthermore, it is clear that the proportion of research and instruction at advanced levels will become greater and that consequently the cost of necessary buildings and equipment will increase at a higher rate than that caused by expanding enrollment alone, with a corresponding increase in general operating expenses.

A recent comprehensive study by the U.S. Office of Education* states that by 1965 the colleges and universities of this country will have to spend \$9 billion on physical facilities, and that an additional \$10 billion will be needed between 1965 and 1970. Several leading economists have estimated that between 1959 and 1970 general expenditures, excluding those for capital outlays, will mount from \$3.7 billion to more than \$9 billion a year.

All the major studies show that after traditional sources of income, including student tuition and fees, have been stretched to the limit, there will still be a large gap that can be filled only by greater support from the Federal Government.

The American Council on Education, in consultation with its 1,200 institutional and organizational members, has been developing a general policy toward Federal support of higher education for many years. The situation is complicated for at least three important reasons. First, more than forty agencies of the executive branch of the Government have programs that directly affect higher education. Second, at least a dozen congressional committees have authority to act on one or more of these programs. Third, these Federal programs differ not only in magnitude and scope, but also in kind and effect.

The last point is of special significance, because many Federal programs use colleges and universities merely to provide services required by the Government. Whether provision of those services depletes or augments the resources of these institutions to perform their central function of education is of no particular concern to the Federal agency. For example, the armed services have admitted for fifteen years that ROTC programs constitute a drain on the resources of participating institutions, but have as yet offered no relief. Again, several of the programs in which colleges and universities participate under the National Defense Education Act have the

* U.S. Office of Education, *Ten-Year Objectives in Education: Higher Education Staffing and Physical Facilities, 1960-61 through 1969-70* (Washington: Department of Health, Education, and Welfare, 1961).

purpose of strengthening secondary education rather than higher education. It seems clear that institutions of higher learning cannot continue indefinitely to undertake such service functions unless they receive additional support to strengthen their basic resources of staff, facilities, and general income.

It is the purpose of this statement to focus attention on proposed congressional actions that will strengthen the basic functions of the institutions. This approach does not imply lack of interest in other types of programs. . . .

In determining what kinds of support can appropriately be requested from the Federal Government, the character of the existing system of higher education suggests important limitations. More than half the colleges and universities, enrolling nearly 45 percent of the students, are privately supported. All types of institutions must be expanded and improved if the essential national goal of providing for future students is to be met. Hence the American Council on Education, representing higher education as a whole, does not ask general assistance from the Federal Government in paying faculty salaries.* Nor does it ask direct assistance from the Federal Government in meeting general operating expenses.† The basic recommendations presented below deal with assistance (1) in providing housing and academic facilities, (2) in augmenting the number and improving the quality of teachers and research workers, and (3) in offering able students with limited means the opportunity of a college education.

There are priorities even among these three major types of assistance. Additional financial aid to students is advocated only as a supplement to adequate support for new buildings and augmented staff. Helping more students to demand admission to college without at the same time supplying buildings to accommodate them and faculty to teach them would merely make more serious a problem already acute.

RECOMMENDATIONS

I. The Federal Government can and should provide greater financial assistance to approved institutions of

* The Council considers it entirely appropriate, however, for the Federal Government to pay the full cost of the portions of faculty time devoted to federally financed programs of instruction and research and to continue the existing type of support to the land-grant institutions.

† The Council considers it entirely appropriate, however, for the Federal Government to pay that portion of general operating expenses allocable to federally financed programs of instruction and research, and to continue the existing type of support to the land-grant institutions.

higher learning for expansion and improvement of facilities.

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II. The Federal Government can and should provide greater assistance in increasing the supply and improving the quality of college teachers.

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III. The Federal Government can and should provide greater assistance in removing financial barriers to higher education for qualified students.

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IV. Additional approved proposals.

. . . the program outlined above is deliberately restricted to major projects that will add to the basic strength of institutions of higher learning and that call for congressional action. These items by no means exhaust the list of Federal activities, current and proposed, in which the Council's membership is interested.

For example, 50 universities are deeply involved in institutional projects abroad under the International Cooperation Administration. They have faced serious problems, but the solutions lie primarily with ICA rather than with Congress. Similarly, even more colleges and universities have large programs of federally sponsored research. Since Federal support of "on-campus" research reached \$462 million in fiscal 1960, the amounts involved are important to the financial soundness of these institutions. But the effort to secure full payment for their services, which has been under way for more than a decade, will succeed or fail because of action by the Bureau of the Budget supported by research-financing agencies of the executive branch. The only congressional action needed is the deletion from future bills appropriating funds for the Department of Health, Education, and Welfare of the legislative rider limiting payment of indirect costs to an arbitrary 15 percent.

. . . Higher education, as represented by the American Council on Education, is interested in all of them. But highest priority should be given to the basic program, which will help colleges and universities to construct needed buildings, recruit essential faculty, and serve the increasing numbers of young Americans who need and deserve higher education.

NOTE

The above is part of "A Proposed Program of Federal Action to Strengthen Higher Education" published in pamphlet form by the American Council on Education. Included in the publication are details of all recommendations. Copies are available at the President's Office.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

NOV 21 1961

No. 18, March 30, 1961

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President's Fourth Faculty Conference, Robert R. McCormick Park, March 10-12, 1961 *Accomplishing Our Educational Aims in the Sixties*

OPENING REMARKS BY PROFESSOR KARL E. GARDNER, COLLEGE OF AGRICULTURE,
CHAIRMAN, FACULTY CONFERENCE STEERING COMMITTEE

The President's Fourth Faculty Conference is now in session. This series of conferences was initiated by President Henry in 1958 and has considered in chronological order, the following themes:

"State Planning for Higher Education and Future Programs"

"The Intellectual Climate of the University"

"The Undergraduate Student in the University"

The Steering Committee for this 1961 Conference, appointed by President Henry, views the Conference as having at least four purposes:

1. To develop an awareness of the educational policy problems of the University.
2. To marshal facts and information for study on these University problems.
3. To afford opportunity for the faculty to express opinions to the President and in turn for the President to give his views to the faculty, and hence improve communications.
4. To provide an unimpeded discussion time without the interruption of phones, conferences, committees, and budget problems.

The tasks of the Steering Committee have been to select the theme of this Conference; to designate, within broad limits, the subjects to be discussed; to recommend to the President staff members for appointment to the two study committees and to the Resolutions Committee; and, finally, to suggest a list of invitees.

Participants at this Conference, as is customary, are drawn from the three campuses of the University on an equitable basis. We have tried to cover all the educational disciplines and we have selected from all professional ranks and from the administration. Nominations were made by the Steering Committee and selections as well as additions made by the President.

With reference to the general topic for this afternoon's program your Steering Committee felt that after

three Faculty Conferences it was time to initiate and develop some thought on the "Aims of Education." Obviously, the other conferences have included philosophical interpretations of such aims. We felt, however, that it was time to discuss both the general aims of education and possibly the specific aims of the University of Illinois in higher education. Perhaps our University has a particular purpose or a genius of its own.

For the second half of the program, tomorrow, we have selected the title "The Teacher and the Teaching Function." All of us are cognizant of the fact that enrollments are growing faster than the supply of well-qualified teachers. If there is any criticism of the University that causes pain it is the criticism of inferior teaching; hence, the discussions having to do with a variety of means of handling large numbers without a loss in quality of instruction.

You will undoubtedly hear the subject of teaching discussed all the way from the individual instruction of correspondence courses and tutorial study to mass instruction means via television and the teaching machine. We have one marked innovation in the Conference this year. You will see demonstrations of the latter two teaching techniques. This part of the program is scheduled for Saturday at 10:30 a.m. and I feel certain that it will be one of the highlights of the meeting.

This evening we shall depart only slightly from our two principal themes to hear an address from Dr. Richard G. Browne, Executive Officer of the Teachers College Board. He will speak on the topic "The State System of Higher Education." The timeliness of this subject is obvious.

Following Dr. Browne, Professor Gerald M. Almy will present "The University Future Programs Committee Takes a New Look at Their First Report." The first report was given by Professor Almy at the first Conference in 1958.

Saturday evening we shall enjoy one of the finest parts of the program when President Henry welcomes

questions from the participants on University policies. This has been a no-holds-barred, Face the Press.

On Sunday morning we meet in final session to consider and adopt resolutions expressing the views of the Conference on the problems discussed. Professor Paul R. Shaffer is chairman of this committee which meets until the wee hours Sunday morning in preparation for the session.

If this Conference has already stimulated you to read in the areas of educational aims and teaching methods and caused you to ponder both, as it has me, it has already served well. If you have not yet completed your reading assignments do so in the rare relaxation hours provided here.

The Conference will not have been complete if the ideas and the discussions originating here stop at the boundaries of the Robert Allerton estate. The purpose of the Conference is to serve as a ferment across the campus. Agreement there may never be, but constructive thoughts there will be in plenteous supply.

May I again repeat what has been said in relation to the three previous Conferences. We are not met as a legislative group — nor is this Conference an action committee. There are no binding commitments which can come out of this Conference since we are not one of the regularly constituted faculty governing bodies of the University. Notwithstanding, the work we do and the conclusions at which we arrive are not without their significance.

The Conference is no place for the individual conferee to harbor great thoughts in his bosom. Please share them with us. Quoting from the poet rather liberally, "Let us have no desert flowers blooming alone, unsmiffed."

This Conference is deeply indebted to the many staff members who have served so diligently on these committees and the accomplishments of the Conference will in no small measure reflect the talent and effort expended. I would now like to introduce the various Conference committees:

COMMITTEES

Steering Committee: Karl E. Gardner, Chairman; John W. Briscoe, Nicholas J. Cotsonas, Jr., Bernard J. Diggs, Halbert E. Gulley, Arthur D. Pickett, Joe C. Sutton, Arthur R. Wyatt, Royden Dangerfield, Liaison, George H. Bargh, Secretary.

Aims of Education Study Committee: George E. Miller, Chairman; Norton M. Bedford, Harry S. Broudy, Louis Chandler, Edward H. Davidson, David Gottlieb, George G. Jackson, Ross J. Martin.

The Teacher and the Teaching Function Study Committee: Carl S. Vestling, Chairman; Thomas N.

Ewing, Marvin T. Herrick, Willard O. Nelson, John T. Newell II, Donald W. Paden, James C. Plagge, Max E. Rafelson, Jr., James R. Shipley, James E. Stallmeyer, Henri Stegemeier, Martin Wagner.

Resolutions Committee: Paul R. Shaffer, Chairman; Nicholas J. Cotsonas, Jr., Irwin K. Feinstein, George T. Frampton, Ross J. Martin, Merle M. Ohlsen, Royden Dangerfield, Secretary.

PROGRAM

FRIDAY, MARCH 10

- 12 Noon — Luncheon.
1:30– 4:30 p.m. — Discussion: Aims of Education.
6:00 p.m. — Dinner.
7:30– 8:00 p.m. — The Future of the State System of Higher Education in Illinois — Dr. Richard G. Browne, Executive Officer, Teachers College Board.
8:00– 8:30 p.m. — Discussion.
8:30– 9:00 p.m. — The University Future Programs Committee Takes a New Look at Their First Report — Professor G. M. Almy.
9:00 p.m. — Discussion.

SATURDAY, MARCH 11

- 7:30– 8:15 a.m. — Breakfast.
8:30–11:30 a.m. — Discussion: The Teacher and the Teaching Function.

Film clips of television courses taught at the University, introduced by Charles J. McIntyre, Coordinator of Instructional Television.

Video presentation on teaching devices, Lawrence M. Stolurow, Professor of Psychology.

Demonstration of PLATO, a new automatic teaching device using Illiac, Donald L. Bitzer, Research Assistant Professor, Coordinated Science Laboratory, Peter G. Braunfeld, Research Associate, Coordinated Science Laboratory.

- 12 Noon — Luncheon.
1:30– 4:30 p.m. — Discussion: The Teacher and the Teaching Function.
6:00 p.m. — Dinner.
7:30– 8:30 p.m. — President's Hour.

SUNDAY, MARCH 12

- 7:30– 8:15 a.m. — Breakfast.
8:30–11:30 a.m. — Resolutions.
12 Noon — Closing Luncheon.

Report of the Conference

At the close of the President's Fourth Faculty Conference, agreement was reached on the following points. It should not be assumed, however, that every participant subscribed to every detail of every statement.

1. The President's Faculty Conference is a significant effort to promote better communication between the President and the faculties of the University and among members of the various faculties. We strongly urge its continuation.

2. It was the view of the Conference that among the aims of education it is important that the student:
 - a. *Acquire* a body of facts and skills for the purpose of satisfying a curiosity inborn or aroused by a companion, a parent, or a teacher.
 - b. *Develop* the mind and the body with a discipline that comes from within; develop behavior that is in keeping with personal needs as well as those of a free society; develop competence in acquiring, testing, and expressing ideas.
 - c. *Contribute* — often creatively — knowledge, services, or leadership.
 - d. *Preserve* “. . . former experience and understanding, which may so accumulate years to us as if we had lived even from the beginning of time.”
 - e. *Interpret* the past for purposes of the present, the present for purposes of the future, and separate the worthy from the worthless in each.
 - f. *Control* more completely one's own destiny, and those elements which restrict and oppress either physically or spiritually the life of the individual or his society.
3. A significant purpose of education in assisting the student to achieve the aims previously listed, is the stimulation and encouragement of his intellectual and cultural development. This is the teaching function. Notwithstanding this purpose undue attention is often given to the informational aspects of teaching.
4. We endorse efforts to evaluate the work of students in terms of the above aims of education and believe that evaluation should not be based solely upon the recall of information.
5. Since the University is committed to improving the quality of teaching it should more uniformly apply the promotion policy which gives adequate recognition to superior teachers. Consideration should also be given to the establishment of University awards for distinguished teachers.
6. We endorse and recommend the extension of programs of study which emphasize the independent efforts of the individual student.
7. We endorse the acceleration of research and experimentation in teaching methods and the utilization wherever appropriate of new devices, including instructional television, teaching machines (self-learning devices), and other teaching aids. We hope and expect their use will improve instruction, help meet some of the problems of increased enrollment, and make available more faculty time for improvement of teaching.
8. We endorse other methods of meeting enrollment problems. There should be further investigation of:
 - a. Consolidation of courses and of subject matter in established courses.
 - b. Reduction of faculty time spent in committee.
 - c. Selective admission of students.
 - d. Changes in the scheduling of classes.
9. Looking to the future, we realize that it will be necessary for the University to accomplish more with its current rate of appropriations. We believe that the people of Illinois must be made aware that the explosive surge in enrollments will require additional appropriations commensurate with the increased number of students in public institutions of higher education. Responsibility for informing the people concerning the additional needs of the State must be accepted by every member of the University staff.
10. The Conference expresses concern for the cultural development of the students. On all of the University campuses additional facilities should be constructed to promote such development. Specifically, we recommend that on the Urbana-Champaign campus further emphasis be given to the construction of additional auditorium and similar cultural facilities.
11. The Conference expresses its appreciation to the President for the opportunity for the full exchange of views. It also commends the Steering Committee and the Study Committees for the excellent planning for the Conference as well as for the stimulating reports.

Conference Participants

URBANA-CHAMPAIGN CAMPUS

Gerald M. Almy Professor Physics	Virginia Bartow Associate Professor Chemistry	Bennett M. Berger Assistant Professor Sociology	Eugene Chesson, Jr. Assistant Professor Civil Engineering
Harlan D. Bareither Director, Central Office on the Use of Space Professor, Mechanical Engineering	James W. Bayne Associate Professor Mechanical Engineering	Lindsay M. Black Professor Botany and Plant Pathology	John B. Claar Associate Director, Extension Service in Agriculture and Home Economics
George H. Bargh Administrative Assistant President's Office	Norton M. Bedford Professor Accountancy	John W. Briscoe Professor Civil Engineering	Ralph L. Cook Professor Ceramic Engineering
	John Fred Bell Professor Economics	Harry S. Broudy Professor Education	Robert N. Corley Assistant Professor Business Law

- Robert N. Crane
Associate Dean of Men
- Royden Dangerfield
Associate Provost and
Dean of Administration
- Edward H. Davidson
Professor
English
- Walter H. Draper
Assistant Professor
Verbal Communication
- Floyd Dunn
Assistant Professor
Electrical Engineering
- Thomas N. Ewing
Professor
Psychology
- Aurelio E. Florio
Professor
Safety Education
- George T. Frampton
Professor
Law
- Karl E. Gardner
Professor and Associate Dean
College of Agriculture
- Harold Goldstein
Associate Professor
Library Science
- David Gottlieb
Professor
Plant Pathology
- Halbert E. Gulley
Professor
Speech
- Brian Hackett
Visiting Professor
Landscape Architecture
- Henry S. Harris
Assistant Professor
Philosophy
- Kenneth B. Henderson
Professor
Education
- David D. Henry
President
- Thomas A. Hieronymus
Professor
Agricultural Marketing
- Richard L. Hildwein
Assistant Professor
Journalism
- Richard M. Hill
Associate Professor
Marketing
- Franz E. Hohn
Associate Professor
Mathematics
- Boyd B. Jackson
Assistant Professor
Student Counseling Service
- Anthony J. Janata
Executive Assistant to the
President
Secretary, Board of Trustees
- Robert W. Janes
Associate Professor
Sociology
- Granville S. Keith
Professor
Architecture
- Roger P. Link
Professor
Veterinary Physiology and
Pharmacology
- Ross J. Martin
Professor
Mechanical Engineering
- Max R. Matteson
Associate Professor
Zoology
- Charles J. McIntyre
Coordinator
Instructional TV
- JoDean Morrow
Associate Professor
Theoretical and Applied
Mechanics
- James E. Moyer
Associate Professor
Advertising
- Francis W. Naechtmann
Assistant Professor
French
- Andrew V. Nalbandov
Professor
Animal Physiology
- Willard O. Nelson
Professor
Bacteriology
- Merle M. Ohlsen
Professor
Education
- David R. Opperman
Assistant Professor, General
Engineering and Assistant
Dean
College of Engineering
- Donald W. Paden
Professor
Economics
- Eunice C. Parker
Research Associate
President's Office
- Jack W. Peltason
Dean, College of Liberal
Arts and Sciences
- J. William Peters
Professor
Mathematics
- Kenneth R. Peterson
Assistant Professor
Wood Technology and
Utilization
- Angelina R. Pietrangeli
Associate Professor
French, Spanish and Italian
- Carita Robertson
Associate Professor
Physical Education for
Women
- Stanley C. Robinson
Dean, Division of University
Extension
- Joseph A. Russell
Professor
Geography
- George F. Schrader
Assistant Professor
Industrial Engineering
- Paul R. Shaffer
Professor
Geology
- James R. Shipley
Professor
Art
- Donald H. Skadden
Associate Professor
Accountancy
- James H. Smith
Associate Professor
Physics
- Henri Stegemeier
Professor
German
- Ivan D. Steiner
Associate Professor
Psychology
- Lawrence M. Stolurow
Professor
Psychology
- Joe C. Sutton
Associate Professor
Journalism
- Max E. Van Valkenburg
Professor
Electrical Engineering
- Carl S. Vestling
Professor
Biochemistry
- Martin Wagner
Professor and Director of
Institute of Labor and
Industrial Relations
- J. Arthur Weber
Associate Professor
Agricultural Engineering
- Lucien W. White
Professor
Library Science
- Arthur R. Wyatt
Associate Professor
Accountancy
- Ludwig E. Zirner
Professor
Music
- CHICAGO UNDERGRADUATE
DIVISION**
- Louis Chandler
Associate Professor
Physics
- Irwin K. Feinstein
Associate Professor
Mathematics
- Samuel Fox
Professor
Accountancy
- Gordon L. Goodman
Assistant Professor
History
- Bernard R. Kogan
Associate Professor
English
- Kenneth M. Madison
Associate Professor
Biological Sciences
- Don A. Masterton
Assistant Professor
Architecture
- Hans J. Mueller
Assistant Professor
Chemistry
- John T. Newell II
Assistant Professor
Biological Sciences
- Norman A. Parker
Vice President
- Arthur D. Pickett
Associate Dean of
Administration
Professor of Biological
Sciences
- Walter G. Versen
Assistant Professor
Physical Education
- CHICAGO PROFESSIONAL
COLLEGES**
- Joseph S. Begando
Vice President in Charge
- Martin I. Blake
Associate Professor
Pharmacy
- Rachel Bliss
Assistant Professor
Nursing
- Nicholas J. Cotsonas, Jr.
Associate Professor
Medicine
- Frank A. Crane
Assistant Professor
Pharmacognosy
- George G. Jackson
Professor
Medicine
- William F. T. Kellow
Associate Professor
Medicine
- John G. Loesch
Assistant Professor
Psychiatry
- George E. Miller
Associate Professor
Medicine
- James C. Plagge
Professor
Anatomy
- Max E. Rafelson, Jr.
Associate Professor
Biological Chemistry
- William V. Whitehorn
Professor
Radiology
- Seymour H. Yale
Professor
Oral & Maxillofacial
Surgery

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

NOV 21 1961

No. 19, April 17, 1961

Educational Programs in University Residence Halls

STATEMENT PREPARED BY PAUL J. DOEBEL, JR., DIRECTOR OF HOUSING, AND
ROBERT M. CRANE, ASSOCIATE DEAN OF MEN

From the President's Third Faculty Conference at Allerton House in March, 1960, came a statement in reference to the expansion of residence hall educational and cultural programs at the University of Illinois. The statement read as follows:

"The Conference recommends that the University consider supplementing existing housing by providing decentralized facilities on the Urbana campus by providing libraries, study lounges, and space for cultural programs within housing units. For example, we favor:

"(a) providing residence halls of a type which will promote small group organization.

"(b) providing libraries and study lounges in residence halls. The University should seek appropriated funds for this purpose. In order to develop the creative and intellectual capacities of undergraduates and to promote interest in cultural and intellectual campus events, students should be encouraged to develop appropriate cultural programs within housing units."

This recommendation is supported completely by student affairs officers who believe that residential programs must reflect specific aims of the University and of higher education; otherwise, residential units offer only board and room accommodations to students. Residential programming is premised on assumptions like these:

1. That all parts of the University are related to and should contribute to one primary goal — learning.

2. That residence halls owned and operated by the University have a unique role in enhancing this goal. Programs with educational and cultural as well as social and recreational emphases are needed.

3. That in residential units all phases of university life converge, thereby requiring staff and student leaders

who are well informed and well trained in order to contribute maximally to student development.

For a number of years educational and cultural programs have been offered in the University of Illinois residence halls. Such programs have included faculty dinner guest programs, guest speakers, educational films, and music hours. Eunice Dowse, Assistant Dean of Women in charge of women's halls, and Calvin Sifferd, Assistant Dean of Students in charge of men's halls, report that new programs have recently been added on an experimental basis and that the students' enthusiasm for these programs has been encouraging. Some of these experimental programs are described below:

1. *Language Tables* — Spanish, French, and German tables were begun the first semester, 1960-61. An Italian table was added during the semester as was an occasional Russian table. Guest meals have been provided for language instructors and additional faculty guests.

2. *Undergraduate Library* — Bookshelves were installed in the south dining room of the Lincoln Avenue Residence. The University Library provided approximately 1,000 basic reference books so that this area could be used for an undergraduate reading library. Student librarians are employed from 7:30 to 11:30 p.m., Sunday through Friday when the library is open and available to residents. A larger undergraduate reference library is planned for one of the unfinished basement areas of the new Peabody Drive Residence Halls for men. This library will be available to all residents of the area during most daytime hours as well as late into the evening.

3. *Cooperative Art Exhibits* — A program is being developed by men's and women's residence halls and the Illini Union for the exhibition of art works in the halls.

Art exhibits this year will be on loan from the Art Department or from works presented by students living in the halls. The Allen Hall residents commissioned Professor Marvin Martin of the Art Department to do a welded steel sculpture for the lobby of the hall.

4. *Educational Television* — Professor Charles C. McIntyre and the residence halls staff have been studying the possibility of further utilizing educational television services in residence halls. Television classes in Sociology are now offered in several halls. Hours from 8:00 a.m. to 4:00 p.m., Mondays through Fridays are best for educational television in residence halls since lounge and recreation areas, where the classes are held, need to be available to all residents at times other than these.

5. *Faculty Guest Programs and Scholarship Emphasis* — Faculty forums have been instituted in several residence halls. Tutoring services and scholarship recognition also have been included in the residence hall programs. Two recent projects have been a Model United Nations Organization and the publication of *Insight*, a literary magazine.

Much more imagination and creativity are needed in order to project programs. Limitations of staff, finances,

and facilities are real, yet there are opportunities for improvement in the near future.

Residence Hall objectives coincide with University educational objectives. There must be continual understanding on the campus that intellectual pursuits can be infused in student living units. The following objectives must be referred to, then weighed and balanced with regard to their emphasis in the total residence hall program:

- (1) intellectual and academic development
- (2) personal and social development
- (3) cultural and aesthetic development
- (4) orientation to group processes and memberships
- (5) personal recreation and relaxation.

More and more evidence points to the fact that living units are ideal places for increasing the educational dialogue, for relating and integrating knowledge and materials of the classroom, and for supporting the main endeavor of higher education — learning.

It is heartening to have expressed faculty interest in residence hall programs. It takes all members of the University working together to have a purposeful residential climate on a large university campus.

Pre-College Counseling Pamphlet

On January 23, 1961 the Illinois Joint Council on Higher Education approved the preparation and the general outline of a pre-college counseling pamphlet for the six public universities. Pertinent portions of the recommendation of the Joint Council Committee on Pre-college Counseling, as approved by the Joint Council, are presented below:

“1. That the pamphlet referred to . . . be prepared in terms of the specifications outlined below.

a. It should be written primarily for high school principals and counselors but also in such a way that it would be of value to other members of the faculties of secondary schools, secondary school students, and parents.

b. The contents should include:

Part I. General information concerning the six universities

1. The purposes of the pamphlet

2. The decision to attend college
3. Rewards of college attendance, with special attention focused on encouraging an increased percentage of the able high school graduates to attend college
4. Selection of a college to attend and curriculum to enter
5. General admission requirements and costs of attendance
6. Procedures in filing applications for admission

Part II. Specific information concerning each of the six universities

7. Major purposes
8. Curricular offerings
9. Special educational opportunities
10. Detailed admission requirements
11. Financial aids available
12. Housing.”

Advertising Council to Continue Campaign

Extract from Volume X, Number 7, of the Bulletin, "Higher Education and National Affairs," issued by the American Council on Education, March 6, 1961.

"Sharing the concern of many college and university presidents about the burgeoning army of young Americans marching towards higher education, the Advertising Council has voted to extend its Aid to Higher Education campaign for another two years. This public service project already has run three years, on behalf of the Council for Financial Aid to Education, with extensive cooperation and participation by users of advertising, newspapers, magazines, broadcasters and the transportation advertising industry.

"Purpose of the campaign has been to develop a wider public awareness of the possible danger of thou-

sands of well-qualified high school graduates being squeezed out of higher-learning institutions too crowded to accommodate them. The campaign also concerns itself with the economic status of college teachers . . . many of whom have been lured away from colleges to occupations paying higher salaries.

"'Support the college or university of your choice' is the theme most widely used in the campaign since it started in 1957. During the past three years gifts and grants from all sources to higher education have increased 22 per cent, according to the Council for Aid to Higher Education. (In this calculation the CFAE has not counted the \$199,522,000 of special grants by the Ford Foundation in 1956-57.)"

Joint Committee for Coordination of Off-Campus Courses

Pursuant to discussions held by the Illinois Joint Council on Higher Education, the deans and directors of general extension of the six state supported institutions of higher education held an organizational meeting January 16, 1961, to develop further a cooperative state-wide extension program. The Committee presented a progress report to the Joint Council at its meeting January 23, 1961. Portions of the progress report as approved by the Joint Council are presented below:

"The Committee first reviewed its assignment as recorded in the minutes of the Joint Council. According to the October 3rd minutes, President Henry stated that he felt the presidents were obligated to create some machinery to act for them in response to the resolution of the Commission of Higher Education. This resolution, as stated in the minutes, is as follows:

The Commission recommends that the six state universities in Illinois proceed immediately to develop a plan for the coordination of general extension and adult education and other off-campus and non-credit activities of these institutions.

It recommends that these institutions critically examine the cost of these programs in an effort to insure that they are operated at the most economic and efficient level possible.

It recommends that they critically examine the content of these programs to insure that they are reasonable and proper parts of a collegiate program.

It requests that the universities report to the Commission not later than January 1, 1961, the steps they have taken to implement the above recommendations.

"President Henry indicated further that he felt the Joint Council should create a committee to seek clarification from the Commission and to work out a plan for achieving the goal. President Bone then referred to the memorandum prepared by the deans and directors of extension and submitted to the presidents of the six universities under date of September 27, 1960.

"Quoting from the minutes, the following action was taken:

President Henry proposed the creation of a committee to be composed of deans and directors of extension, or persons responsible for off-campus credit courses, to work for improved planning and coordination of extension activities. He indicated that since these officers had started to work together, they were the proper representatives to work on the committee.

The Committee would have the task of implementing the program suggested by the Deans and Directors of University Extension services as follows:

1. A University Extension Committee of the Deans and Directors of General Extension created and empowered by the Council to develop further a cooperative State-wide extension program consisting initially of credit courses. This committee will:

- a. Appoint its own chairman and organize as seems appropriate for the task ahead.
- b. Plan and conduct regularly scheduled meetings.
- c. Explore ways and means of coordinating certain phases of the credit extension class program among the six universities.

- d. Examine and pursue ways of providing leadership for adult education on a State-wide basis through credit extension courses.
 - e. Compare schedules far enough in advance to avoid duplication.
 - f. Objectively examine the nature of the content of courses to determine equivalence or standardization for inclusions in programs of joint offerings.
 - g. Study costs of present programs in an attempt to achieve maximum economy on a State-wide basis.
2. Ad hoc advisory committees in specific program areas to be appointed by the appropriate administrative offices at the request of the Extension Deans and Directors.
 3. Financing, fees, staff, and other subjects or problems will be studied by the Executive Committee and handled under existing administrative framework in the best interests of the State-wide program.
 4. Annually, the committee, through its chairman, will present to the Council a report of progress and problems for consideration.
 5. It is the opinion of this group that the primary prerequi-

site for accomplishment in this cooperative endeavor is active support of the top administration in each university.

President Henry indicated that he would ask the Committee on State-wide Extension Service to take a look at everything not included in the above to see if there were further steps which should be taken.

"After an extended review of this assignment, the Committee made some agreements concerning its own permanent organization.

"The official name of the Committee is: University Extension Committee of the Six State Supported Institutions of Higher Education.

"Each school is to have one official member. At the present time, these are: Francis R. Brown, Illinois State Normal University; J. E. Clettenberg, Northern Illinois University; Raymond H. Dey, Southern Illinois University; Allan Laflin, Western Illinois University; Stanley C. Robinson, University of Illinois; and Martin Schaefer, Eastern Illinois University."

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 20, June 6, 1961

MAY 21 1961

Library

President Comments on University's Graduate and Research Program

REMARKS OF PRESIDENT DAVID D. HENRY AT THE DINNER OF THE CENTER FOR ADVANCED STUDY, MAY 23, 1961

While the University has made plans and organized resources for the increasing undergraduate enrolment, both in Chicago and at Urbana-Champaign, comparable efforts have been made to strengthen graduate work and to advance research.

An index to the University's achievements on this front is the fact that more people are engaged in research at the University of Illinois (over 700 on a full-time equivalent basis) than comprise the total academic staffs of a number of major universities in the country. This group is largely supported by funds from contracts, grants and gifts, an amount now approximating \$13,400,000 per year. This support has nearly doubled over the last five years, growing from \$7,500,000 in 1955-56.

Another index is the growth in the enrolment of the Graduate College. In 1955 the number was 5,104, in 1960, 6,780. As a part of this development, the number of visiting scholars has tripled (46 in 1960-61). The number of fellowships from all sources in the last five years has increased from 199 to 619.

In the same period, 12 facilities which have major significance for the research work of the University have been built or are in the process of construction. Again, gifts and grants from the Federal government have been a large resource in this development.

Other factors which have had a bearing on the enlargement and enhancement of the research record are the strengthening of the University Press, the steady growth of the Library, the appointment of additional distinguished members of the faculty and the authorization of a number of new programs of major significance, including Nuclear Engineering and Russian Area Studies.

The Center for Advanced Study may be viewed as

a symbol of the University's effort to strengthen and to broaden its research activity.

The Center was created to provide a flexible means for encouraging and recognizing the highest goals of scholarship, teaching and academic research. The Center supports scholarly excellence and potential achievement over and beyond departmental channels. It does not promote any particular line of research — new or old, but it does provide a means for initiating scholarly work in a new field at a higher level of support than might otherwise be possible. Enlarging the resources for the expansion of the Center, both by gifts and in the regular budget, is a continuing objective.

We take satisfaction in the record of progress highlighted by the indices here mentioned. At the same time, we must recognize that the desired increased support is dependent upon improved public understanding of the over-all mission of the University and the place of graduate education and research in that mission. Appreciation of the relationship of the research function to the public welfare and the advancement of civilization itself is not as widespread as the desire for educational opportunity for the individual. The unfulfilled idea is not measured. The restricted alternative is not as keenly felt.

Today fewer than 100 institutions in the United States have comprehensive programs in basic research. About 97 per cent of all research (dollar-wise) in the colleges and universities is done in 173 of the larger institutions. Over one-half of the Ph.D.'s of the nation are produced in the 93 land-grant colleges and state universities.

Higher education must expand in an expanding America, and it must expand in all of its aspects — not just in enrolments.

We must keep open the college door, but we must

also maintain the outgo of ideas from laboratory to field and probe the unknown in the never ending search for new knowledge.

Pre-registration Orientation Program for Incoming Freshmen, Urbana, Fall, 1961

The following is the text of a proposal dated March 9 which has been approved by Vice-President and Provost Lyle H. Lanier.

One of the major problems facing the incoming first semester freshman is his inability to adjust his attitude and thinking to the plane demanded by the University curriculum in time to fulfill his potential during his first semester of work. This proposal is designed to aid the student in anticipating and shortening this adjustment period.

Members of the staff of the Deans of Men and Women in cooperation with the Chairman of Freshman Rhetoric propose that the program outlined below be approved for the fall semester of 1961. This proposal has been informally discussed with representatives of the various college offices and has received enthusiastic endorsement.

PROGRAM

1. The Deans of Men and Women will include in their letter to all entering freshmen a paragraph advising them that they will be expected to have read one (1) book from each category designated.
 - (a) All books are available in local public libraries, school libraries, or in paperback editions.
 - (b) The books listed are divided into two (2) categories.
 - (1) The first category concerns itself with requirements of higher education.
 - (2) The second category is concerned with a sampling of national problems that are intended to stimulate individual thought and produce a variety of viewpoints.
 - (c) The books selected have been discussed with the Rhetoric Department and all other departments directly concerned.
 - (1) Additional comments and recommendations have been received from the college offices.
 - (2) The College of Liberal Arts and Sciences is in complete accord with the proposal.
 - (3) The number of books listed has been limited for the reasons listed below.
2. The freshman class will be informed by the letter from the Deans of Men and Women that the books listed are to form the basis for:
 - (a) The Student-Faculty Forum during New Student Week.

The interpretation of this point is the responsibility of all teachers and workers, and of all citizen leaders who are concerned with the nation's progress.

- (b) The Rhetoric Qualifying Theme required during the first two class periods of that course.

BOOKS SELECTED

Category No. 1

- Education and Freedom*, Rickover, H. G., (Dutton)
This book was selected because of the ready identity of the author and the controversial nature of his presentation.
- Idea of a University*, Newman, Cardinal, (Rinehart)
This book was selected for its clarity, appropriate form and historical impact.
- Liberal Education*, VanDoren, Mark, (Beacon Press)
This book presents the background and meaning of a liberal education as seen through the eyes of a recognized contemporary author.
- Education in the Age of Science*, Whitehead, A. N., (Basic Books)
This book presents a broad picture of the role of science in education and was particularly recommended by the College of Agriculture and seconded by the College of Engineering.
- The Adventure of Learning in College*, Garrison, R. H., (Harper and Bros.)
A cogent statement on the college experience for a student approaching university work.
- Colleges for Our Land and Time*, Eddy, Edward D., Jr., (Harper and Bros.)
A historical and descriptive analysis of a subject matter particularly related to the University of Illinois.

Category No. 2

- Out of My Life and Thoughts*, Schweitzer, Albert, (Holt)
This is a personal, philosophical treatise that will challenge a majority of the readers.
- The Status Seekers*, Packard, Vance, (McKay)
A critique on the current values of our society.
- The Ugly American*, Lederer and Burdick, (Norton)
A controversial presentation of the American image abroad.
- Goals for Americans*, U. S. President's Commission on National Goals, (Prentice-Hall)
The report of the President's commission on national goals and chapters submitted for the consideration of the commission. This reading is presented as one idea on the purpose and direction of the future.

The Organization Man, Whyte, W. H., Jr., (Simon and Shuster) A view of man in a dynamic society.

Profiles in Courage, Kennedy, John F., (Harper and Bros.) A collection of biographical sketches of worthy men.

If this proposal meets with your approval, we will move forward to inform the three concerned areas of the new program, i.e., the University staff, the high

schools and public libraries of the state, and the incoming freshman class.

Respectfully submitted,

Carl W. Knox, *Dean of Men*

Miriam A. Shelden, *Dean of Women*

Harris W. Wilson,

Chairman of Freshman Rhetoric

Legislative Report

A selected list of bills pending in the present session of the General Assembly which are of significance to the University. Further information on specific bills may be obtained from Mr. George H. Bargh, co-editor of the *Faculty Letter*, University Extension 125.

SB 64 – FOX *et al.* – Establishes an Illinois Higher Education Assistance Corporation to lend money to residents of Illinois planning to attend college in this or another state. Sets limit of \$1,000 per year, with total not to exceed \$5,000.

SB 213 – SWEENEY *et al.* – Amends governmental employees retirement act to provide alternative formula to be used in determining retirement annuity.

SB 247 – BIDWELL *et al.* – Appropriates \$173,000 for expenses in connection with operation of Institute of Tuberculosis Research.

SB 250 – DRACH & O'BRIEN – Requires payment of prevailing hourly wage rates on all public works projects in the state. Requires semi-annual review of rates.

SB 342-7 – O'BRIEN & PETERS – Creates Illinois Building Authority.

SB 359 – PETERS – Appropriates \$100,000 to the Board of Trustees of the University of Illinois to meet expenses of Police Training Institute. The University would determine qualifications of applicants. The Department of Registration & Education also would register.

SB 368 – GROEN – Amends University of Illinois Retirement Act in relation to investment of its assets.

SB 380 – O'BRIEN *et al.* – Creates Capital Budget Planning Board consisting of Director of Departments of Finance, Public Welfare, Public Works and Buildings, a member of Higher Education Planning Board and five persons named by the Governor to make a continuing study of the building needs of the State

and develop short and long-range plans for construction and financing.

SB 616 – KORSHAK *et al.* – Creates sponsoring committee for legislative staff internships.

SB 766 – O'BRIEN *et al.* – Creates a Board of Higher Education of 15 members — 8 appointed by Governor; chairmen of boards of University of Illinois, Southern Illinois, and Teachers College Board; one member of each of foregoing boards and Superintendent of Public Instruction. Governor to name chairman. Same as HB 1591.

SJR 10 – KORSHAK – Authorizes the Senate and House to sponsor in Illinois a legislative staff internship program in connection with the Ford Foundation and the universities of the State. The University of Illinois has been designated to administer the grant of funds and the universities of Chicago, Northwestern and Southern Illinois have agreed to cooperate.

HB 125 – RANDOLPH *et al.* – Creates Board of Higher Education of 11 persons to be named by Governor to control University of Illinois, Southern Illinois University and State Teachers Colleges. Appropriates \$320,000.

HB 178 – ROMANO *et al.* – Requires retirement by participants in University of Illinois retirement system at age 70 (now 68).

HB 230 – HARRIS – Appropriates \$6,321,158 for administration of National Defense Education Act of 1958.

HB 240 – KINNALLY – Prohibits unfair educational practices as defined in the act and creates the Office of Administrator, Fair Educational Practices. Provides for procedure for enforcement of provisions of the act.

HB 477 – SIMON *et al.* – Requires that all meetings of public committees be open to the public.

HB 490 – PFEFFER *et al.* – Extends the Unemployment Compensation Act to cover employees at State universities.

- HB 501 – MIKVA *et al.* – Establishes a system for contributory group hospitalization, medical and surgical insurance for state employees whose compensation is derived solely from federal funds. Provides for State Employees' Group Insurance Commission to administer the act. Appropriates \$25,000.
- HB 521 – JANCZAK *et al.* – Provides for collection of sales tax on sales to State and other governmental bodies.
- HB 529 – SCARIANO *et al.* – Provides that State employees may authorize withholding from their salaries sums for the purchase of savings bonds, payment to credit unions, payment for group insurance premiums and payment to labor organizations.
- HB 639 – JANCZAK *et al.* – Provides that use tax shall be collected on sales to the State of Illinois and other public bodies.
- HB 646 – PFEFFER – Amends the University of Illinois Retirement Act to include employees of the Athletic Association affiliated with the University.
- HB 914 – ROMANO *et al.* – Provides for mandatory retirement of University of Illinois employees at age 70, except in unusual instances in which case retirement may be deferred for a period of not to exceed one year at any one time.
- HB 1212 – COMMITTEE ON GOVERNMENTAL ECONOMY – Repeals sections 30-9 through 30-12 of the School Code providing for scholarships to be awarded by members of the General Assembly. Effective February 12, 1962.
- HB 1240 – WILLIAMS *et al.* – Amends the State Purchasing Act to provide that contracts for the purchase of commodities, equipment and materials for permanent improvements shall be let to Illinois residents if the bid price is not more than 10 per cent greater than the bid prices of non-residents.
- HB 1242 – JACK WALKER *et al.* – Appropriates \$10,000 to be distributed to junior college school districts to be used for building purposes. Requires districts making application for such funds to pay at least one half of building costs.
- HB 1297 – CHOATE *et al.* – Appropriates \$98,500,000 for permanent improvements at the University of Illinois.
- HB 1300 – PFEFFER – Amends Sections 9 and 14 of the Finance Act. Provides that a warrant for personal services shall not cover vacation time, sick leave, etc. unless voucher specifically mentions same.
- HB 1337 – CLABAUGH *et al.* – Amends sections 21-2, 21-10 and 21-12 of the school code to authorize the waiver of student teaching under close supervision as a prerequisite to obtaining a teaching certificate only until July 1, 1964 and only upon presentation of evidence of three (now two) years successful teaching experience. Authorizes issuance of provisional certificate on the basis of present requirements only until July 1, 1962 and provides increased requirements therefor from July 1, 1962 to July 1, 1964.
- HB 1393 – LELIVELT *et al.* – Extends application of act pertaining to non-profit hospital service corporations to include hospital service plans provided by general hospitals operated by counties, municipalities or other governmental units.
- HB 1412 – ROMANO – Creates a clinical science department at the University of Illinois Chicago Professional Colleges for the purpose of research, testing, evaluation and teaching in the medical science field. Appropriates \$100,000.
- HB 1415 – RHODES *et al.* – Amends the State Retirement System Act to provide that employees who were contributing members in the State Retirement System, the University Retirement System, or the Teacher Retirement System on July 11, 1955, shall be entitled to have their service and salary credits considered in determining their eligibility for ordinary disability benefits and for the total period of time for which such benefits are payable.
- HB 1562 – PFEFFER & CHOATE – Amends sections 2, 3, 4, 5, 9 and 10 of the Illinois Purchasing Act to provide that State agencies may perform maintenance, repair and construction work costing less than \$25,000 with their own employees instead of letting such work out on contract.
- HB 1563 – WENDT & CLABAUGH – Appropriates \$50,000 to the Superintendent of Public Instruction for research in connection with establishing junior colleges.
- HB 1579 – SAPERSTEIN *et al.* – Authorizes the Chicago school board to maintain a four-year college issuing liberal arts degrees.
- HB 1591 – PFEFFER *et al.* – Creates a Board of Higher Education and repeals the act creating the Illinois Commission on Higher Education. Appropriates \$150,000. Same as SB 766.



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

NOV 21 1961

No. 21, September 18, 1961

LIBRARY

University Operating Budget, 1961-62

NEWS RELEASE, AUGUST 10, 1961

URBANA, Ill. — Because available funds are substantially reduced from original requests, the University of Illinois operating budget for 1961-62 contains no provision for new programs or major extension of service, President David D. Henry told the Board of Trustees here today.

The new funds made available will be allocated to meet increased costs of current commitments, for salary adjustments, and for additional enrolments. "Consideration of highly desirable new programs and improvements in instruction, research and service, will have to be postponed," President Henry said.

Total of the operating budget submitted by President Henry for Trustee approval is \$108,596,325, an increase of \$9,290,209 over comparable figures for 1960-61. Of this sum \$63,646,500 (58.6 per cent) comes from state tax funds.

Other sources of income include endowments, contracts, and gifts \$16,450,150 (15.1 per cent); operation of auxiliary enterprises, such as housing, \$14,269,522 (13.1 per cent), and the remaining 13.2 per cent from federal appropriations, student fees, and sales and services.

Appropriations of the budget by location on the University's three campuses are as follows:

Urbana-Champaign, including state-wide services	\$79,665,835	73.6 per cent
Chicago Professional Colleges, including services for crippled children	\$23,309,012	21.5 per cent
Chicago Undergraduate Division	\$ 5,331,284	4.9 per cent

The budget from general funds of the University represents an increase of \$6,523,000, President Henry pointed out.

"Of this increase, more than 48 per cent has been allocated to merit raises for faculty and staff, both academic and nonacademic. An additional 26 per cent will

go to staff additions to relieve present teaching and service overloads and to serve increased enrolments. The remainder will underwrite increased costs of current commitments.

"A breakdown of the increases from the general funds in the operating budget show:

Academic and nonacademic salary increases	\$3,175,746
Additional staff (academic and nonacademic)	1,722,628
Increases in wages, expense, equipment	1,044,523
Increases in retirement contributions	442,050
Increase in budget reserve	260,000
Deduct miscellaneous savings	—122,247
Total	\$6,523,000

"These allocations reflect the judgment that maintaining a faculty salary level competitive with other universities has a primary call on new resources.

"For the University to continue to serve the people of Illinois as effectively as it has in the past, the morale of the staff must be sustained and replacements when needed must be the best available."

The budget provides new minimum salaries for the academic year for all teaching ranks as follows:

Rank	Old Minimum	New Minimum
Professor	\$9,000	\$10,000
Associate Professor	7,500	8,200
Assistant Professor	6,000	6,500
Instructor, Research Associate	4,500	4,800
Assistant	3,800	4,000

"The minimum rates apply to all new appointments as of September 1, 1961. Present appointees below these figures will be brought to the new minimum levels by September 1, 1963.

"With the exception of adjustments for the new minimums, no across the board increases are provided in the 1961-62 budget," President Henry said. "Increases have been given to more than 95 per cent of the academic staff on a merit basis."

*Schedule of University of Illinois Projects to Be Financed Out of the Universities Bond Issue**

AS APPROVED BY ACTION OF THE 72ND GENERAL ASSEMBLY

	<i>Amount</i>
A. Urbana-Champaign Campus	
1. Education Building	\$ 3,630,000
2. Commerce Building	3,360,000
3. Physics Building — Second Stage.....	3,350,000
4. Library — 7th Addition	1,500,000
5. Physical Plant Service Building.....	2,390,000
6. Central Receiving Station.....	100,000
7. Electrical Engineering Building Addition.....	1,370,000
8. Plant Sciences — Agronomy	3,880,000
9. Additions for Offices and Instructional Space.....	2,775,000
10. University Press Addition (Print Shop Unit).....	690,000
11. Remodeling, Rehabilitation and Minor Additions.....	2,282,000
12. Plans and Specifications (For buildings to be requested in 1963-65 biennium)	1,180,000
13. Matching Funds to Supplement Outside Grants.....	1,200,000
14. Land Acquisition	3,400,000
15. Campus and Public Improvements.....	1,875,000
16. Power Plant Addition and Utilities Distribution System.....	7,830,000
Subtotal, Urbana-Champaign	<u>(\$40,812,000)</u>
B. Chicago Professional Colleges Campus	
1. Medical Sciences Addition.....	4,330,000
2. Remodeling and Rehabilitation.....	2,568,000
3. Utilities Distribution System.....	300,000
4. Plans and Specifications (For buildings to be requested in 1963-65 biennium)	380,000
5. Campus and Public Improvements.....	110,000
6. Land Acquisition (Land is purchased by Medical Center District and assigned to the University)	
Subtotal, Chicago Professional Colleges.....	<u>(\$ 7,688,000)</u>
C. Chicago Undergraduate Division Campus (Relocation from leased space at Navy Pier)	
1. Land Acquisition	4,650,000
2. Construction of Classrooms, Offices, Laboratories, and Service Buildings. Including Architectural and Engineering Serv- ices, Site Development, and Extension of Utilities.....	45,350,000
Subtotal, Chicago Undergraduate Division.....	<u>(\$50,000,000)</u>
GRAND TOTAL	\$98,500,000

* Included are projects totalling \$8,574,790, funds for which were appropriated for the 1959-61 biennium but were not released.

State Board of Higher Education

SENATE BILL 766, ENACTED BY THE 72ND GENERAL ASSEMBLY AND SIGNED
BY GOVERNOR OTTO KERNER, AUGUST 22, 1961

An Act creating a Board of Higher Education, defining its powers and duties, making an appropriation therefor, and repealing an Act herein named.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. The following terms shall have the meanings respectively prescribed for them, except when the context otherwise requires:

(a) "Public institutions of higher education": The University of Illinois, Southern Illinois University; the several universities under the governance of the Teachers' College Board; the public junior colleges of the State; and any other public universities, colleges and junior colleges now or hereafter established or authorized by the General Assembly.

(b) "Board": The Board of Higher Education created by this Act.

Section 2. There is created a Board of Higher Education to consist of 15 members as follows: 8 members appointed by the Governor, by and with the advice and consent of the Senate; the respective chairmen of the Board of Trustees of the University of Illinois, the Board of Trustees of Southern Illinois University, and the Teachers' College Board; one member of each of the three foregoing Boards selected by the members thereof; and the Superintendent of Public Instruction. The Governor shall designate the Chairman of the Board. The 8 members appointed by the Governor with the advice and consent of the Senate shall be citizens of the State and shall be selected, as far as may be practicable, on the basis of their knowledge of, or interest or experience in, problems of higher education. If the Senate is not in session, or is in recess, when appointments subject to its confirmation are made, the Governor shall make temporary appointments which shall be subject to subsequent Senate approval.

Section 3. (a) The members of the Board whose appointments are subject to confirmation by the Senate shall be selected for 6-year terms expiring on January 31 of odd numbered years. Of the initial appointees, however, 2 shall be designated by the Governor to serve until January 31, 1963, 3 until January 31, 1965, and 3 until January 31, 1967.

(b) The members of the Board appointed respectively by the Board of Trustees of the University of Illinois, the Board of Trustees of Southern Illinois University, and the Teachers' College Board shall each hold office for 2 year terms expiring on January 31 of odd numbered years.

(c) The members of the Board shall continue to serve after the expiration of their terms until their successors have been appointed.

(d) Vacancies on the Board in offices appointed by the Governor shall be filled by appointment by the Governor for the unexpired term. If the appointment is subject to Senate confirmation and the Senate is not in session or is in recess when the appointment is made, the appointee shall serve subject to subsequent Senate approval of the appointment.

Section 4. The Board shall hold regular meetings at such times as are specified in its rules. Special or additional meetings may be held on call of the Chairman, or upon a call signed by at least 6 members, or upon call of the Governor. A majority of the members of the Board shall constitute a quorum at all its meetings, but the approval of a new unit of instruction, research, or public service for a public institution of higher education, as provided in Section 7, shall require the concurrence of a majority of all the members of the Board.

The Board may employ and fix the compensation of such professional and clerical staff and other assistants, including specialists and consultants, as it may deem necessary, on a full or part time basis.

Section 5. The members of the Board shall serve without compensation but they shall be reimbursed for their actual and necessary traveling and other expenses while engaged in the performance of their duties.

Section 6. The Board shall analyze the present and future aims, needs and requirements of higher education in the State of Illinois and prepare a master plan for the development, expansion, integration, coordination and efficient utilization of the facilities, curricula and standards of higher education for the public institutions of higher education in the areas of teaching, research and public service. The Board shall formulate the master plan and prepare and submit to the General Assembly and the Governor drafts of proposed legislation to effectuate the plan. The Board shall engage in a continuing study, analysis and evaluation of the master plan so developed and it shall be its responsibility to recommend, from time to time as it determines, amendments and modifications of any master plan enacted by the General Assembly.

Section 7. The governing boards of the University of Illinois, of Southern Illinois University and of the several universities under the governance of the Teachers' College Board shall not hereafter undertake the establishment of any new unit of instruction, research or

public service without the approval of the Board. The term "new unit of instruction, research or public service" includes the establishment of a college, school, division, institute, department or other unit in any field of instruction, research, or public service not theretofore included in the program of the institution, and includes the establishment of any new branch or campus of the institution. The term does not include reasonable and moderate extensions of existing curricula, research, or public service programs which have a direct relationship to existing programs; and the Board may, under its rule making power define the character of such reasonable and moderate extensions.

Such governing boards shall submit to the Board all proposals for a new unit of instruction, research, or public service. The Board may approve or disapprove the proposal in whole or in part or approve modifications thereof whenever in its judgment such action is consistent with the objectives of an existing or proposed master plan of higher education.

Section 8. The governing boards of the University of Illinois, of Southern Illinois University and of the several universities under the governance of the Teachers' College Board shall submit to the Board not later than the 15th day of November of each even numbered year its budget proposals for the operation and capital needs of the institution for each biennium.

The Board of Higher Education shall submit to the Governor, to the General Assembly and to the appropriate budget agencies of the Governor and General Assembly its analysis and recommendations on such budget proposals.

Section 9. The Board shall exercise the following powers and duties in addition to those otherwise specified in this Act:

(a) To cause to be made such surveys and evaluations of higher education as it believes necessary for the purpose of providing the appropriate information to carry out its powers and duties.

(b) To recommend to the General Assembly the enactment of such legislation as it deems necessary or desirable to insure the high quality of higher education in this State.

(c) To advise and counsel the Governor, at his request, regarding any area of, or matter pertaining to, higher education.

(d) To submit to the Governor and the General Assembly on or before the first Monday in February of each odd-numbered year a written report covering the activities engaged in and recommendations made by it during the 2 calendar years which ended on December 31 of the last preceding even-numbered year.

(e) To make rules and regulations for its meetings, procedures and the execution of the powers and duties delegated to it by this Act.

Section 10. The governing boards of the University of Illinois, Southern Illinois University and the Teachers' College Board shall retain all the powers and duties heretofore given and conferred upon them by statute, except insofar as they are limited by the powers and duties delegated to the Board of Higher Education by this Act.

Section 11. In the formulation of a master plan of higher education and in the discharge of its duties under this Act, the Board shall give consideration to the problems and attitudes of junior colleges, private colleges and universities, and of other educational groups, instrumentalities and institutions, and to specialized areas of education, as they relate to the overall policies and problems of higher education.

Section 12. The Board may examine the books, records and files of any public institution of higher education, and of any office of state government, as to matters germane to its responsibilities hereunder, subject only to laws or regulations pertaining to the confidential nature of information or data. The officers and employees of all public institutions of higher education, and of state agencies of government, shall afford the Board, its members, and authorized agents and representatives, access to all such books, records and files, and furnish to them such information as they have relating to the Board's functions and responsibilities. The Board may hold hearings at such places as it deems desirable.

Section 13. There is appropriated to the Board of Higher Education the sum of \$150,000, or so much thereof as may be necessary, to carry out the purposes of this Act.

Section 14. The following act is repealed:

"An Act creating an Illinois Commission of Higher Education, defining its powers and duties, providing for an advisory Committee, and making an appropriation therefor" approved July 9, 1957, as amended. Property belonging to or in the custody of the Illinois Commission of Higher Education shall be transferred to the custody of the Director of Finance and disposed of as transferable property.

Approved August 22nd, 1961

OTTO KERNER
Governor

SAMUEL H. SHAPIRO
President of the Senate
PAUL POWELL
Speaker, House of Representatives

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

No. 22, October 5, 1961

NOV 21 1961

"—A Time When America and the World Need All the University Has to Give"—A Comment on the Work of the Year

LIBRARY

STATEMENT BY PRESIDENT DAVID D. HENRY, PREPARED FOR THE OCTOBER ISSUE OF ILLINOIS ALUMNI NEWS

As in every other aspect of American life, the tone and mood of the new school year are affected by the widespread concern with the grim task of the nation's strengthening itself to meet every contingency in a tense world.

There is also national concern, as there was even in the darkest days of World War II, that we work with all our force to conserve the values of civilized living and to encourage the means to improvement, in human terms, of individual fulfilment and of the general welfare.

The earlier belief that international security and continuing internal social progress will be achieved automatically has all but disappeared. It is now everywhere acknowledged that citizen effort, community planning and crystallization and implementation of national purpose are essential to attain our domestic objectives, to nourish and protect the progress to this end, and to perform responsibly in relations with other nations. The ready acceptance of the notion that natural abundance is the permanent condition of this country and that progress is inevitable has given way to the realization that individual and civic effort are required for the achievement of our national aspirations, even though the ways and means are subject to great argument.

Education is a basic subject in this public discussion.

There is broad acceptance that excellence in education service — encompassing both instruction and research — and wide opportunity for all who can profit by that service are essential for national strength and progress. Yet the fulfilment of this belief has not been given the financial and moral support necessary for the full realization of the educational potential of the nation.

Progress has been made, but the record must be measured against what remains to be done.

The opening of a new school year is a time to reflect upon both of these points.

1960-61 was a good year, and the University faces the tasks ahead from a position of strength.

The operating budget of the University recently adopted by the Trustees, built upon appropriations by the 1961 General Assembly, allows the University to meet the increased costs of current commitments, to provide salary increments in line with most other major universities, and to employ additional staff to meet the increases in enrolment.

On the Champaign-Urbana campus facilities and staff are ready for the record enrolment. The Chicago Undergraduate Division and the Chicago Professional Colleges at the Medical Center will carry on, within the limit of their facilities, at the high enrolment points reached last year.

Well-qualified replacements have been secured for the unusually large number of vacant key positions, occasioned by retirement.

Income from gifts and contracts with industry and governmental agencies has strengthened the research program and other phases of the University's work. New laboratories and facilities thus made possible, now officially approved, with construction underway, about to start, or coming to completion, include:

- The Burnsides Research Laboratory (Food Technology)
- Veterinary Research Laboratory (Zoonoses)
- Entomology Laboratory Building
- Gaseous Electronics Laboratory
- Institute of Labor and Industrial Relations Building
- Two high speed computers, one at the Digital Computer Laboratory, one at the Coordinated Sciences Laboratory
- The Radio Telescope
- The Moorman Animal Breeding Research Farm.

The facilities underwritten by revenue bonds, supported by student fees, and designed to enhance student life by providing opportunities for counseling, assembly and service, which would not otherwise be available, have been delayed by the freeze on State construction funds for utilities but the structures now show satisfactory progress. These four buildings should be ready for use in 1962-63 — the Assembly Hall, the Student Services Building, the addition to the Illini Union, and the Health Services Addition to McKinley Hospital.

Also related to the improvement of conditions of student living, which in turn affect the quality of the educational experience of the individual student, are the new residence halls. Paid for by income from occupants over the period of the use of the buildings, the halls recently built have made it possible to admit the increased numbers at Urbana-Champaign and at the same time improve the quality of student life. Central in this development has been the concern for the well-being and personal development of the individual student.

New accommodations for 200 graduate students and for 1500 single undergraduates will be available this fall. Under construction for occupancy in 1962 is the Pennsylvania Avenue Residence Hall for 1000 women.

These evidences of progress, index as they are to quality programs of instruction and research, to achievements by faculty and students, to demands for service, are gratifying and reassuring.

They can also be deceptive, however, if they obscure what needs to be done.

The University is in a race with time and demands for growth. Construction of academic facilities necessary for continuation of an open door policy for qualified admissions, made possible by popular approval of the Universities Bond Issue last year, is on a precarious time schedule.

The master plan for the new University campus at Congress Circle in Chicago has been approved and procedures have been established to procure working drawings for specific buildings. Even so, students will be turned away from Navy Pier before the new campus is ready. Further delays in planning and construction must be prevented if the 1964 occupancy date is to be realized.

Likewise, at Champaign-Urbana, all possible speed in starting construction of new facilities is required if the anticipated enrolments for 1963-64 are to be cared for in full. Scheduled are classrooms and laboratories for Commerce, Education, Electrical Engineering and Physics, the Library addition, and offices for a number of departments. Renovated space for Liberal Arts and Sciences, made possible by the new structures, is part of this time schedule.

These deadlines and urgencies are serious but we have confidence that with alertness and cooperation on

the part of all agencies involved, we shall manage to hit the time targets.

The tasks which loom ahead for 1963 are even greater. The University is already defining them and planning for them.

An expanded operating budget will be required to staff the four-year program in Chicago and to operate the new campus. Staff for new enrolments and for the operation of new buildings will also be needed on the other campuses.

The highly desirable new programs which have been considered, and postponed because of current budget limitations, both in Chicago and Urbana-Champaign, must be financed, if the University of Illinois is to meet its obligations to the people of the State and maintain its position in the academic world.

The cost of continuing salary improvement, and the rising prices in services, supplies and commodities must also be taken into account.

In short, while the new year and the current biennium are well planned and sustained, we must gear up for a new level of operation, on all fronts, in the biennium, 1963-65. To gain public and legislative understanding of this plain challenge is a major task for the period immediately ahead.

The national observance, in 1961-62, of the Centennial of the signing of the Land-Grant Act by Abraham Lincoln provides a timely background for the interpretation of the State's opportunities in relationship to the University's continuing development.

The formulating ideas in the creation of the land-grant colleges and universities grew out of the faith of the people in the importance of education for personal development and for group welfare. The aspiration for people to have the opportunity to develop their talents educationally is a democratic impulse in clearest form, but that ideal became realizable in the context of obvious social benefits which thus justified needed public expenditures.

The concept of the free public university, under the control of and supported by the people, has developed upon the premise that the university should be close to the people, to their needs, their hopes, their welfare. The traditional and the conventional in education have their place, including the broad purposes of the great university in any setting or time, but stereotypes and economic limitations are not to interfere with the supply of educational service for the intellectual, social and economic needs of the people.

Particularly in this period of world tension, when the United States seeks to find the most effective channels through which to exercise its international responsibilities and to be strengthened for its complex tasks the people must insist upon the continued development of the col-

leges and universities; they must be as concerned about the development of brainpower as of missiles, as concerned about the discovery of new knowledge as the application of what we already know.

As the citizens of the United States come to under-

stand more fully the import of the historic development of the land-grant colleges and universities, we of Illinois can share the inspiration and satisfaction of serving a distinguished university at a time when America and the world need all the University has to give.

University of Illinois Campus at Congress Circle, Chicago *—Educational Program*

ADAPTED FROM NEWS RELEASE OF SEPTEMBER 14, 1961

The first graduating class from the new University of Illinois campus at Congress Circle, Chicago should receive degrees in June of 1966, according to plans announced on September 14, 1961.

Degree candidates in this first graduating class will be in two colleges, Liberal Arts and Sciences and Commerce and Business Administration. Degree programs in Engineering and in Fine and Applied Arts will be developed as soon as practicable. The organization will also include divisions of Education and of Physical Education.

The educational program now being offered in temporary facilities in the Chicago Undergraduate Division on Navy Pier will be transferred to the new campus and will be the basis for the expansion into four-year degree programs.

Thirteen departments are proposed for the College of Liberal Arts and Sciences initially, with each offering majors leading to bachelor degrees, including teacher-training curricula where feasible.

These departments will include: Biological Sciences, with courses in Botany, Physiology, Zoology, and Bacteriology; an English Department offering courses in Rhetoric, Business English, Literature, and Journalism; a Languages Department, with majors in the following initially proposed: French, German, Russian, and Spanish. Limited offerings will be available in Italian, Portuguese, Latin, and Greek.

Other departments will include: Chemistry, Geography, Geology, History, Mathematics, Philosophy, Psychology, Political Science, Sociology and Anthropology, Speech and Drama.

Course offerings in all of the above departments will include those courses required in the curricula for students in pre-law, pre-medicine, pre-dentistry, pre-pharmacy, pre-nursing, and pre-veterinary medicine.

In the College of Commerce and Business Administration, majors in all fields of concentration will be combined into five departments, with degree-granting curricula in: Accountancy, Economics, Finance, Marketing, and Management.

Courses in Business Law, Business Administration,

and Business Education will be included in the Department of Management.

When the term opens in the fall of 1964, junior year programs in the degree programs listed above will be available. It is planned that the senior-year curricula in these areas will be added in the fall of 1965.

In the other two colleges—Engineering, and Fine and Applied Arts—full curricula for freshmen and sophomores will continue to be offered.

In Fine and Applied Arts, two departments offering degree curricula are proposed. Architecture will be one. In the second, Art and Music will be combined, with degree programs in Art Education, Art History, Painting, and Industrial Design. Also in this second department will be service courses in the History of Music, Music Education, Chorus, Band, and Orchestra.

Expansion in each field will be governed by several factors—availability of funds, availability of space, and the extent of demand in relationship to the offerings of other institutions.

In Engineering, as in Fine and Applied Arts, only a two-year program will be offered initially. This program will be structured in such a way as to permit easy expansion into a full four-year degree program which will prepare engineers for employment in industry and government, and which will provide the type of undergraduate education that is suitable for students preparing for graduate school.

In the Division of Education, courses in education to meet the requirements for secondary-school teacher certification will be offered, but initially no degree programs in education as such are planned.

The Division will be operated by a Director, who will be the coordinator of teacher-education programs in the several colleges and will supervise the course in education offered by the Division. Degree programs in teacher education will be offered in the departments of the several colleges which administer the subject matter fields taught in the secondary schools. Degree programs in education will be introduced if and when needed. Availability of funds and space to permit the necessary expansion will be the other controlling factors.

Provisions will be made for existing programs in physical education and recreational activities also will be provided for in the first phase of development. As funds and space become available, three departments offering degree programs are proposed: Physical Education for Men, including Health Education, Recreation; and Physical Education for Women, including Dance.

In the initial phase, a portion of the Student Union building and such other space as is available will be devoted to recreational facilities in such activities as swimming, tennis, handball, archery, and bowling, so as to provide the best possible recreation program within the framework of limitations which will exist.

Military Science (Army Reserve Officers' Training Corps) will be offered on a voluntary basis. Courses will be provided to accommodate freshman and sophomore men in basic training in 1964, and junior and senior men in advanced training in 1966.

The program described above should enable the University of Illinois to meet the most immediate pressing needs — that is those related to the undergraduate enrollment demand created by population increases and by the rising proportion of high school graduates seeking admission to college.

Future developments on the new campus will not be limited arbitrarily to these initial programs.

The University of Illinois will keep the problem of further educational development at the Chicago Division

under continuing study, and will propose such changes as seem justified by the total educational situation in the Chicago metropolitan area. Expansion into new fields — such as graduate study, adult education, and organized community services — will be undertaken only after appropriate discussion with representatives of other state and local institutions concerned.

Formal planning for a four-year program in Chicago has been in process since November, 1953, when the Committee on Future Development of the Chicago Undergraduate Division was appointed. Its report was adopted in June, 1954, by the University of Illinois Board of Trustees, and its recommendations were used as the basis for continuing planning.

Later reports of the "University Committee on a Four-year Program for the Chicago Undergraduate Division," named in September, 1957, and the "Committee on Curricular Expansion," created in January, 1959, by the Chicago Undergraduate Division Senate, were used extensively by an Interim Committee which was appointed July 15, 1959, to advise the President on the continuing development of campus plans.

It was the final report of the Interim Committee, prepared after wide consultation with administrative officers, members of the faculty, and the Chicago Undergraduate Division Senate, which provided the basis for the program approved by the University of Illinois Board of Trustees, February 15, 1961.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 23, October 31, 1961

University's Observance of Land-Grant Centennial

REPORT PREPARED BY DEAN ROBERT B. DOWNS, CHAIRMAN, UNIVERSITY LAND-GRANT CENTENNIAL COMMITTEE

BACKGROUND

Throughout the current academic year, the University of Illinois is joining with sixty-seven other colleges and universities to celebrate the centennial of the Land-Grant Act. On July 2, 1862, in perhaps the darkest hours of the Civil War, Abraham Lincoln signed into law the legislation establishing the American Land-Grant system of higher education.

The coming year marks a number of anniversaries significant for American history, including the 175th anniversary of the ratification of the U.S. Constitution, and the sesquicentennial of the act establishing the national land reserve, from which great public domain there has been carved out land for veterans, for education, for national parks and monuments, and for the national forests. It will be the centennial year, also, for passage of the Homestead Act, to encourage settlement of the West, and for establishment of the U.S. Department of Agriculture.

Of all these major anniversaries, none is closer to or has more directly affected the University of Illinois than the Land-Grant Act, under which it was founded in 1867. It is particularly appropriate that the University should observe the event, for there is strong evidence to support the claim that the original inspiration for the Act came from Illinois, in the person of Jonathan Baldwin Turner. In 1853, Turner persuaded the Illinois General Assembly to petition the U.S. Congress to endow with land grants a system of industrial and agricultural universities. Another Illinoisan, Abraham Lincoln, signed the Act into law, after it had been vetoed three years earlier by President Buchanan.

Historians now recognize that the Land-Grant movement has been one of the most notable developments in American education. Going contrary to the tradition that higher education was for an aristocracy based on heredity, occupation, or wealth, the Land-Grant system introduced the new concept that learning should be practical as well as academic and should be open to all who had the will and ability to learn. One hundred years ago, one young American in 1,500 went to college, compared to one in three today.

By the mid-nineteenth century, the nation was ready

for drastic changes in its educational patterns. The frontier was still in process of being settled. A vast region between the Missouri and the Pacific slopes was largely unoccupied. A high percentage of the people were farmers, but increasing numbers were entering commerce and industry. Existing colleges were not adapted to the needs of the changing and expanding society and of American democracy. These institutions were principally concerned with training for the relatively few established learned professions — the ministry, law, and to some extent, medicine and teaching. Following British and continental models, the curricula were predominantly classical, with little attention to science or to the discovery of new knowledge. The requirements of industry, business, and agriculture had no place in the program. There were a few state universities, but these, too, tended to follow the rigid, long-established courses of study of the older private colleges.

Toward the middle of the nineteenth century, a few far-sighted men began to agitate for national action to accomplish the needed revolution in higher education. The states and territories lacked financial means themselves to establish systems of higher education. For this reason, Jonathan Baldwin Turner of Illinois and Justin Smith Morrill of Vermont independently urged the use of the vast nationally-owned public lands for subsidy purposes. The formula, eventually incorporated into the legislation signed by Lincoln, granted federal land to each state at the rate of 30,000 acres for every Senator and Representative in Congress. Income from sale of the land was earmarked for "the endowment, support and maintenance of at least one college [in each state] where the leading object shall be without excluding other scientific and classical studies . . . to teach such branches of learning as are related to agricultural and the mechanical arts . . . in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." As they developed, the Land-Grant colleges and universities became far different from the older, private institutions of higher education. They placed great emphasis on professional or specialized education, helping the American people to apply the discoveries of science and technology to everyday life.

In the beginning essentially concerned with teaching, the Land-Grant institutions subsequently added two extremely important functions. First was the concept of basic and applied research as an integral part of a university's responsibility, from which have come innumerable advances in human knowledge. Equally significant is a second type of activity characteristic of Land-Grant colleges: extension work and adult education. Included are cooperative extension in agriculture and home economics in association with the U.S. Department of Agriculture, and general extension, such as adult education courses, radio and television programs, conferences, and institutes, carrying knowledge far beyond campus limits to all the citizens of a state.

A tribute to the success of the Land-Grant movement in the United States is the eagerness of underdeveloped countries around the world to adopt its basic principles. It has been remarked that "the idea of the Land-Grant university is America's most popular export." Among numerous examples are the University of Illinois' contracts with Indian institutions in the agriculture and engineering fields.

The Land-Grant system has become the nation's largest single producer of trained and educated manpower. Illustrative of the major contributions to society being made by the Land-Grant colleges and universities are these facts: they enroll twenty per cent of the country's college population and grant forty per cent of the doctoral degrees in the physical sciences, engineering, and health professions, and all of the doctorates in agriculture; they train one-half of all regular and reserve officers entering the armed forces. Land-Grant colleges form the heart, as noted, of the country's great system of farm research and extension education, as a consequence of which modern American agriculture has reached an efficiency level without parallel elsewhere in the world. As an indication of quality in education, sixty per cent of all the living American Nobel Prize winners have earned degrees from Land-Grant institutions.

UNIVERSITY OF ILLINOIS PLANS

It is because of such facts as these, and because it is itself an outstanding example of a Land-Grant institution, that the University of Illinois takes special pride and satisfaction in joining the nation's other Land-Grant colleges and universities in observing the Centennial of the Land-Grant Act.

A varied program has been planned for the University's participation in the Centennial. A general University Centennial Committee is being aided by some twenty-three subcommittees dealing with various aspects of the Centennial and special committees for the two Chicago campuses. Following is a summary of plans completed, in progress, or scheduled in the course of the year:

Illinois State Historical Society

The sixty-second annual meeting of the Society, held on the Urbana campus, October 14-15, was the first formal event on the University's Centennial program.

The Centennial theme was emphasized, beginning with President Henry's banquet session address, October 14, on the founding of the University of Illinois under provisions of the Morrill Act, and ending with Professor Donald R. Brown's paper, October 15, on "The Educational Contributions of Jonathan B. Turner."

Nevins Lectures

Professor Allan Nevins, leading American historian and a University alumnus, was scheduled far in advance of the delivery dates to present a series of three lectures, October 24, 27, 31, on the general theme "The State Universities and Democracy." Professor Nevins noted, in describing his plans for the lectures, commemorating the Morrill Act, that he had "chosen an analytical treatment, relating the land grant institutions to the needs, demands, and aspirations of democracy in three main periods," from the beginnings to the present day. The lectures are to be issued in book form by the University of Illinois Press.

Land-Grant Brochure

With advice and assistance from his subcommittee members, Dean Theodore Peterson has prepared, and there is in press, a comprehensive brochure on the University's immensely varied teaching, research, and extension activities, past and present, with a projection into the future. After a brief examination of the institution's establishment, under the inspiration of the Land-Grant Act, the brochure's primary stress is on the invaluable services which the University has rendered to Illinois and to the nation and the opportunities lying ahead. It is planned to include the brochure as part of the Comptroller's annual report *Your Money Your University* for wide distribution, and to procure reprints for special purposes.

Centennial Leaflet

The national Land-Grant Centennial Office has issued an attractive and informative eight-page leaflet, *The Idea of a Land-Grant College*, of which copies have been procured for mailing to all members of the University faculty, Chicago and Urbana, and to various special groups in the state, for their general information.

General Assembly Resolution

On May 16-17, the House and Senate of the Illinois General Assembly adopted resolutions taking official notice of the Land-Grant Centennial and commending the University of Illinois, as the Land-Grant institution of the state of Illinois, "for major contributions through teaching, research, and service since its opening on March 2, 1868." Subsequently, Senator Dirksen in the U.S. Senate and Representative Libonati in the House of Representatives inserted the resolution in the *Congressional Record*, with appropriate added remarks.

Jonathan Baldwin Turner Biography

The biography of Jonathan Baldwin Turner written by his daughter is being reissued by the University of Illinois Press. Except for an introduction by President David D. Henry, the book will be produced unchanged from the original edition.

Commemorations

Under Dean Fred H. Turner's chairmanship, a committee has prepared a program, subject to availability of funds, to place memorial markers at several Illinois localities where significant events relating to the Land-Grant movement occurred: Griggsville, Granville, Jacksonville, and Springfield. Donations have been obtained for markers at Griggsville and Jacksonville, and it appears probable that further gifts will be received for the remaining sites. It is anticipated that the unveiling of the Griggsville memorial will coincide with a meeting there of the University of Illinois Citizens Committee. Another committee, headed by Wallace Mulliken, Champaign attorney, is raising funds for a memorial plaque to be placed on the site of the University's first building, the Stoughton-Babcock-Harvey Seminar on Illinois Field.

Kansas City Meeting

The American Association of Land-Grant Colleges and State Universities meeting in Kansas City, November 12-16, 1961, will center its program on the Centennial theme. The Convocation will be attended by a number of University of Illinois representatives. Moving picture films from selected Land-Grant colleges and universities are to be shown, and for this purpose the Illinois film "Beyond Teaching" has been submitted. Arrangements are being made also to display the two volumes to be issued by the Illinois Press, the Nevins lectures and the Turner biography — or their covers, if the books have not yet been released.

Student Participation

Among a number of proposals developed by the committee concerned with student orientation to the Land-Grant Centennial are the following: a student-faculty Allerton conference on the theme "The University of Illinois — the Next 100 Years"; Rhetoric, Verbal Communications, and Speech Department participation through expository writing and speaking assignments to students on subjects relevant to the Centennial; Honors Day theme — "Challenge of the Land-Grant Universities"; emphasis on the Centennial in the *Daily Illini* throughout the year, and in the 1962 *Illio*.

Closely allied in its concern with student participation and understanding is the program of another committee on Homecoming, Dad's Day, and Mother's Day. The theme adopted for Homecoming was "Progressive Century," in recognition of the Land-Grant Centennial. The theme was carried out in the house decorations contest, the Homecoming Stunt Show, and other events scheduled for October 20-21. In addition, each of the 1961 football programs is to contain an article on some phase of the Centennial, and attention will be directed to the accomplishments of Land-Grant institutions — the University of Illinois specifically — in other student activities.

Foreign Faculty, Staff, and Student Orientation

A diversified program has been planned by the subcommittee concerned with foreign visitors. The committee expects to use the University film "Beyond

Teaching" to help explain to foreign students the nature of a Land-Grant university; to include in letters now regularly mailed from the Dean of Foreign Students' office information about the Centennial and Land-Grant universities; to prepare and distribute to foreign students and foreign visitors a special brochure similar to an Institute of International Education folder, but dealing specifically with the University of Illinois; to encourage publication of K. A. P. Stevenson's manuscript on the Land-Grant university, H. W. Hannah's "Blueprint for an Agricultural University," and a third manuscript, "The Land-Grant Pattern in India." Letters of invitation were sent by representatives of the committee to foreign staff and graduate students inviting them to the Nevins lectures and the reception which followed. Among other ideas under consideration are forums in organized houses, a booth at the International Fair to be held on December 8-9, and utilization of distinguished visitors from other countries.

Alumni Orientation

Through stories and pictures in the *Illinois Alumni News* and in alumni meetings scheduled during the year, the Land-Grant Centennial theme will be stressed. The October 1961 issue of the *Alumni News* features the observance, and the editor plans to carry other appropriate material on the subject.

Participation by Chicago Campuses

Vice President Begando for the Professional Colleges and Vice President Parker for the Undergraduate Division have appointed committees to plan more effective participation of the Chicago campuses in the Land-Grant Centennial, working with each other and with the general University Committee in Urbana. The two Chicago committees are considering a number of proposals and specific projects of interest. The Chicago Undergraduate Division staged a three-fold celebration on October 26, to mark the start of the Land-Grant observance, the Division's fifteenth anniversary, and the unveiling of plans for its new campus.

Off-Campus Organizations

Through a subcommittee on off-campus organizations, numerous state-wide organizations in a variety of fields have been approached to enlist their interest in the Centennial observance, and where feasible encouraging them to include the topic in programs being planned for the year.

The program coordinator for the University of Illinois Citizens Committee plans to include attention to the Land-Grant theme in regional and state meetings of the Citizens Committee throughout the year.

Exhibits

The Engineering Open House and the 1962 Farm and Home Science Show, with the theme "One Hundred Years of Progress in Agriculture," plan special exhibits to call attention to the Centennial. The Land-Grant idea will be emphasized also in various other College of Agriculture activities in 1961-62. In October, the University Library placed on exhibit an extensive display

of manuscript and printed materials relating to Jonathan Baldwin Turner, with particular attention to Turner's role in promoting the Land-Grant movement. At least one other Library exhibition is planned later in the year. In addition, arrangements are being made for the display of documents concerning the history of the Land-Grant movement at Illinois College (where Turner spent his teaching career), the Illinois State Historical Library, and the Illinois State Archives. Work by Illinois students and faculty members will be submitted for the Hallmark-sponsored Centennial Art Exhibit at Kansas City in November.

Illinois-Massachusetts Joint Celebration

The University of Massachusetts Centennial Committee has invited the University of Illinois to participate in a joint event being planned by Templeton, Massachusetts, honoring its native son, Jonathan Baldwin Turner. Three specific suggestions were offered: "Building up a combined New England-Middle West celebration of the nationwide Land-Grant philosophy, as linked with Jonathan Turner; have representation of the University of Massachusetts or the University of Illinois at Jonathan Turner events sponsored by the other; and secure President David D. Henry of the University of Illinois as the speaker for the Templeton-Turner event." The idea of a joint celebration has been accepted by the Illinois Centennial Committee, and will be implemented as far as is feasible.

Founders' Day

Plans are in progress to mark Founders' Day in 1962 by a special television program, possibly national in coverage, using the facilities of Station WCIA, already offered by its manager. The Centennial Committee is also proposing a University-wide convocation on Founders' Day to discuss the present status and future outlook for Land-Grant universities, presenting a speaker of national reputation.

Commencement

It has been recommended by the University Commencement Committee that the 1962 Convocation and Commencement speakers should be associated with the Land-Grant idea and a statement of substantial length on the Centennial should be included in the printed program for the 1962 Commencement.

Other Forms of Publicity

Insofar as cooperation can be obtained and facilities made available, the press, radio, and television will be utilized to publicize the Land-Grant Centennial and its significance.

Less conspicuous, but serving as constant reminders, are two other devices: the Land-Grant seal has been used by the University Press on some thirty publications to date, including the graduate and undergraduate catalogs; and the Mailing Centers in Urbana and Chicago will use the Land-Grant Centennial postmark on

all mail, starting in October and continuing for several months.

Summary

Though the historical aspects will not be neglected, but on the contrary very well represented, the University's major emphasis in celebrating the Centennial will be to help build public understanding of the Land-Grant college and university movement today, and to assess and evaluate the work the Land-Grant institutions are now doing. In that way, it is hoped to identify more clearly their special responsibility to the country and to the world. As they begin their second century of service, the principal objective, it is generally agreed, should be to make the achievements of the Land-Grant institutions in the next century as distinguished as they have been in their first hundred years.

UNIVERSITY LAND-GRANT CENTENNIAL COMMITTEE

JOSEPH S. BEGANDO
 JOHN F. BELL
 HAROLD N. COOLEY
 CHARLES E. FLYNN
 KARL E. GARDNER
 NORMAN A. GRAEBNER
 ROBERT G. KESEL
 JAMES O. SMITH
 FRED H. TURNER
 ROBERT B. DOWNS, Chairman

Chairmen of Land-Grant Centennial Subcommittees:

Radio, Television, Newspaper, C. E. FLYNN
 Illinois General Assembly and State Officials, S. K. GOVE
 Regular University Publications, MIODRAG MUNTYAN
 Centennial Brochure and Folder, T. B. PETERSON
 Student Orientation to Land-Grant Centennial,
 J. W. PELTASON
 Illinois State Historical Society, R. M. SUTTON
 Allan Nevins Lectures, N. A. GRAEBNER
 Citizens Committee Meetings, GEORGE BARGH
 Homecoming, Dad's Day, and Mother's Day,
 E. E. STAFFORD
 Involvement of Off-Campus Organizations, S. C. ROBINSON
 Founders' Day, A. J. JANATA
 Engineering Open House, GEORGE R. EADIE
 Farm and Home Festival, K. A. KENDALL
 Champaign-Urbana Committee, WALLACE M. MULLIKEN
 Library Exhibits, L. W. WHITE
 Jonathan Baldwin Turner, D. D. JACKSON
 Commemoration Committee, F. H. TURNER
 Alumni Orientation to the Land-Grant Concept,
 E. E. VANCE
 Foreign Faculty, Staff, and Student Orientation to the
 Land-Grant Concept, H. W. HANNAH
 Land-Grant Centennial Exhibits, HADLEY READ
 Hallmark-sponsored Centennial Art Exhibit, A. S. WELLER
 Commencement, L. A. BRYAN
 College Convocations, L. H. LANIER
 Chicago Professional Colleges, ROBERT G. KESEL
 Chicago Undergraduate Division, HAROLD N. COOLEY

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

No. 24, November 30, 1961

DEC 14 1961

The Role of the University of Illinois in International Affairs

PRESIDENT'S SPECIAL FACULTY CONFERENCE, DECEMBER 2, 1961

STATEMENT PREPARED BY PROFESSOR RICHARD BUTWELL, CHAIRMAN, STEERING COMMITTEE

Approximately 100 University of Illinois faculty members will participate in a day-long meeting Saturday, December 2, to discuss the role of the University in international affairs — a growing role that is largely the result of developments in relations among nations of the last decade and a half.

The occasion will be a Special Faculty Conference convened by President David D. Henry to assess present activities of the University of Illinois in international affairs and consider possible means of meeting the University's responsibilities in this field in the future.

Four topics are included on the conference's agenda: (1) area study programs, (2) the role of non-Western subject matter in the undergraduate curricula, (3) overseas programs, and (4) training for overseas service. These four discussion periods — two each in the morning and afternoon — will be followed by an evening plenary session at which resolutions will be considered by the conference participants.

Faculty members attending the conference have been provided with literature describing existing programs of the University of Illinois in international affairs as well as materials on the activities of other universities. The widely cited Ford Foundation study, *The University in World Affairs*, is among the publications supplied to participants.

The first morning session dealing with area study programs will consider, among other matters, the University's present area programs (Latin America and Russia), the purpose of area study programs, the role of language instruction in such programs, the relationship of area studies to the traditional disciplines, financing area programs, cooperative development of such pro-

grams with other universities, summer programs of area study, alternate methods of meeting the nation's needs in the field, and possible lines of future development at the University of Illinois.

The role of non-Western subject matter in the undergraduate curricula will be discussed at the second morning session. The amount and type of non-Western material in presently offered courses, the role of such material in undergraduate instruction, the desirability and possible means of expanding the amount of non-Western material to which the undergraduate is exposed, the experiences of other universities in dealing with this problem, and the relationship of possible lines of development in this field to the general subject of curricula change will be considered.

Overseas programs will be the subject of the opening afternoon meeting. This session will deal with both University contracts (such as the Illinois ICA contracts in India) and overseas campuses. The University's activities in India, the purposes and results of such contracts (and the experience acquired in executing them), and ways in which the University may best fulfill this type of international responsibility are among the questions to be considered at this meeting. The discussion of overseas campuses will include the purpose of such facilities, the experiences of other institutions in this field, and possible alternate methods.

The problem of the University's responsibilities for training its students for overseas service — private as well as governmental — will be examined at the final afternoon session. The adequacy of existing facilities for providing such training, the relationship of training of this sort to the various curricula, special facilities for

"peace corps" and other such short-course instruction, and the type of education best suited to prepare students for overseas service will be discussed.

President David D. Henry will preside over the conference, which will meet in Room D of the Law Building for its morning and afternoon sessions and in the Illini Union for the evening dinner and plenary meetings. The dinner meeting will be addressed by Professor George E. Taylor, Director of the Far Eastern and Russian Institute of the University of Washington (Seattle). Professor Charles E. Hucker of the Department of History at Michigan State University (Oakland) will be a special consultant.

The attending faculty members will represent all the colleges of the University, including the Chicago Professional Colleges and the Chicago Undergraduate Division. Three representatives of the Student Senate will also attend the conference.

The conference's steering committee has prepared a

list of suggested topics for the four major subject divisions of the agenda, and this has been forwarded to participants together with the literature on the University's activities in these areas (and those of other institutions). This is intended primarily as a general guide, however, and it is anticipated that other appropriate questions will be raised by the participants.

The final session of the conference, which will start at 8 p.m., will consider resolutions dealing with the topics discussed at the morning and afternoon meetings. Professor Claude Viens is chairman of the resolutions committee, which also includes Alden Cutshall, J. A. Russell, M. B. Russell and Royden Dangerfield, secretary.

Members of the steering committee which has made arrangements for the conference include J. B. Casagrande, H. G. Halcrow, P. E. Klassen, J. W. Peltason, Jack Stillinger and Richard Butwell (chairman). Royden Dangerfield and George Bargh have worked closely with this committee.

University Building Program Committee

PRESIDENT'S MEMORANDUM TO DEANS, DIRECTORS, AND DEPARTMENT HEADS, NOVEMBER 14, 1961

On August 26, 1959, I wrote to you about the reorganization of the University Building Program Committee. (Faculty Letter Number 3, October 22, 1959.) You will recall that certain of the functions of the former Building Program Committee are now assigned to the three Campus Planning Committees.

The experience of the last two years has supported the basic soundness of the new plan. In the light of experience, however, it seems desirable to modify the membership of the University Building Program Committee, and to bring the three Campus Planning Committees into closer parallelism as to duties and method of operation.

The general division of responsibilities between the University Building Program Committee and the three Campus Planning Committees will remain essentially the same.

THE UNIVERSITY BUILDING PROGRAM COMMITTEE

The following are the functions assigned to the University Building Program Committee:

A. Definition of planning standards which will be applicable to all campuses.

B. Establishment of priorities for the biennial program for all campuses.

C. The maintenance and continuing appraisal of a long-range University building program.

D. Actions on other matters referred by the President.

In order that the Committee may perform these functions more effectively, it seems desirable to change its membership so as to achieve: (a) greater coordination between educational planning and the planning of facilities; (b) closer interrelationships between the Building Program Committee and the three Campus Planning Committees; (c) closer relationship between budget planning and recommendations for campus development.

Accordingly, the membership of the University Building Program Committee will consist of the Vice Presidents, the Dean of the Graduate College, the three Chairmen of the Campus Planning Committees, and one or more members-at-large selected during a given biennium according to the need for advice concerning particular problem areas.

For the biennium 1961-63, the following have been designated to serve as members of the University Building Program Committee: L. H. Lanier, Chairman; G. M. Almy, J. S. Begando, H. O. Farber, K. M. Madison, J. P. Marbarger, N. A. Parker, R. N. Sullivan, F. T. Wall.

The following members of the administrative staff will serve in a staff capacity to the Building Program Committee and will attend its meetings: C. S. Havens, H. D. Bareither, J. V. Edsall, D. C. Neville.

The Central Office on the Use of Space, working with the Building Program Committee of each of the colleges, will advise the University Building Program Committee as to:

- (1) The present utilization of assigned space.
(2) Relative urgency of projected space needs.

The Physical Plant Department will advise the University Building Program Committee concerning:

- (1) Estimates of utility, campus improvements, and other service needs.
(2) Building sites.
(3) Construction cost estimates.
(4) Studies undertaken at the request of the Committee.

In order to keep the College Building Committees informed, a report on the status of planning will be sent periodically by the Planning Office to the Chairman of each Committee.

The University Building Program Committee will also serve as a Special Advisory Committee to the President in making recommendations concerning the development of the Congress Circle Campus, Chicago.

THE CAMPUS PLANNING COMMITTEES

The responsibilities of the campus planning committees are as follows:

- 1. Recommendation concerning local campus planning policies and procedures.
2. Recommendations concerning long-range plans for new facilities, including those needed for general cultural and recreational purposes.
3. Consideration and formulation of recommendations on matters referred by the Building Program Committee, the Physical Plant Department, and the Central Office on the Use of Space.

The Physical Plant Department and the Central Office on the Use of Space will provide staff services to the three campus planning committees. These offices will be expected, of course, to work directly with divisions concerned with building projects, within the general overview of the Campus Planning Committee. In some instances, the Committee will serve chiefly as a medium of communication.

A. Urbana-Champaign Campus

Dean Russell N. Sullivan will serve as Chairman of

the Urbana-Champaign Campus Planning Committee for the biennium 1961-63. The other members of the Committee will consist of one member each designated by the dean of each of the following educational units:

- College of Agriculture
College of Commerce and Business Administration
College of Education
College of Engineering
College of Fine and Applied Arts
Graduate College
College of Journalism and Communications
College of Liberal Arts and Sciences
Library and School of Library Science
College of Physical Education
College of Veterinary Medicine

It is understood that the chairman of the facilities planning committee of the college or other administrative unit will be the representative of that unit on the Campus Planning Committee. If no college planning committee has been established, then the dean will designate a representative to the Campus Planning Committee to serve for the biennium.

B. Chicago Professional Colleges

Professor J. P. Marbarger will serve as Chairman of the Campus Planning Committee for the Chicago Professional Colleges for the biennium 1961-63. The other members of this Committee will be appointed by the Vice President in charge of the Chicago Professional Colleges.

C. Chicago Undergraduate Division

The interim ad hoc committee which was appointed in August 1959 to advise the President concerning plans for the new campus of the Chicago Undergraduate Division has completed its task and been discharged. Henceforth, the Campus Planning Committee for the Chicago Undergraduate Division will have the same responsibilities as the planning committees on the other two campuses.

Professor K. M. Madison will serve as Chairman of the Campus Planning Committee for the Chicago Undergraduate Division during the biennium 1961-63. The other members of the Committee will be appointed by the Vice President for that campus, to serve for the two-year period.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

29 1961
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No. 25, December 12, 1961

Report of President's Special Faculty Conference, December 2, 1961

The President's Special Faculty Conference on International Affairs examined a wide range of institutional and individual responsibilities inherent in the role of a great university in the second half of the twentieth century. A major assumption underlying much of the discussion was the belief that consideration and appropriate use of a comparative cross-cultural approach is essential to professional competence in most areas of teaching, research, and service.

The Conference participants adopted recommendations dealing with some ways of implementing the University's responsibilities in the light of the basic assumption noted above. These recommendations can convey neither the feeling of need and urgency nor the sense of opportunity and challenge revealed in the discussion. A persistent undercurrent of feeling voiced at the Conference was that such recommendations are not peripheral to the life of the University, but rather represent a shift in the center of gravity of the total intellectual perspective.

The recommendations should be interpreted in the context of the basic assumption, and in the light of the following needs and expectations:

(a) The need to find efficient and economic ways of closing gaps which still exist in the University's programs and activities relevant to major world areas and problems.

(b) The necessity of strengthening programs and practices basic to cross-cultural orientation, teaching, and research in all disciplines.

(c) The expectation that increasing confrontation with other major cultures will lead to improved understanding of Western culture and provide opportunities to re-examine traditional concepts.

RECOMMENDATIONS

1. Current University activities in international affairs should be greatly expanded.

2. The University should introduce instruction in non-Western languages.

3. The Conference notes with approval the development of the Center for Russian Language and Area Studies and the Center for Latin American Studies and recommends further strengthening of their programs of teaching and research.

4. The development of both area studies and international studies concerned with problems of global significance should be encouraged. In both cases the approach should be comparative and interdisciplinary.

5. The President is urged to clarify administrative responsibility for the development and coordination of additional area study programs, including both teaching and research, and for the recommendation of priorities.

6. The University of Illinois should develop minimal programs for important areas but should not attempt to develop programs in depth for all areas. Consideration should be given to the possibility of the Committee on Institutional Cooperation's recommending that particular universities assume responsibility for different areas.

7. Deans and executive officers of departments are urged to initiate review of the interests and requirements of their disciplines for courses with an international or foreign area emphasis, to assess faculty resources and needs, and to initiate action through normal channels to meet recognized needs.

8. It is highly desirable to introduce more non-Western subject matter whether by revision of current courses or by the addition of new courses. Additional faculty may be required for the latter.

9. The University should consider methods of improving staff competence in the international aspects of the various disciplines, including leaves with pay.

10. The University should encourage and seek financial support for a program of international faculty and student exchange.

[While the above report was approved by the participants at the President's Special Faculty Conference on International Affairs, it should not be assumed that any particular recommendation was approved by all participants.]

Participants in President's Special Faculty Conference, December 2, 1961

CODE: SCom, Steering Committee; CR, Committee on Resolutions

URBANA-CHAMPAIGN CAMPUS

Charles S. Alexander, Assistant Professor, Geography
Joseph H. D. Allen, Jr., Professor, Spanish & Portuguese
Gerald M. Almy, Professor, Physics
Ernest W. Anderson, Professor, Agricultural Extension
Robert S. Bader, Associate Professor, Zoology
Frank G. Banta, Associate Professor, German
George H. Bargh, Administrative Assistant, President's Office
J. Fred Bell, Professor, Economics
Thomas E. Benner, Professor, Education
Mildred Bonnell, Associate Professor, Home Economics
Carl A. Brandly, Dean, College of Veterinary Medicine
Richard Butwell, SCom; Associate Professor, Political Science
Kenneth S. Carlston, Professor, Law
Robert L. Carmin, Professor of Geography and Director, Center for Latin-American Studies
Joseph B. Casagrande, SCom; Professor, Anthropology
Robert B. Crawford, Assistant Professor, History
Lee J. Cronbach, Professor, Education and Psychology
Royden Dangerfield, SCom, CR; Associate Provost and Dean of Administration
Charles C. DeLong, Bursar
Robert B. Downs, Dean, Library Administration
William L. Everitt, Dean, College of Engineering
Mark G. Field, Associate Professor, Sociology
Ralph T. Fisher, Jr., Professor of History and Director, Center for Russian Language and Area Studies
John T. Flanagan, Professor, English
Robben W. Fleming, Professor, Law
George Gerbner, Associate Professor, Journalism
Norman A. Graebner, Professor, History
Joseph R. Gusfield, Associate Professor, Sociology
Harold G. Halcrow, SCom; Professor, Agricultural Economics
Lawrence H. Hansen, President, Student Senate
Ralph C. Hay, Professor, Agricultural Engineering, Coordinator of International Cooperation Programs
John L. Heller, Professor, Classics
James T. Hendrick, Vice President, Student Senate
David D. Henry, President
Donald R. Hodgman, CR; Professor, Economics
Col. William T. Hooper, Jr., Associate Professor, Military Science
Louis B. Howard, Dean, College of Agriculture
Mary A. Hussey, Instructor, English
A. J. Janata, Executive Assistant to the President; Secretary, Board of Trustees
Robert W. Jegenheimer, Assistant Dean, College of Agriculture; Professor, Plant Genetics; Assistant Coordinator, International Cooperation Programs
Herbert H. Kaplan, Instructor, History
Charles A. Knudson, Professor, French
Lyle H. Lanier, Executive Vice President and Provost
Solomon B. Levine, Professor, Labor and Industrial Relations
Harry Levy, Professor, Mathematics
Oscar Lewis, Professor, Anthropology
Philip H. Martin, Vice President, Student Senate
Ross J. Martin, Director, Engineering Experiment Station
Ralph E. Matlaw, Associate Professor, Russian
Joseph L. McConnell, Associate Professor, Economics
James M. McCrimmon, Professor, Humanities
King J. McCristal, Dean, College of Physical Education
Lawrence E. Metcalf, Professor, Education
Dwight C. Miller, Assistant Professor, Art
Nathan M. Newmark, Professor, Civil Engineering
Charles E. Nowell, Professor, History

Merle M. Ohlsen, Professor, Education
Thomas Page, Associate Professor, Institute of Government and Public Affairs and Political Science
Ralph B. Peck, Professor, Foundation Engineering
Jack W. Peltason, SCom; Dean, College of Liberal Arts and Sciences
Theodore B. Peterson, Jr., Dean, College of Journalism and Communications
Earl W. Porter, Assistant to the President for Reports and Special Projects
Robert W. Rogers, Professor, English
Morell B. Russell, CR; Professor, Soil Physics
Glenn W. Salisbury, Professor, Dairy Science
Frederick Sargent II, Professor, Physiology
Louis Schneider, Professor, Sociology
Robert A. Schuiteman, Director, Office of Foreign Student Affairs
Harold W. Scott, Professor, Geology
Robert E. Scott, Professor, Political Science
Frederick Seitz, Professor, Physics
Demetri B. Shimkin, Professor, Anthropology and Geography
Harold R. Snyder, Associate Dean, Graduate College; Research Professor, Organic Chemistry
Jack Stillinger, SCom; Associate Professor, English
Adolf Sturmthal, Professor, Labor and Industrial Relations
Robert M. Sutton, Associate Professor of History; Associate Dean, Graduate College
Harry M. Tiebout, Jr., Associate Professor, Philosophy
Edward H. Tyner, Professor, Soil Fertility
Claude P. Viens, CR; Associate Professor, French
Frederick T. Wall, Dean, Graduate College
Allen S. Weller, Dean, College of Fine and Applied Arts
John E. Wills, Professor, Farm Management

Peter E. Yankwich, Professor, Physical Chemistry
John Garvey, Professor, Music

CHICAGO PROFESSIONAL COLLEGES

Granville A. Bennett, Dean, College of Medicine
Arlene S. Krieger, Associate Professor, Obstetrics
James C. Plagge, Professor, Anatomy
Stanley V. Susina, Assistant Professor, Pharmacy
Robert B. Underwood, Associate Professor, Prosthodontics

CHICAGO UNDERGRADUATE DIVISION

Shirley A. Bill, Associate Professor, History
Alden D. Cutshall, CR; Professor, Geography
Lucile Derrick, Professor, Economics
Willis C. Jackman, Assistant Professor of English; Assistant Dean, Liberal Arts and Sciences
Robert W. Karpinski, Professor, Geology
Robert Kauf, Associate Professor, Foreign Languages
Peter P. Klassen, SCom; Professor, Sociology
Norman A. Parker, Vice President
Rupert M. Price, Associate Professor of Physics; Assistant Dean of Engineering
Milton L. Rakove, Assistant Professor, Political Science
Madelaine T. Shalabi, Assistant Professor, Education
Eugene B. Vest, Professor, English
Charles P. Warren, Instructor, Anthropology

RESOURCE PERSONS

George Beckman, Professor of History, University of Kansas
Charles Hucker, Professor of History, Michigan State University, Oakland
Ralph H. Smuckler, Assistant Dean of International Programs, Michigan State University
George Taylor, Director, Far Eastern Institute, University of Washington

President's Report on Selected Topics of Current Interest

PRESENTED TO THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES,
MEETING IN URBANA, ILLINOIS, TUESDAY, NOVEMBER 28, 1961

For some time I have felt the need to bring to members of the Board of Trustees, with some regularity, a brief report of significant current events and other items of interest so that the members have this additional means to an overview of campus happenings and educational achievements.

Each subject will be in capsule form. Should any particular subject be of special interest to anyone, a more complete dossier of information can be made available.

UNIVERSITY FIFTH IN TOTAL DEGREES

A major report received since the last Board meeting is a study of degrees granted by institutions in the United States since higher education began. The study, by Walter Crosby Eells, shows that through 1958-59, the University of Illinois has awarded a total of 153,644 degrees since its founding in 1868. This total ranks the University as fifth in the nation for total degrees granted.

Ahead of Illinois in the tabulations are University of California, Columbia University, New York University, and University of Michigan. Of these four institutions, three were founded from 23 to 90 years earlier than the University of Illinois.

FUTURE TEACHERS IN PROFESSIONAL SEMESTER

Teachers of the future, preparing for careers in elementary and high schools at the University, are now engaged in their professional semester in 76 student teaching centers throughout the state. Three hundred thirty-one such teachers are participating in the program under direction of Professor Theodore Manolakes, head of the University student teaching program.

PROFESSOR GEORGE WHITE HONORED

Professor George W. White, head of the department of geology, has received the 5th annual Orton Award, made by Ohio State University to an outstanding alumnus in the field of geology. Professor White, an expert in research on glacial geology, has headed the department at Illinois since 1947.

DISTINGUISHED GRADUATE RETURNS

The University welcomed one of its distinguished graduates November 20 when Dr. George K. Green, known as one of the world's best accelerator physicists, returned to the Urbana campus for a month of lectures and campus activities as a George A. Miller visiting professor. Dr. Green is chairman of the accelerator department at Brookhaven National Laboratory, Upton, New York, and was in charge of design and construction of a 30-billion volt accelerator recently completed there. This is the highest energy accelerator in the world today. Dr. Green, a native of St. David, earned bachelor's, master's, and doctorate degrees at the University.

MATHEMATICS PROGRAM CONTINUED

Work of the University in the training of high school mathematics teachers will continue through 1962-63 with a grant of \$310,800 to continue the Academic Year Institute for the National Science Foundation. This will be the University's sixth year in the program and by June of 1962 the Institute will have trained 335 teachers. Forty-five are enrolled in the institute this year.

FRESHMAN READING PROGRAM SUCCESSFUL

Executive Vice-President Lyle H. Lanier reports that 3,297 of the 4,414 incoming freshmen taking rhetoric participated in the University's unique pre-registration reading plan. The experimental project applying to both the Urbana campus and the Chicago Undergraduate Division asked freshmen to read one book from two categories on a selected reading list supplied by the University. More than 6,000 books were read, students reported.

The plan is designed to aid the student in anticipating and shortening the period of adjustment to the demands of University work.

ENGINEERING EMBARKS ON NEW PROGRAM

The first new charter for a local chapter of the Junior Engineering Technical Society was awarded November 7 to Moore High School at Farmer City. State headquarters for the JETS program were established this fall at the University with David Reyes-Guerra, instructor in general engineering, as state director. Three other charters were awarded November 21 to De Paul University Academy, St. Philip Basilica High School, and Immaculata High School, all of Chicago. JETS is a nationwide organization designed to acquaint high school students with engineering much as 4-H clubs orient their members concerning agriculture.

NEVINS PARTICIPATES IN CENTENNIAL OBSERVANCE

The University's observance of the Land-Grant Centennial received national attention from a series of three lectures by Allan Nevins, Pulitzer prize-winning historian and distinguished University alumnus, who spoke October 24, 27, and 31 on the general theme, "The State Universities and Democracy." The lectures will be printed by the University Press.

TURNER WORK REPRINTED

A new edition of the "Life of Jonathan Baldwin Turner" was published November 20 by the University Press as a part of the commemoration of the 100th anniversary of the Land-Grant Act. The original work was written by Turner's daughter, Mary Turner Carriel, and privately printed in 1911.

Another press publication with a Land-Grant theme

is that called "Illinois and the Land-Grant Tradition. The University of Illinois: Yesterday, Today, and Tomorrow." This pamphlet is now available for distribution. Copy for the publication was prepared by Dean Theodore B. Peterson of the College of Journalism and Communications.

SMALL HOMES COUNCIL WIDELY RECOGNIZED

Six thousand copies of circulars by the Small Homes Council—Building Research Council have been purchased by the Cleveland, Ohio, Plaindealer for resale to its readers. The newspaper purchased 500 each of 12 different circulars for home planners and builders. More than five million circulars under 45 different titles have been printed by the Council since its founding in 1944 to carry on research and information activities.

CITIZEN'S COMMITTEE REGIONAL MEETINGS

The first regional meeting of the Citizens Committee was held in Paris on November 21. Programs of the regional meetings this year are designed to identify some of the specific services the University offers directly to the people in their home communities. Speakers included Dean Stanley C. Robinson, Division of University Extension; Dr. E. F. Lis, Director, Division of Services for Crippled Children; and J. B. Claar, Associate Director, Extension Service in Agriculture and Home Economics. The Southern Region will meet November 30 in Belleville.

AURORA ILLINI LOYALTY NIGHT

An Illini Loyalty Night was held at East High School in Aurora on November 27. The event was sponsored by the Greater Aurora Illini Club, University of Illinois Foundation, University of Illinois Dads Association, University of Illinois Mothers Association, and University of Illinois Alumni Association. The program, consisting of selections by the Varsity Men's Glee Club under the Direction of Professor Harold A. Decker and an address by the President, followed a reception.

STUDENT ECONOMICS REPORT ACCLAIMED

A special University Committee on Student Economics was appointed last year to conduct a study on student finances and expenses. The report has been published and has received favorable widespread attention. It is the first detailed authoritative study on the subject and the collected data provide the University with information upon which to base policy decisions regarding changes in tuition charges, the need for increased loan and scholarship funds, the need for an increased number of part-time jobs for students, and related items concerning student economics.

UNIVERSITY HOSPITALS SIMULATE DISASTER

More than 500 employees participated in a comprehensive and unusual simulated disaster alert November 6

at the University Hospitals in Chicago. The mock disaster included a hypothetical explosion in the radiation laboratory involving 35 casualties suffering from fractures, burns, shock and psychiatric problems. The drill was monitored by the Chicago Fire Department and the Chicago branch of the Illinois Civil Defense office.

DEAN SCHOUR HONORED

Dr. Isaac Schour, Dean of the College of Dentistry, is the recipient of the Henry Spenadel Award for 1961. This coveted award is given annually by the First District Dental Society of New York to the most deserving individual or organization making outstanding contributions to the advancement of dentistry or the dental profession.

CHICAGO DIVISION ACQUIRES RECORD COLLECTION

Folkways Recordings, a collection of over 750 records encompassing a wide range of subjects has been added to the Chicago Undergraduate Division recordings library. The collection which eventually will go into the Fine Arts Library includes ethnic materials, plays, poetry, folk music, interviews, and readings.

BUILDING PROGRAM COMMITTEE REORGANIZED

The University Building Program Committee has been reorganized to effect (a) greater coordination between educational planning and the planning of facilities; (b) closer interrelationships between the Building Program Committee and the three Campus Planning Committees, and (c) closer relationship between budget planning and recommendations for campus development.

The Building Program Committee now consists of the Vice Presidents, the Dean of the Graduate College, three chairmen of the campus planning committees, and one member at large. Members of the administrative staff will serve in staff capacity to the Committee.

For the 1961-63 biennium, Dean Russell Sullivan is serving as chairman of the Champaign-Urbana campus planning committee; Professor J. P. Marbarger for the Chicago Professional Campus, and Professor K. M. Madison for the Chicago Undergraduate Division.

The University Building Program Committee will serve as a special advisory committee to the President in making recommendations concerning development of the Congress Circle campus, Chicago.

CONCLUSION

This, then, is a brief itemization — not all-inclusive — of significant University happenings since the last Board of Trustees meeting. As indicated in the preface, complete information is available on any matter presented here in brief. If this method of calling attention to important University activity is useful to the members, I shall continue to bring similar reports to future meetings.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

No. 26, January 3, 1962

JAN 17 1962

*The "State of the University" Message, 1961*¹ LIBRARY

DAVID D. HENRY, PRESIDENT, UNIVERSITY OF ILLINOIS

I. INTRODUCTION

Although the "State of the University" annual message is directed to the faculty, its mood derives from the temper of the world about us.

The nation has taken a posture of mobilization of its energies and capacities in what the President has called a race for peace. Higher education is a decisive component in that mobilization, for national strength comes from brainpower as much as from missiles and from the discovery of new knowledge as much as from teaching and applying what we already know.

Above all other voices, however, the universities must call out that if we confine our attention to survival in a nuclear age, human progress will stop. Hence, neither panic to hide out nor business as usual can be our choice. We are called upon again, as in the dark days of World War II, to work with all our force for the conservation and cultivation of civilized values and human resources for a happier future while we assess the means of meeting a threatened present.

In the call to contribute its utmost in these times, each institution faces the necessity to accelerate its pace, to broaden its scope, deepen its resources, improve its effectiveness, enlarge its influence, sharpen its goals and to gather to itself the aggressive support of its constituencies.

These are the premises from which we view the State of the University in 1961.

II. OPERATIONS, 1961-63

The status of current operations at the University of Illinois may be succinctly described thus — we are ready for 1961-63, but we must hurry up to keep up.

The current operating budget, built upon appropriations by the 1961 General Assembly, although not ade-

quate to meet all plans, has allowed the University to finance the increased costs of existing commitments, to provide salary increments in line with most other major universities, and to employ additional staff to meet the increases to record highs in enrolment.²

Income from gifts and contracts with industry and governmental agencies has strengthened the research program and other phases of the University's work. Eight new facilities, now started, or coming to completion, have thus been made possible.³

Four buildings for the Urbana-Champaign campus, underwritten by revenue bonds, supported by student fees, should be ready for use in 1962-63. These structures are designed to enhance student life by providing opportunities for counseling, assembly and service which would not otherwise be available.⁴

Also related to the improvement of conditions of

¹This address was presented over station WILL-TV in Urbana-Champaign at 8:30 p.m., December 14, 1961 and again at 8:30 p.m., December 19, 1961. In Chicago it was presented over station WTTW at 8 p.m., December 15, 1961. Radio station WILL in Urbana-Champaign broadcast it at 3 p.m., December 15, 1961, and on December 18, 1961 at 7:30 p.m. it was broadcast over WILL-FM.

The time limitation for oral presentation required several omissions from this text.

²On the Urbana-Champaign campus there is a record enrolment of approximately 23,000. The Chicago Undergraduate Division and the Chicago Professional Colleges at the Medical Center are at capacity, limited by their facilities to some 6800.

³The Burnside Research Laboratory (Food Technology); Veterinary Research Laboratory (Zoonoses); Entomology Laboratory Building; Gaseous Electronics Laboratory; Institute of Labor and Industrial Relations Building; two high speed computers, one at the Digital Computer Laboratory, one at the Coordinated Sciences Laboratory; the Radio Telescope; the Moorman Animal Breeding Research Farm buildings.

⁴The Assembly Hall, the Student Services Building, the addition to the Illini Union, and the Health Services Addition to McKinley Hospital.

student living are the new residence halls. Paid for by income from occupants over the period of the use of the buildings, the halls recently built have made it possible to admit additional students at Urbana-Champaign and at the same time to improve the quality of student life.

New accommodations for 200 graduate students and for 1500 single undergraduates were opened in September. Under construction for occupancy in 1962 are the Pennsylvania Avenue Residence Halls for 1000 women.

These evidences of progress, index as they are to quality programs of instruction and research, to achievements by faculty and students, to demands for service, are gratifying and reassuring.

They can also be deceptive, however, if they obscure what needs to be done.

The University is in a race with time and demands for growth. Construction of academic facilities necessary for continuation of an open door policy for qualified admissions, made possible by popular approval of the Universities Bond Issue in 1960, is on a precarious time schedule.

The master plan for the new University campus at Congress Circle in Chicago has been approved and procedures have been established to procure working drawings for specific buildings. Even so, students will be turned away from Navy Pier before the new campus is ready in 1964.

At the Medical Center, conditions will remain overcrowded and services limited until the completion of the new laboratories now on the drawing boards.

Likewise, at Urbana-Champaign, construction of new facilities is being pressed so that the anticipated enrolments for 1963-64 may be cared for in full. Scheduled additions include classrooms and laboratories for Commerce, Education, Electrical Engineering and Physics, the Library addition, and offices for a number of departments. Some renovated space for Liberal Arts and Sciences in existing buildings is part of this time schedule.

The deadlines are critical but we have confidence that with alertness and cooperation on the part of all agencies involved, we shall manage to hit the time targets.

The tasks which loom ahead for 1963 are even greater.

An expanded operating budget will be required to staff the four year program in Chicago and to operate the new campus. Staff for new enrolments and for the operation of new buildings will also be needed on the other campuses.

The highly desirable new programs which have been considered, and postponed because of current budget limitations, both in Chicago and Urbana-Champaign, must be financed if the University of Illinois is to meet

its obligations to the people of the State and maintain its position in the academic world.

The cost of continuing salary improvement, and the rising prices in services, supplies and commodities must also be taken into account.

In short, while the operations in the current biennium are well planned and sustained, we must gear up for a new level in the biennium, 1963-65.

Of the four areas of planned development — additional enrolments, research expansion, extension of public service, and new programs of instruction — the one which requires greatest emphasis at the moment is new programs. The need to meet new enrolments is statistically measurable. The importance of growth in research and public service has widespread public attention. Not so obviously described is our concern that the University of Illinois should keep pace in the introduction of new instructional programs for undergraduate majors and graduate specialization.

Our first interest here is not only that the University should continue to match — or indeed excel — other first rate universities in scope and quality of instruction or that students at the University of Illinois should have the same educational opportunities as are available in other comprehensive state universities. The chief consideration is that the State of Illinois should have available in all of the sectors of the economy essential to its continuing welfare, the output of professionally trained people for which the traditional land-grant state university has unique responsibility.

Instances may be found in every division of the University, but I shall suggest a few to indicate the scope of the problem.

Developments in the sciences arise more swiftly than we can easily absorb them, even with strong support from non-State funds. The shifting scientific frontier is a permanent condition of academic life. Space science, including high altitude physics, is now a top priority item in the College of Engineering. Less dramatic but also critical is the need for funds with which to modernize obsolescent laboratories in both the biological and physical sciences.

In the health fields two areas of special interest illustrate the point. One is the need to prepare teachers of nursing who may serve the profession at large as well as our own hospital needs. Second, funds are overdue with which to establish training programs in the paramedical fields — for example, in medical technology — to provide skilled workers needed to staff medical centers and hospitals.

In Education, outside of the work in mathematics, we have not done enough to expand and develop experimental curricular studies and programs for the elementary and secondary schools. Strengthened effort here

is required if we are to help the schools adjust to the accumulation of new knowledge in the basic disciplines.

In the humanities and social sciences a promising area is the broad field of international studies — and most particularly non-Western studies. Here are opportunities which embrace a large number of departments, which will require organized effort, library and other resources, and which represent an insistent need if we are to fulfill our obligation to give our students “the kind of educational experience which will fit them for life in the 21st Century.” Related to this larger objective is the need to provide expanded programs in linguistics and indeed in the study of languages in general.

It is appropriate here to note, in thus taking stock of what has been done and what remains to be done, that we are greatly encouraged by the cordial relationships which exist between the officers of state government, the members of the General Assembly and the University. Their understanding of the importance of the University’s mission and their interest in the enhancement of the University’s service is a major factor in the ever-increasing distinction of the University of Illinois and in the growing respect with which its work is regarded by the people of the State and the Nation.

III. THE UNIVERSITY OF ILLINOIS AT CONGRESS CIRCLE, CHICAGO

On September 14, 1961 as a result of the devoted efforts of many, and after years of planning, the University presented a visualization of the new campus in Chicago.

Never before in the educational history of our nation has there been a committed program for a completely new University setting, with a similar size and scope, within a comparably compressed time schedule, as that planned for the Congress Circle site.

When the new campus is occupied in 1964, assuming the admission of students into the third year of a limited number of degree programs (with the fourth year available in 1965-66), the student body will number approximately 7,500 and grow quickly to 9,000. To provide for this number, with buildings, teachers, and service, even with the present base at Navy Pier, is a major undertaking. Further to provide for the projected growth to more than 20,000 by 1970, is one of the greatest challenges to confront any institution of higher education and its constituency.

These enrolment estimates are built on the assumption that junior colleges, private institutions, the other state universities and the Urbana campus will together take their historic proportion of the total anticipated enrolments.

The financial implications of such a development require an educational and campus design based upon

maximum utilization of space, economy of construction and operation, and the greatest possible efficiency in the ongoing instructional program. These are the basic criteria of the plans announced.

The inadequacies of a warehouse, such as Navy Pier, for a continuing college program, the mounting demands for facilities and services for commuting students in an area where over half the population of the State reside, and the delays in determination of site for the permanent campus are an old story. We rejoice that the location is now determined, funds are appropriated for the first phases of construction, working drawings are being prepared, and the initial educational design has been approved. Further, important steps in the administrative organization of the expanded program have been taken.

Our vision for the future of the Congress Circle campus is not limited, of course, by what is immediately planned. The educational needs of the Chicago metropolitan area, the degree to which they can be met satisfactorily by existing institutions, and the availability of resources for expansion will be under continuing review. Additional steps will be recommended as justified by the total educational situation in the metropolitan area and in the State.

The development of the University’s new campus in Chicago is obviously an enormous task, a heavy responsibility and an exciting opportunity.

IV. THE LAND-GRANT TRADITION AND NEW FRONTIERS

In his recent lectures on the history of the Land-Grant Colleges and State Universities, Allan Nevins makes the point that the establishment of these institutions was no isolated phenomenon, but that the Morrill Act came out of the times. New theories as to what properly constituted higher education had been evolving for at least 75 years. The change in theories of higher education, in turn, was given momentum by a revolutionary spirit of innovation and optimism. “Every year the faith of the Western Nations in progress was strengthened by social, scientific, technological and cultural advances.”⁵

Once there was a change in theory as to what education is or should be, the corollary question became a central concern — who should have the new education and what social purpose should it serve?

In answer, Mr. Nevins emphasizes, the rising forces for an open society in America gave a resounding response. The people had come to believe “in a democracy in which men should be free to learn and think and speak; free to choose the most congenial calling, and pursue it to the highest level; free in religion, conscience

⁵ Nevins, Allan; “The Ideas of the Founders” (Lecture, University of Illinois, 1961).

and art; free in opportunity and in access to every tool that aspiring talent needs.”⁶

In the record of the Land-Grant Colleges and State Universities, it is clear that each generation of leadership and each period of growth added a new layer of strength through distinctive innovation. After the institutions were established and their purposes set forth, with emphasis on agriculture and the mechanic arts, the battle for a broadly based curriculum in science and the liberal arts was fought and won. Then came the diversification of the professions, including technology, and training for them. Graduate education was added, as was extension and basic research.

But within the many changes, Mr. Nevins points out, there has been continuity in devotion to a single commitment — a commitment to serve democracy.

It was to serve democracy that the three big ideas of the land-grant movement evolved — wide educational opportunity, comprehensive curricula, and diversification of educational service in instruction, in extension, and in research. We believe that they are valid today. But we must note that they are to be applied to a setting totally different from the mid-nineteenth and early twentieth centuries. Fundamental accelerating changes in American life have occurred and now constitute the context for our work. One is the vastly increased population, another is the urbanization of society, and the third is the international background — the tensions of a Cold War and the complex relationships accompanying the rise of underdeveloped countries.

How our institutions may be related to the life and environment of our own times as encompassed in these three basic areas of social concern is the key question of this year when we observe the Centennial of the signing of the Land-Grant Act by President Abraham Lincoln on July 2, 1862.

Increased Numbers

There are many conditions in 1961 which threaten educational opportunity as we have understood it. There are more people to educate. The costs are higher. There is more to learn. The problems of organization are larger and more complex.

An increased population is obviously a first pressure in the demand for more educational service, but other influences are at work to lengthen the measure beyond the arithmetic of the demographers. Almost every area of specialized personnel is in short supply. Fighting the lag between what is known and what is practiced is a primary challenge in every field. At the same time the search for new knowledge has become a central drive in all areas. Hence, the requirements of the nation for developing strength force a search for sources of supply

of trained manpower now restricted and these questions inevitably emerge:

1. How can the drop-out proportion in the secondary school and the college be reduced?
2. How may we induce students with ability who do not now enrol in post-high school work to do so?
3. How may we provide for adults' needs for continuing education? The nation's requirement for greater productivity suggests that we bring into a higher level of service those persons of ability who through lack of education or training are working below their potential productivity.

In considering ways and means of extending educational opportunity to greater numbers of people, we must be mindful of the restrictions which now apply — those due to racial or economic inequality, for example. A more subtle restriction is the limitation upon the student in making his institutional choice or upon the alternatives before him within the institution he ultimately attends. Educational opportunity is affected not alone by the closing college door or the economic ability of students. It is also affected by limited alternatives in programs available, and by the physical and fiscal limitations upon the faculty in exploring new ideas or in initiating new inquiries.

Central in the issue of educational opportunity is the tuition barrier gradually being built, a development contrary to the philosophical origins of the land-grant movement and one which threatens its greatest usefulness today. A “means” test, while tolerable as a procedure in the disbursement of student aid, is repugnant as a screen on who should go to college. The total costs of college attendance today are dangerously near the dividing line where ability to pay is the determining factor.⁷

May this Centennial year of the signing of the Land-Grant Act be a reminder to the American people that the nation's greatest resources are her human resources — her brainpower, and the freedom of people to work where they will, at what they will, and the opportunity for an education to prepare for that choice. As long as we harvest the talent of the nation from a broad base, encourage its freedom of choice, and provide for its cultivation through education, we may have confidence in our national achievement in the economic and scientific competition of the world.

An Urban Society

The most dramatic change in American life in the century of the Land-Grant institutions has been the shift

⁶ *Ibid.* “Don Quixote and Sancho Panza.”

⁷ *Student Economics at the University of Illinois — Where the Money Comes from and Where It Goes*, The University Committee on Student Economics, Urbana, Illinois, October 12, 1961.

in population distribution to the cities and the subsequent development of an urban centered society.

Today nearly every state is concerned with community development and adjustment. The massive population movements into urban areas have resulted in demands and problems toward which the contribution of universities, in research and education, beyond the regular enrolment of students from these areas, must be more specifically directed than in the past. Preparation of personnel for government, business, industry and professional service; research on the problems of environmental planning, on the meaning of cultures and sub-cultures, and on the effect of migration and other population distribution, on the urban process itself; leadership in public services, such as schools, recreation, urban rehabilitation — these are but a few of the areas of unusual opportunities and unique obligations of the modern university as it organizes its resources to contribute to the solution of the problems of metropolitan expansion.

We must be mindful, moreover, that a city is more than houses, factories, stores and numbers of people; more than units of government, census tracts, and public works. The city exists in spirit as well as in statistics.

The concern of its citizenry about good government, public health, and the common welfare; the efficiency of its workers in its multitudinous enterprises; the expansion of its civic achievement through the discovery and adaptation of new ideas; the enlargement of its heart to encompass an understanding of the restricted, the handicapped, and the underprivileged; the capacity for relaxation of spirit, in an atmosphere of culture, refinement and inspiration; the ability to inspire its people; these qualities are the characteristics of a great city. These are qualities nourished by a university.

The range of present services from the University of Illinois to the cities of the State defies succinct summarization. Nor can the ongoing program of instruction be separated from the measure. For example, in the fall of 1960 a total of 6,864 full-time students from Cook County enrolled at Urbana; this number exceeded Cook County full-time day enrolment in any degree-granting institution presently located in or near Chicago. Over 50,000 alumni are now residents of metropolitan Chicago and are a vital part of the business, industrial, cultural and civic life of that area.

Nor can the continuing research activity be separated from direct application in the life of the cities. A trenchant analysis of consumer habits by a graduate student is as serviceable to an urban area as to the student who receives academic recognition for the study.

Many agencies of the University reach into urban areas, both through the Divisions of Extension and through specialized offices. Advertising and sales clinics,

short courses for labor and management, health clinics for children and adults, in-service training for nurses, teachers, and welfare workers, consultation service for government boards and offices are examples — and the list continues to a great length.

But we must do more.

The newest University-wide effort to serve the metropolitan areas is that undertaken by the Office of Community Development which will administer a grant received last year from the Ford Foundation. The funds will be used to support an examination of new ways by which the University may serve the cities of Illinois, and to train "urban generalists" for field work in several Illinois communities.

At present the Office of Community Development has acquired a full-time staff, on an inter-disciplinary basis, and is preparing research designs for field work in Peoria, Springfield and Rockford. Within the University, the Office is building relationships with groups with related interests, such as the Division of General Extension, the Bureau of Community Planning, the Institute of Government and Public Affairs, and the Department of Geography. The long range goal of the Office, and of the total University, is to find a technique and organization — and to put both to work — to permit the University to serve urban Illinois, beyond the traditional education of individuals, to a maximum degree.

The National and International Dimension

From their beginning, state universities have been thought of as national resources and they, in turn, have sought to identify themselves with national goals. The state has been a constituency, not a boundary. The conservation of public health, the supply of teachers and of talent for other professions, the discoveries in the laboratory are examples of university functions with national significance.

It is but one step from the university with national perspective to one with international awareness in an era when national concerns are viewed in the context of world affairs.

Moreover, it is widely believed among university faculties, indeed "an article of faith almost universally held," that communication of scholars across international boundaries "is not only essential to the advancement of knowledge but one of the most hopeful means of advancing international harmony."⁸

Historically, our isolationism in the United States was cultural as well as political. We were in fact the leading neutralist nation of an earlier day, and our academic

⁸ "The College and University in International Affairs," p. 10 (reprint from 1959-1960 *Annual Report*. Carnegie Foundation for the Advancement of Teaching).

interest in areas outside of Europe was largely limited to trade, military concerns, or missionary effort. Our school texts stopped at the Russian border. Asia, the Middle East, Africa, and the Pacific were places in the geography book or settings for romantic novels. They had little personal meaning for us.

In our schools and colleges, we are now making amends, although obviously we have a long way to go. Short of adequately prepared teachers and teaching materials, we are trying to catch up as well as we can. Most of the universities now have teaching concentrations in world area studies, additional foreign languages, world history and art, and world affairs. Further, material from these subjects is now finding its way into the instruction in other subjects.

Our lag in international education is understandable. Our international consciousness is not very old; it grew out of a conflict which we hoped would go away. It is only within the decade that we have come to believe that the Cold War will last a long time.

Further, as a people we are only now beginning to understand that international awareness is something more than a weapon in the Cold War, that understanding other peoples and other lands, and wanting their friendship in an honest way, is a means to national fulfillment in a world community. We are beginning to perceive the long truth of the statement that the world cannot exist half-slave, half-free, nor half-hungry, half-well-fed; half-destitute, half-prosperous; half-ignorant, half-informed; half-ill, half-well. "Cultural empathy" or world awareness in the human and intellectual sense is essential to true international understanding in other ways, and education is the only means of broadly achieving this attribute. "This new situation does not impose any really new responsibilities on educational institutions but only an obligation to review and redefine their standing responsibilities in the context of a changing world."⁹

As instruments of the democratic idea, as institutions concerned with national goals, and as a means of educational liaison between national concerns and the state community, the state universities, along with many others, have come to have an international dimension in their work. Activities in this area, including those supported by the federal government, are channeled in five ways: (1) instruction for foreign students and faculty; (2) assistance in the development of foreign universities; (3) resident instruction in international studies for U.S. nationals who are preparing for foreign service; (4) research to support international studies; and (5) adult education in international studies for U.S. citizens.

Perhaps the contract programs abroad are as well known as any of the University of Illinois international activities. At present we have three contracts with the

U.S. Agency for International Development (formerly I.C.A.), in agriculture and engineering, for sums totaling over \$3,000,000. One is a regional contract whereby technical assistance is furnished to eleven Indian institutions in Uttar Pradesh and Madhya Pradesh. Another provides aid to the Indian Institute of Technology at Kharagpur, the first of four major engineering colleges established by the Indian Government after Independence. Third, Illinois specialists have been of material help in drawing up plans and providing other services in the establishment and development of the Uttar Pradesh Agricultural University. Finally, we are at present negotiating with A.I.D. concerning a plan whereby the College of Medicine may assist in the reorganization and development of a new medical school in Thailand (at Chiangmai).

The significance of these efforts, which is considerable, should not obscure the work of the many specialists from the University who continually provide expert service abroad, to public and private agencies. Although difficult to tabulate and of an impact sometimes unrecorded, this work, cumulatively, represents service of incalculable value.

What other lines of international effort should we be following? Perhaps we should undertake additional international contracts and in other fields, such as education, public and business administration. We might establish direct working relationships with existing Indian universities, where our experience is greatest, involving study centers here and in India, making possible exchange services for campus and field work in both countries.

Meanwhile, there is discussion of the best means of adjusting resident instruction to the new international dimension. Although we have centers for Latin-American and Russian studies, with the help of grants, we have not yet moved aggressively to establish area studies, for undergraduate majors or graduate work, in the Far East or indeed for the total non-Western group of nations.

A number of faculty study groups have analyzed our resources and have provided recommendations and a time-table. It is evident that we do have certain strengths in personnel, but what seems necessary now is planning on a University-wide basis; curricular revision or expansion, including the introduction of new languages; additional library resources, including language specialists; and efforts to enlarge the experience of present faculty in new areas of interest. An interdisciplinary approach is called for, and, as I mentioned earlier, the humanities and social studies appear to have great opportunities here.

⁹ *Higher Education and National Affairs*, Oct. 19, 1960. (Bulletin, American Council on Education; Abstract, Section III, 1960 annual program.)

While considering such developments, the disposition to fill existing gaps before attempting to undertake advanced research and training centers is sound. We are also reminded not to overlook the highly-developed regions abroad in our zeal to acquire competence in non-Western studies.

The foreign student population reflects another aspect of the University's involvement in world affairs. Of the 1100 students so classified, 750 are in the Graduate College. Some 60 per cent are from non-Western nations; in all some 80 countries are represented.

Foreign students are obviously an educational asset to any campus. The specific ways and means as to how best to take advantage of the cultural contribution of our visitors are not too clear, however. Moreover, the haphazard induction of foreign students into American life often creates problems of adjustment and sometimes results in the impairment of the best possible personal understanding on the part of both Americans and visitors. It is clear a greater effort must be made properly to induct foreign students into campus life and into the alumni relationship once they have left us.

In exploiting the new frontier in international education and research, additional financial resources are needed. Some, obviously, are the responsibility of the State; some should come from the Federal Government; and some will have to come from Foundations and private donors. This support will be forthcoming only if the educational outcomes are broadly understood and the realities of ways and means are clearly and understandably set forth. We all have an obligation to participate in the interpretation of the international dimension of our work.

V. CONCLUSION

In this Centennial Year of the signing of the Land-Grant Act, as we honor the past and refocus on present and anticipated changes, it is encouraging to note that the old dichotomies in public discussion are out of date. How, it was once asked, can you deal with large numbers and provide quality education? Be professionally

motivated and liberally educated? Conduct basic and applied research? Concentrate on undergraduate and graduate education? Emphasize teaching and research? Or, more recently, meet international and domestic obligations?

In reply, the answer comes back, at Illinois and at other state universities across the country, and indeed, in non-state institutions as higher education has moved to adopt many of the features of the Land-Grant pattern — we are doing both and will continue to do both. Over the 100 years, the critics have been confounded. The great experiment of the 1860's has been a success.

However, there is no room for complacency. Our aspirations exceed our achievements. In some areas, even our best is not good enough. But we have confidence that new levels of effectiveness will be attained as we accept and apply to our work the endowment of qualities inherent in the Land-Grant tradition, as enumerated by Allan Nevins — optimism, idealism, ready acceptance of risks, a taste for action, and realism.¹⁰

Further, our attention is not alone on the new emphases which I have here outlined. There is the perennial struggle to improve — to be the best possible, not only with the resources at hand but with new resources to be found. This effort has to do with the continuing improvement in the quality of the student body, with better methods in recruitment of faculty, and with upgraded working conditions for increased effectiveness. There is also the search for heightened efficiency, which includes the removal of the obsolescent, the breaking of stereotypes, and the trimming out of the non-relevant as we define our goals and appraise our courses, our procedures, our attitudes, and our activity.

In 1961, the new and the old join in many ways. "New occasions teach new duties" but these come to us within the pattern created by the threads of continuity in a century of development of the Land-Grant idea. Let us be grateful for past achievements, present strength and new opportunities.

¹⁰ Nevins, *op. cit.* "Don Quixote and Sancho Panza."

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

JAN 17 1962

No. 27, January 8, 1962

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The Office of Community Development: Its Purpose and Program

PREPARED BY PROFESSOR JAMES G. COKE, DIRECTOR, OFFICE OF COMMUNITY DEVELOPMENT

In August, 1960, the Ford Foundation announced a grant of \$125,000 to the University of Illinois in order to support an experimental program of urban studies during a three-year period. The objectives of this program were stated as follows in a letter from President Henry to the Ford Foundation:

Under the grant, three specific activities would be undertaken: (a) self-study of the University's community services, and examination of new ways in which the University might most effectively serve the state's urban areas; (b) experimentation in the training of "urban generalists" — people who are competent in a variety of fields that touch on urban life, but who are not so oriented to a particular discipline as to keep them from effectively analyzing and resolving urban problems; and (c) giving several selected Illinois communities direct access to the University on an experimental basis, by having a staff member assigned generally to inquiring into the problems of each community.

By action of the Provost in September, 1960, the Office of Community Development was established within the Provost's Office for the purpose of administering the grant. This action was recommended by the Council on Community Development, an all-University committee responsible for study of ways in which University research and extension can aid communities in meeting their problems of development and adjustment.

The first year of the grant period was devoted to the preparatory phase of staff recruitment and preliminary determination of program. On September 1, 1961, the full-scale operation of the Office was begun. The professional staff of the Office consists of four members, trained in the disciplines of geography, political science, and sociology. Although all four hold academic appointments, they will be devoting full-time to the program of the Office for two years.

The stated objectives of the grant place the Office of Community Development within a larger pattern of similar activities supported by the Ford Foundation at the University of Wisconsin, Rutgers University, the University of Delaware, and Purdue University. All these activities have parallel purposes, in that they are

directed at a broader involvement of their universities in contemporary community problems.

In contrast to the other four programs, however, the Office of Community Development is not set up to engage directly in urban extension activities. Rather, the results of this two-year experiment are aimed at providing the University of Illinois with a basis for judging the relative merits of various means through which University resources might be appropriately devoted to a continuing, organized concern with urban development. The Office's primary perspective is, therefore, from the standpoint of the University, not the community. For this reason, the Office will emphasize a program of comparative research on salient characteristics of three medium-sized metropolitan communities in Illinois: Peoria, Springfield, and Rockford.

This research is being designed to give the University a useful perspective on the processes by which urban policy-making is carried out. For example, the Office will investigate the role of "expert knowledge" in the process by which some aspects of community life become issues, and by which the terms of the debate over issues are posed. It will look at influences outside the community, such as state and federal programs, that tend to serve as a foundation and an opportunity for community innovation. It is hoped that this perspective can lead to a redefinition of "urban problems" in terms of their potential for significant University research and in terms of effective extension strategies.

In addition to its outward look at metropolitan communities, the Office will maintain close liaison with teaching, research, and extension activities on the University of Illinois campus. Machinery for internal communication has been established through the appointment of an Advisory Board and through structural ties with the Council on Community Development. The Office will seek to understand the organization and scope of present community-centered activities and relate this knowledge to the opportunities for study of and service to, the state's urban areas.

OFFICE OF COMMUNITY DEVELOPMENT STAFF MEMBERS

Herbert V. Gamberg, Assistant Professor of Sociology, Office of Community Development, 627½ South Wright Street, x 8266

Nason E. Hall, Jr., Assistant Professor of Sociology, Office of Community Development, 627½ South Wright Street, x 8266

Everett G. Smith, Jr., Assistant Professor of Geography, Office of Community Development, 627½ South Wright Street, x 8266

James G. Coke, Associate Professor, Institute of Government and Public Affairs; Director, Office of Community Development, 627½ South Wright Street, x 8266

ADVISORY BOARD

Claar, John Bennett, Associate Director of Extension Service in Agriculture and Home Economics.

Coke, James Guthrie, Associate Professor, Institute of Government and Public Affairs, Director, Office of Community Development.

Edelman, Murray, Professor of Political Science, Col-

lege of Liberal Arts and Sciences and Institute of Labor and Industrial Relations.

Ferber, Robert, Professor of Economics; Research Professor of Economics, Bureau of Economics and Business Research.

Fiedler, Fred Edward, Professor of Psychology.

Gove, Samuel Kimball, Associate Professor, Institute of Government and Public Affairs.

Paul, Sherman, Professor of English; Associate Member of the Center for Advanced Study.

Robinson, Stanley Clay, Dean of Division of University Extension.

Russell, Joseph Albert, Professor of Geography; Head of Department.

Schneider, Louis, Professor of Sociology; Head of Department.

Steiner, Gilbert Yale, Director and Professor, Institute of Government and Public Affairs.

Wetmore, Louis Bemis, Professor of City and Regional Planning; Head of Department of City Planning and Landscape Architecture; Director of Bureau of Community Planning.

Request for Information on Memberships on Advisory Panels, Boards, and Committees

The University has frequent occasion to seek advice from staff members who, by reason of service on boards, committees and panels of the various foundations and federal agencies concerned with research and education, have detailed and up-to-date information of the policies of these organizations. It is now proposed to prepare a list of staff members who, as a result of such service, are in especially good positions to advise departmental officers, the Research Board, and the University administrators on questions of relationships with these agencies. This list will not be published, but will be used for internal purposes. When members of the faculty receive the request from the University Research Board for the

annual lists of their publications they will also be requested to list memberships, during the calendar years 1961 and 1962, in any groups that advise agencies of the government of the United States, agencies of the State of Illinois, other than those located on the campus, and philanthropic foundations that support research and education. They will also be asked to list any national offices, and memberships on national committees, in which they serve learned and professional societies.

It is recognized that some assignments, such as service on certain boards of selection and award committees, are performed anonymously and should not be included in the lists submitted.

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES,
MEETING IN CHICAGO, ILLINOIS, TUESDAY, DECEMBER 19, 1961

ILLINOIS LEADS IN ENGINEERING FIRMS

Consulting Engineer's Survey of the Profession in 1960 was a "Portrait of the Man at the Top," a study of the background and present status of the average man who heads a consulting engineering firm. According to the survey, more engineering graduates of the University of Illinois head their own firms than are graduated from any other engineering college. MIT ranked a close second on the list.

MIT and Illinois lead all other schools in the number of doctorate degrees awarded in engineering. Illinois leads in civil engineering, MIT in other fields.

ENROLMENT NOW TOTALS 33,828

Enrolment in University of Illinois extramural classes makes the semester's final total 33,828, Dean C. W. Sanford, office of admissions and records, has reported. The total is in contrast to last year's record of 32,129.

A breakdown of the final figures shows 23,059 at Champaign-Urbana, 4,619 at Chicago Undergraduate Division, 2,143 at the University of Illinois at the Medical Center, Chicago, and 4,007 in extramural registration. Every county in Illinois, every state in the United States, and 88 foreign countries are represented.

UNIVERSITY HOSTS AEROSPACE EDUCATION SEMINAR

State and national leaders in aviation and education took part December 9 in an Aerospace Education Seminar presented at the University of Illinois especially for the state's school teachers and administrators. The survey of astronautics dealt with why America is going into space, how this is being done, what has been done and what is planned, both from civilian and military aspects. The seminar is one in a series being presented across the nation under sponsorship of the Aerospace Education Foundation and the Air Force Association.

SCHOOL-UNIVERSITY ARTICULATION PROGRAM CONTINUES

Teachers and administrators of 87 Illinois high schools met December 6-7 with University of Illinois officials and their former pupils now students at the University in Urbana, to continue discussions of better ways to bridge the gap between high school and college work. Prof. Lowell B. Fisher, coordinator of school-university articulation, directed the conference which was primarily concerned with English and history.

PROF. JACKSON LEADS CONFERENCE ON YOUTH FITNESS

Prof. C. O. Jackson, head of the department of physical education for men, served as co-chairman of the Governor's Conference on Youth Fitness December 6-7 in Springfield. The Conference dealt with problems of fitness and implications in education institutions. Five other members of the College of Physical Education faculty participated.

MINNESOTANS PRAISE COLLEGE OF FINE AND APPLIED ARTS

Five members of the Board of Trustees of the Minneapolis Society of Fine Arts visited the University's College of Fine and Applied Arts in Urbana Nov. 29 as part of a nationwide tour preparatory to developing a 10-year plan for the Minneapolis School of Art.

A typical reaction of the visiting Board is reported in this excerpt from a letter to Dean Allen S. Weller, as follows:

"I can't tell you how much I appreciated the time that you and your colleagues gave us. . . . We were dazzled by what we saw. Think without doubt your school is the best organized and the best equipped that I have ever seen, and fully measures up to the high praise that I heard in the East."

PROF. ROSE, PROF. DU VIGNEAUD WIN NUTRITION FOUNDATION AWARDS

Dr. William C. Rose, Professor of biochemistry, emeritus, and Dr. Vincent du Vigneaud, distinguished

University graduate and Nobel prize winner who is now on the faculty at Cornell University Medical College, were among five outstanding scientists receiving Nutrition Foundation awards December 6 in New York. Recognition was for fundamental research in nutrition and for training young scientists.

Professor Rose was cited for his classic work in determining the adult human requirements for proteins, and for his notable record of training young scientists.

Dr. du Vigneaud was cited for chemical studies of the sulfur-containing acids in addition to his excellence as a teacher of biochemistry.

MC KINLEY HOSPITAL RECEIVES ACCREDITATION

McKinley Hospital at the University's Urbana campus has received a three-year accreditation from the Joint Commission on Accreditation of Hospitals, Dr. Orville S. Walters, director of health services, has reported. This accreditation is the outcome of plans and improvements which have been in progress for more than two years, Dr. Walters said.

On the McKinley staff are 110 community physicians, including 14 of the Health Service physicians. In the last year the hospital admitted 2,080 patients and treated 2,271 in the emergency room.

WILL BROADCASTS METROPOLITAN OPERA

WILL, the University's educational radio station, is one of eight stations in the nation chosen to broadcast live performances of the Metropolitan Opera Co. this year. The schedule began December 9 and the next opportunity to hear one of these broadcasts was the performance of "Die Walkuerre" at 12:30 p.m., December 23.

The University station broadcasts from sunup to sundown six days per week throughout the year and from 7 a.m. to 4 p.m. on Sunday on its AM frequency of 580 kilocycles. FM transmissions are from 4 to 10 p.m. six days per week. Included are radio school lessons for elementary and high schools which are carried for 30 minutes five days per week, and a 50-minute University classroom of the air three times per week.

AGRONOMY SOCIETY NAMES PROF. RUSSELL

Prof. M. B. Russell, head of the department of agronomy, has been elected vice-president of the American Society of Agronomy and will automatically succeed to the organization's presidency next year.

At the Society's meeting in St. Louis, two University of Illinois agriculture students, Vernon H. Reich, Mt. Vernon, and Donald E. Dahlstrom, Woodhull, received prizes in the society's student essay contest.

WORK BY PROF. FOSTER CITED

The *Atlas of Illinois Resources* prepared under supervision of Prof. Fred W. Foster, department of geography, was awarded the citation of "Best of Class" in the 1961 Literature Awards Contest of the American Industrial Development Council.

BOY SCOUTS SCHEDULE NATIONAL CONFERENCE IN ASSEMBLY HALL

The 12th National Training Conference of the National Council, Boy Scouts of America, has been scheduled in 1963 in the Assembly Hall on the University of Illinois campus. The conference is the first event brought to the University primarily because of availability of the new all-purpose facility still under construction.

More than 5,400 people, both Scouts and their professional leaders, will attend. In addition to the Assembly Hall, the conference will use the Illini Union, residence halls, classrooms, and recreational areas on the campus.

DR. ROBERTS RECEIVES MEAD JOHNSON AWARD

Dr. Stuart S. Roberts, senior resident in surgery at the University of Illinois Research and Educational Hospital, has been granted the ninth annual Mead Johnson Award for graduate training in surgery. The award is for \$3,000 per year for three years. Dr. Roberts plans to spend the next two years doing cancer research in Memorial Hospital for Cancer and Allied Diseases in New York.

COMPOSER BINKERD'S SYMPHONY RECOGNIZED

"Symphony No. 1" by Prof. Gordon Binkerd, University of Illinois composer, has been recorded by the St. Louis Symphony Orchestra for release in December. The Symphony, commissioned for the 1955 Festival of Contemporary Arts, now has received three major performances.

UNIVERSITY OBSERVES FOURTH INTERNATIONAL WEEK

Fourth annual International Week, designed to promote better understanding, communication, and friendship among peoples of the world, was observed December 1 through 10 at the Urbana-Champaign campus. Income from a variety of International Week events is used for scholarship funds.

Foreign student enrolment at the University for the first semester totals 1,117, an increase of 154 over 1960. The University of Illinois now ranks sixth in the nation for the size of its foreign student body which this year comes from 88 different countries.

DADS ASSOCIATION MEMBERSHIP TOPS 7,000

More than 7,000 fathers of University of Illinois students are enrolled this year in the Dads Association,

Dean Edward E. Stafford, executive secretary, has reported. The organization awards 12 scholarships annually to needy and promising students as determined by the University's Committee on Undergraduate Scholarships. Among the Association's other activities are organized counselling programs for prospective students and communication among parents of students on University subjects.

VICE-PRESIDENT LANIER NAMED TO DEFENSE SCIENCE BOARD

Executive Vice-President Lyle H. Lanier has been appointed to membership on the National Defense Science Board for a four-year term. The purpose of this Board is "to advise the Secretary of Defense through the Director of Defense Research and Engineering on scientific and technical matters of interest to the Department of Defense." Professor Frederick Seitz, head of the department of physics, is also a member of the Defense Science Board and this year serves as its vice-chairman.

"STATE OF THE UNIVERSITY" MESSAGE BROADCAST

The President's "State of the University" message was presented to faculty-staff-students and the public this year entirely by television and radio. The annual report was videotaped by WILL-TV for showings in Urbana-Champaign December 14 and December 19, in Chicago December 15. WILL-Radio carried a broadcast of the message December 15 and 18. The "State of the University" will be printed for distribution and will be the subject of a faculty colloquium.

BROCHURE PREPARED ON CONGRESS CIRCLE PLANS

A 20-page, well-illustrated brochure on "The University of Illinois at Congress Circle, Chicago," dealing with antecedent events, architectural design, and educational programs has been printed by the University of Illinois Press and is available for distribution from the Office of Public Information.

GOVERNOR REAPPOINTS DIRECTOR BRYAN

Director Leslie A. Bryan, Institute of Aviation, internationally known for his work in aviation and education, has been reappointed to the State of Illinois Board of Aeronautical Advisors by Governor Otto Kerner.

Professor Bryan was first named to the board in 1949 by Governor Adlai Stevenson and twice reappointed by Governor William G. Stratton.

Faculty Colloquium on "State of the University" Message

A colloquium for faculty and staff to discuss topics raised in the President's "State of the University" message has been scheduled by the President from 4:00 to 5:30 p.m., Monday, January 15, in Room 171 Law Building.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 28, January 31, 1962

The Office of Instructional Research: Its Purposes and Program

STATEMENT PREPARED BY EXECUTIVE VICE PRESIDENT AND PROVOST LYLE H. LANIER

The Office of Instructional Research was established by the Board of Trustees at its meeting on June 21, 1961 — as an agency within the Office of the Provost charged with two broad types of responsibilities: (a) the provision of information and technical assistance to departments and colleges interested in studying the effectiveness of their respective educational programs; (b) the conduct of continuing investigation of educational problems of inter-college scope and University-wide significance.

Under the first category, the Office of Instructional Research serves as a clearinghouse for information concerning developments within and outside the University related to the effectiveness of instruction. Thus far this effort has consisted mainly in the accumulation and informal dissemination of information about new instructional methods, materials, and evaluative studies — primarily for the benefit of the administrative officers and faculty members directly concerned. The Office plans as soon as feasible, however, to issue a serial bulletin that will report to a wider faculty audience on University activities in this field as well as on important developments elsewhere. The latter would include programs of financial support for instructional innovation and evaluation.

Other forms of technical assistance available from the Office include consultation on the design of instructional studies and participation in cooperative projects. A current example of the latter type is a study of student evaluation of instructors (and their courses) being conducted jointly by the Department of Psychology and the Office of Instructional Research. Based on experience gained in an earlier pilot study by the Department, a revised evaluation form has been developed that permits rapid electronic scoring and data-processing. The Office of Instructional Research assumes responsibility for the latter operations. Reports of the results for each course

(or section) are made direct to individual instructors, and summaries of the results (without identification of instructors) are sent to the head of the Department. It is optional with an instructor whether or not he gives the results for his courses to the head of the Department.

Studies of classroom instruction will be undertaken cooperatively — upon the initiative of departments — concerning the influence on educational achievement of such conditions as teaching methods, learning devices, and instructional materials. Although the volume of cooperative research will have to be somewhat restricted at present due to the lack of staff in the Office of Instructional Research, experimentation in certain curricular areas will be initiated. Outside support will be sought for the expansion of such studies.

The Office of Instructional Research is collaborating with the Office of Admissions and Records and the Statistical Service Unit in the development of a University-wide program for the recording and processing of a comprehensive body of data concerning all undergraduates. Included will be information about family background (geographic, socio-economic, educational), pre-college education, psychological characteristics (indices of aptitudes, interests, etc.), collegiate academic records, extracurricular environment and activities, and vocational goals. The availability of this common pool of data — properly encoded on magnetic tape — will serve a variety of administrative purposes, in addition to providing a foundation for research on admissions policies, instructional programs, and the impact of the extracurricular environment on student achievement and values.

The Office of Instructional Research will rely heavily upon this common pool of student data in meeting the second of its two major types of responsibilities — that for the study of educational problems of inter-college scope and general University interest. Important among these problems is the heavy loss of freshmen each year

due to academic deficiencies and to other causes not adequately understood. The Office is planning a systematic investigation of various aspects of this problem, with a view to discovering the factors that produce significant differences among students in academic achievement, in intellectual interests, and in general attitudes towards the University environment as a whole. In the light of such knowledge, it is hoped that appropriate changes can be made in the conditions found responsible for unnecessary freshman attrition.

The Office will be concerned with research on other major aspects of the over-all productivity of the University as an institution of higher education. Its thousands of students represent the highest stratum of the college-age youth of the State — a critical component of the nation's human resources. The University is obligated to provide to these students such guidance and educational opportunities as will optimize their individual intellectual development and maximize their collective contribution to the major dimensions of our democratic

society. To accomplish these tasks satisfactorily will require continuing and improved appraisal of the effectiveness of our complex educational organization and its varied operations — especially through the application of the relevant methods and conceptual frameworks of the social sciences. Although the methodology of “operations research” in its strict technical sense is not easily applied to educational institutions, this approach can profitably serve as a guide to improvement both in the quality of our educational products and in the economical use of the resources available for producing them. The Office of Instructional Research represents an effort in this direction — focused primarily upon applications of general, educational, and social psychology.

The Director of the Office of Instructional Research is Robert G. Demaree, an Illinois alumnus who received the Ph.D. degree in general experimental psychology in 1950. The Office is located at 1203 West Oregon Street, Urbana, Extension 2877 or 2468.

Change of Names for Chicago Campuses

The Board of Trustees of the University of Illinois on November 28, 1961, officially adopted the following names for the University's two Chicago campuses:

UNIVERSITY OF ILLINOIS AT THE MEDICAL CENTER,
CHICAGO

(This replaces the former name “Chicago Professional Colleges.”)

UNIVERSITY OF ILLINOIS AT CONGRESS CIRCLE, CHICAGO
(The name of the new campus is a replacement for the present “Chicago Undergraduate Division.”)

The first of these names became effective immediately. The second name may be appropriately used to designate the area of the new campus, but cannot, of course, be applied to the present Chicago Undergraduate Division on Navy Pier.

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES,
MEETING IN URBANA, ILLINOIS, THURSDAY, JANUARY 11, 1962

UNIVERSITY SCIENTISTS EXPLORE IONOSPHERE

With a tiny radio transmitter in an Air Force satellite utilizing four receiving stations located from Alaska to Urbana, University of Illinois scientists are making new explorations of the ionosphere.

The transmitter is circling the earth in Discoverer 36, a satellite launched December 12 from Vandenberg Air Force Base, Calif. It was built at the University under supervision of Prof. George W. Swenson, Jr., by William W. Cochran, electronics engineer; and three student assistants, Joseph C. Hemmer, Huntley; Carl F. Stubenrauch, Champaign, and Joseph J. Smith, Grayslake.

Transmissions are being received by the University's tracking station near the Urbana campus, by a U. of I.

operated station at Houghton, Michigan, by personnel of the Canadian government's Baker Lake scientific station, and with University of Illinois equipment operated by the Army Signal Corps at Adak, Aleutian Islands.

Work performed on the project at Illinois is supported by a research grant from the National Aeronautics and Space Administration.

MIDYEAR CONVOCATION SET: COMMAGER TO SPEAK

Dr. Henry S. Commager, noted historian, lecturer, and professor of history and American studies at Amherst College, will speak at the midyear convocation on the Urbana campus at 2 p.m., January 28.

While the ceremonial conferment of degrees is scheduled for the June exercises, the convocation pro-

gram honors the candidates for degrees, their families, and friends. The midyear graduating class is expected to total 1400.

NEWMARK NAMED FOR GOLDEN GATE BRIDGE STUDY

Prof. Nathan M. Newmark, head of the department of civil engineering, has been named to a three-man board which will study whether the Golden Gate Bridge at San Francisco can carry rapid transit tracks on a deck to be added below the present roadway.

His selection was from a list of 13 of the nation's top engineering educators and consulting engineers nominated by President Jay Stratton of Massachusetts Institute of Technology and President Lee DuBridg of California Institute of Technology.

GERM FREE LABORATORY OPENS AT PROFESSIONAL COLLEGES

A specialized laboratory—first of its kind in the Chicago area—in which experimental animals are raised in a germ free environment, has been opened in the medical research laboratory of the University of Illinois at the Medical Center, Chicago. Germ free animals are used in studies of longevity, tooth decay, and other disabilities which bacteria are presumed to influence adversely.

MOVIE TO BE MADE OF LEWIS' BOOK

"The Children of Sanchez," widely-acclaimed book by Prof. Oscar Lewis, department of anthropology, will be made into a movie within the next year. Lewis' anthropological study of five slum dwellers in Mexico City has been named one of the year's (1961) best books by *Time Magazine*.

PROF. MARVEL HONORED AT ARIZONA

More than 200 former students and colleagues of Prof. Carl S. Marvel, internationally-known chemist who retired from the Illinois faculty last year, gathered at University of Arizona for a symposium December 27-28 in his honor. Dr. Marvel, a member of the University staff for 45 years, is noted for research in polymers, which include plastics and synthetic rubber.

DR. KURT STERN HONORED BY NEW YORK ACADEMY

Dr. Kurt Stern, professor of pathology and pathologist, Research and Educational Hospitals, University of Illinois at the Medical Center, Chicago, has been honored with a Fellowship in the New York Academy of Science. The recognition was for his scientific achievement and for the promotion of science.

NATIONAL DEFENSE GRADUATE FELLOWSHIP PROGRAMS APPROVED

The U. S. Commissioner of Education has approved eight additional National Defense Graduate Fellowship programs at the University to begin in September, 1962. The approved programs provide a total of 22 new fellowships to graduate students in educational psychology, Latin-American languages and literature, linguistics, nuclear engineering, psychology, quantitative economic analysis, speech correction, and structural mechanics. A total of 43 National Defense Education Act fellows are currently enrolled at Illinois under previously-approved programs.

PROF. HARRIS FLETCHER "SCHOLAR OF THE YEAR"

Prof. Harris F. Fletcher, University of Illinois' renowned Milton scholar, was named "Honored Scholar of the Year" for 1961 by the Milton Society of America. He was officially recognized at a banquet December 27 in Chicago. During 1961 Volume II of Prof. Fletcher's series of books, "The Intellectual Development of John Milton," was published by the University Press.

LOAN REPAYMENT RECORD 99.9 PER CENT IN 62 YEARS

Of nearly \$6,000,000 loaned by the University of Illinois to students in 62 years, only one-tenth of one per cent has been uncollectable, figures announced by Vice-President H. O. Farber indicate.

The University's loan funds now total \$1,472,444. Outstanding when the fiscal year closed June 30 were 3,687 loans totalling \$1,319,426. During the year \$425,434 was loaned to 2,886 students and \$367,893 was repaid by 2,820 students.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 29, February 9, 1962

Promotion Procedures

This issue of the FACULTY LETTER is devoted exclusively to information relevant to the procedures instituted during the current academic year in the matter of promotion in rank of faculty members.

MEMORANDUM TO DEANS, DIRECTORS, AND HEADS OF ACADEMIC DEPARTMENTS FROM THE PROVOST, JANUARY 9, 1962

At the meeting of the Academic Advisory Council¹ on November 9, 1961, there was extensive discussion of policies and procedures concerning promotion in rank of faculty members. The following points were emphasized:

1. In most colleges and divisions, the annual departmental recommendations for promotion are prepared and reviewed during the course of budget preparation; and in all cases, these recommendations are transmitted to the President in conjunction with the presentation of budget recommendations for the following year. These combined tasks allow insufficient time for careful review

¹ The Academic Advisory Council, approved by the University Council—June 28, 1961, consists of the deans and directors of the instructional divisions on all three campuses, the Vice President in Charge of the University of Illinois at the Medical Center, the Vice President for the Chicago Undergraduate Division, the Dean of Administration, and the Vice President and Provost.

The Vice President and Provost is the Chairman of the Council, with the Dean of Administration serving as Secretary.

The Council acts as an advisory body to the Vice President and Provost and to the President, on major matters of educational policy and program. The Vice President and Provost brings before the Academic Council such problems and proposals as seem to him to deserve attention, and any member of the Council may have an item placed on the agenda for consideration at a Council meeting. The Council will not exercise legislative functions nor will it have any fixed responsibilities for review and recommendation concerning educational matters. But if it so desires, the Academic Advisory Council may make recommendations to the President, to the University Council, or to any other appropriate academic body concerning any matter brought before it. Reports of the deliberations of the Academic Council are to be given regularly to the University Council.

of recommendations for promotion, especially on the part of the Dean of the Graduate College and the Provost.

2. Recommendations for promotions generally lack sufficient supporting credentials to permit adequate review and evaluation by central administrative officers. It was noted that often such information is submitted to the deans and directors of colleges, but that most of it is not included with the recommendations sent to the President.

3. Undesirably wide variation appears to exist among administrative units in standards for promotion — apart from expected differences arising from the application of differential criteria corresponding to differences in assigned duties.

4. Of greatest importance are the policies, procedures, and decisions concerning promotion from the rank of assistant professor to that of associate professor with indefinite tenure.

In the light of these discussions, the following changes in procedure will be instituted: (a) administrative actions concerning promotion will be completed in advance of the preparation of the annual budget for the following year; (b) new forms for recommending promotion will be used, requiring the presentation of more complete information concerning the instructional, research, administrative, and service activities of candidates for promotion; (c) an all-university Committee on Promotions will be appointed to advise central administrative officers concerning recommendations for promotions submitted by colleges and divisions. Professor Robert W. Rogers, Head of the Department of English, has accepted the chairmanship of the Committee on Promotions. The

other members recently appointed for two year terms are:

LEE J. CRONBACH, Professor of Education, College of Education

ALDEN CUTSHALL, Professor of Geography, Division of Social Sciences, Chicago Undergraduate Division

HAROLD G. HALCROW, Professor of Agricultural Economics and Head of the Department, College of Agriculture

ROGER A. HARVEY, Professor of Radiology and Head of the Department, College of Medicine

ROBERT J. MAURER, Professor of Physics, College of Engineering

DAVID L. NANNEY, Professor of Zoology, College of Liberal Arts and Sciences

CALENDAR

Following is the calendar for the present year:

February 12, 1962: All departmental recommendations for promotion are due in the offices of deans and directors.

March 5, 1962: The recommendations from deans and directors are due in the Office of the Provost. The recommendations will be reviewed by the Committee on Promotions, by the Dean of the Graduate College, and by the Provost.

April 1, 1962: Reports of action taken on recommendations for promotion will be sent to deans and directors.

New forms for use in recommending promotion are being prepared and will be distributed to the offices of deans and directors by January 22.

DURATION OF "NON-TENURE" EMPLOYMENT OF FACULTY MEMBERS

Administrative officers are urged to give careful consideration to the status of faculty members who have held appointments for five or six years at the rank of instructor or assistant professor. Unless special needs and circumstances clearly justify a contrary *departmental policy*, all academic departments are urged to proceed with all reasonable speed towards the implementation of a uniform policy whereby the employment of faculty members without indefinite tenure would be limited to a total period *not to exceed seven years*.

FACULTY MEMBERS WITHOUT TENURE BUT WITH LONG RECORDS OF UNIVERSITY SERVICE

The policies and procedures outlined in the preceding section obviously are inapplicable to individuals who have been members of the faculty longer than six years. Many such individuals will have acquired *de facto*

tenure by virtue of repeated reappointment beyond the time limit at which notice of a terminal appointment should have been given. Since the individuals in this class are very diverse as to status and as to value to the University, virtually the only general procedural rule applicable to all of them is that they should be clearly informed of the department's intentions concerning their prospects of promotion and salary increases.

NOTICE CONCERNING REAPPOINTMENT

Faculty members on appointment with fixed terms should be notified whether or not reappointment will be recommended, as soon as the decision can appropriately be reached. In the case of an individual on a one-year contract, such notification should normally be given not later than the end of the first semester and sooner if the decision can be made at an earlier date. An assistant professor on an initial two-year appointment should normally be notified concerning reappointment by the end of his first academic year, if a decision can be satisfactorily reached by that time; at the latest, he should be informed by the end of the first semester of his second year whether or not he will be reappointed and for what term. It is highly desirable that an assistant professor with more than two years of service be informed at least one year before the end of his contract whether or not he will be reappointed.

TERMINAL REAPPOINTMENT

No terminal reappointment should be recommended for a period longer than one contract year. Any exception to this rule should have prior approval of the dean of the college and of the Provost. Such exceptions would be granted only under most unusual circumstances. The head of the department should notify the faculty member in writing when a terminal reappointment is to be recommended, should state that it will be for one year only, and should do this not later than the end of the academic year preceding the terminal year.

LYLE H. LANIER
Provost

INFORMATION FORMS

In a memorandum to Deans, Directors, and Heads of Academic Departments dated January 19, 1962, the Executive Vice President and Provost set forth details to be followed in carrying out the promotion procedures stated in the above. Included with the memorandum was the form to be used for supplying the supporting information for individuals recommended for promotion to the rank of *associate professor* or *full professor*, which is as follows:

(Outline of the form and content of the statement of "Supporting Information" to accompany recommendations for associate professorship and full professorship.)

UNIVERSITY OF ILLINOIS

Name _____

College _____

Date _____

RECOMMENDATION FOR PROMOTION: SUPPORTING INFORMATION

A. INSTRUCTION

1. Undergraduate teaching.
2. Graduate teaching.
3. Development of new teaching methods or materials.
4. Contributions to course or curriculum development.
5. Other contributions to instruction.

B. RESEARCH, CREATIVE, AND OTHER SCHOLARLY ACTIVITIES

1. Attach a separate list of publications, papers, and other creative works, preferably in chronological order, including: (a) books; (b) monographs or bulletins; (c) articles; (d) reviews or abstracts; (e) papers (if read at meetings of learned societies); (f) other creative works.
2. Brief evaluation of one or two most significant publications, papers, or other creative works in terms of originality and importance.
3. Describe briefly the nature of current research or other creative work in progress.
4. Editorship of journals or other learned publications.
5. Supervision of research.

Cooperative research projects.

Number of master's theses: currently _____; past 5 years _____.

Number of doctoral dissertations: currently _____; past 5 years _____.

Comment.

6. For nominees to the rank of full professor, give names and addresses of two distinguished scholars outside the University of Illinois who can be expected to be familiar with the work of the nominee.

C. PROFESSIONAL AND PUBLIC SERVICE, INCLUDING EXTENSION WORK

1. Offices held and other services to professional societies.
2. Consultation (industry, education, government).
3. Extension work (other than teaching).
4. Clinical services.
5. Other (including International Programs).

D. STUDENT SERVICES

1. Academic advising.
2. Special counseling services.
3. Advisor to student groups and organizations.
4. Health services.
5. Other student services.

E. ADMINISTRATIVE SERVICES

1. Departmental committees.
2. College or University committees.
3. Administrative offices.
4. Other administrative services.



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 30, February 23, 1962*

State Board of Higher Education

EXCERPTS FROM REPORT NO. 1 OF THE EXECUTIVE DIRECTOR, DR. RICHARD G. BROWNE, JANUARY 29, 1962*

"Illinois has every reason to be proud of its institutions of higher learning, whether they be privately endowed or publicly financed."¹

The Board of Higher Education is charged with the responsibility of preserving and enhancing the effectiveness of the state's system of higher education. The Act creating the Board (Senate Bill 766, Seventy-second General Assembly) specifies as one of the Board's powers and duties "... to insure the high quality of higher education in this State."²

In a general sense it is the responsibility of the Board of Higher Education to take part in the coordination and planning of this system of higher education. Of course, it has no authority to mandate the private institutions or the junior colleges (and the Chicago Teachers College) although it is directed to "give consideration" to their problems and attitudes, and those of "other educational groups, instrumentalities and institutions" in the formulation of a Master Plan. Nor does the Board have full authority to coordinate the work of the state universities. The General Assembly of the State, and the three governing boards it has established, are entrusted with the management and control of the various institutions.

The Board's responsibilities for coordination are limited but are very real. They stem from the provisions of the Act which enjoin the Board (a) to formulate a "master plan for the development, expansion, integration, coordination and efficient utilization of the facilities, curricula, and standards of higher education for the public institutions of higher education in the areas of teaching, research and public service," (Section 6), (b) to have control over "new units of instruction,"

(Section 7), and (c) to make recommendations concerning budgets, (Section 8). These are significant powers and grant the Board a substantial role in the achievement of coordination.

BOARD RESPONSIBILITIES

The responsibilities of the new Board of Higher Education naturally divide themselves into three parts. These segments, along with some preliminary and tentative comments, are as follows:

1. Formulation of a Master Plan

While the studies reported in *Public Higher Education in Illinois* may serve as a starting point, it will be proper for the Board to seek to formulate a plan which will be more specific and detailed than any which have thus far been produced in Illinois.

The case for planning has been stated by one Illinois president as follows:

"I believe that state-wide planning for higher education is imperative. Institutional expansion without professional study of the needs of the state as a whole or of the potential contribution of all institutions supplying that need is unwise."³

The same president warned that there are "doubts and apprehensions" among students concerning the wisdom of planning (or coordination) which enters into the area of unified controls and fails to safeguard quality, preserve the proper differences in institutional missions and operation, and fails to utilize the resources of the various faculties in shaping educational policy.

The Master Plan of California has dealt with a large number of topics. These include:

1. The structure of one of the governing boards.
2. Identification of junior college functions and degrees.
3. Defining the research functions of various institutions.

* The minutes of the Board meeting of January 18, 1962, state that it was suggested that the Executive Director "prepare an outline of his concept of the Board's responsibilities and how it should approach them." This report is in response to that request.

¹ Illinois Commission of Higher Education, *Annual Report 1960*, p. 15.

² Section 9 (b).

³ *Faculty Letter*, No. 1, Sept. 8, 1959, University of Illinois, p. 1.

4. Provision for joint doctoral degrees with the University and the State Colleges.
5. Designation of the University for professional programs.
6. Policy of restrictive admissions.
7. Identification of 22 school districts that should establish new junior colleges.
8. Increased state support for junior college operation and capital construction.
9. Priority list for new state institutions (universities and colleges).
10. Improved space utilization.
11. Fiscal recommendations concerning tuition and fees, residence halls, parking lots, and student aids.
12. Expanded emphasis on graduate programs and other devices to increase the number of college teachers.

The California plan was developed over a period of years. A "Joint Committee of Liaison" had been established by the two governing boards in 1945. In 1951 a Joint Staff was provided. A legislative study commission report of 1948 was amplified by a "Re-Study" in 1955. In 1958 a "Master Plan Survey Team" was created and the 1959 legislative session requested the submission of a "Master Plan." This plan was presented to the legislature in 1960. Parts of this plan were enacted that year. Legislation also created a 15-member Coordinating Council for Higher Education.

The California experience warrants careful study although it is unlikely that the Illinois situation would indicate that it or any other state plan could be successfully imported. In any case, it would seem desirable for the Board to enter promptly into this responsibility

with the expectation of completing the first stage during 1964.

2. *Analyzing Budget Requests*

The Board might well set about to discover if it can develop useful techniques for analyzing budget requests in time for these techniques to be used in the 73rd Biennial budgets due next November 15. This is undoubtedly a complex task and it may be that the Board can only develop instruments and/or standards that affect a part of the budgets. However, it is possible that the Board staff may make at least a beginning, in cooperation with the various finance officers of the institutions, in producing information that is meaningful and comparable. Much has already been done to achieve budget uniformity and understandable justifications. Further progress can and ought to be made.

3. *Approval of New Units of Instruction*

This responsibility rests on the Board at once. In fact, there have doubtless been programs which the governing boards have approved since last August 22 which are awaiting action. The Board needs to develop the procedures for submitting such requests and the methods of analyzing them.

Reasonable and moderate extensions of existing curricula, research, or public service programs which have a direct relationship to existing programs "need not be approved."

The Act establishing the Board states that "the Board may, under its rule making power define the character of such reasonable and moderate extensions."

The Board may wish to proceed at once to adopt a rule defining such moderate extensions.

The Indirect Research Costs Limit of the Department of Health, Education, and Welfare

MEMORANDUM TO THE DEANS OF THE COLLEGES, DIRECTORS OF THE SCHOOLS AND INSTITUTES,
AND HEADS OF ACADEMIC AND ADMINISTRATIVE DEPARTMENTS IN URBANA AND IN CHICAGO
FROM PRESIDENT DAVID D. HENRY, JANUARY 23, 1962

I would urge that you carefully read the following statement. Copies are being distributed rather widely during the present session of the Congress as we join other major universities in an effort to seek a remedy to the insufficient payment of indirect research costs.

I believe you should know that it is being commonly asserted by Congressional leaders that many University scientists believe the fifteen per cent overhead to be sufficient. It seems essential that we acquaint our faculty members with the facts and with the economic implications involved in indirect research costs.

In the statement we have tried to place the problem in its perspective at the University of Illinois, with proper emphasis upon our continuing commitment to research. It is evident, however, that the present in-

equity, if unrelieved, eventually may operate to the detriment of non-science departments and indeed may divert funds which ought to be available for other needs of great importance to all of the faculty.

I hope that you will help familiarize the faculty members with the economic realities of this question.

FINANCIAL IMPLICATIONS AT THE UNIVERSITY OF ILLINOIS¹

The University of Illinois is firmly committed to carrying on research across a broad range of disciplines and at the highest level of professional competence. The objective is basic among the major American universi-

¹ A statement of the position of the University of Illinois prepared for general distribution and issued by the Office of the President, January 15, 1962. Staff service by Earl Porter.

ties. In the pursuit of such an aim, for several years the University has been engaged in a research partnership with the Federal Government. Increasing sums of money have been involved and mutual benefit has accrued to both partners in the enterprise.

Today, however, accelerating costs and accelerating research demands pose serious problems in educational finance. Specifically, the large sums required of the University to support the operation of University-government research have limited its capacity to meet other obligations. Further, new and pressing obligations which soon will arise, increased enrollments in particular, will require more careful scrutiny of all activities. Lacking an adjustment of the research cost problems, at some point the University may have to limit or curtail the development of the cooperative effort with the Federal Government.

The problem is reflected in the issues involved in the ceiling placed upon the rate of reimbursement of indirect research costs of certain government grants and contracts. In 1958, after years of study and negotiation, the Bureau of the Budget prepared a set of principles for the calculation of all costs applicable to research contracts and grants with educational institutions. The Bureau requested that all federal agencies apply this formula. The Department of Defense and most other agencies have been able to do so. The Department of Health, Education and Welfare (HEW) has been a notable exception. At present, appropriations to HEW limit the reimbursement of indirect costs to 15 per cent of the direct costs — a percentage somewhat less than half that usually available under the Budget Bureau formula. The extent to which this limitation requires a contribution by the University of Illinois is evident in the following:

For the year ending June 30, 1961, a total of 461 grants from HEW was in force at the University. They involved an annual rate of expenditure of \$4,251,000. Indirect costs were received at the rate of 15 per cent. When the full indirect costs are calculated according to the Budget Bureau principles, the amount received by the University was \$700,000 less than the more appropriate and equitable share of the indirect costs.

However desirable the research partnership, it is clear that the HEW grants are in fact encumbered gifts. They cannot be supported indefinitely by the University at the present level, let alone in increasing volume, without continuing sacrifice of other services. To increase the present level — as national need clearly will require — will be impossible except at the expense of pressing needs related to enrollment, salary increases, other research, or expanded programs. Moreover, it should be recognized that the University's financial contribution to these cooperative efforts will not be fully reimbursed even if the full rate of indirect cost is paid. For example, the time of senior staff members devoted to contract research, but not charged to contract funds, has and will continue to represent a sizable financial contribution. In addition, the University provides quantities of

existing equipment and facilities, assembles specialists in many disciplines, in fact makes available the variety of resources which attract research persons and within which research flourishes.

It is relevant here to contrast the existing practice with the generous policy which obtains in industrial contracts with the government. No commercial organization would accept a contract without assurance of receiving full costs. Accordingly, in its dealings with industry, the Federal Government recognizes and pays all costs — plus a reasonable profit.

The contribution of the University is further illustrated by the current space problem. In recent years, as the number of grants has increased, there has been encroachment upon space previously assigned to undergraduate instruction. The HEW limitation makes no allowance for the cost of space, which must be paid from other University funds. If funds were available from HEW for this purpose, the state funds now used to meet growing research costs might be applied to capital programs badly needed for other purposes.

Of major importance to the issue is the fact that research and graduate education cannot be separated. In fact, research activity is directly related to the production of badly needed teachers and scientists. Yet, the magnitude of the University's contribution to government research is producing a hidden impact upon the total institution which will eventually cause serious damage: indirect costs supplied by the University draw support away from other urgent needs; disciplines unsupported by grants, such as those in the humanities and social sciences, may be deprived; progress in improving the faculty salary structure may be impaired; library resources become inadequate; and always there is the demand for maintenance of the plant to prevent deterioration.

The implications of the general problem can be clearly viewed in the light of financial obligations soon to arise. The University must gear up to care for the increased numbers of students who will be seeking admission in the coming decade. The rapid increase will start as early as 1965 and even the most conservative projections indicate that there will be severe strain on institutional and state budgets. The Federal Government has continually emphasized the importance of providing facilities to meet this need. In this context, the shortage of undergraduates preparing for careers in the health fields is of direct concern to HEW.

The University of Illinois believes that in the removal of the 15 per cent limit on indirect research costs lies one tangible, readily accessible means by which government may quickly provide critically needed aid to higher education as well as remove an inequity in present arrangements.

The question is sometimes asked, why have the universities accepted research grants under such costly terms? To ask the question suggests a misunderstanding of the university function and implies that unreimbursed research activities are therefore inappropriate. A uni-

versity is not in business in the usual sense. There can be no profit. The value of the services rendered is beyond calculation. In practice, some grants are not pursued when space cannot be found, when the institution does not feel qualified to make the investigations, or when the type of investigation does not accord with the purpose or nature of university research. Moreover, in general, the notion must be rejected that competent scholars should be dissuaded from pursuing research activity of their choice. Nor can projects with predictable scientific relevance be easily selected in advance. Yet, in daily practice the issue posed for the individual institution is this: shall it deny its professors badly needed research funds which are immediately available and risk the dissipation of its research talent in a highly competitive market? Or, shall it decide to try, somehow, to absorb both the unpaid indirect costs of research, as well as those partly hidden and of diffuse impact? Understandably, the universities have accepted the grants and

have sought to hold their research competence intact — until the pressures caused by inadequate reimbursement actually become so massive as to affect the total operation. At the University of Illinois the extent of the pressures is now abundantly evident.

The modern university's task is to assemble research talent and encourage its creative contributions. The record of achievement by this process is well known, and awareness of it is implicit in the growing demands from government for more university research. The partnership with government has been a fruitful one. Weaknesses in the relationship can mean curtailment of development, which in turn will result in national losses: losses in college teachers and other professionals who are trained by the research process; losses in research accomplishment; and ultimately, losses in the carefully assembled teams of research personnel upon whom the effort largely rests.

College Groups Announce United Front in Support of Federal Aid in Building Classrooms, Laboratories, Libraries¹

All major elements of higher education are united in support of Federal action to provide optional loans or matching grants for assistance in the construction of college classrooms, laboratories, and libraries.

While other legislative proposals are highly important to the colleges, the need for academic facilities holds a top priority. The Congress has before it no more important or potentially helpful legislation in the field of higher education, and there is no other legislative issue on which such unity prevails in higher education.

Careful and extensive studies have demonstrated that no program can offer the kind of overall assistance needed unless it includes both matching grants and low-interest loans. Contrary to the impression current in some quarters it is the *public* institutions, the *State* colleges and universities, that will suffer most if matching grants are not included. Many of the States, including those where the enrollment problem is especially acute, have constitutional provisions prohibiting a State institution from borrowing to finance a non-income-producing building — and academic buildings produce no direct income.

Thus a loan program by itself will not solve the problem. This is the reason more than 89 per cent of the educational institutions and organizations that voted in a nationwide poll in 1960 approved a program embodying *both* loans and matching grants.

As President Kennedy has stated, and as representatives of higher education for several years have been reporting to Congressional committees, college enrollment is in the process of doubling in a very few years. A great upsurge of demand for admission is being recorded in this decade as the population boom hits the

college level. There is barely time for adequate preparation even if substantial Federal support is supplied at once.

To be fully effective, such support must meet the basic needs of the actual system of higher education in this country. It is important to remember that more than half of our colleges and universities, enrolling nearly 45 per cent of the students, are privately supported. Hence the national goal of providing educational opportunities for all qualified young men and women can be met only if both public and private institutions are expanded and improved.

The undersigned organizations, emphasizing again the critical need of Federal assistance to institutions of higher learning for the construction of academic buildings, urge that such assistance take the form of a program offering each eligible institution the option of a grant to defray up to 50 per cent of the cost of construction, or a low-interest forty-year loan to finance such construction, the interest rate to be determined under the same formula approved for College Housing Loans.

This statement is signed by the executives of five organizations in higher education as follows:

LOGAN WILSON, President, American Council on Education

EDMUND J. GLEAZER, JR., Executive Director, American Association of Junior Colleges

THEODORE A. DISTLER, Executive Director, Association of American Colleges

RUSSELL I. THACKREY, Executive Secretary, Association of State Universities and Land-Grant Colleges

CHARLES P. MCCURDY, JR., Executive Secretary, The State Universities Association

¹ A statement issued January 23, 1962.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 31, March 19, 1962

The University of Illinois and Student Riots

Copies of the following statement issued by President David D. Henry on March 7, 1962, were sent to all students and to parents of undergraduate students:

The mobs and riots that have occurred on the campus in recent years are of serious concern to the University. Property damage has often resulted and a number of persons have been injured, some of them seriously. Violence of major proportions has been inherent in each occurrence.

We know that the great majority of students are mature campus citizens. Moreover, student leaders and organizations have cooperated in trying to create a climate of opinion which would prevent riots and mobs and mark participation in them as unworthy of university men and women. We hope that student leaders, as well as members of the faculty, will be influential this year in discouraging the repetition of the mob incidents of the past.

In support of their efforts and of the work of the law enforcement officers of the campus, the cities, and the State, the Senate Committee on Student Discipline has issued the following statement, which was approved unanimously at its meeting of January 17, 1962, and which I affirm as official University policy.

The participation by some students in the water fight of last spring suggests that they persist in believing that such conduct is merely an innocent and colorful display of high spirits. These students appear to be unaware or unconcerned that their actions, even if limited to assembling in the vicinity of these riots, endanger not only their own lives but the life and limb

and property of others. The Senate Committee on Student Discipline considers participation in these riots as an instigator, leader, follower, or bystander as highly irresponsible conduct which violates University regulations and is of such a grave nature as to justify dismissal from the University.

The Committee wishes to make it clear that it will vote to dismiss from the University any student involved in any way in such riots, not only the active participants but those who without authorization willfully assemble or remain in the vicinity of such a riot, thereby encouraging the rioting and making it difficult for responsible authorities to maintain order.

As in the past, the Committee's disciplinary procedures will provide for a fair hearing before action is taken, but no student should minimize the seriousness of his involvement in any way.

Furthermore, students and their parents should know that in the event of rioting this year, systematic procedures have been devised for identifying participants on a large scale. All individuals so identified will be charged before the Committee on Student Discipline with participation in mob action in violation of University regulations, and will be subject to dismissal in accordance with the Committee's statement of January 17, 1962.

The statement is made so that the University's position will not be misunderstood. There is no place for mobs at the University and there is no place for the student who contributes to the creation or existence of them.

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES,
MEETING IN CHICAGO, ILLINOIS, WEDNESDAY, FEBRUARY 21, 1962

UNIVERSITY AMONG TOP FOUR IN SUPPLYING MEDICAL STUDENTS

"A relatively small number of colleges and universities supply the majority of students admitted to U. S. Medical Schools each year," the Association of American Medical Colleges reports following a survey.

During the last ten years, Harvard University and University of Michigan have headed the list in the number of graduates to be admitted to the nation's medical schools each year. New York University and University of Illinois follow closely in that order.

FIVE FACULTY MEMBERS NAMED SLOAN RESEARCH FELLOWS

Five members of the University of Illinois faculty have been awarded two-year grants from the Alfred P. Sloan Foundation for basic research in the physical sciences.

The Sloan Research Fellows, all of whom hold regular faculty positions, will pursue pure research of their own choice under the grants which are effective in September, 1962. The University faculty recipients are Professor Theodore L. Brown, Professor James C. Martin, and Professor Theron S. Piper, all from the department of chemistry, and Professor Donald Ginsberg and Professor Harvey J. Stapleton, from the department of physics.

Professor Nelson J. Leonard, department of chemistry, is a member of a six-member program committee of advisers which reviews nominations for the Sloan Research Fellows. Individuals do not apply for these fellowships, but must be nominated by the chairmen of departments or by other well-established colleagues.

PROFESSOR ALLEN HEADS STUDY OF STATE'S FINANCES

Professor H. Kenneth Allen, noted tax authority of the University of Illinois department of economics, has been chosen as research coordinator of a group which will study the state's financial condition and ways to improve it. He was named to the post by the Illinois Commission on Revenue.

While carrying out this assignment, Professor Allen will continue on the staff, but will be given released time for the study group's work. This is the second time he has been called upon by the state to counsel on financial problems. He directed a similar project in 1947-49.

PROFESSOR HOOK HEADS NATIONAL ENGLISH PROJECT

Professor J. N. Hook, department of English, has been appointed by the United States Office of Education to direct "Project English" from February until September, 1962.

The project is the federal government's first attempt to provide for English teaching some of the assistance already given to improving the teaching of science, mathematics, and the foreign languages.

PROFESSOR NELSON SERVES ON FEDERAL PANEL OF EXPERTS

Professor Willard O. Nelson, department of dairy science, was one of a seven-man panel which went to Argentina in January, at the request of the White House, to study problems of foot and mouth disease. Purpose was to aid Argentine scientists to develop a more effective research and development program to combat the disease.

489 STUDENT ACTIVITIES, ORGANIZATIONS ARE REPORTED

Both income and expenditures of student organizations and activities on the University's three campuses neared one million dollars last year, the annual report issued by Vice-President and Comptroller H. O. Farber shows.

For 1960-61 total income was \$980,473 with total expenditures of \$946,567. The balance is carried forward for future expansion of programs and as reserves for possible future deficits. Social fraternities and sororities are not included in this report.

PROFESSOR JUGENHEIMER AIDS AFRICAN AGRICULTURE

Professor Robert W. Jugenheimer, University of Illinois agronomist, recently visited Nigeria as agronomy consultant for the Agency for International Development of the U. S. Department of State.

His purpose was to seek to improve corn breeding in Africa through introduction of hybrids and demonstration of potentials of corn production through use of improved seed and modern practices.

12 NATIONAL SCIENCE FOUNDATION FELLOWS CHOOSE ILLINOIS

University of Illinois will be the study center for 12 winners of science faculty fellowships from the National Science Foundation for fiscal 1962. Scholars choosing

Illinois are from nine states. Nine are in engineering, two in chemistry, and one in mathematics.

The University ranked in a third-place tie for numbers of the National Science Faculty fellows along with University of Michigan and University of Wisconsin. Leading was Stanford University with University of California at Berkeley second.

PROFESSOR SEITZ PRESIDES AT AMERICAN PHYSICAL SOCIETY

Professor Frederick Seitz, head of the University's department of physics, presided at the annual meeting of the American Physical Society in January in New York City. He is retiring president of the Society.

Professor Seitz reviewed twenty years of research in the physics of solids, in which he is a nationally recognized leader, in his retiring president's address on the subject "Atomic Defects in Metals."

DEAN PELTASON PARTICIPATES IN 1962 ACADEMIC INSTITUTE

Dean Jack W. Peltason, College of Liberal Arts and Sciences, was selected to participate in the 1962 Academic Deans' Institute February 11-17 at Harvard University.

The deans' institute is sponsored each year by the Institute for College and University Administrators, with financial support from the Carnegie Corporation of New York.

UNIVERSITY HOLDS FIRST JUNIOR COLLEGE ARTICULATION MEETING

Broadening the scope of its work in the articulation of students, the University of Illinois held a Junior College-University Articulation Conference January 11-12 at which educators from 22 of the state's junior colleges met with former students now enrolled at Illinois.

As has been done previously with high schools, the University is seeking to facilitate the transition from junior college to university work through this conference program.

UNIVERSITY BEGINS URBAN STUDIES IN THREE CITIES

An extensive survey into the problems facing three urban Illinois cities, Peoria, Rockford and Springfield, has been started by the University of Illinois Office of Community Development.

This initial survey is being undertaken as part of a three-year experimental program of urban studies supported by a \$125,000 Ford Foundation grant.

FOUR UNIVERSITY OF ILLINOIS PRESS BOOKS HONORED

Four books published by the University of Illinois Press and designed by members of the Press art division

staff have been named winners in the Sixth Annual Midwestern Books Competition.

Selection was based on typography, design, and quality of production.

The four books are:

"The Intellectual Development of John Milton, Volume II," by Harris Fletcher, designed by Herbert L. Sterrett, art editor.

"Politics and the Crisis of 1860," edited by Norman A. Graebner, and "A History of the United States Weather Bureau," by Donald R. Whitnah, both designed by Larry Slanker, assistant art editor.

"Discourse on Bodies in Water," by Galileo Galilei, translated by Thomas Salusbury, with introduction and notes by Stillman Drake, designed by Wade Harris.

DIRECTOR HALE OFFICIALLY BEGINS DUTIES

Director Mark P. Hale formally assumed duties with the Jane Addams Graduate School of Social Work February 1. He was appointed August 4, 1961.

PROFESSOR CHESNEY WINS FIRST PRIZE IN LAND-GRANT EXHIBIT

Professor Lee Chesney, department of art, won the first prize award for faculty work in any medium in the Land-Grant Centennial Exhibit at the Nelson Gallery and Atkins Museum in Kansas City, Missouri. More than 240 works of art by faculty and students of the Land-Grant Colleges and State Universities were shown.

FORD FOUNDATION GRANT AIDS DOCTORAL PROGRAM IN ENGINEERING

The Ford Foundation has announced a \$100,000 grant to the University of Illinois for "forgivable" loans to doctoral students in engineering. Purpose of the program is to help meet a growing shortage of qualified engineering teachers.

Qualified students who show need are eligible for loans of up to \$10,000 for three years. After the doctorate is completed, the loans to a student will be forgiven at \$1,000 for every year of service on an American or Canadian engineering faculty.

Grants were made to 42 schools and Illinois was one of 10 receiving the \$100,000 maximum.

ILLINOIS RECEIVES 22 NATIONAL DEFENSE GRADUATE FELLOWSHIPS

The University of Illinois has been awarded 22 National Defense Education Act Graduate Fellowships for 1962-63 by the U. S. Department of Health, Education, and Welfare.

Fellowships are in eight fields: linguistics, Latin-

American literature and language, educational psychology, quantitative economic analysis, experimental psychology, speech therapy, structural mechanics, and nuclear engineering.

TELEVISION PROGRAM TO MARK FOUNDERS DAY

A half-hour television program, "Seek the Monument," saluting the University's 94th birthday and recognizing the University's role in the Land-Grant Centennial observance will be shown on nine stations during the week end of March 2-4.

The production, which traces the history of the University from the speeches of Jonathan Baldwin Turner in the 1850's to the present, was videotaped by WCIA, Champaign, through the cooperation and assistance of August C. Meyer.

"Seek the Monument" will be shown Friday, March 2, by WCIA, WMBD-TV, Peoria, WTTW, Chicago, and WHBF, Rock Island; on Saturday, March 3, by WSIL-TV, Harrisburg, and on Sunday, March 4, by KFVS-TV, Cape Girardeau, Missouri, WGEM-TV, Quincy, WTHI-TV, Terre Haute, Indiana, and WREX-TV, Rockford.

SUMMER INSTITUTE IN ENGINEERING TECHNOLOGY SCHEDULED

A second summer Institute in Engineering Technology to help instructors in junior colleges and technical institutes to up-date their teaching knowledge and competence has been scheduled June 18-August 11 at University of Illinois.

The Institute, directed by Professor Jerry S. Dobrovolny, head, department of general engineering, is supported by a National Science Foundation grant of \$52,600.

Forty instructors will be selected from over the nation to take courses in engineering mathematics, electronics technology, and machine design technology.

NATIONAL INSTITUTES OF HEALTH TRAINING GRANTS TOTAL \$1,521,169

Forty-seven training grants totaling \$1,521,169 were awarded to the University of Illinois by the National Institutes of Health during the last fiscal year ending June 30.

Grants supported research and teaching in the Colleges of Medicine, Dentistry, Pharmacy, and Nursing at the Medical Center, Chicago, and in the Colleges of Veterinary Medicine, Agriculture, Education, and Liberal Arts and Sciences, the School of Life Sciences, and the Jane Addams Graduate School of Social Work at Urbana-Champaign.

PROFESSOR CASAGRANDE TO HEAD AMERICAN ETHNOLOGICAL SOCIETY

Professor Joseph B. Casagrande, head of the University's department of anthropology, has been elected vice-president and president-elect of the American Ethnological Society. He will take office at the society's annual meeting April 13-14 in Washington, D. C.

SPECIAL NOTICE

The Urbana Police Department has made a survey of cars parked in University parking lots that do not have Urbana vehicle stickers displayed, and cars that have out-of-state license plates on them. The majority of the cars in the lots did not have vehicle stickers and many cars displayed foreign plates.

All owners or operators of cars living in Urbana must display Urbana motor vehicle stickers or be subject to arrest.

All owners of cars with foreign plates must purchase Illinois plates and Illinois driver licenses immediately upon the owner being employed in Illinois.

The Urbana Police Department will conduct a drive to correct the above situation, but felt that some owners and operators did not realize that they must purchase the above licenses. They have asked that University employees be informed concerning the forthcoming drive.

The enforcement will be increased after March 26, 1962.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

No. 32, March 30, 1962

APR 9 1962

IN THE FUTURE ALL *Official Notices* WILL BE INCLUDED IN THE *Faculty Letter* AND WILL NOT BE DISTRIBUTED SEPARATELY BY THE OFFICE OF THE EXECUTIVE VICE PRESIDENT AND PROVOST.

Modification of Convention Travel Policy

OFFICIAL NOTICE NO. 69

The University's present travel convention policy provides for reimbursement to the staff member in an amount equal to first-class railroad fare, but not to exceed the total amount of expenses paid by the individual.

The administration of this policy has required staff members to keep an itemization of expenses, even though reimbursement is based on transportation costs. Since total expenses are seldom, if ever, less than transportation cost, the convention travel policy will be modified after April 1, 1962, to provide for payment of first-class railway fare without the necessity of itemizing expenses incurred.

There has been some confusion in the interpretation of the amount acceptable for reimbursement as "first-class rail fare." To eliminate this confusion, standard amounts have been established and the rates for the most frequently-used locations are listed below.

In preparing the Travel Expense Voucher in the future for convention travel, it will only be necessary to specify that it was convention travel, give the name of the convention and the city in which it was held, insert the amount as shown on the approved list, and secure approval of the Dean.

H. O. Farber
Vice President and Comptroller

CONVENTION TRAVEL RATES FOR URBANA

ATLANTIC CITY, NEW JERSEY	\$146.00
BALTIMORE, MARYLAND	129.00
BOSTON, MASSACHUSETTS	170.00
CHICAGO, ILLINOIS	11.30
CINCINNATI, OHIO	70.00
CLEVELAND, OHIO	78.00
DENVER, COLORADO	99.00
DETROIT, MICHIGAN	71.00
LOS ANGELES, CALIFORNIA	210.00
MINNEAPOLIS, MINNESOTA	52.00
MIAMI, FLORIDA	150.00
NEW ORLEANS, LOUISIANA	84.00
NEW YORK, NEW YORK	150.00
PHILADELPHIA, PENNSYLVANIA	136.00
PITTSBURGH, PENNSYLVANIA	93.00
SAN FRANCISCO, CALIFORNIA	210.00
ST. LOUIS, MISSOURI	10.00
SEATTLE, WASHINGTON	210.00
WASHINGTON, D. C.	129.00

CONVENTION TRAVEL RATES FOR CHICAGO

ATLANTIC CITY	\$144.00
BALTIMORE	127.00
BOSTON	167.00
CINCINNATI	61.00
CLEVELAND	66.00
DENVER	97.00
DETROIT	59.00
LOS ANGELES	207.00
MIAMI	160.00
MINNEAPOLIS-ST. PAUL	40.00
NEW ORLEANS	90.00
NEW YORK CITY	147.00
PHILADELPHIA	133.00
PITTSBURGH	82.00
SAN FRANCISCO	207.00
ST. LOUIS	32.00
SEATTLE	207.00
URBANA	11.30
WASHINGTON, D. C.	127.00

Rates for other cities will be furnished by the Accounting Division of the Business Office for Urbana-Champaign and by the Business Office of each Chicago campus.

Change in Telephone System

On June 17 all University telephones will be changed over to a direct dialing system known as CENTREX. All calls made from the University, as well as those coming in, will be made directly without the assistance of an operator. Operators will be on duty only for handling information calls. In addition, all University extensions will be changed to five numbers.

In order to acquaint University telephone users with the new system, an orientation meeting will be held on April 11 at 4:00 P.M. in Room 112 of Gregory Hall. Representatives of Illinois Bell Telephone Company will explain briefly how the CENTREX system operates and

how the change-over may affect typical offices and departments on campus. They will demonstrate methods by which the telephone company can help each department to make the change efficiently and with a minimum of confusion. All University personnel interested in learning about the new phone system are invited to the April 11 meeting.

A supplementary telephone book, listing all new numbers for faculty and staff, will be issued shortly before the change-over in June.

For further information contact: Robert S. Fox, 420 Illini Union, Ext. 3500.

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
IN URBANA, ILLINOIS, SATURDAY, MARCH 17, 1962

GOVERNOR'S PROCLAMATION PRAISES UNIVERSITY ON ITS BIRTHDAY

Joining with the University in observance of its 94th birthday and commemoration of the Land-Grant Centennial, Governor Otto Kerner officially proclaimed Friday, March 2, as University of Illinois Founder's Day.

"In its 94-year history, the University of Illinois, through its programs of teaching, research, and extension service to the people of Illinois, has made great contributions to the health and welfare, prosperity, and cultural life of the State, as well as to the nation and to other nations of the world," the Governor's proclamation stated.

"I do hereby proclaim the date of Friday, March 2, 1962, as UNIVERSITY OF ILLINOIS FOUNDER'S DAY, and earnestly request all citizens and all organizations to salute the University of Illinois for its 94 years of progress and to pledge their understanding and support to the concept of wide educational opportunity and of the social benefit of diversified learning and investigation as set forth in the Land-Grant Act and as exemplified in the history of accomplishment by this distinguished University."

FINAL ENROLMENT AGAIN HITS ALL-TIME HIGH FOR SECOND SEMESTER

Final University of Illinois enrolment at Urbana-Champaign is at an all-time record high of 21,307 for a second semester, Dean C. W. Sanford, Admissions and Records, has reported.

Enrolments at the University's Chicago campuses bring the total to 27,627, an increase of 1,515 over 1961.

Undergraduate enrolment is up by 925 students, graduate college by 266.

ILLINOIS TOPS NATION IN ENGINEERING DEGREES

University of Illinois topped the nation in the number of bachelor's degrees granted in 1960-61, according to a survey by the United States Office of Education. The University also ranked second in engineering doctorates and third in engineering master's degrees.

The report shows the University conferred 847 bachelor's degrees in this period, 323 masters, and 79 doctorates. Over the country, undergraduate enrolment dropped for the fourth consecutive year but the number of students seeking advanced degrees continued to increase.

"Cause for concern in the face of increasing need for engineers in America's expanding technology is this decline in undergraduate engineering enrolment over the nation," Dean William L. Everitt said. "Encouraging, however, is the national increase in graduate training for engineers, especially for the doctorate. This is where we train leaders for teaching, research, industry, and for meeting the unexpected."

MEDICINE, DENTISTRY RECEIVE RESEARCH SUPPORT GRANTS

University of Illinois Colleges of Medicine and Dentistry at the Medical Center, Chicago, have been awarded General Research Support Grants from the National Institutes of Health which total \$329,470.

This marks the first time grants of this nature have been awarded by N.I.H. They are to be used to

strengthen further the research training programs in the colleges. The College of Medicine received \$250,000, the College of Dentistry \$79,470.

BEGINNING FRESHMEN SHOW MARKED SCHOLASTIC IMPROVEMENT

The number of beginning freshmen at the University of Illinois who were dropped for poor scholarship declined sharply at the end of the first semester this year, Dean C. W. Sanford, Admissions and Records, reports.

Whereas 9.98 per cent of beginning freshmen failed scholastically in 1960-61, the percentage dropped to 4.92 for the first semester of 1961-62. Continued improvement in the quality of entering freshmen was cited as the major reason for the 5 per cent decrease in scholastic failures.

Fifty-five per cent of this year's freshmen were in the top quarter of high school graduating classes and 85 per cent from the top half.

UNIVERSITY AIDS INTER-AMERICAN LIBRARY SCHOOL IN COLOMBIA

A cooperative agreement for collaboration on projects of mutual interest between the University's Graduate School of Library Science and the Inter-American Library School of the University of Antioquia in Colombia, has been announced by Dean Robert B. Downs.

The project calls for further training for graduates of the Colombian school at University of Illinois, advice of the Illinois faculty on curriculum planning and development, and exchange of faculty and publications.

UNIVERSITY HOST TO MIDWEST SEMINAR ON U. S. FOREIGN POLICY

University of Illinois was host institution of the fifth Midwest Seminar on United States Foreign Policy March 8-10 at Wingspread, Racine, Wisconsin. Sponsoring organizations were the Universities of Illinois, Wisconsin, Minnesota, Michigan, and the Johnson Foundation of Racine.

Sixty leaders from these states from business, agriculture, labor, journalism, civic organizations, and the professions joined members of the universities' staffs in a three-day discussion of "The Conflict of the United States with the Sino-Soviet Bloc in Southeast Asia." Dean Royden Dangerfield was seminar chairman.

PROFESSIONAL LIBRARY JOURNAL GAINS INTERNATIONAL STATUS

Library Trends, a professional journal on librarianship published by the University of Illinois Graduate School of Library Science, has attained international status in less than 10 years.

First published in June, 1952, the journal now has a subscription list totaling more than 2,500 and goes to

every state in this nation and to 43 foreign countries. Subscribers include college and university libraries, public libraries, special libraries, individuals, and schools.

"The Future of Library Service: Demographic Aspects and Implications," which contains the July and October 1961 issues, has been chosen as a working paper for an institute on the "Future of Library Education" in April in Cleveland.

UNIVERSITY LISTED FOR SPECIALIZED SCIENCE INFORMATION SERVICES

Three areas of the University's Urbana-Champaign campus are represented by major entries in "Specialized Science Information Services in the United States," a directory published by the National Science Foundation to help scientists and engineers locate and utilize information services.

Listed with full descriptions of services performed are the Small Homes Council-Building Research Council, railroad rails research in the Engineering Experiment Station, and the Illinois State Geological Survey, located on the campus.

STATE CONFERENCE ON INSTRUCTIONAL TELEVISION HELD AT URBANA

School administrators, school board members, representatives of educational associations, and faculties of colleges and universities met at the University of Illinois, Urbana, March 6-7, to probe the place of television in Illinois education.

Principal purpose of the conference was to study ways of bringing television instruction to more schools and more people, Professor Charles J. McIntyre, coordinator of instructional television at the University, reported.

UNIVERSITY TO HONOR JONATHAN BALDWIN TURNER AT GRIGGSVILLE

A bronze plaque to be mounted on the wall of Griggsville high school as a permanent tribute by the University of Illinois to Jonathan Baldwin Turner will be unveiled March 21 at a meeting of the Western Central Region, U. of I. Citizens Committee.

In 1850 Turner made one of the early presentations of his state university idea, proposing wide educational opportunity, at a meeting in Griggsville. The plaque was made possible through a gift to the University of Illinois Foundation by Kenney E. Williamson, president of the Board of Trustees.

PROFESSOR FINLAY CITED FOR CONTRIBUTIONS TO SCIENCE STUDY

Professor Gilbert C. Finlay, College of Education, has been cited for "Substantial Contributions" to the

Physical Science Study Committee for work over a four-year period in development of a new program of physics instruction for high schools.

His work was praised in a letter to President David D. Henry from Dr. James R. Killian, Jr., Chairman of the Corporation, Massachusetts Institute of Technology. A new textbook and new teaching materials prepared by the Committee now are in use in 2,000 American high schools.

STAFF MEMBERS PARTICIPATE IN PRESIDENT'S CONFERENCE

Two University of Illinois faculty members were called to Washington March 6-8 to participate in President Kennedy's Conference on Occupational Safety.

Participating were Professor John E. Baerwald, director, University of Illinois Highway Traffic Safety Center, and Professor George W. Harper, industrial safety expert in the department of mechanical and industrial engineering.

PROFESSOR SEITZ HEADS COMMITTEE ON NATIONAL MEDAL OF SCIENCE

Professor Frederick Seitz, head of the department of physics, has been named by President Kennedy to chair a presidential committee on the National Medal of Science.

Twelve of the nation's leading educators and scientists will hold membership on the committee to receive recommendations from the National Academy of Science

and nationally representative scientific and engineering organizations.

The committee may select as many as four medal winners in any one year for outstanding contributions in the physical, biological, mathematical, and engineering sciences.

ANGLE MEMORIAL COLLECTION GOES TO SMITHSONIAN

The collection of the late Dr. Edward H. Angle, "Father of Scientific Orthodontia," has been sent to the Smithsonian Institute in Washington, D. C., to be permanently housed there. The collection formerly had been in the Dentistry-Medicine-Pharmacy building of the University of Illinois at the Medical Center, Chicago.

Establishment of orthodontic training at Illinois marked fulfillment of Dr. Angle's lifelong ambition to provide a broader and more scientific foundation for professional men in this field. The collection was loaned to the University following Dr. Angle's death in 1930.

ARCHITECTURAL STUDENTS RECEIVE NATIONAL HONORS

Twelve University of Illinois student architects have received national honors in a competition sponsored by the National Institute for Architectural Education. University students won two of the three top prizes, four honors, and six honorable mentions.

Marshall J. Moretta and Max P. Ruppeck, both of Chicago, were top prize winners, respectively, in intermediate and elementary divisions.

6-11-62

Sally Burg
220s Library



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

THE LIBRARY OF THE

APR 30 1962

No. 33, April 16, 1962

UNIVERSITY OF ILLINOIS

President's Fifth Faculty Conference, Robert Allerton Park, March 23-25, 1962
Implementation of the Land-Grant University Ideals in the Next Decade

REPORT OF THE CONFERENCE

At its final meeting the President's Fifth Faculty Conference considered and adopted the following report. The report was approved by a majority, but it should not be assumed that each part of the report was approved by every participant.

1. The University serves the State best by maintaining high standing in the community of universities, by the scholarly attainment of its teaching faculty, by excellence in basic and applied research, and by the reputation and products of its undergraduate, graduate, and professional colleges.

2. The University must recognize the vital relationship between its development as a great university and the development of the State as a dynamic and growing community. This means the University must play an active role in helping society solve its problems and thus contribute to state, national, and international progress.

3. Economic progress in the State will depend in large measure on (1) solving the problems concerned with identifying persons of diverse capacities and providing them with education to make use of their native ability, (2) relieving the large amount of unemployment in certain areas of the State, (3) utilizing efficiently all elements of our work force, native and immigrant, white and non-white, and facilitating the transition from rural communities to cities. The solution to these problems can be approached through social science research. More activity in this area should be encouraged with primary responsibility remaining in the departments and being reflected in the departmental budget allocations.

4. Urbanization as one of our major problems has produced questions of major significance which are worthy of serious and continuing research by the appropriate disciplines at the University. Because many of these questions are beyond the scope of individual disciplines, there is needed a coordinating agency of some permanence with a limited staff to encourage, arrange, and finance task forces, drawn from various disciplines, in studying these major questions. Existing resources,

such as the Council on Community Development and the Office of Community Development should be utilized to institute the measures required to encourage and support departmental research and task force activity and to devise desirable next steps in achieving an all-University program. The development of the new campus in Chicago will also test the University's ability to respond to old and new needs in a new setting. Congress Circle will offer unique opportunities for study which will enhance the University's capabilities for research on major problems of society.

5. The University, to maintain distinction in the social sciences, should continue to support its faculty in the courageous study of public issues, wherever free inquiry leads, even at the risk of controversy. The University and the faculty should be prepared to accept the consequences of such controversy.

6. Where beneficial to it and to the State, the University should develop further means of cooperating with industry in research. In this connection the University should assess the value and feasibility of encouraging industry to locate basic research facilities near the University's campuses. One form such encouragement might take is the creation of "research parks." Another form of cooperation would be a pooling of scientific equipment and techniques when advantageous both to the University and to industry.

7. The University should actively encourage the development of technical institute programs and other technological programs, within the framework of the community colleges, throughout the State. The University should accept responsibility for training faculty for such programs.

8. The University should explore the possibilities of document and information storage and retrieval as an aid to investigating economic, social, and political problems of the State of Illinois. The application of modern data processing techniques should be used as an aid in this process.

9. The University has a responsibility to use its

unique resources to provide service to the state and nation. Such service includes contribution made by both basic and applied research, by teaching, and by extension activities. Services which do not depend upon the unique resources of the University should be undertaken only when closely related to the major educational and research objectives of the University and which provide for "feed-back" to the activities involved in these programs. The University may act as an initiating agent developing other needed services but should not assume continuing operational responsibility for such services. Such service activities should be conducted with the view of termination at the earliest possible date. Obviously the University must continue to render service to the public. It becomes increasingly difficult to prescribe the limits of service it should render. Difficulty arises from changing concepts in respect to what is service and limitations on total university resources. The

implications in this area are so great that a Faculty Conference should be devoted to this subject in the future.

10. It is essential that the University continually present students with a perception of social reality in order to enlarge their understanding of the complexities of social and political problems and to provide them with a base for rational decision-making and intelligent citizenship. The effectiveness of University teaching in creating these qualities and values should be the subject of study at a future Faculty Conference.

11. The Conference wishes to thank the President for providing an opportunity to discuss University problems and the education the discussion afforded. It also wishes to express its appreciation to Mr. Russell Thackrey, Executive Secretary, Association of State Universities and Land-Grant Colleges, for his excellent address and admirable response to the many questions from the floor.

Opening Remarks

BY PROFESSOR NORTON M. BEDFORD, DEPARTMENT OF ACCOUNTANCY;
CHAIRMAN, FACULTY CONFERENCE STEERING COMMITTEE

This is the fifth of the President's Faculty Conferences. Inaugurated in 1958 by President Henry, these meetings represent an important process for the consideration and discussion of University policies. They provide a meeting place for the direct exchange of ideas between faculty members and the President. The accumulated evidence from past conferences indicates our discussion at this meeting will have an important bearing upon the future growth and development of this University, not in the sense that this is a decision-making group, but in the sense that it represents something of an articulation of the feeling of the Faculty on how this University should grow and advance.

In a larger sense, however, the concept of drawing together representatives of various disciplines to discuss contemporary educational issues of the state and nation is the essence of these meetings. This concept is spreading and I understand representatives from Illinois have attended similar meetings elsewhere. The success of past conferences has attracted the attention of our "Alumni News" editor and I believe photographers will be present to capture the concept for our alumni.

The conference is being recorded to aid the Study Committees in editing their papers, in the light of the discussion, for a subsequent report to be given general distribution. Remarks or comments in their report will not be attributed to individuals. We want completely free discussion at this meeting.

We are here as guests of the President and at his invitation. The topic for discussion has been selected by a Steering Committee. At this time I should like to introduce the members of this Committee. They are Professor Harry S. Broudy (Education), Professor David Gottlieb (Agriculture), Professor Ross Martin (Engineering), Professor Francis Nachtmann (Liberal Arts), Professor Stanley Jones (Navy Pier), and Professor

James Plagge (Chicago Professional Schools). Dean Dangerfield served as liaison for the group and Mr. George Bargh served as Secretary.

In developing a theme for this meeting the Steering Committee considered the proposition that our civilization is in great need of a reorientation of its purposes and objectives. Older institutions, due to the rapid sociological and technological changes to which our society has subjected itself, no longer seem to have the influence they once had. Moral, intellectual, and aesthetic decline seemed to be a real possibility to a number of the members of the Committee. This posed a question of the source of the moral, intellectual, and aesthetic reorientation needed for the emerging world of tomorrow. Members of the Steering Committee felt it might well be a proper function of the University to step into a more active role of leadership in each of these areas. As one member of the Committee quoted an associate of his, "It's the only way we can overcome our historical predicament." While all members of the Committee may have felt that we were in a predicament, I am not certain we all agreed as to the nature of that predicament, but the Committee did work on the topic and we did develop preliminary material which we think suitable as a continuous topic of concern for all members of this University at all times, but the scope of such a topic is entirely too large for a three-day conference and the Committee directed its efforts to one particular aspect of the general theme.

Specifically, the Committee has taken cognizance of the Land-Grant Centennial and has posed for your consideration the question of the proper role of this University in modern society. The specific subjects to be discussed were proposed by the Steering Committee with the objective of providing controversial issues for your consideration. The two topics are (1) the Univer-

sity of Illinois and Its Relationship to Some of the Social and Political Problems of the State, and (2) Mobilizing the University Resources for Economic and Technological Leadership in the State and Nation.

In a sense our discussion is directed to merely one part of the overall emerging leadership role of the University in the areas of intellectual and cultural development. In a sense this part reflects a pressing need at the current time for the improvement of relations between the University and contemporary society. To this end the committees directed their efforts to the development of a discussion on the role of the University in providing services to the state and nation to meet the technological, economic, political, and social problems of our times. In the long run, of course, it may be maintained that the University can accomplish this objective most effectively by the education of the forthcoming generation in such a way that they are prepared to deal effectively with the emerging problems. But in a more immediate sense it appears that much can be done by direct contact with contemporary society. The study papers reflect this objective. The two papers prepared by the Study Committees have been reviewed by the Steering Committee, and it is assumed you have examined their content prior to this meeting. If you have not done so, I urge you to

look them over carefully for this discussion today and tomorrow will influence the future of this University.

Members of this conference were drawn from the three campuses of the University. They were selected after due consideration of the need to make this group representative of the University. As I indicated, the Study Committees and the Steering Committee have developed the preliminary material for this meeting.

In addition, we shall have a Committee on Resolutions to draw together some of the more meaningful proposals of our discussion today and tomorrow. Members of this Committee on Resolutions are Professor Charles H. Sandage, Chairman, Dean Royden Dangerfield, Professor Eugene F. Scoles, Professor Noland L. VanDemark, Professor Louis B. Wetmore, Professor Edward M. Heiliger, Professor Jay W. Jensen, and Professor Ernst R. Kirch. Contact any one of them if you have suggestions for resolutions. We invite your active and critical participation in the discussion. This has been the pattern of previous conferences. If it is the characteristic of this conference, it will represent a further step in the establishment of these conferences as a continuing tradition of the University. I am pleased to present our host for the meeting, President David Henry.

Program

FRIDAY, MARCH 23

12 Noon — Luncheon.
 1:30- 4:30 p.m. — Discussion: The University and Its Relationship to Some of the Social and Political Problems of the State.
 6:00 p.m. — Dinner.
 7:30 p.m. — Address: Mr. Russell Thackrey, Executive Secretary, The Association of State Universities and Land-Grant Colleges.
 Discussion.

SATURDAY, MARCH 24

7:30- 8:15 a.m. — Breakfast.
 8:30-10:00 a.m. — Continuation of discussion on first study paper.

10:00-10:15 a.m. — Coffee.
 10:15-12 Noon — Discussion: Mobilizing the University's Resources for Economic and Technological Leadership in the State and Nation.
 12 Noon — Luncheon.
 1:30- 4:30 p.m. — Continuation of discussion.
 6:00 p.m. — Dinner.
 7:30- 8:30 p.m. — President's Hour.

SUNDAY, MARCH 25

7:45- 8:30 a.m. — Breakfast.
 8:45-11:30 a.m. — Resolutions.
 12 Noon — Closing Luncheon.

Conference Participants

Code: SC — Study Committee; SCom — Steering Committee; CR — Committee on Resolutions.

URBANA-CHAMPAIGN CAMPUS

- | | | | |
|--|--|--|---|
| Gerald M. Almy
Professor
Physics | Twiley W. Barker, Jr.
Visiting Associate Professor
Political Science | Ronald R. Boyce
Assistant Professor
Community Planning | Pauline N. Brimhall (SC)
Associate Professor
Health Education |
| George H. Bargh (SCom)
Administrative Assistant
President's Office | Norton M. Bedford (SCom)
Professor
Accountancy | Royall Brandis (SC)
Professor
Economics | Harry S. Broudy (SCom, CR)
Professor
Education |

- Edward M. Bruner
Associate Professor
Anthropology
- Joséphine Chanler
Associate Professor
Mathematics
- Rubin Cohn
Professor
Law
- James G. Coke
Associate Professor, Institute
of Government and Public
Affairs
Director, Office of
Community Development
- Ernest A. Connally
Professor
Architecture
- James J. Costello
Legal Counsel
- Royden Dangerfield (SCom,
CR)
Associate Provost and
Dean of Administration
- Jerry S. Dobrovolny
Professor
General Engineering
- Robert B. Downs
Dean of Library
Administration
- Thaddeus M. Elsesser
Associate Professor
Theoretical & Applied
Mechanics
- Philip E. Fess
Assistant Professor
Accountancy
- Edwin H. Gaylord
Professor
Civil Engineering
- Deno J. Geanakoplos (SC)
Professor
History
- Herbert Goldhor
Associate Director
Graduate School
of Library Science
- William I. Goodman
Professor
City Planning
- David Gottlieb (SCom)
Professor
Plant Pathology
- Mark P. Hale
Director, Jane Addams
Graduate School
of Social Work
- Bruce Harkness
Professor
English
- Irvin L. Heckmann, Jr.
Associate Professor
Management
- David D. Henry
President
- Robert G. Hering
Assistant Professor
Mechanical Engineering
- Edward G. Holley
Assistant Professor
Library
- Harvey W. Hucy
Professor
Marketing
- Lloyd G. Humphreys
Professor
Psychology
- Anthony J. Janata
Executive Assistant to the
President and Secretary,
Board of Trustees
- Jay W. Jensen (CR)
Associate Professor
Journalism
- Rudard A. Jones
Director, Small Homes
Council—Building
Research Council
- M. Ray Karnes (SC)
Professor
Education
- Kurt Klein
Assistant Professor
Russian
- W. Wayne Lichtenberger
Assistant Professor
Electrical Engineering
- John P. Manning
Assistant Professor
Veterinary Clinical Medicine
- Ross J. Martin (SCom)
Director
Engineering Experiment
Station
- King J. McCristal
Dean, College of Physical
Education
- Lawrence E. Metcalf (SC)
Professor
Education
- George H. Miley
Assistant Professor
Physics and Nuclear
Engineering
- Robert V. Mitchell
Professor
Marketing
- Francis W. Nachtmann
(SCom)
Assistant Professor
French
- James A. Nelson
Associate Professor
Ceramic Engineering
- Allen I. Ormsbee
Professor
Aeronautical Engineering
- Eunice C. Parker
Research Associate
President's Office
- Max S. Peters (SC)
Professor
Chemical Engineering
- Earl W. Porter
Assistant to the President
for Reports and Special
Projects
- Francis P. Purcell
Associate Professor
Social Work
- Benjamin A. Rasmusen
Associate Professor
Animal Genetics
- William H. Rice
Administrative Assistant
President's Office
- Howard G. Roepke
Associate Professor
Geography
- Philip J. Runkel
Associate Professor
Education Research
- Morell B. Russell (SC)
Professor
Soil Physics
- Lorenz E. St. Clair
Professor
Veterinary Anatomy
and Histology
- Charles H. Sandage (SC, CR)
Professor
Advertising
- Frederick Sargent II
Professor
Physiology
- Gerald F. Schmidt
Associate Professor
German
- Eugene F. Scoles (SC, CR)
Professor
Law
- Webster L. Smalley
Assistant Professor
Speech
- Arthur E. Strang
Assistant Professor
Journalism
- Arnold H. Trotier
Professor
Library Administration
- Noland L. VanDemark (CR)
Professor
Physiology
- Mac E. Van Valkenburg (SC)
Professor
Electrical Engineering
- Philip A. Wadsworth
Professor
French
- Martin Wagner (SC)
Professor and Director,
Institute of Labor and
Industrial Relations
- Francis W. Weeks
Associate Professor
Business English
- Louis B. Wetmore (SC, CR)
Professor, City and Regional
Planning
Director, Bureau of
Community Planning
- Thomas A. Yancey
Associate Professor
Economics
- Olive G. Young
Associate Professor
Physical Education
for Women
- Chester C. Zych
Assistant Professor
Horticulture
- Robert E. Corley (SC)
Associate Professor
Sociology
- Flora Dinkines
Associate Professor
Mathematics
- Edward M. Heiliger (CR)
Professor
Library Administration
- Joan M. Jones
Instructor
Chemistry
- Stanley L. Jones (SCom)
Associate Professor
History
- Roy B. Perkins (SC)
Associate Professor
Mechanical Engineering
- Harry J. Runyan
Associate Professor
English
- William Sangster
Professor
Biological Sciences
- John E. Walley
Associate Professor
Art
- Lester Winsberg
Professor
Physics
- UNIVERSITY OF ILLINOIS
AT THE MEDICAL CENTER,
CHICAGO**
- Mary Adams
Assistant Professor
Nursing
- Fred N. Bazola
Professor
Fixed Prosthodontics
- Zena S. Blau
Assistant Professor
Social Sciences
- Orace E. Johnson
Assistant Professor
Pharmacy Administration
- Ernst R. Kirchl (CR)
Professor
Chemistry
- Theodore B. Kurtz
Professor
Operative Dentistry
- William F. Mengert
Professor
Obstetrics and Gynecology
- Edward Mika
Assistant Professor
Pharmacognosy
- James C. Plagge (SCom)
Professor
Anatomy
- Ira M. Rosenthal
Associate Professor
Pediatrics
- Melvin Sabshin (SC)
Professor
Psychiatry
- Richard J. Winzler (SC)
Professor
Biology
- CHICAGO UNDERGRADUATE
DIVISION**
- Daniel K. Andrews
Assistant Professor
Accountancy

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 34, April 25, 1962

State Board of Higher Education

"APPROVAL OF NEW UNITS OF INSTRUCTION, RESEARCH OR PUBLIC SERVICE"

The act which established the State Board of Higher Education provides that the governing boards of the state universities "shall not hereafter undertake the establishment of any new unit of instruction, research or public service without the approval of the Board. The term, 'new unit of instruction, research or public service' includes the establishment of a college, school, division, institute, department or other unit in any field of instruction, research or public service not theretofore included in the program of the institution, and includes the establishment of any new branch or campus of the institution. The term does not include reasonable and moderate extension of existing curricula, research or public service programs which have a direct relationship to existing programs; and the Board may, under its rule making power define the character of such reasonable and moderate extensions."¹

At its regular meeting of April 3, 1962, the State Board gave final approval to a rule defining "reasonable and moderate extensions" and established guidelines related to that question and to procedures for submitting new programs for approval. In the case of "reasonable and moderate extensions" of existing programs, the state universities must report such additions for the Board's records, at specified six-month intervals.

Following is the text of the regulation:

DEFINITION OF "REASONABLE AND MODERATE EXTENSIONS OF EXISTING PROGRAMS"

"Reasonable and moderate extensions" of existing programs are hereby defined as those which are directly related to existing programs, and

(a) which consist of new and additional courses of instruction within an existing academic department or division which do not involve a new degree, certificate, or academic major, or

(b) which consist of new research projects or new public service activities which are entered into through agreement with a federal, state or local governmental agency, or foundation, or other grantor, except that any research or public service activity shall be considered a reasonable and moderate extension only if

(i) its total annual operating expenditure from whatever source obtained does not exceed \$250,000.00, or

(ii) its annual operating expenditures from state appropriations does not exceed \$50,000.00.

As to the planning of programs for any new branches which have been or may be established, the Board will expect the governing boards to submit for approval any new units of instruction, research or public service (including a college, school division, department, or institute) on any new campus even though similar programs are already in existence in other locations.

Further, in order to assist the Board in comprehending the scope and nature of its planning function, each institution is requested to submit, not later than September 1 and March 1 of each year, a list of all new courses, new research contracts, and new public service activities which were initiated during the six-month period ending on the previous June 30 and December 31, respectively, and which were considered "reasonable and moderate extensions" of existing programs and as such were not presented to the Board for approval.

PROCEDURE FOR SECURING BOARD APPROVAL OF PROPOSED NEW UNITS

1. The request shall be submitted in writing by the chairman of the governing board concerned not less than sixty days before Board approval is desired.

¹ For the full text of the act, see *Faculty Letter*, No. 21, September 18, 1961. For excerpts from the first report of Richard G. Browne, Executive Director of the Board, see *Faculty Letter*, No. 30, February 23, 1962.

2. A request shall contain the following information:
- (a) a description of the proposed new unit;
 - (b) the date on which it is sought to become effective;
 - (c) the reasons which support the proposal;
 - (d) examples of similar programs, if any, operated by other institutions in Illinois and in other states;
 - (e) estimated cost of operating the proposed new unit during its first full year of operation;
 - (f) estimated cost of operating the proposed new unit during its sixth full year of operation if it is not previously terminated;

- (g) the date on which the program is expected to terminate; and
- (h) any other data appropriate to adequate analysis of the request.

EFFECTIVE DATE

It is further ruled that the implementation of new units of instruction, research or public service, within the scope of the statute, that were formally approved by a governing board prior to August 22, 1961, is not subject to approval by the Board.²

Special Notice — Social Security Benefits

There is a provision in the Federal Social Security Law that may permit benefits to be paid to a teacher who has reached the age of 62 (age 65 with full benefits) *even though he has not retired.*

This provision permits benefit payments to a member of the teaching profession for any month in which he does not *earn* more than \$100, if he is of retirement age and is insured under the program or otherwise entitled as a dependent to survivors insurance payments. For example, if a teacher does not teach during July and August, he could qualify for social security benefits for those two months even though he expects to return to his teaching duties in September. This would be true even though he receives his salary payments over a period of 12 months.

Social Security benefits cannot be paid until a proper application has been filed. If the teacher does not *earn* more than \$100 per month during the summer vacation period, he should contact his nearest Social Security Office and file an application.

Social Security benefits are payable at age 62 to both men and women; however, receipt of benefits prior to age 65 may result in permanent reduction of benefits on an actuarial basis. The Social Security Office personnel will explain what effect this reduction would have, so that each person may decide whether it is advantageous to begin receiving benefits prior to age 65.

It may be possible for a teacher who has met the age requirement, to qualify for Social Security benefits covering the 1961 summer vacation period if application is filed on or before July 31, 1962.

Resolutions of the Illinois State Conference on Instructional Television, Urbana, March 6 and 7, 1962

A CONFERENCE JOINTLY SPONSORED BY THE STATE OFFICE OF PUBLIC INSTRUCTION AND THE NORTH CENTRAL ASSOCIATION OF SECONDARY SCHOOLS AND COLLEGES

INSTRUCTIONAL TELEVISION

Instructional television offers unique opportunities to colleges and universities, both public and private, to meet many of education's problems of today.

Research and experience have shown that its discriminating use can contribute to the quality of instruction and make for more efficient use of scarce resources.

Therefore, the Illinois State Conference on Instructional Television respectfully urges institutional presidents to support actively the development and growth of instructional television within their respective institutions.

TEACHER EDUCATION

Effective utilization of television in the classroom requires that classroom teachers have a proper understanding of the role of television in instruction and of their role in relation to it.

Therefore, the Illinois State Conference on Instructional Television recommends that institutions engaged in the training of teachers include instruction about and practice in the classroom utilization of television in their pre-service and in-service programs.

² Questions as to interpretation of any of the language of the rule should be directed to the Office of the Provost.

Committee on Year-Round Operation of the University

Lyle H. Lanier, Executive Vice-President and Provost, has appointed the following persons as members of the Committee on Year-Round Operation of the University:

John E. Cribbet, Professor of Law, Chairman

Robert A. Jungmann, Assistant Examiner, Office of Admissions and Records, Secretary

Hollis W. Barber, Professor of Political Science (Chicago Undergraduate Division)

Herbert E. Carter, Professor of Biochemistry and Head of the Department of Chemistry and Chemical Engineering

Edward C. Jordan, Professor of Electrical Engineering and Head of Department

Charles A. Knudson, Professor of French and Head of Department

Frank B. Lanham, Professor of Agricultural Engineering and Head of Department

Van Miller, Professor of Education

William A. Neiswanger, Professor of Economics

James R. Shipley, Professor of Art and Head of Department

The letter of appointment read in part:

I am appointing you as members of a special committee to study the general problem of year-round operation of the University. Assuming that conditions within the State may well require such operation, say by 1964 or 1965, you are asked to consider the various possibilities for a revision of our present calendar and to recommend a plan that can be submitted to the Senates at Navy Pier and at Urbana-Champaign for action during the second semester of 1962-63. Since the colleges at the Medical Center are now on the quarter system — and in part already on a year-round basis — that campus would not be involved in the revised calendar for the undergraduate colleges.

The Committee should feel free to consider the question of the desirability of year-round operation, and to express its views concerning the considerations that should govern a decision to undertake such a program. Furthermore, the Committee might indicate the conditions it would consider to be essential to the effective operation of the University on a year-round basis.

A New Facility for Area Studies — The Human Relations Area Files

A new facility — useful to many disciplines, but particularly suitable for area studies, and for cross-cultural surveys — has recently been added to the University Library. This is a complete set of the Human Relations Area Files, described by some as “a laboratory for the study of man.” Such sets are available at only 20 other institutions in the world.

Over 3,000 sources, chosen from the best available materials to be found in monographs, learned journals, government publications, relating to over 200 societal areas, have been analyzed and made available through a subject approach of 707 subject categories. Included

are translations from over 35,000 pages of text in 16 foreign languages.

The University acquired the Files in 1960, and the task of filing the million and a half references has now been completed. Additions to the Files are received regularly. In 1961, 18 new areas were fully processed at the headquarters in New Haven, Connecticut, most of which have been received and filed. Additions are received at the rate of about 8,000 reference file slips per month.

The Human Relations Area Files are located at the south end of the Newspaper Library, Room 1, University Library.

Degrees Conferred by Committee on Institutional Cooperation Universities

The scope and variety of educational programs provided by the eleven universities which belong to the Committee on Institutional Cooperation is illustrated in a recent report by the C.I.C. staff.¹

¹“Degrees conferred by C.I.C. Universities,” *C.I.C. Reports*, February, 1962.

The C.I.C. group is composed of the Council of Ten (the “Big Ten”) and the University of Chicago and serves as a communications center to facilitate improvement of services and

An analysis was made of degrees conferred by C.I.C. institutions for an 11-year period (1948-1959) as compared with the total degrees conferred nationally. Three levels of degrees were considered: first level (baccalaureate and first professional degrees); second level

inter-institutional cooperation. The University of Illinois representative is Executive Vice President and Provost Lyle H. Lanier.

(master's degrees); and third level (doctorates). The "first professional" classification includes such degrees as M.L.S., M.D. and D.D.S.

The study shows that, although the C.I.C. universities represent a small proportion of degree-granting institutions nationally, during 1948-1959 they conferred one of every 11 bachelor's degree; one of every six master's; and one of every four doctorates. The institutions were particularly strong in the health professions, agriculture, home economics and fine and applied arts.

However, in doctorates alone, the group conferred over 25 per cent of the national total in 18 of the 25 fields considered.

Among the C.I.C. institutions, the University of Illinois ranked second in each of the three levels. A breakdown of the first three C.I.C. universities follows:

ALL FIELDS					
<i>First Level</i>		<i>Second Level</i>		<i>Third Level</i>	
Minnesota	— 45,519	Michigan	— 21,409	Wisconsin	— 3,720
Illinois	— 43,701	Illinois	— 13,456	Illinois	— 3,118
Michigan	— 37,150	Wisconsin	— 10,478	Michigan	— 2,729

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

MAY 25 1962

No. 35, May 11, 1962

LIBRARY

Committee on University Archives

Under date of April 24, President David D. Henry named the following persons as members of a Committee on University Archives:

- George W. White, Professor of Geology and Head of the Department, Chairman
- D. Alexander Brown, Associate Professor of Library Administration and Agriculture Librarian
- Robert B. Downs, Dean of Library Administration, *ex officio*
- John T. Flanagan, Professor of English
- Donald D. Jackson, Editor, University Press
- Robert W. Johannsen, Associate Professor of History
- Donald L. Kemmerer, Professor of Economics
- Mrs. Marguerite J. Pease, Director of the Illinois Historical Survey

The letter of appointment read in part as follows:

"The function of the Committee will be to appraise the condition of the University Archives and to make recommendations for their improvement and effective utilization.

"The Committee will be advisory to the Dean of Library Administration.

"As the University approaches its Centennial Year, it is important that the archives be organized and strengthened in every way possible as a source of material for historical writing and general interpretation of the University's past.

"Further, it is expected that the University's history, including the achievements of the people who have been associated with it, will increasingly be important to the literary, cultural, and intellectual history of our times.

"It is timely for us to try to bring to the archives all available source material, to have the material organized in a way most useful to scholars and students and arranged to encourage the continuing collection and filing of contemporary material that may be useful in the future.

"The Committee will be expected to interest itself in related subjects not expressly defined in this memorandum."

Senate Committees for 1962-63

Committee elections for 1962-63 reported in the minutes of the April 10 meeting of the Chicago Undergraduate Division Senate include:

Senate Coordinating Council

Edward M. Heiliger, Professor of Library Administration and Librarian

University Council

Daniel J. Morris, Professor of Philosophy

Vice President's Advisory Council

Carl R. Meloy, Professor of Chemistry and Head of the Department of Physical Sciences

William Sangster, Professor of Biological Sciences

Eugene B. Vest, Professor of English and Head of the Division of Humanities

Committee on Committees

Harold E. Temmer, Associate Dean of Admissions and Records, Chairman

Hollis W. Barber, Professor of Political Science

Clarence H. Gillett, Professor of Economics

John O. Jones, Dean of Physical Education for Men and Director of Athletics

Edward B. McNeil, Professor of Physics

At its meeting on April 9 the Urbana-Champaign Senate elected the following Committee on Committees for 1962-63:

John C. Bailar, Jr., Professor of Inorganic Chemistry
Robert B. Downs, Dean of Library Administration
Seichi Konzo, Professor of Mechanical Engineering and
Acting Head of the Department of Mechanical and
Industrial Engineering

Glenn W. Salisbury, Professor of Dairy Science and
Head of the Department
James R. Shipley, Professor of Art and Head of the
Department

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
IN CHICAGO, ILLINOIS, WEDNESDAY, APRIL 18, 1962

ILLINOIS RANKS SECOND IN DEGREES GRANTED BY COMMITTEE ON INSTITUTIONAL COOPERATION UNIVERSITIES

The University of Illinois ranks second in total number of degrees granted and second at each of the three degree levels among member institutions of the Committee on Institutional Cooperation, according to a recent issue of C.I.C. Reports.

The study covered a period from 1948 through 1959 in the eleven institutions comprising the Committee (Council of Ten Universities and the University of Chicago). Overall these institutions granted 459,654 degrees at all levels, accounting for 10.4 per cent of the nation's total.

The University of Illinois in this period granted 43,701 baccalaureate degrees, ranking second to Minnesota; 13,456 master's degrees, ranking second to Michigan; and 3,118 doctorate degrees, ranking second to Wisconsin.

While the C.I.C. institutions granted only 8.9 per cent of the baccalaureate degrees in the nation during this period, their contributions were extremely high at the graduate levels where they granted 16.1 of the master's and 29.1 of the doctorates.

UNIVERSITY CENTENNIAL COMMITTEE HONORS TURNER AT JACKSONVILLE

A memorial plaque to Jonathan Baldwin Turner was dedicated at Jacksonville April 13 following a special convocation at Illinois College.

The plaque is mounted on a granite base in the center of the campus where Turner came in 1833 to be a professor of English and the classics. The memorial was sponsored by the University of Illinois Land-Grant Centennial Committee and was made possible by the generosity of W. A. Fay, president and publisher of the *Jacksonville Journal Courier*.

UNIVERSITY RECEIVES MEMBERSHIP IN INSTITUTE FOR DEFENSE ANALYSES

The University of Illinois has been accepted for membership in the Institute for Defense Analyses, join-

ing ten other sponsoring universities. The Institute was organized in 1956 as a non-profit corporation to undertake studies and evaluation of matters affecting the national security. Dean Frederick T. Wall, Graduate College, appointed as institutional representative by President David D. Henry, has been elected to the Institute's Board of Trustees.

The ten other institutional members are: California Institute of Technology, Case Institute of Technology, University of Chicago, Columbia University, Massachusetts Institute of Technology, University of Michigan, Pennsylvania State University, Princeton University, Stanford University, and Tulane University.

UNIVERSITY OF ILLINOIS PRESS PUBLISHES FOUR TOP HONOR BOOKS

Four books published by the University of Illinois Press in 1961 were named "Top Honor Books" in the thirteenth annual exhibit of Chicago and Midwestern Bookmaking.

Larry Slanker, assistant art editor, designed three of the books: *Joseph Warren: Physician, Politician, Patriot*, by John Cary; *Lincoln as a Lawyer*, by John P. Frank; and *Elijah P. Lovejoy, Abolitionist Editor*, by Merton L. Dillon. The fourth book, *Mark Catesby: The Colonial Audubon*, by George Frederick Frick and Raymond Phineas Stearns, was designed by Wade Harris.

UNIVERSITY CONFERS LARGEST NUMBER OF ADVANCED DEGREES IN CHEMISTRY

The University of Illinois last year conferred more advanced degrees in chemistry than any other institution in the United States, the American Chemical Society reports.

A survey by the Society's committee on professional training listed 57 doctorate and 42 master's degrees as having been conferred by Illinois in the 1960-61 academic year.

Next in doctorate degrees conferred was Purdue with 43 and Massachusetts Institute of Technology with 42.

In master's degrees, Wisconsin ranked second with 31 and Purdue third with 24.

At the bachelor's level, College of the City of New York led in number of degrees with 73, Illinois ranking sixth with 31.

**FORTY-SIX NATIONAL SCIENCE FELLOWS
CHOOSE ILLINOIS FOR STUDY**

Forty-six persons who have received National Science Foundation graduate fellowships in the sciences, mathematics, and engineering for 1962-63 have chosen to study at the University of Illinois.

Twenty-one will be in chemistry, eight in engineering, seven in physics, four in mathematics, three in biochemistry, and one each in earth sciences, psychology, and zoology.

Awards are made to encourage outstanding college graduates to obtain advanced training in the sciences on a full-time basis.

**PROFESSOR BARDEEN RECEIVES NEW AWARD
IN ELECTRICAL ENGINEERING**

Dr. John Bardeen, Nobel laureate and Professor of Electrical Engineering and of Physics at the University, was honored March 29 in New York City with the award of Eminent Membership in Eta Kappa Nu, honorary electrical engineering society.

The award was established in 1904 to honor meritorious contributions which raise the stature of the electrical engineering profession. Only 44 persons have received this recognition.

DR. COLE APPEARS ON "MEET THE PROFESSOR" TV SERIES

Dr. Warren H. Cole, Head of the Department of Surgery in the College of Medicine at the Medical Center, Chicago, appeared on a nationwide telecast in the "Meet the Professor" series over ABC-TV April 15. A radio adaptation will be broadcast at a later date.

In the program Dr. Cole was seen teaching medical students as he performed a gall bladder operation. He reviewed the patient's case history with his students, then performed the operation. In other sequences the program followed Dr. Cole on his rounds of the ward, recording his discussion of different cases with his patients and students.

Dr. Cole is president of the American Cancer Society and a research authority in the field of cancer surgery.

"Meet the Professor" brings before the ABC-TV cameras a wide range of eminent teachers and deals with the full range of subject areas. The program is produced in cooperation with the Association for Higher

Education and its Committee on Teaching in Colleges and Universities.

**PROFESSOR FERBER ELECTED AS FELLOW
IN AMERICAN STATISTICAL ASSOCIATION**

Professor Robert Ferber, Acting Director of the Bureau of Economic and Business Research on the Urbana campus, has been elected a fellow of the American Statistical Association.

In its nomination of Professor Ferber, the Association cited his "contributions to market research methods, statistical studies of household behavior, and especially, for his major contributions in the field of data collection and validation."

Professor Ferber is one of 29 leading statisticians in the nation who have been recognized for contributions to the field through publications and activities in the American Statistical Association.

PROFESSOR FRAENKEL RECEIVES RESEARCH CAREER AWARD

Dr. Gottfried S. Fraenkel, Professor of Entomology at Urbana, has received a Research Career Award to total \$111,521 over the next five years, the National Institutes of Health have announced.

An insect physiologist, Dr. Fraenkel in 1947 discovered vitamin B-T, using tenebrio, the common mealworm, as his research subject.

**PROFESSOR GAGE NAMED PRESIDENT-ELECT
OF EDUCATIONAL RESEARCH GROUP**

Professor Nathaniel L. Gage, Bureau of Educational Research and Professor of Education and of Psychology at the Urbana campus, was named president-elect of the American Educational Research Association at its annual meeting in Atlantic City.

**JOURNAL DEDICATES ISSUE
TO ILLINOIS LINGUISTICS RESEARCH TEAM**

The February issue of the *Romance Philology Journal*, published at the University of California, is dedicated to Professor Henry Kahane, Spanish and linguistics teacher and scholar at the Urbana campus, and his wife, Renee.

Professor Kahane, who directs the University's linguistics program, and his wife comprise one of the few husband and wife research teams in the nation. Their area of investigation is Mediterranean linguistics.

**PROFESSOR SANDAGE HONORED
BY ADVERTISING FEDERATION OF AMERICA**

Professor Charles H. Sandage, Head of the Department of Advertising at the University, has received the

Silver Medal award of the Advertising Federation of America and *Printers' Ink* magazine.

H. J. Kenner, who heads the Better Business Bureau of New York City, came to the campus to make the award and cited Professor Sandage as "the leading advertising educator in America," noting his leadership in literature for the field and his work with graduate students.

**PROFESSOR WHITNEY RECEIVES BORDEN AWARD
FOR RESEARCH ACHIEVEMENTS**

Professor Robert L. Whitney, Department of Food Technology, has received the 1961 Borden Award in Dairy Manufacturing conferred by the American Dairy

Science Association for research achievements in dairy chemistry.

The \$1,000 awards are given annually by the Borden Company for outstanding research contributions in science. Winners are selected through nationwide selection by other scientists.

The University of Illinois holds the distinction of having won more Borden Awards than any other institution. Previous winners have been: in dairy manufacturing, Professors Paul H. Tracy, Stewart L. Tuckey, and Ernest O. Herreid; in dairy science, Professors Glenn W. Salisbury, Noland L. VanDemark, and Walter L. Gaines; in nutrition, Professor Harold H. Mitchell; in home economics, Professor Julia O. Holmes.

~~Dorine R. Reifler~~
~~220a Library~~

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

JUN 12 1962

No. 36, May 28, 1962

Royden Dangerfield Named Director of International Programs

At its meeting on May 24, 1962, the Board of Trustees named Royden Dangerfield Director of International Programs as recommended by the President. The text of the agenda item follows:

The interests and responsibilities of the University in the international aspects of higher education have expanded steadily during the past decade — partly in response to the nation's growing concern with world affairs. These expanded activities have included: new courses and programs, at both undergraduate and graduate levels; increased research on the social, economic, and political institutions of underdeveloped countries; marked growth in the enrollment of foreign students and a great increase in the number of foreign visitors; participation in special overseas projects designed to improve the institutions of higher education in other countries.

These diverse operations have developed with a considerable degree of mutual independence, in accordance with the special interests of various individuals, departments, and colleges. Except for a Committee on Overseas Projects, organized to exercise general supervision over the several programs sponsored by the International Cooperation Administration, there has been no central administrative organization concerned with international programs. The latter have now grown to such proportions, however, that a central administrative assignment is needed to maintain effective coordination among them and to provide cohesive direction to future developments. To meet these growing needs, I recommend:

Authorization of appointments on the staff of the Executive Vice-President and Provost of such personnel as may be necessary; for the present, it is proposed that these include a Director of International Programs and an Assistant Director; and that

Associate Provost and Dean of Administration Royden

Dangerfield be given the additional title of Director of International Programs and assigned the administrative responsibility for the same. (The appointment of the Assistant Director will be submitted later.)

Following are the major types of responsibilities which will be assigned to the Director of International Programs:

1. The collection and dissemination of information to faculty members and administrative officers concerning international educational programs. Included will be information concerning federal legislation and the international programs of the various federal agencies; the resources and interests of the private philanthropic foundations; the activities of other universities in this field, especially the universities participating in the Committee on Institutional Cooperation. Information concerning the University's own activities and plans will be recorded and reported at regular intervals.

2. General administrative supervision of overseas programs conducted under contracts with federal agencies, such as the Agency for International Development and the Peace Corps. The administrative responsibility of the Office will also include foundation grants providing for the support of overseas programs and for campus programs related to overseas projects.

3. Coordination and encouragement of the University's relations with government agencies, foundations, national and international organizations, and other universities concerning international programs.

4. The encouragement of instruction and research in international affairs, including interdisciplinary studies and the planning of intercollege programs such as centers for foreign-area studies.

5. Coordination among the various University offices concerned with services to foreign students, including the Office of the Director of Foreign Students, the Office of

Admissions and Records, the Program of English for Foreign Students, and the Housing Division. The Office of International Programs will also take the initiative in the search for outside financial support for foreign students.

6. Provide leadership in the search for outside finan-

cial support of programs for the exchange of students and faculty members with foreign countries.

7. Analysis and evaluation, on a continuing basis, of the University's involvement in international programs, including studies of the utilization of funds, space, and staff.

New Units and Programs Approved by the State Board of Higher Education

At its meeting of May 1, 1962, the State Board of Higher Education approved the following new units of instruction at the University of Illinois:

1. An extension of the existing graduate program in Russian to include the Doctor of Philosophy degree (Graduate College).

2. A new curriculum in municipal park administration in the Department of Recreation (College of Physical Education).

3. A new curriculum in dance leading to the degree of Bachelor of Arts in Dance (College of Physical Education).

4. An option in the curriculum in art leading to the degree of Bachelor of Fine Arts in Sculpture (College of Fine and Applied Arts).

The Board also took the following action concerning new programs, as requested by the University:

1. Authorized the University to contract with the Advanced Research Projects Agency and the Atomic Energy Commission, or with other agencies of the United States government, according to a plan submitted, for the construction and operation of a Materials Research Laboratory.

2. Authorized the University to proceed with the development of a contract with the Agency for International Development whereby the University will assist in the establishment of a Faculty of Medicine at Chingmai Hospital in Northern Thailand.

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
IN URBANA, ILLINOIS, THURSDAY, MAY 24, 1962

PROFESSOR SEITZ ELECTED PRESIDENT OF NATIONAL ACADEMY OF SCIENCES

Professor Frederick Seitz, Head of the Department of Physics, was elected president of the National Academy of Sciences April 24. While maintaining his connection with the University of Illinois, Professor Seitz will become the Academy's first full-time president.

To permit this arrangement, he will originally serve only a two-year term as president of the Academy. He will remain on the faculty but the University will be compensated for his time spent on Academy business.

The Chicago Daily News observed editorially that "Dr. Seitz has served the University of Illinois as professor of physics and as department head for thirteen years. His most recent honor reflects the increasing stature of his own and other great Midwestern universities in the scientific world."

The New York Times commented: "To the scientific world he has played a key role in one of the newest and most important sciences: solid state physics."

THREE FACULTY ARTISTS ARE WINNERS OF NATIONAL FELLOWSHIPS

Three instructors in the Department of Art at the Urbana campus have won important national fellowships. James Hennessey received the Prix de Rome, a \$3,000 award providing for one year of study in Rome.

Raymond B. Brown and Leo V. Grucza were awarded Tiffany Foundation grants of \$2,000 each in printmaking and in painting, respectively.

NOBEL LAUREATES ARE HONOR GUESTS AT WHITE HOUSE DINNER

Dr. John Bardeen, Professor of Electrical Engineering and of Physics, winner of the Nobel prize in physics in 1956, and Mrs. Bardeen were among dinner guests of President and Mrs. Kennedy April 30 at the White House when Nobel laureates were honored.

Included in the group were three graduates of the University who also have won the Nobel prize: Dr. Edward A. Doisy of St. Louis University, Dr. Vincent

du Vigneaud of Cornell University, and Dr. Polykarp Kusch of Columbia University.

ILLINOIS LEADS IN NUMBER OF NATIONAL SCIENCE FELLOWSHIPS

The National Science Foundation has awarded more Cooperative Graduate Fellowships for 1962-63 and more 1962 Summer Fellowships for Graduate Teaching Assistantships at the University of Illinois than at any other institution in the nation.

These are awarded to high-ability college and university students to finance graduate study in sciences, mathematics, and engineering, and are based on nationwide competitions.

Forty-eight Cooperative Graduate Fellowships have been awarded at Illinois and 42 Summer Fellowships, a total of 90. Comparable figures for other leading institutions are: Minnesota, 29-38, a total of 67; Massachusetts Institute of Technology, 48-19, a total of 67; Wisconsin, 38-28, a total of 66; Michigan, 41-23, a total of 64; and Purdue, 34-30, a total of 64.

GOVERNOR KERNER AND DR. SHANNON TO ADDRESS COMMENCEMENT EXERCISES

Governor Otto Kerner will deliver the annual Commencement address June 16 at the Urbana campus and Dr. James A. Shannon, Director of the National Institutes of Health, will speak at exercises of the University of Illinois Medical Center colleges June 8 in Chicago.

The Urbana Commencement will be held at 10:00 a.m. in Memorial Stadium and the Chicago Commencement at 10:00 a.m. in the Arie Crown Theatre at McCormick Place.

UNIVERSITY HOST TO STATE JUNIOR ACADEMY OF SCIENCE EXHIBITS

Science students of Illinois high schools showed their talents in 1,203 exhibits during the Illinois State Junior Academy of Science annual meeting on the Urbana campus May 11 and 12. More than 4,000 attended.

Dr. George W. Beadle, Nobel laureate and Chancellor of the University of Chicago, gave the annual Junior Academy lecture on "Molecules and Men."

MONUMENTAL MIRKO BRONZE DEDICATED AT KRANNERT ART MUSEUM

"Initiation," a twelve-foot monumental bronze by famed Italian sculptor Mirko, was formally dedicated May 12 at the Krannert Art Museum on the first anniversary of the Museum's formal dedication.

The abstract statue, cast last summer in Rome, was contributed by Mr. and Mrs. Herman Krannert of

Indianapolis, principal donors for the Museum, who asked the University to commission a major work for the marble pedestal at the Museum's entrance.

PROFESSOR KETTELKAMP HEADS MODERN LANGUAGE TEACHERS ASSOCIATION

Professor Gilbert C. Kettelkamp, College of Education, president of the Central States Modern Language Teachers Association, conducted the Association's forty-fifth annual meeting May 4 and 5 in Detroit. He has been president of the group since September, 1960.

UNIVERSITY AMONG TOP TEN CONTRIBUTING NEW NAMES TO WHO'S WHO

Among 8,800 new listings in Volume 32 of Marquis' *Who's Who in America*, the University of Illinois is among the top ten institutions contributing the most new names of graduates.

Institutions with most new names in the book are Yale, Harvard, California, Princeton, Michigan, Columbia, New York University, University of Chicago, Wisconsin, and Illinois.

In a comparison with public universities, Illinois ranks fourth, after California, Michigan, and Wisconsin.

THIRTEEN FACULTY MEMBERS RECEIVE GUGGENHEIM FELLOWSHIPS

Thirteen members of the University of Illinois have received Guggenheim Fellowships in the 1962 list released by the John Simon Guggenheim Foundation of New York. A total of 25 were awarded to faculty of all the institutions of higher learning in the state of Illinois.

The fellowships are awarded on the basis of scholarly and scientific research as demonstrated by previous contributions, and of unusual and proved creative ability in the fine arts.

Illinois faculty members who received the fellowships are: James O. Crosby, Associate Professor of Spanish and Italian; Murray J. Edelman, Professor of Political Science and Institute of Labor and Industrial Relations; Bernard Hewitt, Professor of Speech and Theatre.

Richard H. Hunt, Instructor in Art, Chicago Undergraduate Division; Henry R. Kahane, Professor of Spanish and of Linguistics; Victor G. Kord, Instructor in Art; Oscar Lewis, Professor of Anthropology; John F. Lynen, Assistant Professor of English.

George C. McVittie, Professor of Astronomy and Head of the Department; David Pines, Professor of Physics and of Electrical Engineering; Irving Reiner, Professor of Mathematics; William J. Rutter, Associate Professor of Biochemistry; and Michio Suzuki, Professor of Mathematics.

**ILLINOIS-BUILT TRANSMITTER REPORTS
ON PROBE OF IONOSPHERE**

Three years of planning and work by electrical engineers at the Urbana campus were climaxed May 1 in the flight of an Aerobee rocket launched from the Air Proving Ground Center at Eglin Air Force Base, Florida.

The rocket carried a special radio transmitter built at the University for the study of the effect of cross-modulation in the ionosphere between forty and sixty miles above the earth. Analysis of magnetic tape records made during flight may reveal information leading toward control of ionospheric disturbances which interfere with radio communications.

The project, headed by Professor George A. Deschamps, antenna laboratory director, is sponsored by the Air Force Cambridge Research Laboratories.

**UNIVERSITY PRAISED FOR CONTRIBUTIONS
TO FALLOUT SHELTER ANALYSIS**

The following letter has been received from Stuart L. Pittman, Assistant Secretary of Defense:

"During the period from October 9, 1961, through January 26, 1962, at the request of the Government, the University of Illinois, Department of Civil Engineering, conducted a series of intensive two-week courses in fallout shelter analysis for professional architects and engineers. Similar courses have been conducted by only eight universities and two military officers schools throughout the country.

"The success of the national fallout shelter survey and subsequent phases of the national shelter program

will depend largely upon the services of architects and engineers who have attended these courses.

"On behalf of the Secretary of Defense, I therefore, wish to commend the University of Illinois for conducting this important professional level instruction which directly supports the national civil defense effort."

UNIVERSITY LIBRARY ADDS HUMAN RELATIONS AREA FILES

A new facility, useful to many disciplines but particularly suitable for area studies and for cross-cultural surveys, has been added to the University Library in Urbana. This is a complete set of the Human Relations Area Files, described as "a laboratory of the study of man." Such sets are available at only twenty other institutions in the world.

The University acquired the files in 1960 and the task of filing the million and a half references has now been completed.

**CENTER FOR RUSSIAN LANGUAGE AND AREA STUDIES
RECEIVES GRANT**

The Center for Russian Language and Area Studies on the Urbana campus has received a grant of \$50,070 from United States Education Commissioner Sterling McMurrin to support its program during the 1962-63 academic year. Funds are made available on a matching basis.

The federal program supports fifty-three Language and Area Centers in thirty-three colleges and universities throughout the country. Thirty centers are in state and land-grant colleges and universities.

Dorine R. Reiffler
2205 Library

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

No. 37, June 5, 1962

JUN 12 1962

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New Approaches to Cooperative Relations with the State Government and with Industry

A TALK GIVEN BY LYLE H. LANIER, EXECUTIVE VICE-PRESIDENT AND PROVOST, UNIVERSITY OF ILLINOIS, AT THE BIENNIAL STATE-WIDE MEETING OF THE UNIVERSITY OF ILLINOIS CITIZENS COMMITTEE AT URBANA, MAY 23, 1962

This centennial anniversary of the Morrill Act is a year of national appraisal of the impact on higher education — and indeed on American life generally — of the land-grant colleges and universities. It is a time also to look ahead, to ask whether these institutions are likely to continue their educational revolution into a second century; and if so, what directions it might take.

The general educational significance of the land-grant movement has been admirably summarized by Allan Nevins in the following words from an address delivered at the centennial convocation of the American Association of Land-Grant Colleges and Universities last November:

“One hundred years after the Morrill Act which founded them, the land-grant colleges and universities face the same central problem as at the outset: How can they best be of service to democracy? They have decisively won some of the battles which such fathers as Ezra Cornell, Jonathan B. Turner, and Justin S. Morrill expected them to fight. Long since, they helped deliver a death blow to the narrow program of classical studies which bestrode higher education in 1860. Long since, too, they lifted agriculture from the status of a trade to that of a profession; raised the ‘mechanic arts’ from humble position to the dignity of an elaborate series of professional callings; and both in academic training and research gave agriculture and engineering a scientific character in the highest standing. Meanwhile, they did much to make co-education a basic feature of American academic life, and to divorce university life from dogmatic religion. And by severe struggles, often in hostile environments, the greatest land-grant institutions preserved and broadened that instruction in pure science

and the humanities which is essential to our national character and culture.”

Thus the land-grant institutions that have become comprehensive state universities can begin the second century of the land-grant movement with the satisfaction of having carried an educational revolution far beyond its original purpose — which was mainly to “democratize” higher education, in terms both of diversity of students and of subject-matter. These institutions have also become centers of advanced study and research that compare favorably with the best universities of the world. Furthermore, they have extended their services beyond the bounds of their campuses to a constituency that includes both individual citizens and a wide range of community, state, national, and international interests.

My topic falls into this third category of major functions of a comprehensive state university. More specifically, I should like to discuss the problem of cooperative relations between the University of Illinois, agencies of the State government, and industry — with special reference to the steps that might be taken to improve the economic and social welfare of the State as a whole.

CURRENT RELATIONSHIPS WITH STATE AGENCIES

It will be of some interest first to review briefly the nature and extent of the assistance now given to State agencies by the University. For example, almost one hundred faculty members served on committees, panels, and boards of State departments or offices during the calendar year 1961. Although this service was sometimes not extensive, for many individuals it represented

a substantial contribution of time and technical assistance.

Contracts for research and other services are a second type of cooperative activity. During 1960-61, the University of Illinois had contracts with State agencies that amounted to slightly more than \$800,000. Some thirty University departments were involved, and twelve State agencies. The Division of Highways was the largest contractor, most of its projects being conducted by the Department of Civil Engineering. Next in order was the Department of Public Welfare, which supported a substantial program of research in the Department of Psychiatry of the College of Medicine. Other State agencies included the Departments of Agriculture, Conservation, Public Safety, Registration and Education — together with the Office of the Superintendent of Public Instruction, the Housing Board, the Public Aid Commission, the State Library, and the Cities and Villages Municipal Problems Commission.

Another joint State-University project that has been initiated during the present year should have far-reaching consequences for one of the State's heaviest responsibilities. I refer to the new Mental Health facility to be constructed by the State Department of Mental Health on land provided by the University. It will be operated jointly as a research and training center. With additional support expected from the federal government, it is hoped that the research conducted here on the causes of psychological disorders in children, and on methods of treatment, will contribute substantially towards lessening the staggering burden of mental illness on the people of the State.

Closer to my main topic is the assistance being provided by the University of Illinois to the Illinois Commission on Revenue for its study of economic resources, in relation to ten-year projections of expenditures and revenues of State and local governments. Professor H. K. Allen of the Department of Economics is the research director for the Commission, and several University agencies and individual faculty members are assisting him in special studies.¹

Among the participants in this work is the Institute of Government and Public Affairs, which was established by the Board of Trustees pursuant to a resolution adopted by the 1947 General Assembly. The Institute has the general mandate to "investigate specific practical problems that arise at all levels of government," and

¹ In addition to Professor Allen, the following members of the faculty are participating in these studies: Ruth Birdzell, Robert N. Corley, Robert Ferber, Glenn W. Fisher, Robert W. Harbeson, James A. Heins, William P. McLure, Robert I. Mehr, Ronald Racster, Case M. Sprenkle, and J. Nelson Young.

over the years it has conducted research for many State and local agencies of government on a wide range of problems.

THE UNIVERSITY AND THE ECONOMIC WELFARE OF THE STATE

The foregoing list of cooperative relations with State agencies is a substantial one, and most of these activities are highly important. But except for the work of Professor Allen and his associates, there is presently a dearth of joint State-University activity concerned with the economic, governmental, and social problems arising from increasing population, migration, urbanization, and chronic unemployment.

During the past year, however, several developments have occurred at the University that should lead to improvement in this picture. They reflect growing concern with the need to improve the State's utilization of its natural and human resources; and they represent also the conviction that the University of Illinois has a special obligation to lend technical assistance to the efforts of government agencies, industry, and education as they seek to achieve this objective.

Office of Community Development. Among these new University activities is the program being conducted by the Office of Community Development, which was established last year under a three-year grant from the Ford Foundation. The program has three purposes: (1) to examine new ways in which the University might most effectively serve the State's urban areas; (2) to experiment in the training and use of "urban generalists" — people who are competent in a variety of fields that touch on urban life, but who are not narrow specialists in a single discipline; (3) to give several Illinois communities direct access to the University's expertise in urban affairs, by assigning a staff member to study the problems of each area. (The communities selected are Peoria, Rockford, and Springfield.) The experience gained from these studies should lead to an improved training of graduate students, to a re-definition of "urban problems" for research purposes, and to a new approach to the kind of extension services the University might provide to urban centers.

President's Faculty Conference. Further evidence of the University's concern with these problems was provided by the President's Fifth Faculty Conference, held at Allerton House last March. (At these annual conferences some one hundred faculty members and administrative officers meet for two days to discuss a topic of major importance to the University as a whole.) The general subject this year was "Implementation of the Ideals of the Land-Grant University in the Next

Decade," and the discussions were focussed mainly upon two study papers prepared by special faculty committees.

The first paper considered the problems of the metropolitan region, and the following statement summarizes the consensus reached:

"Urbanization as one of our major problems has produced questions of major significance which are worthy of serious and continuing research by the appropriate disciplines at the University. Because many of these questions are beyond the scope of individual disciplines, there is needed a coordinating agency of some permanence with a limited staff to encourage, arrange, and finance task forces, drawn from various disciplines, in studying these major questions. Existing resources, such as the Council on Community Development and the Office of Community Development should be utilized to institute the measures required to encourage and support departmental research and task force activity and to devise desirable next steps in achieving an all-University program.

"The development of the new campus at Chicago will also test the University's ability to respond to old and new needs in a new setting. Congress Circle will offer unique opportunities for study which will enhance the University's capabilities for research on major problems of society."

The second conference paper discussed possibilities for mobilizing the University's resources for stimulating economic and technological growth in the State. The importance of research in the social sciences was stressed and greater emphasis on these fields in the University was recommended. It was suggested further that, where mutually beneficial, the University should devise appropriate means for cooperating with industry in research and development. To this end, it was recommended that the University assess the value and feasibility of encouraging industry to locate basic research facilities near the University's campuses. It seemed likely, for example, that cooperative relations between the University and industries engaged in a substantial amount of research would be mutually beneficial, although it was emphasized that the University should not expend its staff and resources on routine "services" such as developmental research and operational testing.

Committee on the Role of Universities in Regional Economic Growth. Another development this year is closely related to these recommendations of the Faculty Conference. It was initiated by a request from the Governor's Committee on Unemployment for a study of the relationship of the scientific resources of universities to

industrial development within a region. The Committee expressed particular interest in the factors influencing the location of industries that are heavily dependent on research and development. A University committee to study this problem — and more generally the role of universities in regional economic growth — was appointed last fall, under the chairmanship of Professor J. F. Bell of the Department of Economics.¹ An initial study of this problem will probably be completed by next September. In addition to providing information and recommendations to the Committee on Unemployment, the results of this study will be useful to the University in the planning of its future cooperative relations with industry.

In this connection, it should be re-emphasized that direct University-industry cooperation can be most productively cultivated where the industrial enterprise involves a significant component of research and development. It is such industry, however, that has been relatively scarce in Illinois and other Midwestern States — as compared with the East, the Southwest, and the West Coast. This deficiency has been particularly marked in the field of electronics, and Illinois will not be able to claim its share of the so-called "growth industries" unless it can build up the research potential required for advanced electronics technology.

The University of Illinois is prepared to cooperate with the electronics industry of the State in developing a program to meet this need. The College of Engineering has a distinguished research faculty in electronics and in solid-state physics. Furthermore, its capabilities in these fields will soon be greatly augmented by the construction of a new Materials Science Laboratory — for which the Atomic Energy Commission and the Department of Defense will provide funds totaling \$5,000,000. With such resources available, it would be relatively easy to devise cooperative arrangements whereby professional and technical personnel in the electronics industry could be kept up to date in the rapidly-changing technology of this field. The College of Engineering would be glad to participate in such a program, which could prove to be highly beneficial to the University and to the economy of the State.

In conclusion, I should like to mention a relatively new State agency which should facilitate the University's efforts to encourage economic growth through cooperation with State government and with industry. I refer to the Board of Economic Development, whose chair-

¹The other members of this committee are Professors Daniel Alpert, J. G. Coke, Robert Ferber, R. O. Harvey, J. M. Heikoff, and H. G. Roepke.

man is the Governor and whose members are the heads of the departments concerned with economic affairs. In recent conferences between staff members of the Board and various University officers, arrangements have been discussed whereby the University would provide technical assistance to the Board in proposed studies of the State's resources.

In these and other ways, we are prepared to bring the University's resources for advanced study and research increasingly to bear upon the complex economic

and social problems of the State. We believe that the necessary support for such cooperative efforts will be forthcoming, including funds to meet the extra costs of special research projects that would have to be financed outside the University's regular budget. We believe also that in this direction will lie one of the major contributions of the University of Illinois as a land-grant institution in its second century of service to the people of the State.

~~Dorine R. Reiter~~
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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 38, June 29, 1962

THE OFFICE OF THE

JUL 19 1962

UNIVERSITY OF ILLINOIS

University Operating Budget, 1962-63

NEWS RELEASE, JUNE 20, 1962

URBANA, ILL. — University of Illinois Board of Trustees today approved a budget for the fiscal year beginning July 1 calling for the expenditure of \$66,346,500 from state funds representing 56 per cent of the amount needed for operations.

This sum was appropriated by the 1961 General Assembly and was earmarked by the Trustees for use in the second year of the biennium.

Grand total of the budget is \$118,658,431, 44 per cent of which includes revenue-producing items such as

student housing and auxiliary services, contract research, federal funds, reappropriation of student fees, and an unappropriated reserve of \$58,979.

The total budget represents an increase of \$5,626,179 over that of 1961-62, or 4.9 per cent, of which \$2,700,000 is from state funds. Principal items in the increase were for salary adjustments, additional staff for increased enrolments, and increased prices and costs.

President David D. Henry explained that the University must prepare for from 1,000 to 1,200 additional

COMPARATIVE SUMMARY OF INCOME AND APPROPRIATIONS

	1961-62 Revised	1962-63 Proposed
<i>Estimated Income</i>		
General.....	\$ 70,978,000	\$ 73,678,000
Restricted.....	42,113,231	45,039,410
<i>Total, Estimated Income.....</i>	<i>\$113,091,231</i>	<i>\$118,717,410</i>

<i>Appropriations by Board of Trustees</i>		
	1961-62 Revised	1962-63 Proposed
From General Income.....	\$ 70,655,714	\$ 73,619,021
From Restricted Income.....	42,113,231	45,039,410
<i>Total, Appropriations.....</i>	<i>\$112,768,945</i>	<i>\$118,658,431</i>

<i>Unappropriated Balance from</i>		
	1961-62 Revised	1962-63 Proposed
General Income.....	\$ 322,286	\$ 58,979

<i>Income by Source</i>	<i>Proposed 1962-63</i>	<i>Per Cent</i>
State Appropriations.....	\$ 66,346,500	55.9
Federal Appropriations.....	3,865,526	3.2
Student Fees.....	4,350,000	3.7
Sales and Services.....	4,403,562	3.7
Endowments, Contracts, and Gifts.....	20,771,685	17.5
<i>Total, Educational and General</i>	<i>(99,737,273)</i>	<i>(84.0)</i>
Auxiliary Enterprises.....	17,086,637	14.4
Student Aid and Non-educational.....	1,893,500	1.6
<i>Total, Income.....</i>	<i>\$118,717,410</i>	<i>100.0</i>

<i>Appropriations by Function</i>		
	1962-63 Proposed	Per Cent
Administration and General..	\$ 7,512,968	6.3
Security Benefits.....	2,650,593	2.2
Instruction and Departmental Research.....	33,786,486	28.5
Activities Relating to Instruction.....	7,728,790	6.5
Organized Research.....	23,865,599	20.1
Extension and Public Services	11,209,828	9.5
Libraries.....	2,444,977	2.1
Physical Plant.....	10,114,953	8.5
<i>Total, Educational and General</i>	<i>(99,314,194)</i>	<i>(83.7)</i>
Auxiliary Enterprises.....	17,086,637	14.4
Student Aid and Non-educational.....	2,257,600	1.9
<i>Total, Appropriations.....</i>	<i>\$118,658,431</i>	<i>100.0</i>

<i>Appropriations by Location</i>		
	<i>Proposed 1962-63</i>	<i>Per Cent</i>
Urbana-Champaign (includes statewide services).....	\$ 88,222,532	74.3
Chicago Professional Colleges (includes Crippled Children).....	24,808,918	20.9
Chicago Undergraduate Division.....	5,626,981	4.8
<i>Total, Appropriations.....</i>	<i>\$118,658,431</i>	<i>100.0</i>

students in 1962-63 which would represent from 300 to 400 more students than had been anticipated when budget requests were prepared in 1961.

First semester enrolment figures in 1961 were 23,059 on the Urbana-Champaign campus and 29,821 including the Chicago Undergraduate Division and Medical Center campuses. (This total exceeded by approximately 250 students the number estimated in the biennial budget request, a higher number which must be carried into 1962-63.)

Approximately 88 per cent of the academic staff received salary increases on a merit basis. Nonacademic employees also received increases based on merit and approved schedules. Total of the salary increases from general funds is \$2,048,530.

Cancellation of Air Travel Reservations

Eleven major air carriers, American, Braniff, Continental, Delta, Eastern, National, Northwest, Northeast, TransWorld, United, and Western, have adopted a "no show" penalty policy for transportation not canceled within a specified period prior to departure time. The

The sum of \$769,955 has been budgeted for approximately sixty-nine academic and sixty nonacademic positions to meet the needs of the increased enrolments.

An additional \$355,755 is included for increased costs of operation. Principal item here is for the physical plant, a total of \$71,490, for operation and maintenance of new areas for which funds have not previously been budgeted on a recurring basis.

A breakdown of the grand total budget by campuses shows that 74.3 per cent will be spent at Urbana-Champaign, 20.9 per cent at the Medical Center, including the Division of Services for Crippled Children, and 4.8 per cent at the Chicago Undergraduate Division.

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
IN URBANA, ILLINOIS, WEDNESDAY, JUNE 20, 1962

UNIVERSITY SERVES 44,138 STUDENTS DURING 1961-62

A total of 44,138 different students attended all branches of the University of Illinois during the year beginning with summer session, 1961, and ending with the second semester, 1962. C. W. Sanford, Dean of Admissions and Records, has reported.

This figure represents an increase of 2.32 per cent over the preceding year. On all campuses, including extramural classes and agricultural short courses, 86.39 per cent of students were Illinois residents. Every county in the state was represented.

PRESS PUBLISHES NEVINS' ANALYSIS OF STATE UNIVERSITIES

The State Universities and Democracy by distinguished historian Allan Nevins, has been published by the University of Illinois Press as a part of the centennial observance of the Land-Grant Act.

The book, which analyzes the role of the state universities in serving the ideals of democracy, is based on a series of lectures which Professor Nevins, a graduate of the University, delivered on the Urbana campus last fall.

penalty will range from a minimum of \$5.00 to a maximum of \$40.00.

Travelers on official University business are urged to acquaint themselves with the regulations, since the University can not assume responsibility for such penalty charges unless they can be fully justified.

Professor Nevins is Professor of History, emeritus, at Columbia University, and now is on the staff of the Henry E. Huntington Library and Art Gallery and chairman of the Civil War Centennial Commission.

ENGINEERING EXPERIMENT STATION RESEARCH TOTALS NINE MILLION

Research activities at the University of Illinois Engineering Experiment Station totaled more than \$9,000,000, with 85 per cent of the funds coming from non-university sources, a report of 1961-62 programs indicates.

Of 477 investigations, 367 were sponsored. Sponsors included 47 federal and state agencies, 40 private companies, 19 industrial associations, and four private foundations.

Federal government sources provided \$6,925,000 of the total research income which was \$9,061,000.

PLAQUE DEDICATED TO JONATHAN BALDWIN TURNER AT GRANVILLE

A bronze plaque commemorating a speech by Jonathan Baldwin Turner, in which he outlined a plan for

federally-supported public universities, at Granville, Illinois, November 19, 1851, was dedicated June 13 in Granville. The plaque will be permanently erected in Hopkins Township High School.

Dean Louis B. Howard, College of Agriculture, presided at the meeting and principal speaker was Senator Fred J. Hart of Streator. Timothy W. Swain, Peoria, represented the Board of Trustees.

Placing the plaque at Granville was a project of the University's Land-Grant Centennial Committee and funds for the memorial were provided through a gift from the Illinois Agricultural Association.

UNIVERSITY TO TRAIN PEACE CORPS PERSONNEL FOR INDIA ASSIGNMENT

Approximately fifty volunteers in the United States Peace Corps will be trained at University of Illinois' Urbana campus June 26 to September 8 for assignment to Indian Universities. The work will be carried on under a \$160,566 contract with the federal government.

India has asked for a maximum of seventy-four volunteers to be used in "teaching support operations" designed to develop new educational programs in India. Professor Thomas Page, Institute of Government and Public Affairs, has been named project director.

UNIVERSITY JOINS CONSORTIUM TO ENCOURAGE POLITICAL RESEARCH

The University of Illinois has joined a group of twenty leading universities of the nation in establishing an inter-university Consortium for Political Research. The purpose is to promote research on selected phases of the political process.

Professor Charles B. Hagan, Head of the Department of Political Science, is the University's representative to the group which will establish a special program of advanced training for graduate students each summer and hold annual research conferences for faculty representatives.

In addition to Illinois, participating universities are Oregon, Chicago, Michigan, Florida, Minnesota, Kansas, Yale, Vanderbilt, Cornell, California (Los Angeles), Georgetown, North Carolina, Wisconsin, Rochester, Washington (St. Louis), Michigan State, Northwestern, Wayne State, and Iowa.

LIBRARY AUTOMATION STUDY COMPLETED AT UNDERGRADUATE DIVISION

The library staff of the Chicago Undergraduate Division has completed a research report on development of a system for the application of machines to library work which will have far-reaching effects on the future of library operations.

The study, to be published under the title, *Applications of Advanced Data Processing Techniques to University Library Procedures*, was financed by a grant of \$50,000 from the Council on Library Resources.

DOCTORAL WORK IN GEOLOGY SHOWS GROWTH

More doctorate degrees in geology have been awarded by the University in the last five years than in the preceding thirty-nine years, and the largest number in history were conferred in 1961.

The University of Illinois now ranks third in the nation in the number of students seeking doctorate degrees in geology and also in the number of graduate students in geology, the American Geological Institute report shows. Illinois leads all Big Ten universities in these two categories.

In doctoral candidates (figures are for 1960-61), Harvard listed 69, University of California (Berkeley) 67, and Illinois 66. In total graduate students in geology, University of California had 121, U.C.L.A. 91, Illinois 84, and Texas 83.

A directory of doctorate degrees since 1917, issued by the Department of Geology, indicates 133 degrees have been conferred, 70 of which have been in the last five years, 23 of these in 1961.

ATOMIC ENERGY COMMISSION PROVIDES GRANT FOR NEW COURSE AT UNDERGRADUATE DIVISION

The Atomic Energy Commission has made a grant of \$20,000 to the physics department at the Chicago Undergraduate Division to present a new course in experimental nuclear physics. Professor Louis Chandler, formerly with the Manhattan Project, will be in charge of the course.

NATIONAL SCIENCE FOUNDATION MAKES GRANTS TO IMPROVE TEACHING

Matching grants totaling \$50,000 have been made to the Department of Physics and the Department of Chemistry and Chemical Engineering by the National Science Foundation to purchase equipment for improvement of the teaching of undergraduates in science and engineering.

The grants will be matched by the University to purchase scientific instruments and equipment which will give undergraduates opportunity to use types of modern instruments now generally available only to graduate students or in research programs.

NATIONAL HEART INSTITUTE GRANTS TOTAL \$407,656 IN 1960-61

The National Heart Institute of the United States Public Health Service gave financial support totaling

\$407,656 to programs at the University of Illinois during the fiscal year 1960-61, its annual report shows.

Included were twenty-two research awards, four training grants, and one fellowship. Of the total, \$269,200 went to the Medical Center campus and \$138,448 to the Urbana-Champaign campus.

BOOKS BY UNIVERSITY PROFESSORS NAMED OUTSTANDING FOR 1961

Three books by University of Illinois professors have been selected as "outstanding education books of 1961" by the Enoch Pratt Free Library of Baltimore. Forty-two works were named for the award after recommendations were made by more than two hundred specialists in education from all over the country.

Two were by Professor Harry S. Broudy, College of Education: *Building a Philosophy of Education*, now in its second edition, and *Paradox and Promise: Essays on American Life and Education*.

The third, written by Dean Jack W. Peltason, College of Liberal Arts and Sciences, was *Fifty-eight Lonely Men: Southern Federal Judges and School Desegregation*.

PROFESSOR BAILAR TO RECEIVE CHEMISTRY "MAN OF THE YEAR" AWARD

Professor John C. Bailar, Department of Chemistry and Chemical Engineering, has been named first recipient of a "Man of the Year" award in chemistry. Presentation will be made in September at a meeting of the American Chemical Society by Alpha Chi Sigma, national chemistry fraternity.

The award has been established in honor of John R. Kuebler, who for many years was national secretary of the chemistry organization, and is given for distinguished services to Alpha Chi Sigma and the chemical profession.

TWO FACULTY MEMBERS NAMED TO AMERICAN ACADEMY OF ARTS AND SCIENCES

Professor Nathan M. Newmark, head of the Department of Civil Engineering, and Professor Frederick Seitz, head of the Department of Physics, have been elected to the American Academy of Arts and Sciences.

Their nominations bring to ten the number of University of Illinois faculty who have received this award. Others previously honored are: Professor Roger Adams, past president, American Association for Advancement of Science, Professor Carl S. Marvel, and Professor Nelson J. Leonard, all chemists; Professor John Bardeen, Nobel Prize physicist; Professor Eugene Rabinowitch, physicist and botanist, editor of *Bulletin of the Atomic Scientists*; Professor Leigh E. Chadwick, head, Department of Entomology; Professor C. Ladd Prosser, head,

Department of Physiology; and Professor Maurice H. Heins, Department of Mathematics.

PROFESSOR KARPINSKI RECEIVES CITATION FROM FRENCH GOVERNMENT

Professor Robert Karpinski, Department of Geology, Chicago Undergraduate Division, has been decorated by the French Government with the *Chevalier dans l'Ordre des Palmes Academiques* for his efforts in developing scientific and cultural relations between France and the United States.

A member of the University of Illinois faculty since 1954, Professor Karpinski has made significant contributions in summer months to the development of hydroelectric projects in France in work with the Electricity of France, comparable to the American TVA projects.

PROFESSOR KIRK ON UNITED STATES PANEL STUDYING RUSSIAN INSTITUTIONS

Professor Samuel A. Kirk, director of the Institute for Research on Exceptional Children, was one of seven United States scientists who visited in Russia in June as representatives of President Kennedy's panel on mental retardation.

The group visited Russian institutions in Moscow and Kiev which are noted for their work with emotionally disturbed and mentally retarded children.

DR. TOROK ELECTED TO INTERNATIONAL BARANY SOCIETY

Dr. Nicholas Torok, Department of Otolaryngology at the Medical Center campus, has been elected to membership in the International Barany Society. He is the fifth American to be so honored.

The society was founded at Uppsala, Sweden, to stimulate progress and research in the field of neurotology and to organize symposia on vestibular problems.

FORTIETH ANNIVERSARY OF INVENTION OF SOUND MOVIES AT ILLINOIS

Fortieth anniversary of the first public demonstration of sound-on-film moving pictures was observed June 9 and the inventor, Professor Joseph T. Tykociner, Research Professor of Electrical Engineering, emeritus, now eighty-four years of age, was busy in his laboratory working on a new science of research.

On June 9, 1922, Professor Tykociner demonstrated to the American Institute of Electrical Engineers his synchronized sound-on-film which is the system dominantly used in all forms of modern movies.

The retired research expert is now seeking to perfect a new theory — that of "zetetics." He contends that research can be studied and ideas associated with it can be systematized into a science.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

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No. 39, September 18, 1962

OCT 10 1962

UNIVERSITY OF ILLINOIS

Opening of the New School Year

STATEMENT BY PRESIDENT DAVID D. HENRY, PREPARED FOR THE SEPTEMBER ISSUE OF THE *Illinois Alumni News*

We start the new University year with optimism, anticipating continuing institutional achievement on many fronts — increasing academic distinction, improving facilities, broadening programs and expansion of service to new numbers, in new locations and in new subject matter.

“Educational Directions at the University of Illinois,” the cumulative report of the University Study Committee on Future Programs, will be published this fall. It is an account of appraisal and planning, which involved wide faculty participation, and it reveals the creativity and ferment in the many units of the University and the large consensus as to overall goals. These objectives include excellence while meeting the demands for quantity, diversity in programs without dilution of quality, research attainment without neglect of the undergraduate, extended off-campus service within a pattern of relationships to the fundamental disciplines, concern for the individual student among large numbers, efficiency in organization and the scholarly exploration of new ideas — all these directed to the University’s contributing, at its maximum potential, to the intellectual, cultural, and economic life of the State and Nation, indeed of the World community.

An enduring educational plan is essentially an inventory of objectives, guidelines, and principles, not a chart or map. The report of the Committee provides such a plan as well as specific recommendations and proposals for the attention of the administrative officers, the faculty legislative bodies of the University, and the Board of Trustees.

Physical facilities implement the educational plan. They make possible the recruitment and retention of superior staff and provide the means for the University to meet the day-by-day obligations effectively and efficiently.

Ready for occupancy this fall are a new research laboratory for the School of Life Sciences, made possible by matching funds from the National Institutes of Health and State appropriations, and the headquarters building for the Institute of Labor and Industrial Relations, financed by gift and matching State funds.

Under construction, or soon to be started, are the Burnside’s Research Laboratory for food technology, financed by a gift of Miss Ethel Burnside’s, a grant from the National Institutes of Health, and State appropriations; the Medical Sciences Addition for research at the Medical Center, also partly supported by a matching federal grant; the second stage of the Physics Building; major additions to the Electrical Engineering Building, the Library, the Armory interior, the Administration Building, and the Power Plant; and new structures for the Colleges of Education and Commerce and Business Administration, for plant sciences in Agriculture, for central receiving, and for residences for married students.

Partially financed, by a combination of resources, are new quarters for the program in Rehabilitation of the Physically Handicapped and clinical facilities for departments dealing with retarded and emotionally-disturbed children.

New computer facilities will enhance the University’s noted leadership in this field, and an enlargement will be constructed in 1962. The radio telescope will be in full operation. The radio direction finder will be tied to computers for greatly increased scope of ionospheric research. New television studios will improve both broadcasting and closed-circuit programming.

The long anticipated “student buildings,” financed by fees and building income, will be occupied during the year — the Assembly Hall, renowned for its plan and design; the Student Services Building; the Illini Union Addition; the McKinley Hospital Addition for the

Health Service; and the Pennsylvania Avenue Residence Halls, with a capacity for 1,044 residents.

In various stages of planning, but not yet financed, are new facilities for Veterinary Medicine, Chemistry, Materials Research, the Life Sciences, the Coordinated Science Laboratory in Engineering, the School of Music, the Medical Center, Civil Engineering, Extension, the University Press, Intramural Activities, and additional student residence halls as well as extensive remodeling of buildings in the center of the Urbana campus for Liberal Arts and other departments and remodeling at the Medical Center.

The largest single project in current University physical development is the Congress Circle campus in Chicago. Scheduled for occupancy in the fall of 1964, building plans have been readied for bidding, and construction will proceed as soon as the current litigation is cleared away. The architectural plan has been nationally acclaimed, and the educational plan is coming into view with the appointment of faculty and the preparation of courses and curricula for degree programs in the Colleges of Liberal Arts and Sciences, Fine and Applied Arts, Commerce and Business Administration, and Engineering, with divisions, also, in Physical Education and Teacher Education.

Changes in methods, procedures, and emphases in the utilization of University resources are as much a part of forward motion as buildings, courses, and study reports.

Prominent in the inventory of topics for attention in 1962-63 are the ways and means of improving interaction between the economic growth of the State and the research and specialized competence of the University staff. A special committee is giving leadership to this effort, and University officers are working closely with state, municipal, and civic leaders and agencies.

Also of prime concern is the question, "How may the University better relate itself, in extension and community planning, to the urban areas of the State?"

Our activities in the international area continue to grow. The College of Medicine will give assistance to the establishment and development of the Faculty of Medicine in Chiangmai, Thailand. The contractual services with Indian institutions continue. Individual faculty members in increasing numbers serve as consultants and agents for the Federal Government and foundations in Africa, Europe, South America, and Asia. A director of international programs has been appointed to maintain effective coordination among the University's overseas projects and to provide cohesive direction and leadership for services to foreign students and inter-

national visitors and for specialized activities in research and instruction.

The improvement of undergraduate instruction is of perennial interest. This year new arrangements have been made for the careful supervision of junior teaching staff and for the increased use of closed-circuit television. New activities in academic and personal counselling also have been undertaken.

From this selective inventory of innovations and points of emphasis in the new year, it is obvious that planning is a major responsibility of the University in these times.

The University's planning, however, is but a part of the total State of Illinois obligation. This institution remains a dominant part of the state system, with 44.8 per cent of the undergraduate on-campus enrollment and 55.9 per cent of the graduate enrollment. In the total college and university structure, including private institutions, the University of Illinois is in many respects unique, in others dominant, and in all, important.

Nonetheless, the demand for new enrollment capacity, both at the undergraduate and graduate levels, in public and private institutions will so exceed present capacity that extraordinary steps must be taken soon if a deficit in educational opportunity and professional service is not to occur. Junior colleges, including technical education programs, must be expanded and created if the State is to meet the demand; and all existing institutions will at the same time be expected to grow in size, and some, in function.

Recognizing the need for coordinated planning for the future, the Governor and the General Assembly, with the encouragement of the colleges and universities, created in 1961 the Illinois Board of Higher Education. The Board was activated early in 1962. Hence, the new year will be the first for the full operation of the Board, including the first experience in budget review.

The Board is charged with the responsibility of approval of new units of instruction, of advising on biennial budget requests, and of recommending a State plan for higher education.

The University has entered into its relationships with the Board in a spirit of full cooperation and confidence that the new arrangements will strengthen the State program in higher education through providing the machinery for sound planning based upon fact finding and professional study.

The optimism which characterizes our view of the future is tempered only by the acknowledged inadequacy of the State's present revenues to meet the greater needs for State services, including those in higher education.

New revenues to finance budget increases will have to be found in 1963 if the University is to progress and if the State is to receive the benefits of an expanding and strengthened system of higher education. Unfortunately, the State faces this problem at a time when both the Nation and the State are trying to make up their minds about the current state of health of the economy and the direction of future trends. The work of the 1963 General Assembly will be critically important.

The University's optimistic approach to its work is reinforced, however, by the realization that the public is concerned about the future of higher education as never before. A record high percentage of American families expect their children to go to college. Each year a larger percentage of high school graduates seek college admission. There is increased public respect for the research and general intellectual contribution of the universities and a recognition of the importance of producing scientists, teachers, and professional people in general. Further, education, perhaps to some extent un-

realistically, is listed high in all the estimates of what is important in solving problems of delinquency, unemployment, large relief rolls, space exploration, weapons development, and public health, and in strengthening the possibilities for continuing prosperity.

Parents are asking, "Will there be room for our children?" Employers are asking, "Will there be enough trained people for business and industry?" People everywhere expect that many of the answers to unsolved problems of society will come from the laboratories and classrooms of the colleges and universities.

In such a climate of public concern, and public confidence, and in a State with the resources of Illinois, the future of the University is secure as long as its manifold programs of instruction, research, and public service continue to meet the professional needs and civic expectations of the people of the State.

The University will continue to try to meet those needs and fulfill those expectations with vigor, imagination, and dedication to its purposes and goals.





FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 40, October 4, 1962

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UNIVERSITY OF ILLINOIS

Notice of Change in Policies and Procedures Concerning Retroactive Salary and Wage Adjustments

OFFICIAL NOTICE NO. 70

The University has received official notice that retroactive salary adjustments can no longer be made. The University must, therefore, modify certain of its policies and procedures accordingly. These changes will be effective for all future negotiations and for negotiations now underway effective sixty days after the date of this action. (Approved by Board of Trustees, September 19, 1962.)

NONACADEMIC

1. *Effective Date of Prevailing Rate Changes*

Wage rates established in accordance with the University policy of paying prevailing rates will become effective (1) on the date they are put into effect locally, or (2) on the first day of the month following the date official notice in writing from the Union involved that a specific rate will be in effect or is in effect locally is received by the University's Labor Relations Officer in the Office of Nonacademic Personnel—whichever is later. (Section III, paragraph 1, page 5, of the University Policy and Rules Relating to Compensation and

Working Conditions of Nonacademic Employees must be corrected.)

2. *Negotiated Agreements*

Rates established by negotiated agreements may become effective not earlier than the first day of the month following the date on which all parties involved have indicated their willingness to accept the rates or rate schedules which become a part of the agreement.

3. *Departmental Recommendations for Nonacademic Salary or Wage Amounts Determined by Other Than Prevailing Rate or Negotiated Group Agreements*

Such salary or wage amounts may become effective not earlier than the first day of the payroll period next following the date on which they are approved by the Office of Nonacademic Personnel.

ACADEMIC

Recommendations for adjustments in academic salary rates will be effective at the beginning of the first payroll period following the date of approval by the University.

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
IN CHICAGO, ILLINOIS, WEDNESDAY, JULY 18, 1962

COMMEMORATIVE PLAQUES MARK LAND-GRANT CENTENNIAL

Two plaques commemorating the Centennial of the Land-Grant Act will be permanently erected on sites in Urbana and in Springfield following presentations on July 1 and July 12.

The first, on a stone background, was given by the

Champaign Chamber of Commerce and the Urbana Association of Commerce in ceremonies July 1. It is located on the site of the first building of Illinois Industrial University when it opened March 2, 1868, near the intersection of Wright Street and Springfield Avenue.

The second, a bronze plaque memorializing the Illi-

nois General Assembly, Jonathan Baldwin Turner, and other citizens who formulated resolutions passed February 8, 1853, on behalf of the Land-Grant movement, was presented to Governor Otto Kerner July 12. This plaque will be permanently mounted in the restored Sangamon County Court House. It is a gift of members of the Illini Club of Springfield.

**GOVERNOR KERNER PROCLAIMS JULY 2
AS LAND-GRANT CENTENNIAL DAY**

In an official proclamation, Governor Otto Kerner designated July 2 as Land-Grant Centennial Day in commemoration of the one-hundredth anniversary of the signing of the Land-Grant Act by President Abraham Lincoln.

Governor Kerner paid tribute to the state's land-grant institution, the University of Illinois, for its "far-reaching benefits to the economy of the State of Illinois, to its civic and cultural growth, and to the well-being of its citizens."

**UNIVERSITY GRANTS 5,536 DEGREES
DURING 1961-62 ACADEMIC YEAR**

The University of Illinois granted 5,536 degrees during the 1961-62 academic year. Of this total 5,033 were conferred at the Urbana-Champaign campus and 503 at the Medical Center Campus in Chicago.

A breakdown of the total shows that 3,298 bachelor's degrees were granted, 1,550 master's degrees, and 688 doctorates.

Greatest proportion of the degrees was granted in commencement exercises in Chicago and in Urbana-Champaign on June 8 and June 16, respectively, when one of the largest graduating classes in history received diplomas. At Chicago 428 degrees were conferred and at Urbana-Champaign 2,627.

Degrees also are granted in August, October, and February of each academic year.

**NATIONAL INSTITUTES OF HEALTH GRANTS
TOTAL FIVE AND A HALF MILLION**

The University of Illinois received \$5,588,724 in grants and awards from the National Institutes of Health during the fiscal year 1961 the U. S. Public Health Service reports.

On its three campuses the University received 224 research grants and health research facilities construction grants, 47 training grants, and fellowships and traineeship awards totaling \$279,773.

The total sum allotted to the University placed it sixteenth in the nation.

**404 STAFF MEMBERS SERVE MAJOR ROLES
WITH AGENCIES AND FOUNDATIONS**

Four hundred and four staff members of the University of Illinois now hold committee, panel, and board memberships in United States government agencies, state of Illinois agencies, and foundations of the nation, a survey by Dean Frederick T. Wall of the Graduate College reveals.

The study, which was completed along with the compilation of faculty publications in the last academic year, will serve as a valuable resource for internal use of the University and is a measure both of the high regard in which faculty members are held by outside groups as well as of the public services which are being rendered, for the most part on the individual's own time.

Dean Wall reported that 266 faculty members were serving United States government agencies in various capacities, 96 were serving state of Illinois agencies, and 42 were serving foundations.

As examples, 54 are connected with the National Academy of Science-National Research Council, 51 with the Department of Defense, 35 with the Department of Health, Education, and Welfare, and 26 with the National Science Foundation.

The total, Dean Wall reported, does not include professional organizations for which perhaps more than 1,500 others could be listed.

ILLINOIS RANKS FOURTH IN NUMBER OF INTERNATIONAL STUDENTS

The University of Illinois ranked fourth in the number of international students enrolled in the 1961-62 academic year, according to the annual survey of the Institute of International Education published in *Open Doors 1962*.

The University enrolled 1,138 international students, which represented 3.7 of the total enrollment on the three campuses. Over the nation 58,086 foreign students were enrolled in 1,798 institutions.

The seven institutions which enrolled more than 1,000 from foreign nations were California, Michigan, New York University, Illinois, Columbia University, Wisconsin, and Minnesota.

Illinois also ranked sixth among American institutions in the total number of faculty members who taught or conducted research abroad during the year. The University listed 52, ranking behind Michigan State, California, Columbia, Michigan, and Indiana.

UNIVERSITY GRADUATES PLAY IMPORTANT ROLE IN PEACE CORPS

The University of Illinois ranks first among the institutions in the Committee on Institutional Cooperation (the Big Ten plus University of Chicago) in num-

ber of college-trained volunteers in the Peace Corps, Dean Royden B. Dangerfield, Director of International Programs, has reported.

A statistical summary by the Peace Corps shows that of 1,106 college-trained volunteers, 29 attended the University of Illinois. University of Michigan ranks second with 23 and Michigan State third with 21.

On a nationwide basis, University of Illinois ranks in a third-place tie with Columbia University in the total number of degree-holders in the Peace Corps. First is University of California and second is Harvard University.

HIGHWAY TRAFFIC SAFETY CENTER ANALYZED IN NATIONAL REPORT

The Highway Traffic Safety Center, established at the University of Illinois in 1961, is one of nine similar organizations which are analyzed in detail in a study of university transportation and accident prevention centers reported by the Association of State Universities and Land-Grant Colleges.

The study, made with the assistance of the National Commission on Safety Education of the National Education Association, deals with institutional activities and experiences in providing public service.

Two national studies are now under way in the Highway Traffic Safety Center. A study of laws concerning motor vehicle operation at railroad grade crossings is being made under sponsorship of the National Safety Council with Professor Charles H. Bowman, College of Law, in charge.

A pilot study of motor vehicle registration and title procedures and uses in Illinois is being undertaken for the Highway Research Board of the National Academy of Sciences with Professor A. Keith Stonecipher, Department of Civil Engineering, in charge.

SUMMER INSTITUTE FOR MATHEMATICS TEACHERS ENROLLS 330

Three hundred and thirty mathematics teachers from 29 states and two foreign nations were enrolled in the 1962 Summer Institute for Secondary School Teachers. The Institute is supported by a grant of \$220,000 from the National Science Foundation.

The University of Illinois has been a national center in the study of new methods in the teaching of mathematics. In 1961-62 new courses developed under the direction of Professor Max Beberman were used by 50,000 students and 374 teachers in 244 cooperating high schools in the nation.

The Summer Institute is designed to help teachers who are currently teaching or will teach courses developed by the University of Illinois Committee on School Mathematics.

Since 1951 the University of Illinois Committee has received support totaling more than \$1,190,000 for the mathematics projects from the Carnegie Corporation, United States Office of Education, and the National Science Foundation.

PROFESSOR NISONOFF RECEIVES FIVE-YEAR RESEARCH CAREER AWARD

Professor Alfred Nisonoff, University of Illinois microbiologist whose special field is immunology, has received a five-year Research Career Award of \$109,980 from the National Institutes of Health.

The award compensates the recipient through the University for full-time work in his field and may be renewed for another five-year period. Professor Nisonoff plans to continue research on the structure of antibodies, relation of structure to function, and the nature of antigen-antibody reaction.

He is the third University scientist to receive a Research Career Award. Others who have been granted this award are Professor Gottfried S. Fraenkel, entomologist, and Professor J. McV. Hunt, psychologist.

ENGINEERING GRADUATES MAKING RAPID PROGRESS IN PROFESSIONAL FIELD

Graduates of the College of Engineering in 1956 have made rapid progress in salaries and a substantial percentage have increased their capacity by earning advanced degrees, a five-year study by the Engineering Placement Office reveals.

It was found that the 1956 graduates have increased salaries 71.5 per cent over starting figures, while starting salaries increased only 25.98 per cent during the same period.

Of 350 graduates who responded to the questionnaire, 48 had received either an M.S. or M.B.A. degree during this five-year period, seven had received Ph.D. degrees, and one had received a law degree. All 56 were rewarded salary-wise by earning advanced degrees.

A total of 48.15 per cent of the 1956 graduates are still with the same company with which they were employed upon graduation. Another 34.26 per cent have made one change in employment, 13.58 per cent have made two changes, 4.01 three changes, and none has made more than three changes.

Demand continued heavy for B.S. degree engineers during 1962, the Summary of the Senior Employment Interview Program, published by the College of Engineering, indicates. During the fall 283 companies and in the spring 357 companies had student interviews totaling 11,036. Demand for men with advanced degrees continues to grow at a rapid rate, particularly in the fields of electrical engineering and physics.

PAYROLL DEDUCTIONS FOR THE UNITED FUND

Senate Bill No. 800, approved by the General Assembly and signed by Governor Kerner, August 21, 1961, provides for payroll deduction from salaries or wages of state employees for contributions to the United Fund, upon the request of the employee.

The University of Illinois is complying with this act which provides in part:

“The Auditor of Public Accounts may, upon written request of a state officer or employee, deduct each regular payroll period from the salary or wages of the officer or employee the amount specified therein for payment to

the United Fund. The moneys so deducted shall be paid over promptly to the United Fund designated by the officer or employee by means of warrants drawn by the Auditor of Public Accounts against the appropriations for personal services of the department, board, body, agency or commission by which such officer or employee is employed.”

Arrangements are also being made to deduct for contributions to the United Fund by staff members being paid from other than state funds, when requested by the staff member.

Karl D. Kroeger
2205 Library



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 41, October 11, 1962

THE UNIVERSITY OF ILLINOIS

DEC 5 1962

OFFICE OF THE PRESIDENT

Procedures in the Initiation, Review, and Approval of New Units of Instruction, Research, and Public Service

A STAFF REPORT TO THE ILLINOIS STATE BOARD OF HIGHER EDUCATION

NEW PROGRAMS OF INSTRUCTION

At the University of Illinois, the faculty defines educational policy, subject to final approval by the Board of Trustees. The administrative officers participate directly in the formulation of such policy through the allocation of budget and space, and through recommendations to the Board of Trustees concerning faculty proposals. They also participate through the initiation of suggestions for appropriate review. All new programs and all expenditures of funds in excess of \$2,500 must be approved by the Board of Trustees, which acts upon recommendations submitted by the President.

In general, the initiation and review of new or revised academic programs is a sequential legislative process which takes place at five levels within the University organization: department, college, Senate, Senate Coordinating Council, Board of Trustees.

New academic programs usually originate in a department, the primary unit of education and administration. (Occasionally an interdepartmental committee or "division" will initiate and after approval administer a new instructional program.) After review and approval by the departmental executive or advisory committee, the proposal is sent to the dean of the college.

The dean of the college refers curricular proposals to the college committee on educational policy (or committee on courses and curricula). Major changes are referred, with committee recommendation, to the general faculty of the college. In certain colleges, the committee on courses and curricula is authorized to act for the faculty on proposals for individual course changes, deletions, or additions. In the case of all programs which lead to the master's and doctor's degrees, the Graduate

College has jurisdiction. Individual courses that carry both undergraduate and graduate credit must be approved by both the cognizant undergraduate college and by the Graduate College.

Following approval at college level, the new program is submitted to the Executive Vice-President and Provost, the chief educational officer under the President, for review in terms of resources available and relationship to offerings elsewhere in the University. The Provost then transmits the proposal to the President with his recommendations—often after securing consent to modification by the college and department concerned.

The President, in his capacity as presiding officer of the Senate at each campus, refers new proposals routinely to the Senate Committee on Educational Policy which reviews them and recommends action, favorable or otherwise, to the Senate.¹ (In Chicago the two vice-presidents act as presiding officers of those Senates when the President can not preside.)

When approved by a given Senate, the proposal is referred by the President to the Senate Coordinating Council, which studies the proposal in the light of total University educational policy. (The Senate Coordinating Council consists of elected representatives of the

¹ "Each Senate may exercise legislative functions in matters of educational policy affecting the University as a whole or its own campus only; but no such Senate action shall take effect until submitted to the Senate Coordinating Council and approved by the Board of Trustees . . ." *University of Illinois Statutes, II, Sec. 6 (e)*.

Each Senate consists of the full professors, deans of colleges, directors of schools and institutes, department heads, and other academic and administrative persons as each Senate may determine by resolution. Seven senior administrative officers are ex officio members of each Senate.

Senates of all three campuses.) If a proposal involves more than one campus, it will usually be referred by the Coordinating Council to the other Senate or Senates concerned. A proposal will always be referred to one or both of the other Senates if their representatives so request. If the Senates disagree, the Coordinating Council will first seek agreement on the part of the Senates, but will make its own recommendation to the President if no such agreement can be reached.

The recommendations of the Senate, together with any modifications proposed by the Senate Coordinating Council, are submitted by the President with his own recommendations to the Board of Trustees for final action. The President is required to submit a proposal made by the Senates or Coordinating Council to the Trustees, but he may recommend that it be rejected — say for the lack of funds or facilities or for policy reasons. Given the careful faculty consideration a proposal receives, and given the traditional recognition of faculty responsibility in educational policy, administrative appraisal and recommendation will not normally be concerned with the substantive aspects of intrinsic educational policy but instead with the availability of resources with alignment with over-all institutional objectives, and with the relationship of the program to work offered at other institutions.

In an institution of the size and complexity of the University of Illinois, the procedures outlined, though detailed, are essential. Not infrequently in the course of their journey through the legislative process, proposals are modified, rejected, or abandoned, in whole or in part. The total process insures that the intrinsic educational worth of new programs is weighed by the bodies most competent to make such evaluations — the several faculties and agencies of the entire University faculty. But before a proposal is finally approved and implemented, it is evaluated in terms of the total needs, resources, and priorities of the University — and in terms of the needs of the State — as judged by the University administration and by the governing body, the Board of Trustees.

NEW PROGRAMS OF RESEARCH AND PUBLIC SERVICE

Proposals for new units of research and public service do not normally pass through the faculty legislative channels followed by new instructional programs. Instead, they are reviewed by administrative officers at several levels, and typically by committees advisory to these officers, prior to submission to the Board of Trustees for final approval.

The procedures are somewhat different for new units proposed for support within the University's regular

budget (General Funds) from those followed for proposals to be supported mainly by funds from outside sources (Restricted Funds). The two types will be described separately, even though the differences are not great.

New Programs Supported from General Funds. The establishment of such new organizational units for research and public service — e.g., laboratories, centers, bureaus, institutes — normally requires increases in legislative appropriations and hence allowance or outright provision for them in the biennial budget request submitted to the General Assembly. Such proposals typically have the following course of review:

1. The proposal is initiated within a department, followed by review and approval by the departmental executive committee (when the executive officer is a "chairman") or advisory committee (when the executive officer is a "head"). (In the case of interdepartmental programs, the departmental bodies of all collaborating departments must take action.)

The executive officer transmits the proposal, as part of the department's biennial budget request, to the dean of his college.

Where a proposal is interdepartmental or intercollege, it usually originates in a specially appointed study committee. Such proposals must be reviewed by all departments and colleges concerned.

2. At college level, the request is reviewed by the executive committee (elected by the faculty) whose chairman is the dean. If approved, it is included among the college's biennial budget requests submitted to the President — usually with an indication of its priority among the college's askings for new programs.
3. The President refers the college's request to the Executive Vice-President and Provost, who submits it to the University Budget Committee of which he is chairman. This Committee is advisory to the President in budget planning and submits over-all recommendations concerning biennial budget increases and priorities.
4. The President reviews the recommendations of the University Budget Committee (including proposals for new programs), and then submits his own recommendations to the University Council for general review and advice. (The Council consists mainly of the vice-presidents, deans and directors, and five members chosen by vote of the Senates on the three campuses; its duties are to advise the President on the budget and such other matters as he might choose to bring before it.)
5. The President then submits the recommended budget proposals to the Board of Trustees for final review

and approval. The Board's Committee on Finance reviews the proposals and submits them with its own recommendations for final action.

If a new unit of research or public service is proposed during a biennium — without prior review and budgetary provision — the procedure just outlined may be followed, depending upon the timing and the magnitude of the project. If the project is presented at the time of preparation of the annual budget, the foregoing procedures are normally followed. If it is proposed at any other time, the lack of unobligated funds will limit possible implementation to relatively small-scale projects — often involving reassignment of funds within a college. Such proposals are not usually referred to the University Budget Committee or to the University Council, but otherwise the course of review outlined above is followed.

In general, as already noted, all projects that require new funds in excess of \$2,500 must be approved by the Board of Trustees.

New Programs Supported by Funds from Outside Sources (Restricted Funds). Occasionally, without prior solicitation, an outside agency or individual will offer to give funds to the University for the establishment of a new program. Such an offer either comes direct to the President, or is transmitted to him by whatever staff might have received it. The action taken by the President to secure a review of the proposal would depend upon the nature and organizational status of the proposed unit. If an independent agency reporting directly to the President is proposed (say a research institute), he would request appraisals and recommendations from the departments and colleges concerned with the areas involved, and would then bring the proposal before the University Council. Assuming that the outcome of these appraisals seemed to him to justify it, the President would then submit the proposal to the Board of Trustees with a recommendation for approval. If the program of research or service fell within the area of responsibility assigned to an existing department (or an interdepartmental unit within a college), the proposal would be referred to the dean of the college for appropriate review and recommendation. The intracollege review procedures would be essentially the same as those outlined above for proposals originating within a department (or among two or more departments). Upon receiving the dean's recommendations, and after consultation with other general administrative officers, the President might or might not refer the proposal to the University Council for advice, depending upon the extent to which other colleges or divisions might be involved or affected. If the outcome of the review process seemed to him to

justify it, he would recommend favorable action to the Board of Trustees.

When outside support for a new program of research or service is to be sought, well-defined procedures are followed. Except for the first step (preliminary negotiations), the following are the prescribed procedures:

1. The University's *General Rules Concerning University Organization and Procedure* state: "Staff members may conduct preliminary negotiations with prospective grantors or contractors with the prior knowledge and approval of the department head or other appropriate administrative officer and the dean or director, if required by college policy, but have no authority to bind the University to enter such a contract."
2. A formal request for grant or contract funds is prepared by a staff member, or by a departmental or interdepartmental group, and approved by the executive officer of the department (or by the two or more executive officers in the case of interdepartmental projects).
3. The proposal is next reviewed by the dean of the college (or director of a division, institute, etc.).
4. The Business Office reviews the budget proposed in the request to assure that University policies and regulations concerning financial arrangements are observed.
5. If no commitment of University resources (funds or space) unavailable to the department is involved, the Chairman of the University Research Board is authorized to approve such requests for the President, and they are then transmitted to the outside agency by the Business Office. Reports of such approvals are, of course, filed with the Provost and the President.
6. If the request proposes to commit University funds or space not available to the initiating department, approval of the Executive Vice-President and Provost is required before the proposal can be transmitted to a prospective donor or contracting agency. (It is important to stress that such "approval," like the "approval" of the Chairman of the University Research Board in Step 5, does not guarantee final University acceptance of whatever grant or contract might be proffered by the outside agency. Such final approval depends on the terms proposed by the donor, the circumstances prevailing within the University at the time notice is received from the donor, and the size of the grant or contract.)
7. If the outside agency approves the request for funds — in whole or in part — the President accepts the grant or authorizes negotiation of a contract, unless a commitment of University funds requiring approval

by the Board of Trustees is involved. The *General Rules Concerning University Organization and Procedure* state: "Contracts involving payments by the University in one fiscal year in excess of \$2,500 shall be specifically authorized by the Board of Trustees, except that when an emergency exists the President is authorized to act but must report his action to the Board of Trustees."

8. In the case of grants or contracts requiring approval by the State Board of Higher Education, the Board of Trustees authorizes acceptance of a grant or negotiation of a contract subject to approval by the State Board of Higher Education. The University's formal acceptance of such grant or contract funds is withheld until approval has been given by the State Board of Higher Education.

The State Board of Higher Education

At its meetings on July 10 and September 11, the State Board of Higher Education approved the following new units of instruction submitted by the University:

1. Doctor of Philosophy in Genetics
2. Graduate Degrees (Master's and Doctorate) in Comparative Literature
3. New Curriculum in Aviation Electronics
4. Master of Extension Education
5. Doctor of Philosophy in Pharmacy
6. Master of Science in Forestry

In July the Board deferred action on the last three programs listed. Supplementary statements were submitted by the University, and the three programs were approved on September 11.

The Board also has approved the University's acceptance of a grant from the National Science Foundation for a research project to develop and experiment with a new curriculum in school mathematics for Grades 7 through 12.

The educational program for the University of Illinois at Congress Circle, Chicago, although not yet fully implemented, was approved by the University's Board of Trustees prior to the creation of the State Board last August 22. Thus, under the rules of the State Board, this program is not subject to approval. It is assumed that expansion of this program beyond the present pattern will require approval.

~~Karl D. Kroeger
2202 Library~~



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

NOV 7 - 1962

No. 42, October 30, 1962

PROMOST'S OFFICE

Resolutions of the American Council on Education

The American Council on Education, at the October 5 Business Session of the Forty-fifth Annual Meeting in Chicago, adopted the following resolution on the integration crisis at the University of Mississippi:

The American Council on Education has viewed with deep concern the events of recent weeks involving the University of Mississippi. The intolerance, the unruly violence, the need for military action by the Federal Government, the deaths which have occurred, and the harsh antagonisms created, all are cause for anguish.

As a council in which meet several scores of educational associations and nearly a thousand public and private colleges and universities, spread across all regions of the country, we feel impelled to utter protest at the way the University of Mississippi (one of our member institutions) was set against the law. In this we join with the Executive Council of the Commission on Colleges of the Southern Association of Colleges and Schools.

State universities in America, no less than private ones, have normally and for a great many years been accorded Boards of Trustees or Regents to shoulder responsibility for the institutions' policies and to serve as buffers against the passions—or whims—of powerful individuals and special interest groups. The direct intervention of the Governor of the State, under the pressure of which the Board of Trustees of the University of Mississippi apparently yielded its traditional and constitutional authority, is a particularly shocking invasion of political power into an institution properly de-

voted to higher learning and the public interest broadly conceived. No university and no college can perform its proper function with assurance and fidelity if its policies and basic sense of mission are subject to such direct and arbitrary interference.

Independent and self-determining authority for colleges and universities, we judge to be a basic and time-tested requirement. Only when they possess it and are assured of it, can institutions of higher education develop the intellectual strength and vigor, the honesty of thought and response, that a free society properly demands of them.

The Council also urged Congressional action on higher education bills by adopting at the same session the following resolution:

The American Council on Education reaffirms its conviction that higher education can not continue properly to discharge its important responsibilities to the nation and the world without the encouragement and support of the Federal Government. The Council is appreciative of actions taken by the Congress in the present session, but must express its disappointment at the failure of the major higher education bills. The Council calls upon the Congress to turn to the early and favorable consideration of measures to assure the future and the excellence of higher education.

We remind the American people that nothing less than massive support for education from all sources—voluntary, local, state, and federal—can provide the quality and quantity of educational opportunity required at this time.

Justin Smith Morrill Hall

ON RECOMMENDATION OF THE PRESIDENT, THE BOARD OF TRUSTEES ON OCTOBER 17 APPROVED THIS NAME FOR THE NEW LABORATORIES BUILDING SOUTH OF BURRILL HALL. THE TEXT OF THE AGENDA ITEM FOLLOWS:

It is recommended that the new laboratories building south of Burrill Hall, construction of which was financed by grants from the National Institutes of Health, the National Science Foundation, and matching State funds, be named Justin Smith Morrill Hall for Congressman and later Senator from Vermont Justin Smith Morrill, sponsor of the Land-Grant Act. This name has been approved by the Executive Committee of the School of

Life Sciences and the Executive Committee of the University Council.

The University has named the Plant Sciences Building, now under construction, for Jonathan Baldwin Turner, early pioneer in the development of the concepts which underlay the initiation and growth of Land-Grant universities. The state of Illinois, which contributed greatly to the impetus for the Land-Grant movement,

should also honor the sponsor of the national legislation under which the University of Illinois was founded. It is especially appropriate to take such action this year, the Centennial of the Land-Grant Act.

The new building will house the Department of Entomology and will also be used by other departments in

biology. The building use thus reflects the University's broad interest in research and instruction, the early emphasis upon science, and the cooperative arrangements between the state and federal governments in the encouragement of the program of Land-Grant universities.

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT ALLERTON HOUSE, MONTICELLO, ILLINOIS, WEDNESDAY, SEPTEMBER 19, 1962

HIGH-RANKING STUDENTS IN FRESHMAN CLASS CONTINUE TO INCREASE

The number of beginning freshmen at the University of Illinois who were graduated in the top five per cent of their high school classes increased numerically from 620 in 1960 to 703 in 1961, a study completed by Dean C. W. Sanford, Admissions and Records, indicates.

On a percentage basis, 12.2 per cent of the freshman class were in this category in 1960, 14.3 per cent in 1961. Included were 146 high school valedictorians in 1960, and 151 in 1961.

Statistics on students from the top ten per cent of high school classes showed 1,176 (23.15 per cent) in 1960 and 1,262 (25.67 per cent) in 1961.

4,350 ATTEND SUMMER ORIENTATION SESSIONS FOR NEW STUDENTS AND PARENTS

A total of 4,350 people attended thirty-nine meetings in the University's series of summer orientation meetings for new students, their parents, and relatives, Edward E. Stafford, Associate Dean of Students, reports. This number was more than double the record of those who came to the campus in 1961, the first year of the program.

The visitors met with representatives of the faculty, housing division, and administrative offices. Presiding at each session were County Chairmen of either the University of Illinois Dads or Mothers Associations.

UNIVERSITY OF ILLINOIS PRESS CITED IN RUSSIAN-LANGUAGE MAGAZINE

The University of Illinois Press is cited as outstanding among the forty-eight American university presses in an article on that subject published in Russian by *America Illustrated*, an illustrated monthly magazine devoted to presentation of various aspects of American life for distribution to the Soviet people.

The University's Press is described as characteristic of "the vigor of thought and creative excitement of university publishing in the past decade."

Since 1922 the American Institute of Graphic Arts has annually selected "Fifty Books of the Year," representing the highest level of book design and production

in the country, the article states. "Ten Illinois Press books have been selected since 1949."

A selection of University of Illinois Press books was photographed to illustrate the article in *America Illustrated* which has a circulation of 52,000 among the Russian people and through official government distribution by the American Embassy in Moscow. The magazine is published by the United States Information Agency.

ILLINOIS IN TOP FIVE FOR ADVANCED DEGREES AT LAND-GRANT INSTITUTIONS

The University of Illinois is one of the top five Land-Grant institutions in the awarding of master's and doctorate degrees according to a study of a ten-year period (1949-59) recently published by the U.S. Office of Education.

At the doctoral level, Illinois, California, Wisconsin, Ohio State, and Cornell awarded 49 per cent of all doctorates conferred by all Land-Grant institutions over the ten-year period.

At the master's level, Illinois, California, Wisconsin, Minnesota, and Ohio State conferred 33 per cent of the Land-Grant total.

UNIVERSITY OF ILLINOIS PRESS BOOK ON DOUGLAS WINS MERIT AWARD

An Award of Merit from the American Association of State and Local History has been conferred on *The Letters of Stephen A. Douglas* published by the University of Illinois Press and edited by Professor Robert W. Johannsen, Department of History.

SIXTH ACADEMIC YEAR MATHEMATICS INSTITUTE UNDER WAY

The July Report gave a resume of the 1962 Summer Institute for Secondary School Teachers held under the direction of Professor Max Beberman of the College of Education.

In 1962-63, programs for secondary school and college teachers of mathematics will again be conducted by the Department of Mathematics under the leadership of Professor Joseph Landin.

In June, forty-eight junior and senior high school

and college teachers began work in the Sixth Academic Year Institute for teachers of mathematics which will be concluded June 8, 1963.

August 11 was the concluding date of the Fifth Academic Year Institute completed by forty-one secondary and college mathematics teachers. In addition, the first summer-only institute was held in 1962 for forty college teachers.

Since the Academic Year Institutes were started at Illinois in 1957 the University has received \$1,718,415 from the National Science Foundation in support of the program.

LIBRARY RECEIVES PAPERS OF THE LATE CHARLES EVANS

The University of Illinois Library has received the personal papers and bibliographical correspondence of the late Charles Evans, prominent Chicago librarian and historian, through a gift from his three surviving children, Mrs. Gertrude Evans Jones, Eliot H. Evans, and Charles Evans, Jr., all of Chicago.

Included is the master set of Charles Evans' twelve-volume *American Bibliography*, a chronological dictionary of all books, pamphlets, and periodical publications in the United States from the genesis of printing in 1639 down to and including the year 1820.

This work is considered one of the important bibliographical compilations and is a highly valued source for students working in the areas of early American history and literature.

FIFTY VOLUNTEERS RECEIVE CERTIFICATES FOR PEACE CORPS WORK IN INDIA

At ceremonies September 10, the University granted certificates to fifty men and women who have completed ten weeks of training for the Peace Corps in the India II project. Principal speaker was Braj Kumar Nehru, India's ambassador to the United States.

The trainees studied Hindi or Gujarati, principal languages of India; Indian area studies; the United States in world affairs; health, medical, and physical conditioning; Peace Corps orientation, and Communist strategy.

Professor Thomas Page, Institute of Government and Public Affairs, was project director and will accompany the group to India.

AVIATION INDUSTRY PRAISES FLIGHT-TRAINING CLINIC AT ILLINOIS

Participants and leaders in the aviation industry have commended the first Aircraft Owners and Pilots Association Flight-Training Clinic at University of Illinois-Willard Airport in June.

The largest training clinic of its kind ever held in this country in peacetime drew 313 students and instructors to Urbana-Champaign for three days of intensive training. Another 250 pilot applicants were turned away because applicants exceeded the supply of instructors.

UNIVERSITY NINTH AS SOURCE OF PRESIDENTS OF INDUSTRIAL FIRMS

"Profile of a President," a report of a study of the presidents of America's 500 leading industrials, conducted by Heidrick and Struggles of Chicago and Los Angeles, shows that Illinois ranks ninth among "schools most frequently attended" by 453 executives.

U.S.D.A. GIVES SUPERIOR SERVICE AWARD TO TWO STAFF MEMBERS

Edwin C. Bay, farm adviser in Sangamon County since 1926, was one of fourteen persons in state extension work over the nation to be recognized by the United States Department of Agriculture with a Superior Service Award in 1962.

The citation was "For notable contributions to the Illinois Cooperative Extension Service, the welfare of the people of Sangamon County, and for national leadership in his professional organization."

Professor Sheldon W. Williams, jointly employed by the U.S.D.A. and the Department of Agricultural Economics, received the Superior Service Award for coordinating the research activities of the North Central Regional Dairy Marketing Committee.

PROFESSOR BARDEEN RECEIVES FRITZ LONDON AWARD FOR RESEARCH

Professor John Bardeen, electrical engineering and physics, received the third Fritz London Award for distinguished research in low temperature physics September 17 during the Eighth International Conference on Low Temperature Physics at the University of London.

Professor Bardeen and two colleagues developed the first successful microscopic theory of superconductivity. In 1957, he published with Professor Leon M. Cooper, now of Brown University, and Professor J. Robert Schrieffer, Department of Physics at Illinois, the famous Bardeen-Cooper-Schrieffer theory of superconductivity, which has influenced the clarification of one of solid state physics' principal problems.

The Fritz London Award, accompanied by an honorarium of \$1,000, honors the first scientist to elucidate the nature of superconductivity. It is sponsored by the ADL Foundation of Arthur Little, Inc.

SCIENTISTS HONORED FOR OUTSTANDING CONTRIBUTIONS TO CHEMISTRY

For outstanding contributions to chemistry Professor Nelson J. Leonard and Professor Howard M. Malmstadt will receive awards from the American Chemical Society at the organization's April, 1963, meeting in Los Angeles. The awards were announced September 11 at the 142nd A.C.S. convention in Atlantic City, New Jersey.

Professor Leonard is the recipient of the A.C.S.

Award for Creative Work in Synthetic Organic Chemistry. He is cited for developing a wide variety of synthetic methods to produce unusual molecular structures and for studies of the spatial arrangements of atoms in molecules.

Professor Malmstadt is to receive the A.C.S. Award in Chemical Instrumentation for his work in introducing automatic procedures into analytical chemistry. Commercial instruments based on his design are in use in analytical laboratories throughout the world.

**HEAD OF ASTRONOMY DEPARTMENT
RECEIVES SILVER MEDAL OF PARIS**

Professor George C. McVittie, Head of the Department of Astronomy, received the Silver Medal of the City of Paris, France, for his work on a five-man committee which organized and conducted an International Symposium on the Dynamics of Satellites.

Professor McVittie and Professor Stanley P. Wyatt, Jr., also of the Department of Astronomy were two of the eleven Americans who were participants. The Symposium was attended by delegates of fifteen countries.

**JUNE ARCHITECTURAL GRADUATES
SHARE NATIONAL DESIGN HONOR**

Stuart K. Neumann of Chicago and Donald L. Williams of Fern Creek, Kentucky, both graduates of the College of Fine and Applied Arts in June, will share a grand national prize of \$5,833 in the Fourth Annual Architects' competition sponsored by the Ruberoid Company.

Three other University of Illinois teams won merit awards of \$250 each in the competition.

**NEW FACULTY MEMBER CITED
AMONG 100 TOP AMERICANS UNDER FORTY**

Alan H. Jacobs, Instructor in Anthropology on the Urbana campus, was cited in the September 14 issue of *Life* magazine among the 100 most important Americans under the age of forty.

Describing its selections as the leaders of the new "takeover" generation, *Life* said that Jacobs is "an anthropologist who is among the world's leading experts on the Masai tribes of Tanganyika and Kenya."

A native of Berwyn, Jacobs studied at Western Michigan University, received a master's degree from the University of Chicago, and has completed requirements for a Ph.D. from Oxford University in England, pending

submission of his thesis. He spent two years in field work in East Africa.

**AMERICAN CHEMICAL SOCIETY HONORS MEMORY
OF PROFESSOR JOHNSTONE**

A three-day symposium was organized in honor of the late Professor H. Frazer Johnstone, University of Illinois division of chemical engineering, during the American Chemical Society's 142nd national meeting September 9-14 at Atlantic City, New Jersey.

Professor Johnstone joined the Illinois faculty in 1928. He earned national recognition for work on air pollution, conducting field and laboratory studies on sources, effects, and prevention.

**PROFESSOR OSGOOD PRESIDENT
OF AMERICAN PSYCHOLOGICAL ASSOCIATION**

Professor Charles E. Osgood, Director of the University of Illinois Institute of Communications Research, took office September 2 as president of the American Psychological Association during the organization's annual convention in St. Louis.

In 1960, Professor Osgood was given the Distinguished Scientific Award of the Association for his research in the psychology of language and communication.

**DEAN PETERSON NEW PRESIDENT OF ASSOCIATION
FOR EDUCATION IN JOURNALISM**

Dean Theodore B. Peterson, College of Journalism and Communications, assumed the presidency of the Association for Education in Journalism during the organization's annual convention August 26-30 at Chapel Hill, North Carolina.

The national group was founded in 1912 as the American Association of Teachers in Journalism.

PROFESSOR AT MEDICAL CENTER RECEIVES ACHIEVEMENT AWARD

Dr. Robert J. Ryan, Assistant Professor of Medicine at the Medical Center campus, is one of five junior faculty members of medical schools in Chicago to receive a medical achievement award from the Interstate Postgraduate Medical Association of North America.

Dr. Ryan was named for his research in the gonadotrophic hormones in the pituitary, the body's master gland.

The annual awards of \$500 each are financed by a fund established by the late Dr. William B. Peck of Freeport, who founded the Association in 1916.

Dean Royden Dangerfield
358 Administration (West)

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 43, November 1, 1962

THE ILLINOIS

DEC 5 1962

UNIVERSITY OF ILLINOIS

University of Illinois Biennial Budget for Operations, 1963-65

The Board of Trustees, at its meeting on October 17, 1962, approved the biennial operating budget. The following is taken from material prepared for the Board in connection with the budget presentation.

INTRODUCTION

Present Budget

The biennial budget of the University of Illinois includes only those funds that are appropriated by the General Assembly. These legislative appropriations are called "General Funds," and for the current biennium they will account for approximately 62 per cent of the University's expenditures for all purposes. The following is a breakdown of the 1961-63 biennial budget, showing the two sources of *General Funds* and their allocation over the two years of the biennium:

Source of Funds	1961-62	1962-63	1961-63 Total
General Revenue			
(Tax) Fund	\$63,500,000	\$66,200,000	\$129,700,000
University			
Income Fund	7,528,000	7,528,000	15,056,000
Total	\$71,028,000	\$73,728,000	\$144,756,000 ¹

In addition to these General Funds, the University receives financial support in the form of gifts, grants, and contracts from many outside sources — including the federal government, private foundations, industry, and individual donors. Furthermore, the University operates various auxiliary enterprises that are largely self-supporting, such as residence halls, the union building, and bookstores. The income from these various sources represents about 38 per cent of the funds expended annually by the University. Since the use of

¹All figures in this statement include funds for the Police Training Institute, for which a separate appropriation was received in 1961-63. Since the budget for the Institute will be included in the University's regular operating appropriation for 1963-65, the Institute's budget for 1961-63 has been consolidated here with that of the University in order to facilitate comparisons of the two sets of biennial figures.

such funds is limited to designated purposes, they are called "Restricted Funds" and do not require appropriation by the General Assembly.

The following table presents a comparison of expenditures of the two types of funds, for the two fiscal years of the present biennium:

	1961-62		1962-63	
	Amount	Per cent	Amount	Per cent
General funds	\$ 71,028,000	63	\$ 73,728,000	62
Restricted funds	42,063,231	37	44,989,410	38
Total	\$113,091,231	100	\$118,717,410	100

From the two foregoing tables it can be seen that *state-tax funds* account for only about 56 per cent (\$66,200,000) of the total of expenditures anticipated by the University in 1962-63. University income provides an additional 6 per cent (\$7,528,000), to bring the appropriation of General Funds to 62 per cent (\$73,728,000) of the over-all total.

Based upon figures for 1961-62, annual expenditures for the main types of University operations are approximately as follows, in terms of percentages:

- 39 per cent for instruction (mostly General Funds)
- 29 per cent for research (mainly Restricted Funds)
- 11 per cent for extension and public service, exclusive of Research and Educational Hospitals (about equally divided between General and Restricted Funds)
- 8 per cent for Research and Educational Hospitals (mainly General Funds)
- 13 per cent for self-supporting auxiliary enterprises and student aid (Restricted Funds)

These percentages reflect both the direct and the indirect costs of the indicated functions. That is to say, the expenses of administration, retirement benefits, library, and physical plant have been allocated to the several classes of operations, approximately in proportion to their respective direct costs.

The average cost of *undergraduate* instruction in

1961-62 was \$1,162 per student for the Urbana-Champaign campus and \$1,068 for the Chicago Undergraduate Division (two-year program only). The unit costs of graduate and professional education are considerably higher, but these students constitute less than 25 per cent of the total enrollment. It is estimated that the average over-all cost per student for *all types* of on-campus instruction in 1961-62 was slightly more than \$1,400.

Special attention is called to the fact that the Research and Educational Hospitals in Chicago require about 8 per cent of the University's income for operations. Only an eighth of the costs is offset by fees collected from patients—a situation quite different from that in certain other major universities whose hospitals are entirely self-supporting. A similar item is the provision of funds for the Division of Services for Crippled Children—\$1,778,180 for 1962-63—within the University's regular budget for operations. It is important to recognize these components of the University's budget, since the latter is sometimes compared with those of other institutions, without knowledge or recognition of the differences due to the inclusion of heavy items for public-service activities in its legislative appropriations.

Preparation of the Biennial Budget Requests for 1963-65

The biennial budget requested for 1963-65 is based upon recommendations made by the University Budget Committee, an all-University committee appointed by the President. The Executive Vice-President and Provost serves as chairman and the other members include the Vice-President and Comptroller, the Vice-President for the University of Illinois at the Medical Center, the Vice-President for the Chicago Undergraduate Division, the Dean of the Graduate College, the chairmen of the budget committees of the Senates on the three campuses, and three members-at-large.

The preparation of the biennial budget covered a period of approximately six months, beginning in the spring of 1962. The work began with a general request from the Chairman of the University Budget Committee addressed to deans, directors, and general administrative officers concerning the general conditions to be faced by the University during the biennium 1963-65. Estimates of enrollment were provided to all instructional departments and administrative officers, together with information concerning existing instructional loads and trends since 1954. All departments and divisions were requested to submit estimates of funds needed to handle increased enrollment, to meet the costs of operating new buildings, to overcome deficiencies in staff and expense budgets for current levels of operation, and to provide

funds for essential improvements in academic programs.

The analysis of needs and the development of budget estimates for 1963-65 presented unusual difficulties and uncertainties. Principally, these related to the expected opening of the new campus at Congress Circle in September 1964—an opening date that has been assumed in the preparation of the 1963-65 budget request. One set of problems concerned the estimation of the dates of completion of the new buildings and of the time required to get them into condition for occupancy by the scheduled opening date. More difficult, however, was the prediction of enrollment at the new campus where students in the Chicago Undergraduate Division will be able for the first time to complete their work for baccalaureate degrees. There was also the related uncertainty as to what concurrent changes in enrollment might occur at the Urbana-Champaign campus, since no definitive basis existed for estimates of how the Urbana-Champaign enrollment would be affected by the opening of the new campus. Enrollment predictions were nevertheless made by the Bureau of Institutional Research, and the figures adjusted by the Budget Committee in the light of departmental estimates and of the availability of office, laboratory, and classroom space. The latter was calculated by the Central Office on the Use of Space and the Space Planning Office of the Physical Plant Department. It was assumed that the new campus at Congress Circle would have adequate facilities for the expected enrollment if construction could be completed by September 1964.

The Budget Committee gave careful attention to various proposals for salary increases, and attempted to estimate the extent of salary improvement that would be necessary to maintain the position of the University of Illinois among comparable universities in the United States. The increasing competition from other universities and that from industry in certain fields were important considerations in this study.

When the University Budget Committee had completed its budget recommendations, they were submitted to the President of the University. After review by the President, the proposed biennial budget was presented for appraisal to the University Council, consisting of the deans and directors of all administrative units. In the light of the Council's advice, the President submitted his recommendations to the Board of Trustees for action.

SUMMARY OF BIENNIAL BUDGET REQUESTS FOR 1963-65

Including increases required by law and those required to maintain the present level of expenditure, the requests for additional funds submitted by the deans and directors—plus the increases for salary adjustments recommended by the Budget Committee—totaled \$40,-

286,808 for the biennium. This figure is slightly lower than the over-all increase requested for 1961-63 (\$41,144,325). Considering that less than 50 per cent of the latter amount was finally appropriated for 1961-63, and the fact that an extraordinary increase will be required for the Congress Circle campus in 1964-65, the total of increases requested by the deans and directors for the biennium 1963-65 is a relatively moderate one.

Nevertheless, in the effort to hold the 1963-65 budget to a level required to meet urgent needs, the biennial increase finally proposed to the General Assembly is some 20 per cent below the figure representing the original college and departmental requests. As shown on page 4, an increase of \$31,044,000 above the appropriations for 1961-63 (an average of \$15,522,000 per year) is requested by the University for the biennium of 1963-65. This represents an increase of 21 per cent over the amount appropriated for the current biennium. The total is \$175,800,000 in General Funds for 1963-65 — \$15,500,000 of which would come from University income and the remainder of \$160,300,000 from the tax revenues of the State.

Special attention is called to the sharp increase in operating costs for the second year of the biennium (1964-65), mainly due to the opening of the new campus at Congress Circle. It can be seen that it will be necessary to add \$3,590,000 in 1964-65 for that purpose alone. In addition, the sum of \$3,000,000 is requested for further salary adjustments for the staff on all three campuses in 1964-65, and \$360,000 additional for the operation of new buildings completed at Urbana-Champaign for use in 1964-65. Thus the requested biennial budget of \$175,800,000 would be divided between the two years of the biennium as follows: \$84,425,000 for 1963-64; \$91,375,000 for 1964-65. It is important for future planning to record that the difference of \$6,950,000 would have to be added to the total appropriated for the biennium 1965-67 in order to continue in that biennium the level of operations reached during the second year of the biennium 1963-65.

IV. To Provide for Increased Enrollment in 1963-64 (for two years)	
A. Instructional staff (Urbana and Medical Center).....	\$ 2,740,000
B. Nonteaching staff, expense, and equipment	
1. Urbana and Medical Center.....	2,060,000
2. Congress Circle.....	1,000,000
V. To Provide for Increased Enrollment in 1964-65 (for one year)	
A. Instructional staff (Congress Circle)....	1,770,000
B. Nonteaching staff, expense, and equipment (Congress Circle).....	1,230,000
VI. To Meet Increased Costs of Operation	
A. Operating costs of new buildings in 1963-64 (for two years)	
1. Urbana and Medical Center.....	1,571,100
2. Congress Circle.....	1,000,000
B. Operating costs of new buildings in 1964-65 (for one year)	
1. Urbana and Medical Center.....	360,000
2. Congress Circle.....	590,000
C. Increases to maintain present level of services	
1. Increases in expense and equipment to meet rising costs and accumulated deficiencies.....	1,500,000
2. Increases in auxiliary staff to meet accumulated deficiencies.....	1,073,000
VII. Improvements in Educational Programs...	707,000
Total Increases.....	\$ 31,044,000
Present Biennial Budget.....	144,756,000
Proposed Biennial Budget.....	\$175,800,000

FUND DISTRIBUTION

	<i>General Revenue</i>	<i>Income Fund</i>	<i>Total</i>
Present Budget.....	\$129,700,000	\$15,056,000	\$144,756,000
Increase.....	30,600,000	444,000	31,044,000
Proposed Budget...	\$160,300,000	\$15,500,000	\$175,800,000

EXPLANATION OF INCREASES REQUESTED

I. CONTRIBUTIONS TO UNIVERSITY

RETIREMENT SYSTEM.....\$742,900

The University Retirement System provides disability and retirement benefits to all permanent staff members and employees of the University, of all other State institutions of higher education, and of related organizations. The University of Illinois' share of the cost of the System is included regularly in its appropriations. An increase of \$742,900 for the biennium is required to continue the benefits provided under the law, mainly because of the larger number of persons who will be on retirement.

INCREASES REQUESTED IN THE 1963-65 BIENNIAL BUDGET

(All amounts are for two years except as noted.)

	<i>Recommended Increases</i>
I. Contributions to University Retirement System.....	\$ 742,900
II. To Continue for a Full Biennium Funds Required for One Year Only in the 1961-63 Biennium.....	2,700,000
III. Salary Adjustments for All Staff	
A. 1963-64 (for two years).....	9,000,000
B. 1964-65 (for one year).....	3,000,000

II. TO CONTINUE FOR A FULL BIENNIUM
 FUNDS REQUIRED FOR ONE YEAR ONLY
 IN THE 1961-63 BIENNIUM.....\$2,700,000

For the current year of the biennium 1961-63, the University's budget as appropriated by the General Assembly included \$2,700,000 for increases in 1962-63 above the level for 1961-62. More money was required in the second year of the biennium due to increased enrollment and to further salary adjustments. This is the kind of difference discussed above concerning the larger budget requested for 1964-65 due to the occupancy of the new campus at Congress Circle and to further salary adjustments for the second year of the biennium.

The increase of \$2,700,000 is necessary to enable the University to continue throughout the biennium 1963-65 the level of expenditures reached during the second year of the current biennium.

III. SALARY ADJUSTMENTS FOR ALL STAFF
 A. 1963-64\$9,000,000
 B. 1964-65\$3,000,000

Academic Staff. The University's original request for salary increases in the last biennium (1961-63) totaled \$14,600,000 — an amount judged to be necessary to enable the University to retain its present staff and to recruit additional faculty in the face of the increasing heavy competition from other universities and from industry. The total finally appropriated, \$8,650,000, was only 59 per cent of the amount requested. Although considerable improvement in salaries was made possible by the increased appropriation, it was barely sufficient to enable the University to hold its own in the face of increasingly sharp competition for high-quality academic personnel.

The overriding condition that faces the University of Illinois, as well as other institutions of higher education, is a sharp increase in enrollment at a time when the supply of adequately-trained college teachers has shown a relative decline. In part, this has been due to increasing competition from noneducational occupations; but it has been due also to the fact that the 1930's and the following war years had a relatively low birth rate. This has meant a relative deficiency of candidates for the teaching profession at a time when college enrollments have been steadily rising and when they soon will begin to accelerate at an even sharper rate due to the postwar jump in the birth rate. In addition, a steadily-rising proportion of high school graduates are seeking admission to college.

The situation at the University of Illinois in the competition for faculty will be unusually difficult be-

cause of the large increase in staff required for the new campus at Congress Circle. In addition, substantial increases in graduate enrollment at Urbana-Champaign will cause increased demand for instructors in advanced courses, especially in the physical sciences and engineering. It would be especially unfortunate in these circumstances if the University were not in position to compete successfully for faculty of high quality. The increases requested for salary improvement should enable the University to hold its own among other comparable institutions; it will probably not permit any gain in standing, and certainly little if any improvement relative to other professions.

Nonacademic Staff. The Director of Nonacademic Personnel has urged strongly that funds be provided to enable the University to meet the continuing increase in prevailing rates as established by collective bargaining within the community, and also to maintain the University's competitive position as regards other categories of nonacademic personnel. So far as possible, an equitable relationship must be maintained between the wages that are determined through negotiation and the salaries and wages for other groups.

Of special importance are the salaries of administrative and managerial personnel, as well as those in certain technical categories, where competitive forces outside the local community influence salary scales. The University must maintain its competitive position or else lose highly-skilled personnel to other universities and to industry.

The opening of the new campus at Congress Circle in Chicago will result in a sharp expansion of nonacademic divisions, which in turn will require that the University keep pace with prevailing wage and salary scales if its recruitment is to be successful.

IV. TO PROVIDE FOR INCREASED ENROLLMENT
 IN 1963-64
 A. *Teaching Staff*.....\$2,740,000

As in the biennium 1959-61, enrollment at the University of Illinois for the biennium 1961-63 exceeded considerably the estimates on which the biennial appropriations for increased enrollment were based. There was an excess of 500 students in 1960-61 over the expected enrollment, which was absorbed without additional appropriation. In 1961-62, an increase of 1,000 students had been predicted whereas the actual increase was 1,247 — some 247 students above the number provided for in the budget. In 1962-63, an increase of 800 students had been anticipated in the biennial budget, but the estimated increase above 1961-62 is

approximately 1,100 students—300 above the figure used in budget estimates. For the biennium 1961-63, this means that enrollment increased by about 550 students beyond the estimated total provided for in the biennial budget. Although these increases have been absorbed without budget increases for staff and other costs, this has not been done without creating deficiencies in certain areas, especially in the provision for laboratory expense and equipment in the natural sciences and engineering.

A slight increase in enrollment (100) is expected at the Medical Center campus in 1963-64—mainly in the Colleges of Nursing and Pharmacy. No increase is anticipated at the Chicago Undergraduate Division, since enrollment is now at capacity in the temporary quarters at Navy Pier. A net increase of 1,183 students has been predicted for Urbana-Champaign, distributed as follows: a decline of 255 at the freshman-sophomore level, partly offsetting the surplus noted for the preceding biennium; an increase of 1,010 at junior-senior level; an increase of 428 at the graduate-professional level.

The estimate of total funds needed has been based on the following standards: freshman-sophomore level, 15 full-time-equivalent (FTE) students per FTE instructor; junior-senior level, 12 FTE students per FTE instructor; graduate-professional level, 7 FTE students per FTE instructor. Average salaries of \$8,000, \$9,000, and \$10,000 have been assumed for these three levels, respectively, in calculating the salary funds needed. (Since a slight decrease in enrollment is predicted at the freshman-sophomore level, a corresponding deduction was made in arriving at the amount needed.)

B. Nonteaching Staff, Expense, and Equipment

- 1. Urbana-Champaign
and Medical Center.....\$2,060,000
- 2. Congress Circle\$1,000,000

It seems desirable to separate the estimate for Congress Circle from that for the other two campuses. For 1963-64, the need at Congress Circle is for administrative, technical, and clerical staff that will be needed to plan for the move to the new campus. Heads of departments, for example, will be needed to recruit staff for the increased enrollment expected in 1964-65. Administrative and clerical staff must be added in the Office of Admissions and Records, the Business Office, the Library, and the Physical Plant Department. The total of \$500,000 per year for the two years of the biennium is considerably below the amounts requested by the administrative officers in the various units concerned.

The increased enrollment expected at Urbana-Champaign and at the Medical Center will require sub-

stantial increases in nonteaching staff and in expense and equipment budgets. The total requested will cover all kinds of "indirect costs" associated with instruction and with student services. After a careful analysis of the existing relationship between teaching and nonteaching (indirect) costs, it was determined that the latter would be approximately 75 per cent of the former if adequate provision is to be made in the budget for enrollment increases. This figure will be too low if the enrollment at advanced (especially graduate) levels increases disproportionately in the laboratory sciences.

V. TO PROVIDE FOR INCREASED ENROLLMENT IN 1964-65 OVER THE 1963-64 LEVEL

A. *Teaching Staff*
(Congress Circle only).....\$1,770,000

With the opening of the Congress Circle campus in September 1964, it has been assumed that there will be a drop in *undergraduate* enrollment at Urbana-Champaign, most heavily in the freshman class but also in the junior class which in the past has received a substantial number of transfer students from the Chicago Undergraduate Division. Although lacking relevant data for making definitive predictions in the new situation, the Bureau of Institutional Research estimated tentatively that the over-all decline in undergraduate enrollment at Urbana might be as high as 1,800 students. To offset this drop, however, the Bureau predicted a sharp increase in graduate enrollment that might run to more than 1,400 students. After lengthy study of both sets of predictions, and of the various conditions that might well combine to upset them, it was decided to assume that the two conflicting trends would virtually cancel each other in terms of their net impact upon budgetary requirements. So no additional funds are requested for increased enrollment at Urbana-Champaign in 1964-65. An increase of 100 students was predicted for the Medical Center, but here, too, it was decided not to request increased funds on the assumption that the increases requested for 1963-64 could be utilized so as to meet the needs for the following year.

Admittedly, these assumptions and calculations might turn out to be quite inaccurate, and substantial increases in applications for undergraduate admission might occur at Urbana-Champaign in 1964-65. In that event, the budgetary provision will be seriously inadequate and some limitation upon enrollment might be necessary.

With respect to Congress Circle, it is assumed that there will be an increase of 3,035 students in 1964-65, bringing the total for the new campus to approximately 7,635 students. It is estimated that 2,335 would be at freshman-sophomore level while 700 would be at junior-

senior level. The latter estimate in particular might turn out to be too low, since the offering of degree programs at the Chicago Undergraduate Division might induce many students who now drop out to continue in college until graduation. Furthermore, the number of transfer students might be substantial—a possibility given little weight in the estimates of the Bureau of Institutional Research.

The instructional staff required was determined by the standards indicated above to be 156 FTE teachers for freshman-sophomore instruction and 58 for junior-senior instruction. At the assumed average salaries of \$8,000 and \$9,000, respectively, the sum of \$1,770,000 would be needed to provide these salaries for a single year (1964-65).

B. *Nonteaching Staff, Expense, and Equipment (Congress Circle)* . . . \$1,230,000

The amount needed for the nonteaching costs of instruction at Congress Circle in 1964-65 was assumed to be 75 per cent of the instructional-salary costs as determined above—in addition to the physical-plant costs, which are discussed in a following section. The physical-plant costs for the new campus will be substantially higher per student than the present inadequate facilities at Navy Pier. Furthermore the operating costs related more directly to instruction will be higher, when expansion of organization and programs takes place. It has been assumed, therefore, that all three types of budget increases (teaching staff, nonteaching staff and expenses, and physical-plant costs) will be necessary to (a) transfer the existing staff and student body to that campus, and (b) to accommodate an enrollment increase of 3,035 students. A check on the validity of this assumption is provided partly by a determination of the estimated cost per student under the budgetary and enrollment conditions stipulated for the Congress Circle campus for 1964-65.

The total budget for the Chicago Undergraduate Division in 1962-63 is \$4,900,000. This includes all direct and indirect costs of operations at Navy Pier, but does not include whatever indirect costs might be attributable to the general administrative offices at Urbana-Champaign. With an enrollment of approximately 4,600 students for the current year, the average cost per student is \$1,065.

The total of \$4,590,000 would be added to the 1962-63 budget for the Chicago Undergraduate Division by 1964-65—to bring the total figure for that year to \$9,490,000. This would include direct costs of instruction, physical-plant costs, and other indirect costs of instruction. With an estimated enrollment of 7,635 students, the average cost per student in 1964-65 would be

\$1,243. This is only \$178 per student more than the present per capita cost at Navy Pier. This figure would be somewhat increased by salary increases that might be granted to the existing staff at Navy Pier by 1964-65. Even so, the estimated average cost per student seems quite moderate for the city of Chicago in 1964-65, considering the very substantial expansion in the facilities available and the great improvement in their quality. Furthermore, the facilities to be completed in Phase I at Congress Circle can accommodate an increase possibly to 9,000 students without appreciable increases in physical-plant costs. This would tend to lower the per capita cost, as an offset to salary and other increases in cost of operation.

VI. TO MEET INCREASED COSTS OF OPERATION

A. *Operating Costs of New Buildings in 1963-64*

1. Urbana-Champaign and Medical Center \$1,571,100

The Seventy-first General Assembly appropriated \$48,500,000 for the construction of new buildings and other capital improvements at Urbana-Champaign and the Medical Center campus. Most of these buildings will be completed and occupied in 1963. The costs of operation and maintenance (janitor service, utilities and maintenance, but not the educational programs carried out in the buildings) based upon experience with similar buildings, is estimated to be \$785,550 for 1963-64 or \$1,571,100 for the biennium.

2. Congress Circle \$1,000,000

The budget request for the operation and maintenance of the new buildings at the Congress Circle campus is based upon the completion and acceptance of the buildings by the University as follows:

- Heating Plant—starting operations during December 1963
- Physical Plant Building—February 1964
- Library—February 1964
- Classroom Clusters—April 1964
- Engineering and Sciences Laboratories—April 1964
- Lecture Center—June 1964
- Staff and Administration—July 1964

At least thirty days prior to acceptance, University operating personnel will run acceptance tests on the building equipment under the supervision of the Architect's staff. This will require that the buildings be supplied with high-temperature hot water, electricity, etc., prior to acceptance, and hence operating personnel for the heating plant must be employed. As soon as the buildings are accepted by the University, moving into the buildings will commence and this will require oper-

ating and maintenance personnel, including police service. Heat, light, and power will be the principal item of increase, since starting operations of the heating plant will require electricity, and the entire 12,000-volt University distribution system will have to be tested and put into operation at that time in order to supply the buildings that are approaching completion. The period from December on is the greatest portion of the heating season, requiring maximum use of fuel.

The costs to be incurred at Congress Circle in 1963-64 are estimated to total \$500,000, or approximately one-fourth the annual operating cost of \$2,105,000.

B. Operating Costs of New Buildings in 1964-65

- 1. Urbana-Champaign
and Medical Center \$360,000

The remainder of the buildings provided from the capital appropriation will be completed by July 1964 and will require an operating expenditure of \$360,000.

- 2. Congress Circle \$590,000

The estimated cost of physical-plant operations at the Congress Circle campus, plus the Navy Pier drill hall, which will continue to be used for physical education instruction, is \$2,105,000 a year. After deducting the present budget for the operation and maintenance of the Navy Pier campus (\$1,015,000) and the funds requested for 1963-64 (\$500,000), the additional cost for 1964-65 amounts to \$590,000.

C. Increases to Maintain Present Level of Services

The deans and directors requested increases totaling slightly more than \$7,000,000 for the biennium to be used to overcome accumulated deficiencies and to meet the rising costs of existing programs. Enrollment increases in excess of budgetary provision, growing complexity and an increasing rate of obsolescence of scientific equipment, rising costs of modern hospital care, growing demand for technical personnel in science and engineering laboratories — all these factors, as well as the gradual upward drift in prices and miscellaneous wages, have combined to produce acute deficiencies and pressing needs throughout the University.

- 1. Increases in Expense¹
and Equipment Funds \$1,500,000

The index in commodity prices, prepared by the National Association of Purchasing Agents, has increased approximately 4 per cent in the past two years. While the prices of some commodities have remained fairly

¹ Examples of expense items are office supplies, travel, postage, chemicals and glassware for laboratories, contractual services (i.e., telephones, IBM rentals), repairs to equipment, fuel (coal and oil), water, supplies used in plant maintenance, rentals.

stable, others have increased more than this amount. In the 1961-63 biennial budget, the University requested \$2,700,000 to meet accumulated deficiencies in expense and equipment budgets, but only about one-third of this amount was made available. The present asking, therefore, represents a deficiency existing two years ago which has not been met. As noted earlier, the University has absorbed an enrollment increase of about 550 more students than was provided for in the 1961-63 budget. Furthermore, prices have continued to rise and the postal increase effective in January 1963 will require approximately \$150,000 in additional funds for the biennium.

The University's equipment appropriation of \$3,200,000 is adequate to replace the existing equipment inventory only once in about every twenty to twenty-five years, while the most expensive type of equipment for scientific laboratories becomes obsolete in less than half of that time. The requested increase will help to meet the needs resulting from unanticipated increases in enrollment and also to improve the replacement schedule for equipment.

The present level of appropriations to the Physical Plant Department will permit painting of interior walls only once in eighteen years, with two wall washings in the interim.

Two areas of special need are the Research and Educational Hospitals and the Division of Services for Crippled Children. Even after enforcing rigid economies, the Research and Educational Hospitals are unable to operate within the funds presently budgeted for them. They have requested an increase of \$644,000 in expense and equipment budgets, of which \$437,000 represent urgent and long-standing deficiencies. A major portion of the Division of Services for Crippled Children budget goes for hospital care of patients who are approved for treatment. Hospital costs have been increasing by approximately 10 per cent each year. It is estimated that \$268,000 will be needed for increased costs of hospital care alone. Failure to receive this increase will mean that fewer children can be treated for physical handicaps.

Requests from deans and directors totaled \$3,475,930 for increases to correct deficiencies in expense and equipment budgets. The Budget Committee, after careful consideration, concluded that \$1,500,000 was the minimum amount needed for this purpose.

- 2. Increases for Auxiliary Staff to
Offset Accumulated Deficiencies . . \$1,073,000

The deans and directors reported an increasing deficiency in auxiliary personnel throughout the University, and several stressed this need as being more important than any other facing them. A biennial total of \$3,691,262 was requested to provide administrative, technical,

and clerical personnel in support of instruction, research, and public-service activities.

Inadequate staff provision related to increased enrollment has been most acutely felt in the Office of Admissions and Records, the Library, the Business Office, and the various offices for student services. Many departments are also understaffed in clerical personnel due to increasing work loads without commensurate staff additions.

The hospitals and clinics need more nursing and technical personnel to try to keep pace with the growing manpower requirements of modern diagnostic and therapeutic techniques in medicine. The Research and Educational Hospitals are hard-pressed to measure up to acceptable standards of present-day medical education and research — so severe is the shortage of hospital personnel in all major categories. The Director has estimated that a total of 54 FTE additional staff members are needed to overcome these deficiencies.

The teaching and research laboratories in many science and engineering departments require more technical assistance in order to be most effectively used. The extensive and complex instrumentation required by modern science and technology can not be effectively utilized without adequate technical staff. The funds available in recent years have been seriously insufficient to permit these departments to expand their staffs in these areas on the scale demanded by technological development and increased enrollment.

A careful study of departmental requests was made, and a list of the individual positions that seemed to be most urgently needed was compiled. The total is \$536,500 on an annual basis or \$1,073,000 for the biennium.

VII. INCREASES FOR IMPROVEMENTS IN EDUCATIONAL PROGRAMS. (\$707,000)

In recent years, the University's legislative appropriations have provided little support for new educational programs or for substantial improvements of existing programs. It has been necessary repeatedly to delete such items from biennial budget requests, in order to bring the totals within the limit of available funds. As a result, the instructional departments have found it increasingly difficult to keep abreast of new developments in their fields. The extent of the University's failure to meet such needs is indicated by the magnitude of the askings in this category from all colleges for 1963-65: \$3,640,146.

The majority of these requests represent programs that should be undertaken by an institution such as the University of Illinois. But partly in view of the extra-

ordinary costs involved in the move to the Congress Circle campus, the Budget Committee and the other administrative officers concerned with budget preparation decided that funds would be requested for only a few programs judged to be of very high priority. So the eight programs described in the following paragraphs are proposed for initiation or substantial improvement in 1963-65.

A. *College of Engineering*

1. Physics of the Upper Atmosphere
(biennial amount) \$80,000

To strengthen the University's graduate training and research in the space and atmospheric sciences. In addition to the work in other departments — heavily supported by Federal funds — 2.0 FTE physicists are needed to provide graduate instruction and research in this central area where the University has no staff at present. The salary of a clerical employee (1.0 FTE) and funds for expense and equipment would comprise the remainder of the budget. Outside funds in at least an equal amount would be expected for the support of research in this area, including research assistantships for graduate students.

2. Molecular Electronics
(biennial amount) \$60,000

To provide staff for graduate instruction in solid-state devices and integrated electronics (including miniaturization of circuits). This would permit the Department of Electrical Engineering to take fuller advantage, in its graduate training, of the new Materials Research Laboratory. Most of the cost would be met from Federal funds, but the latter can not be used for instruction in regular courses. The budget item would permit the addition of 1.0 FTE professor and 1.0 FTE associate professor plus funds for expense and equipment.

3. Nuclear Engineering
(biennial amount) \$40,000

The interdepartmental program in nuclear engineering should be strengthened to take advantage of recent advances in the relatively new field of "Plasma Physics," which makes it possible to conduct fundamental studies related to the development of thermonuclear systems outside the large national laboratories supported by the Atomic Energy Commission. The budget item would provide for the salary of a senior professor plus funds for expense and equipment needed in instruction. The greater part of the cost of the program (the laboratory facilities) would be provided from Federal funds granted to the Departments of Physics and Electrical Engineering and to the Coordinated Science Laboratory.

B. *College of Liberal Arts and Sciences*

1. Department of Linguistics

(biennial amount)\$121,000

The University has a relatively strong graduate program in linguistics, presently administered by an inter-departmental committee. Since there is no Department of Linguistics as such, the staff consists of faculty members from the cooperating departments (Anthropology, English, the modern languages, Psychology, Speech). It is proposed to establish a small department with a core of faculty members interested in linguistics as a fundamental discipline and also responsible for service courses in certain non-Western languages. These would include elementary instruction in Hindi, Chinese, Japanese, and Arabic for the support of language and area studies, mainly in the program described below. The personnel requirement would be: 1.0 FTE professor; 3.0 FTE assistant professors in 1963-64; 2.0 FTE assistant professors in 1964-65; 1.0 FTE clerk-stenographer III; \$1,000 for expense and equipment.

In addition to the graduate program in linguistics and research in the fundamental discipline of linguistics, this department would conduct experimentation in language instruction in connection with its conduct of instruction in non-Western languages. There would be no intention to develop instructional programs in these languages beyond the elementary level. The purpose of this instruction would be to provide the tools necessary for the study of non-Western culture, not to train experts in foreign languages and literature.

2. A Program of Asian Studies

(biennial amount)\$158,000

For more than two years the faculty and the administration have been considering the University's responsibilities for expanding work in non-Western studies. As a result of this extensive review, including the work of various committees and conferences, there is general agreement that the University should expand its relatively meager programs in the broad field of international studies. India, Southeast Asia, China, and Japan are possible areas of study—or some combination of these four. The choice would depend partly upon the offerings at other universities in this region, partly upon the availability of distinguished scholars, and partly upon national need.

Aside from the director of the program (1.0 FTE professor), the staff would consist of 4.0 FTE assistant professors (assigned to supporting departments in the social sciences) and a half-time secretary. A total of \$30,000 would need to be added to the budget of the Library, including funds for approximately 3.0 FTE technical library personnel (acquisitions and cataloging). It should be noted that the teaching staff would help to

provide instruction for the increased number of students in 1963-65.

C. *College of Medicine*

1. Continuing Medical Education

(biennial amount)\$85,000

The broad purpose of this program is to furnish physicians from Illinois and elsewhere with opportunities to acquire the most modern medical knowledge and to improve their skills and thus enable them to render the best possible medical care to their patients. To achieve this objective it will be necessary for the College of Medicine to continue to support unstintingly the many existing non-University postgraduate programs, to enhance and expand existing University programs, and to establish new intramural and extramural programs of several kinds as rapidly as circumstances will permit.

The intramural programs should include (a) new courses for specialists in highly technical fields, i.e., surgery and specialties of surgery, obstetrics, ophthalmology (these programs should be patterned after the successful courses in otolaryngology and bronchoesophagology now being offered annually); (b) new short-course programs describing "new developments" for practitioners of general medicine; and (c) patient-centered programs for small numbers of physicians working in the wards and in the clinics of the University's teaching hospitals.

Extramural programs would center initially around short-course offerings scheduled at appropriate intervals in strategically-located centers within the State. Such programs would include the subject matter of the sciences basic to medicine as well as the subject matter of clinical medicine.

A subsidiary but no less important aim of the program of postgraduate or continuing education of the physician is to improve the climate for medical practice in the outlying regions of Illinois and thus provide added inducements to medical graduates to choose these areas as locations in which to practice. The full achievement of this objective will take time, great effort, and may involve sharp departures from the University's present program of resident training. New elective offerings to undergraduate medical students may be indicated also. These possibilities are now under consideration by appropriate administrative units and faculty committees, and the implementation of the programs agreed upon will take place as soon as funds can be provided.

The staff requirements for 1963-65 would be as follows: 1.0 FTE coordinator; .33 FTE professional staff (part-time salaries and stipends for guest participants); 1.0 FTE clerk-stenographer III. The remainder of the budget would consist in funds for office expense, travel, and other miscellaneous expenses.

2. A School of Associated Medical Sciences (biennial amount) \$102,000

The hospitals and other agencies in Illinois concerned with health problems are in acute need of medical technicians, medical librarians, and other technical personnel for the support of medical practice and research.

This problem has been studied intensively for some time, both in the College of Medicine and in the College of Liberal Arts and Sciences. It has been agreed that cooperative baccalaureate programs in several areas are desirable and that they should be centered administratively in a "School of Associated Medical Sciences" within the College of Medicine. Generally speaking, students would begin their work in the College of Liberal Arts and Sciences (either at Urbana or at the Chicago Undergraduate Division), with the terminal year or years spent in the College of Medicine. The existing program in occupational therapy would be assigned to

the School for administrative purposes. Initially, two new programs are proposed: (a) a curriculum in medical technology, and (b) a curriculum in medical-records library science. Future curricula probably would include physiotherapy and x-ray technology.

The annual proposed budget of \$51,000 would provide salaries for the following personnel: 1.0 FTE director; 1.5 FTE assistant professors; 1.0 FTE instructor; 2.0 FTE clerk-stenographers II.

D. *College of Nursing*

A Graduate Program (M.S.) in

Nursing Education (biennial amount) \$61,000

No university in the State of Illinois now offers graduate training for teachers of nursing. The need is acute, and a program can be initiated in the College of Nursing at relatively low cost. The additional personnel budget would include 2.0 FTE associate professors (one in pediatric nursing and the other in obstetrics) and 1.0 FTE clerk-typist III.

Sally Burns
2205 Library



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 44, November 19, 1962

DEC 5 1962
UNIVERSITY OF ILLINOIS

Review of Traffic and Parking Problems

A thorough review of the traffic and parking problems at the Urbana-Champaign campus will result from a series of meetings to be held in December. Recommendations contained in a report of Harland Bartholomew and Associates will be studied by the Campus Planning Committee and the Committee on Motor Vehicle Registrations. Members of the University administration, faculty, staff, and students will be invited to attend other sessions where the recommendations will be reviewed and discussed.

The Bartholomew firm made a preliminary report of its findings to the Campus Planning and Motor Vehicle Regulations Committees November 8. Following revision in the light of suggestions from these discussions, a final complete report will be presented to the Committees early in December.

The final report will first be the subject of study by the Committees involved, and by administrative officers, then it will be considered in open meetings at which interested members of the faculty, staff, and student body can participate. The time schedule calls for final recommendations to be submitted to the President, Provost, and Comptroller by the Campus Planning Committee and the Motor Vehicle Regulations Committee by January 15, 1963.

After a review of the Committees' recommendations, a proposed program will be submitted to the Board of Trustees for consideration.

Harland Bartholomew and Associates have analyzed the problems primarily on the bases of (1) evaluation of present parking facilities, in which there is at least a 50 per cent deficiency to meet the goals of a program launched in 1958; (2) an assessment of parking requirements based on increased numbers of students and faculty-staff; (3) an appraisal of financial requirements and methods of support, including paid parking; (4) a

definition of essential restrictions on parking in the congested central areas of the campus.

In its first stage the program proposed will recommend surface parking areas which will meet the needs to serve faculty, staff, visitors, and some required student parking. As the need increases through additional enrollments and subsequent additional faculty-staff, multi-level parking structures will be proposed. Throughout the program, a goal of parking available at a rate not to exceed five cents per hour is a primary criterion.

Further criteria which are being employed involve the premise that in the congested center of the campus where land values are highest and demand is highest, rates for parking must be highest. At the periphery of the campus, where large lots can be constructed, land values are lowest by comparison, demand will be lowest, and rates for parking will consequently be lowest.

To increase the use of peripheral parking areas, free transportation to the center of the campus may be effected by use of chartered busses.

The following financial aspects of the problem have been stressed in the preliminary discussions:

- (1) No system providing for free parking can be continued on a long-term basis because of the need to utilize anticipated state funds for educational facilities, salaries, and equipment.
- (2) Even with a system of pay parking, the University will have to subsidize the program in part through some land acquisition.
- (3) All income from parking fees will be used for debt service, maintenance, and meeting additional parking requirements in the future.

(Details of the final plan will be presented in future issues of the Faculty Letter.)

Smoking Regulations in University Buildings

OFFICIAL NOTICE NO. 71

Effective January 1, 1963, the following policy and procedure shall regulate smoking in all University buildings, shall govern enforcement, and shall supersede all previous statements, policies, and rules relating to this matter.

A. Regulations

1. Smoking is permitted in offices, seminar rooms, lounges, and certain toilets and corridors when ash trays or urns are present to receive cigarette butts and other discarded smoking materials. *Discard of such materials on the floors or in wastebaskets is a violation of smoking regulations.*
 - a. Members of the staff who wish to smoke in their offices must provide their own ash trays and must *not* discard any smoking materials in wastepaper baskets or on the floors.
 - b. By means of a letter to the Executive Vice-President and Provost, deans and directors may request that these regulations be modified:
 - (1) In order to meet special conditions in areas under their control.
 - (2) In order to carry out safety programs for which they are responsible.
2. Smoking is prohibited at all times in classrooms, lecture rooms, teaching laboratories, theatres, warehouses, attics, storage areas, museums, elevators, library reading rooms and stacks, gymnasiums, shop and service areas where woodworking is in process, any area where volatile liquids are

stored, used, or dispensed, posted areas, and any other areas where receptacles for discarding smoking materials are not available.

3. A notice entitled "Smoking Regulations in University Buildings" shall be posted in all University buildings in the interior corridor or lobby at all entrances.
4. Receptacles will be placed in corridors and in other designated public areas where smoking is permitted.

B. Enforcement

1. Undergraduate students will be fined or otherwise disciplined for violation of the above regulations. The schedule of cash penalties has been established by a faculty and student committee. Seventy-five per cent of the funds collected from such cash penalties shall be deposited in the University Scholarship Fund to permit the award of scholarships to worthy undergraduate students upon the recommendations of the University Scholarship Committee; the balance of the funds collected from such cash penalties shall be used for the regular expenses of the Student Senate.
2. Violations by graduate students will be reported to the Dean of the Graduate College.
3. Staff violations will be reported to the executive officer of the department or division, to the Dean or Director, and to the Provost.

Dates for Accepting Applications for Admission

POLICY AND PROCEDURES APPROVED BY THE BOARD OF TRUSTEES AT ITS MEETING ON OCTOBER 17.
THE TEXT OF THE AGENDA ITEM FOLLOWS:

The All-University Committee on Admissions, the Dean of Admissions and Records, and the Executive Vice-President and Provost recommend authorization of the following policy and procedures governing acceptance of applications for admission to the University.

- A. Specific final (deadline) dates for acceptance of applications for admission and readmission in a given term may be established by the President, upon recommendation of the Dean of Admissions and Records and after consultation with other administrative officers concerned. These dates may vary among the three campuses as special conditions might warrant. "Applications for admission and readmission" shall mean that the complete file of credentials necessary for action on the application shall have been submitted.

- B. The Dean of Admissions and Records may accept applications after final (deadline) dates under exceptional circumstances which patently justify special consideration.

- C. Beginning in September, 1963, the following deadline dates will be established for fall registration at Urbana-Champaign:

In the case of foreign students, six weeks prior to the first day of the registration period for the first semester for the fall term of each year.

In the case of domestic students, two weeks prior to the first day of the registration period for the fall term of each year.

In the case of foreign students seeking readmission, or foreign applicants who hold a baccalaureate degree

from a college or university in the United States, the regulation covering domestic students will apply.

Adoption of such procedures is deemed necessary in the interests of orderly and systematic consideration of applications. Heretofore, many prospective students who have not previously submitted applications appear during the registration period or even later, hurriedly complete applications, and receive provisional permits which enable them to proceed with registration. Provisional permits are necessary because in most cases the applicants can not present official credentials. Following the registration period, the Office of Admissions and Records determines whether or not such applicants meet the requirements. Such special handling requires additional staff time and results in added expense. Furthermore,

the effort to process new applications immediately preceding or during registration interferes with the registration of the large majority of students — old and new — whose credentials have been evaluated and approved.

At the same time there should always be provision for considering the applications of prospective students who have legitimate reasons for delay in filing their applications beyond the deadline, but there would be relatively few such cases. These late applicants could reasonably be required to defer registration until after the regular registration period, if this seemed desirable in order to avoid the difficulties just mentioned. Special procedures would be established for the registration of those late applicants for admission to the Graduate College who had been selected for assistantships or other University appointments.

President's Reports on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE LA SALLE HOTEL, CHICAGO, ILLINOIS, WEDNESDAY, OCTOBER 17, 1962

RESEARCH AND EDUCATIONAL HOSPITALS SERVE MORE THAN 200,000

The University of Illinois Research and Educational Hospitals served more than 200,000 citizens in the 1961-62 fiscal year, according to the annual report of Director Donald J. Casey.

In the last year 7,839 surgical procedures were performed in the hospitals' eleven operating rooms. Emergency visits increased 10 per cent to total 23,885, and 189,734 visits were recorded in the outpatient clinics. Patient admissions totaled 12,041, and 2,765 children were born in the hospitals.

UNIVERSITY PARTICIPATES IN WEATHER MODIFICATION STUDIES

The National Science Foundation has published *Weather Modification*, the third (1961) report of worldwide scientific efforts to understand and perhaps control weather and climate. The University of Illinois is one of twenty-three institutions with NSF-sponsored projects in this area.

FUND FOR CHEMISTRY ESTABLISHED IN HONOR OF PROFESSOR FUSON

Professor Reynold C. Fuson, distinguished chemist and member of the University's Center for Advanced Study, has been honored by a \$10,000 fund given to the University of Illinois Foundation by nearly 400 former students and associates.

Presentation was made at the national meeting of the American Chemical Society with a scroll which read: "In appreciation of his teaching, his guidance and his counsel, the many students and associates of Reynold Clayton Fuson present to the University of Illinois a

sum of money to be known as the R. C. Fuson Fund for Chemistry, to be used with his advice for the benefit of chemists and chemistry at the University of Illinois."

UNIVERSITY LIBRARY PASSES FOUR AND A HALF-MILLION VOLUME MARK

Total items in the University of Illinois Library, largest of any state university, have now passed the four and a half-million mark, Dean Robert B. Downs states in his current annual report.

On the University's three campuses, total library items have reached 4,694,505. Of this number, 4,394,585 are at Urbana, 150,462 at the Medical Center, and 149,458 at the Chicago Undergraduate Division.

Use of the Library, on all campuses, was at an all-time high. This record has been brought about because of the higher proportion of graduate students, general intensification of student effort, changes in teaching methods, expansion of the honors program, and increased research activities.

ILLINOIS SHOWS GREATEST ACCELERATION OF ENGINEERING DOCTORATE PROGRAMS

The University of Illinois shows the greatest growth in doctorate degrees in engineering of any institution in the nation, according to data collected for a ten-year period by Professor Ralph Morgen, Stevens Institute of Technology.

In 1950-51, the University granted 39 doctorates and by 1960-61 the number had grown to 79. In total, Illinois ranks second to Massachusetts Institute of Technology which granted 97 doctorates in 1960-61. The increase in the ten-year period was from 83 to 97.

Ranking behind M. I. T. and Illinois in total doctorates are Michigan, Purdue, Stanford, Wisconsin, California, and Columbia.

**URBANA, CHICAGO UNDERGRADUATE DIVISION
ENROLLMENTS TOTAL 28,766**

Total enrollment at the Urbana and Chicago Undergraduate Division campuses for the first semester is 28,766, an official tabulation by Dean C. W. Sanford, Admissions and Records, shows.

Final enrollment figures for the Medical Center Campus, Chicago, and for extramural courses are not yet available. Last year the number was 2,143 at the Medical Center and 2,624 in extramural credit classes.

At Urbana, the total of 24,169 is a new record, surpassing the 1961 enrollment by 1,110, a percentage increase of 4.81. Largest numerical increases were shown in the College of Liberal Arts and Sciences, the Graduate College, and the College of Fine and Applied Arts. At the Chicago Undergraduate Division, limited to a capacity of approximately 4,600, enrollment is 4,597.

Following are charts on enrollment totals and on enrollment by classes at the Urbana campus:

Enrollment Totals

	<i>First Semester, 1962</i>	<i>First Semester, 1961</i>	<i>Increase, Decrease</i>
Urbana			
Undergraduate and Professional Colleges . . .	19,035	18,270	+ 765
Graduate College	5,134	4,789	+ 345
Chicago Undergraduate Division	4,597	4,619	- 22
<i>Total</i>	28,766	27,678	+1,088

Comparison of Undergraduates by Class, Urbana Campus

	<i>First Semester, 1962</i>	<i>First Semester, 1961</i>	<i>Increase, Decrease</i>
Freshmen	5,800	6,347	- 547
Sophomores	4,080	4,044	+ 36
Juniors	4,186	3,754	+ 432
Seniors	4,213	3,516	+ 697
Unclassified	33	23	+ 10
Irregular	239	145	+ 94
<i>Total Undergraduates</i> . . .	18,551	17,829	+ 722

JAMES SCHOLARS PROGRAM HAS ENROLLMENT OF 786 SUPERIOR STUDENTS

A total of 786 superior students are enrolled in the University this fall in the James Scholars program. Class distribution of these students is: senior, 103; junior, 131; sophomore, 191; and freshman, 361.

Appointment as a James Scholar is the highest academic honor that may be conferred upon an entering freshman. Participants are chosen on the basis of avail-

able records, tests, recommendations of high school principals and teachers, and evidence of high academic promise.

James Scholars enroll in special honors courses and sections, designed to exercise to the full their academic capabilities.

**AMERICAN SOCIETY OF CIVIL ENGINEERS
HONORS PROFESSOR NEWMARK**

Professor Nathan M. Newmark, Head of the Department of Civil Engineering, received the Theodore von Karman Medal of the American Society of Civil Engineers at the organization's annual meeting in Detroit on October 17.

The medal is presented "in recognition of distinguished achievement in engineering mechanics and especially in structural dynamics."

Professor Newmark has been a member of the faculty since 1932 and Head of the Department since 1956.

**NUTRITION SYMPOSIUM HONORS THREE
AGRICULTURE FACULTY MEMBERS**

A Symposium on Protein Nutrition and Metabolism October 16-17, sponsored by the College of Agriculture, which included a number of international scholars, commemorated the Centennial of the Land-Grant Act and was dedicated to three noted emeritus faculty members who made outstanding contributions to knowledge in these fields.

The three men honored by the symposium were: Professor Tom Hamilton, biochemistry; Professor Harold Mitchell, animal nutrition; and Professor William C. Rose, biochemistry.

**PRESIDENT KENNEDY NAMES MEDICAL CENTER
FACULTY MEMBER TO PANEL**

Dr. Harold C. Leuth, Clinical Professor of Medicine at the Medical Center campus, Chicago, has been named to a new twelve-man national health resources advisory committee by President Kennedy.

The White House statement said membership of the panel was composed of "eminent individuals experienced and knowledgeable in military and civilian, and governmental and non-governmental health resources and requirements."

**PROFESSOR HEWITT RECEIVES SENIOR AWARD
OF THEATRE ASSOCIATION**

Professor Barnard Hewitt, Department of Speech and Theatre, received the senior award of the American Educational Theatre Association and a \$1,000 prize for "distinguished service to the American Theatre" at the organization's annual convention at Eugene, Oregon. Professor Hewitt is now in England on a Guggenheim Fellowship.

**BRITISH ASSOCIATION OF SPECIAL SCHOOLS
HONORS PROFESSOR KIRK**

Professor Samuel A. Kirk, Director of the Institute for Research on Exceptional Children, has been appointed Lifetime Honorary Vice-President of the British Association of Special Schools. He is the first recipient of this award which was made during the association's biennial meeting in Birmingham, England.

**PROFESSOR SAPORA CITED AS FELLOW
BY NATIONAL RECREATION SOCIETY**

The American Recreation Society named Professor Allen V. Sapora, College of Physical Education, for distinguished service in the profession and the recreation movement. The award was made in Philadelphia at the National Recreation Congress on October 3.

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE WOLFORD HOTEL, DANVILLE, ILLINOIS, FRIDAY, NOVEMBER 9, 1962

**AGRICULTURAL EXPERIMENT STATION OBSERVES
SEVENTY-FIFTH ANNIVERSARY**

"In the 75 years since the passage of the Hatch Act, agricultural research has gone far beyond the dreams of the men who conceived the first experiment stations," *Illinois Research*,¹ publication of the Illinois Agricultural Experiment Station, notes as it calls to attention the seventy-fifth anniversary of the station April 1, 1963.

Regent John M. Gregory of the University was instrumental in organizing the first committee of Land-Grant representatives who sought federal funds to establish agricultural experiment stations. These efforts were successful when the Hatch Act was passed and signed by President Grover Cleveland March 2, 1887.

The Illinois Agricultural Experiment Station began operations April 1, 1888.

RESEARCH GRANTS FROM PUBLIC HEALTH SERVICE TOTAL \$212,000

Research grants totaling \$212,413 to the University of Illinois have been announced by the U.S. Public Health Service. Eight grants, totaling \$136,197, are for projects at the Urbana campus and three, totaling \$76,216, for the Medical Center campus, Chicago.

Grants at Urbana were to: Professor Joseph Becker, psychology; Professor Harold H. Draper, animal nutrition; Professor Howard S. Ducoff, physiology; Professor Don E. Dulany, Jr., psychology; Professor Richard E. Speece, sanitary engineering; Professor Noland L. Vandemark, dairy science; Professor Jerry S. Wiggins, psychology; and John P. Kramer, entomologist, State Natural History Survey.

At the Medical Center grants were to: Dr. Gene H.

¹ Brown, D. A. "The Illinois Agricultural Experiment Station Since the Hatch Act," *Illinois Research*, Vol. 4, No. 1, Fall 1962. Pp. 3-6.

Professor Sapora, one of five national leaders to receive this recognition, was cited for outstanding work as a teacher, for his writings, and for pioneering work in research.

**GOVERNOR'S TESTIMONIAL DINNER TRIBUTE
TO WORK OF PROFESSOR SEITZ**

Professor Frederick Seitz, Head of the Department of Physics and president of the National Academy of Science, was honored at a testimonial dinner sponsored by Governor Otto Kerner September 24 in Chicago.

Governor Kerner praised Professor Seitz for his "eminence as a man of science" and for a "career rich in achievement. . . . His career exemplified a realization of the importance of the pursuit of truth and concern for the well-being of society."

Borowitz, psychology; Dr. Adrian M. Ostfeld, preventive medicine; and Dr. Ben Z. Rappaport, medicine. Dr. Borowitz, an instructor in the College of Medicine and fellow in child psychology with the affiliated Institute of Juvenile Research, also received a research career award.

CITIZENS COMMITTEE VISITS DIXON SPRINGS EXPERIMENT STATION

Eighty-five members of the Southern Region, University of Illinois Citizens Committee visited the 5300-acre Dixon Springs Experiment Station October 18 and toured the facilities of this vast outdoor laboratory.

Superintendent Robert J. Webb described experimental work which has provided the facts on which it has been possible to develop a system of farming profitable to the operator and productive from year to year. Facts learned at Dixon Springs have been of inestimable value to agriculture in Southern Illinois.

Dean Louis B. Howard, College of Agriculture, chartered for the Committee statewide experiment station work which involves 12,000 acres in 28 different counties of the state. Trustee Irving Dilliard of Collinsville, presided.

REPORT SHOWS COLLEGE ENROLLMENTS DOUBLED SINCE 1946

Enrollments in Illinois colleges and universities have doubled since 1946, Harold E. Temmer, Associate Dean of Admissions and Records at the Chicago Undergraduate Division, has reported on behalf of the Illinois Association of Collegiate Registrars and Admissions officers.

Data assembled from 91 private and public institutions show that the enrollments in 1946 which were 116,260, have risen to 232,611 in 1962, Dean Temmer said.

CHICAGO UNDERGRADUATE DIVISION NAMES 116 JAMES SCHOLARS

One hundred sixteen Chicago area students, representing 70 different high schools, have been appointed to the James Scholars program at the Chicago Undergraduate Division.

This number brings the all-University total to 902 participants chosen to enroll in special honors courses and sections, especially organized for and adapted to the academic capabilities of the honor students.

MIDWESTERN DEANS OF STUDENTS HOLD SIXTEENTH MEETING AT ALLERTON

The sixteenth annual meeting of Midwestern Deans of Students at Robert Allerton Park, October 7-9, brought together 75 representatives of 32 institutions of higher education from Illinois and five surrounding states, Dean Fred H. Turner reports.

This organization in 1947 was the first group to hold a meeting at Allerton House following its gift to the University as a conference center by Robert Allerton.

ILLINOIS NURSES' ASSOCIATION COMMENDS UNIVERSITY'S ADVANCED PROGRAM

The Illinois Nurses' Association adopted a formal resolution supporting the University of Illinois' planning for a program for a master's degree in nursing, to be effective in the fall of 1963 at the Medical Center campus, assuming necessary approvals and financing.

The action was taken at the Association's fifty-seventh annual convention in Chicago the week of October 12.

UNIVERSITY PARTICIPATES IN STUDY OF ECONOMIC GROWTH OF MIDWEST

The University of Illinois is participating in a continuing systematic study of the place of universities in the economic growth of the Middle West, sponsored by the Committee on Institutional Cooperation, composed of the institutions of the Council of Ten and the University of Chicago.

Launching of the study was an outgrowth of a Conference on Economic Growth of CIC institutions October 22-23 at Racine, Wisconsin, supported by a grant from the Johnson Foundation. University representatives were Dean Paul M. Green, College of Commerce and Business Administration, and Professor J. F. Bell, Chairman of the Department of Economics and chairman of the University's committee on the role of the university in regional economic growth.

UNIVERSITY FILM ON "WHEEL CHAIR KITCHEN" WINS NATIONAL AWARD

"Wheel Chair Kitchen," a filmed story of research by the Department of Home Economics to benefit handicapped women, received an Award of Excellence at the

Centennial Film Festival of Agriculture November 7 in Washington, D.C.

Miss Helen McCullough, Associate Professor of Home Economics, Emerita, directed the research project with the cooperation of Professor Timothy J. Nugent, Director of the Division of Rehabilitation-Education Services.

UNIVERSITY LOAN FUNDS TOTAL NEARLY TWO MILLIONS IN 1962

Funds administered by the University for loan purposes totalled \$1,945,016 on June 30, 1962, Vice-President and Comptroller H. O. Farber reports. A total of \$798,723 was loaned from all funds to 3,880 students and a total of \$393,680 was repaid during the fiscal year 1961-62.

Mr. Farber reported that \$7,288,871 has been loaned since establishment of the first fund in 1899. Repayments since then have been \$5,553,431, with only an approximate one-seventh of one per cent written off as uncollectible.

GOVERNOR KERNER NAMES PROFESSOR GARVEY TO ADVISORY COUNCIL

Professor Neil F. Garvey, Director of Correspondence Courses in the Division of University Extension, has been named by Governor Otto Kerner to the Advisory Council on Degree Granting Institutions. His term continues until 1968.

PROVOST LANIER APPOINTED TO NATIONAL RESEARCH COUNCIL

Executive Vice-President and Provost Lyle H. Lanier has been appointed as a member of the National Research Council in the Division of Anthropology and Psychology. His appointment, on nomination by the American Psychological Association, was made by Professor Frederick Seitz, president of the National Academy of Sciences.

DAIRY PRODUCTS JUDGING TEAM WINS FOURTH CONSECUTIVE NATIONAL TITLE

The University of Illinois Dairy Products Judging Team won its fourth consecutive National Intercollegiate Dairy Products Judging contest the week of October 29 in Atlantic City, New Jersey, defeating 27 other collegiate teams.

Members of the group who received a \$2,300 scholarship from the Dairy Industries Supplies Association, are: Thomas Cain, Chicago; George Schaufelberger, Greenville; and Paul Hocking, Robinson. Marvin Alwes, Bloomington, was an alternate. Faculty adviser is Professor Joseph Tobias, dairy technology.

PROFESSOR SUTTON HEADS ILLINOIS STATE HISTORICAL SOCIETY

Professor Robert M. Sutton, Department of History and Associate Dean of the Graduate College, has been

elected to the presidency of the Illinois State Historical Society.

A member of the faculty since 1947, Professor Sutton specializes in railway history.

SOPHOMORE STUDENT ELECTED NATIONAL FFA PRESIDENT

Kenneth McMillan of Prairie City, a James Scholar and a sophomore in animal science, was elected president of the National Future Farmers of America at the or-

ganization's convention October 12 in Kansas City. Last year he received the Alpha Zeta scholastic award as outstanding freshman in the College of Agriculture.

The presidency will take Mr. McMillan on a nationwide tour, beginning in February, for appearances before business and farm organizations and FFA conventions. The Future Farmers organization now has 387,992 members in all 50 states, Puerto Rico, Guam, and the Virgin Islands.

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Ill. Coll.



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

NOV 12 1964

No. 45, November 30, 1962

UNIVERSITY OF ILLINOIS

The Building Program of the University of Illinois for the 1963-65 Biennium

EXCERPTS FROM THE BUILDING PROGRAM APPROVED BY THE BOARD OF TRUSTEES, NOVEMBER 9, 1962

BACKGROUND

In 1958 the University of Illinois announced a ten-year building program for the period 1959-69. Based upon a comprehensive study involving all departments on its three campuses, this program had two main purposes: (a) to overcome deficiencies that had been accumulating for almost thirty years; (b) to provide the facilities needed to accommodate the sharp expansion in enrollment expected during the decade. Although the departmental requests totaled a much larger amount, the program approved by the Board of Trustees called for estimated expenditures totaling \$198,534,000—based on 1959 price levels. About half this amount reflected accumulated deficiencies; the other half was to provide for enrollment increases.

The time schedule for the appropriations required to carry out this program was as follows:

For the Biennium 1959-61.....	\$ 54,879,000
For the Biennium 1961-63.....	68,340,000
For the Biennium 1963-65.....	31,915,000
For the Biennium 1965-67.....	22,900,000
For the Biennium 1967-69.....	20,500,000

The funds actually made available during the first two biennial periods (1959-63) were as follows:

1959-61 Capital Appropriations Released.....	\$ 6,190,000
1961-63 Bond-Issue appropriations.....	98,500,000
<i>Total.....</i>	<i>\$104,690,000</i>

This four-year total thus falls short by \$18,529,000 of the sum of \$123,219,000 projected in the schedule for the first four years of the ten-year program. Furthermore, in spite of the generous support provided by the 1960 Bond Issue, the University finds itself still lacking adequate facilities for much of its current work and without provision for the enrollment increases expected between 1965 and 1970.

Of the four-year total of \$104,690,000 in capital appropriations received since 1959, almost half (\$50,000,000) has been allocated for Phase I of the new campus

of the Chicago Undergraduate Division at Congress Circle. The purpose of Phase I, it should be recalled, was to provide primarily for the relocation of the programs now conducted in make-shift quarters for about 4,600 students at Navy Pier. The facilities in Phase I are designed for 6,000 students, although some increase beyond that level will be possible by overcrowding and by the substitution of classroom-office space for physical-education facilities.

The remainder of the 1959-63 appropriations, some \$54,690,000, has been allocated to the other two campuses, mainly for new construction, utilities, and remodeling. This very substantial amount is making possible many badly-needed improvements at Urbana-Champaign and at the Medical Center. Unfortunately, however, these gains will not be sufficient to overcome the accumulated deficiencies on these two campuses, and at the same time to provide adequately for the unexpectedly sharp increases in enrollment since 1958 at Urbana-Champaign. The most serious of the deficiencies includes the lack of modern laboratories in the natural sciences—the most costly and yet among the most essential facilities in a modern university.

The explanation of the long-term deficiencies is to be found in the history of the University's efforts to secure building funds during the thirty years preceding the recent Bond Issue. The last comprehensive building program took place at the University of Illinois in the 1920's, when its facilities were brought into satisfactory relationship to its educational program. During the 1930's, capital funds for new buildings were almost unavailable because of the depression. During World War II, new construction was deferred because of shortages of material and manpower. In fact, for the entire fourteen-year period of depression and war, 1931-1945, the total appropriated by the General Assembly for all kinds of capital improvements was only about six million dollars; and with these funds only five new buildings were completed. In the postwar period, the heavy enrollment of veterans, enrollment increases due to popula-

tion growth, the progressive increase in the proportion of high school graduates entering college, and the extraordinary growth in graduate and professional study created such heavy demands for operating funds that it was impossible to secure sufficient capital appropriations to overcome earlier deficits and to keep pace with new needs. The following record of the University's capital requests and appropriations tells the story of the postwar period:

<i>Biennium</i>	<i>Requested</i>	<i>Appropriated</i>
1945-47.....	\$16,012,000	\$17,059,000 ¹
1947-49.....	30,450,000	250,000 ²
1949-51.....	63,065,000	15,740,000
1951-53.....	39,580,000	6,875,000
1953-55.....	35,979,000	8,096,000
1955-57.....	37,185,000	8,855,000
1957-59.....	35,674,000	14,275,000
1959-61.....	54,879,000	(14,190,000) ³ 6,190,000 ³

Thus, the total of capital funds appropriated and used during the sixteen postwar years was about \$77,000,000. Added to the \$6,000,000 for the period 1931-45, this makes a thirty-year total of \$83,000,000 — an average of less than three million dollars per year for all kinds of capital improvements, including remodeling, land acquisition, public improvements, and utilities.

Meantime, the enrollment of the University by 1961 had more than doubled the prewar total, as the following figures show:

<i>Year</i>	<i>Urbana</i>	<i>Medical Center</i>	<i>Navy Pier</i>	<i>Total</i>
1940-41.....	12,358	1,193	....	13,551
1951-52.....	15,145	1,597	3,363	20,105
1961-62.....	23,059	2,143	4,619	29,821

Furthermore, in addition to the merely quantitative increase in educational load, the mounting demands upon universities in the postwar period have brought fundamental changes in the variety and complexity of the University's programs of instruction, research, and public service. The transformation has been especially striking in the physical sciences and engineering, but many other fields have undergone far-reaching changes that require new and costly facilities for effective work.

CAPITAL NEEDS FOR THE BIENNIUM 1963-65

In the light of this thirty-year record of serious shortages, the University Building Program Committee has conducted intensive studies during the past year to determine what capital improvements would be essential in the biennium 1963-65, if the University is to meet its share of the demand for higher education in Illinois in the critical year 1965-66. It will be remembered that

¹ Although slightly more than the total requested was appropriated, most of it could not be spent by the end of the biennium; and had to be reappropriated for use during 1947-49.

² The sum of \$12,994,132 was the amount reappropriated from the 1945-47 appropriation, in addition to this item of \$250,000 for emergency housing.

³ Although \$14,190,000 was appropriated for 1959-61, the amount actually released was \$6,190,000.

1965 is the year when the sharpest increase in college enrollment is expected, due to the marked upturn in the birth rate in 1947. According to recent estimates, there will be almost 20,000 more students seeking admission to college in Illinois in 1965 than in 1964. The total enrollment for the State is predicted to be more than 270,000 in 1965, as compared with 216,577 in the fall of 1961. If the University of Illinois continues to carry its present proportion of the total enrollment in Illinois institutions of higher education (14.8 per cent) its predicted enrollment for 1965-66 would be almost 40,000 students — some 10,000 more than in 1961-62.

All departments on all three of the University's campuses were asked to reappraise their needs for capital construction during the biennium 1963-65 in relation to: (a) the latest enrollment projections through 1965-66, (b) The facilities that will become available before that time under the Bond-Issue program, and (c) new needs that might have emerged since the preparation of the ten-year program in 1958. The departmental requests were reviewed by the campus planning committee on each campus in terms of the intrinsic merits of the individual projects, without consideration of the feasibility of proposals and with no attempt to set priorities. The three campus planning committees then transmitted their lists of approved projects to the Building Program Committee. The estimated total cost of these approved projects, in all categories and for all three campuses, was approximately \$129,000,000.

These recommendations of the campus planning committees obviously far exceed the bounds of a feasible building program for the University in 1963-65. But they do serve as general indices of the magnitude of the needs of a major university whose responsibilities and commitments have grown over a period of three decades at a far greater rate than its facilities. With the rapid advance of the University of Illinois in national stature since World War II, through progressive improvement of the quality of its faculty and hence of its total program, the inadequacy of its facilities in many fields has become increasingly pronounced. As already noted, this is especially true in the natural sciences where the vast expansion of knowledge and rapid changes in technology have rendered laboratory facilities obsolete at an ever-increasing rate.

In attempting to gauge the urgency of departmental requests and to set limits to the University's capital askings for 1963-65, the Building Program Committee considered the time schedule for the appropriations projected under the ten-year development plan announced in 1958 (see above). The total for the six-year period ending in 1965 was approximately \$155,000,000. Of this amount, almost \$105,000,000 has been provided for the four-year period 1959-63, leaving about \$50,000,000 as the amount that would be needed for 1963-65 to keep the ten-year program on schedule. A comparison of this figure with the total of \$129,000,000 recommended by the campus planning committees suggests that the original ten-year projections constituted a highly conservative estimate of the University's capital needs.

Nevertheless, it has seemed desirable to reduce the University's capital requests for 1963-65 to a level considerably below even the total indicated under the original ten-year program, in the light of the State's present financial condition. Accordingly, a capital budget request has been prepared which includes only the projects most urgently needed to avoid limitation on enrollment and on other aspects of the University's overall program in 1965-66; and, to enable the University to take advantage of matching grants from the Federal Government and gifts and grants from other sources. The total requested in additional state-tax funds is \$33,893,740. In addition, the appropriation of the balance of \$5,971,500 remaining in Bond-Issue funds is requested. This balance represents mainly funds included in the 1961-63 appropriation for the purchase of movable equipment for the buildings now under construction, but for which, it was later learned, Bond-Issue funds can not be used. In the requested capital budget for 1963-65, state-tax funds would be provided for the movable equipment, and the Bond-Issue balance would be applied toward other capital improvements.

A list of the capital projects for which funds are requested for the 1963-65 biennium is presented in the Summary Table.

In general, it is assumed that all projects included in this biennial capital budget could be completed by September 30, 1965, thus avoiding the necessity for reappropriation of unspent funds by the General Assembly.

SUMMARY OF CAPITAL FUNDS REQUESTED FOR THE BIENNIUM 1963-65

I. Building Projects	<i>Amount</i>
A. Urbana-Champaign	
1. New Construction	\$13,616,000
a. Biology Building.....(See C)	
b. Chemistry Building.....(See C)	
c. Civil Engineering Building.....	\$4,216,000
d. Smith Music Hall Addition	2,400,000
e. Office-Classroom Building.....	3,000,000
f. Veterinary Medicine Clinic and Hospital...	4,000,000
2. Remodeling, Modernization, and Minor Additions.....	2,000,000
B. Medical Center	
1. New Construction	4,000,000
a. Physical Plant Service Building	\$1,500,000
b. East Addition to the Dentistry-Medicine-Pharmacy Building	2,500,000
2. Remodeling, Modernization, and Minor Additions.....	900,000
C. Funds to Supplement Outside Grants..	6,950,000
1. Biology Building, Urbana (one-half of total).....	\$2,250,000
2. Chemistry Building, Urbana (one-half of total).....	3,000,000
3. All Other Projects.....	1,700,000
<i>Total Building Projects.....</i>	<i>(27,466,000)</i>

II. Power Plant Additions and Utility Distribution Systems (Urbana-Champaign).....	4,000,000
III. Land Acquisition (Urbana-Champaign) ..	1,000,200
IV. Planning Funds	
A. Urbana-Champaign.....	1,000,000
B. Congress Circle	900,000
<i>Total Planning Funds.....</i>	<i>(1,900,000)</i>
V. Protection of Life and Property	
A. Urbana-Champaign.....	211,340
B. Medical Center	47,500
<i>Total Protection of Life and Property</i>	<i>(258,840)</i>
VI. Public Improvements (Urbana-Champaign).....	394,000
VII. Campus Improvements (Urbana-Champaign).....	46,700
VIII. Movable Equipment for Previous Bond-Issue Buildings	
A. Urbana-Champaign.....	1,386,500
B. Medical Center	300,000
C. Congress Circle	3,113,000
<i>Total Movable Equipment.....</i>	<i>(4,799,500)</i>
<i>Total for All Three Campuses.....</i>	<i>\$39,865,240</i>
<i>Deduct Bond-Issue Funds Available for Reappropriation</i>	<i>—5,971,500</i>
<i>Net Total Requested in New General-Revenue Appropriations</i>	<i>\$33,893,740</i>

Including movable equipment, the totals for the three campuses are as follows—with a breakdown to show the amounts requested from General-Revenue funds and from Bond-Issue funds:

	<i>General- Revenue Funds</i>	<i>Bond- Issue Funds</i>	<i>Total Capital Funds</i>
Congress Circle			
Campus.....	\$ 900,000	\$3,113,000	\$ 4,013,000
Medical Center			
Campus.....	5,147,500	300,000	5,447,500
Urbana-Champaign			
Campus.....	27,846,240	2,558,500	30,404,740
<i>Total.....</i>	<i>\$33,893,740</i>	<i>\$5,971,500</i>	<i>\$39,865,240</i>

Congress Circle Campus. Since the new campus at Congress Circle is not scheduled to be occupied until 1964, it was decided to limit the requests for that campus to two items: (a) funds for movable equipment, for which Bond-Issue funds could not be used; planning funds for buildings to be constructed during the biennium 1965-67. These buildings would cost approximately \$28,500,000 and would enable the University to accommodate some 3,000 additional students in 1967-68. This would bring the total enrollment at the new campus to 12,000 students. The remainder of Phase II of the construction program would be completed in two stages, each adding facilities to accommodate 4,000 additional students as well as capability for more advanced work in certain areas. The dates and the estimated cost of these additional stages are: 1967-69, \$21,000,000; 1969-71, \$25,500,000. Thus upon the completion of

Phase II in 1971, the Congress Circle campus would have facilities designed for 20,000 students and degree programs for all four of its colleges.

Medical Center Campus. The facilities included in the small program proposed for this campus would serve these main purposes: (a) provide space for increased enrollment in the Colleges of Nursing and Pharmacy; (b) add a badly-needed auditorium or assembly room (no such facility now exists on the campus); (c) provide additional laboratory space for the College of Pharmacy, which has been lacking because the present East Dentistry-Medicine-Pharmacy Building was not completed as originally planned; (d) permit the consolidation of activities for several service offices (Business Office, Illustration Studios); (e) provide space for the consolidation of the activities of the Physical Plant Department which are now scattered over the campus in inadequate quarters—an improvement long overdue which would effect very considerable savings in operating cost; (f) continue on a modest scale the program of remodeling the largely-obsolete facilities in which the colleges at the Medical Center are located, including those occupied by the Research and Educational Hospitals.

Urbana-Champaign Campus. The principal need at this campus is for modern laboratory buildings for the natural sciences and engineering. The University's distinguished Department of Chemistry and Chemical Engineering is mostly housed in a laboratory building that became obsolete more than twenty-five years ago and that now constitutes a serious fire hazard. Three departments of biological science likewise occupy one of the oldest buildings on the campus, which greatly impairs the effectiveness of instruction at all levels and particularly handicaps the research of graduate students and faculty members. The Department of Civil Engineering is widely scattered in facilities that are both inadequate in quantity and seriously substandard in quality; yet that Department ranks among the very best in this country.

Fortunately, it seems highly probable that outside

funds can be secured to meet approximately half of the cost of the laboratory buildings for the biological sciences and for chemistry. Hence, only half of the estimated cost of these two facilities is requested in General-Revenue funds.

Another urgent need is that for a clinic-hospital building for the College of Veterinary Medicine. Its present clinical facilities are so inadequate that the College has received only "conditional accreditation" from the Council on Education of the American Veterinary Medical Association.

The other building projects and the supporting facilities are described in some detail in the appendices (not included in these excerpts). It should be stressed that these items have been selected because of their critical importance in helping the University overcome some of its more serious deficiencies, and in preparing for the additional enrollment expected by 1965. In this connection, the rapid growth in graduate enrollment should be emphasized—from about 4,000 students in 1958 to a predicted figure of over 6,000 by 1965. It is urgently necessary that the University sustain and increase its support of graduate study. It is estimated that the United States will need *more than 30,000 new college teachers each year* in the years just ahead whereas the annual number of graduates with doctoral degrees is currently about 10,000. Furthermore, in the natural sciences and mathematics large proportions of these graduates enter noneducational fields. To help meet this critical need, the University of Illinois must join with the other major universities in expanding as rapidly as possible the output of college teachers, research scientists, and engineers. Federal funds are becoming available to a limited extent for graduate-training facilities, and it is mainly for matching such grants that the item of \$6,950,000 has been included in the capital request for 1963-65. But the amount of Federal aid in immediate prospect will not be sufficient to support a very substantial part of the expansion of graduate study required to meet the growing need for college teachers and research scientists.

**UNIVERSITY BUILDING PROGRAM
COMMITTEE FOR 1961-63**

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 Joseph S. Begando
 Herbert O. Farber
 Kenneth M. Madison
 John P. Marbarger
 Norman A. Parker
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 Frederick T. Wall
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 R. L. Zander

Mr. Lyle H. Lanier
101 Burrill Hall

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 46, December 11, 1962

State Board of Higher Education Master Plan — Study Outline

from the Office of the State of Illinois Board of Higher Education

SCOPE OF STUDY

What Assumptions?

The institutions of higher learning in the State of Illinois not only must continue to maintain and broaden their position of responsible leadership but must constantly improve their services, in the areas of teaching as well as in the study of all existing knowledge, and in the unremitting search for new fields of human endeavor.

1. The opportunity to study in institutions of higher education should be available to all young people who may reasonably be expected to benefit from such study. The master plan study scheduled for completion in 1964 will provide for such opportunity.*
2. Society suffers a substantial loss because many qualified young people do not now enroll in colleges and universities and many others drop out of college before completing degree or certificate programs.
3. Able students who could not otherwise attend institutions of higher learning should have the opportunity to qualify for financial assistance from institutional sources or from the state or nation.
4. In addition to providing direct benefit to students, higher education also contributes positively to the cultural and physical well-being of all the people of the State.
5. Because of the expanding need for persons with professional and technical skills, and the continuing need for general (liberal) education for all citizens, the State should plan for a larger proportion of youth to attend colleges and universities than is now the case.
6. It is desirable that the principle of free choice by the student among the various institutions, large or small, public or nonpublic, be maintained so far as consistent with admissions policies and effective use of resources within the State.
7. Substantial benefit to the State will result from ex-

panded programs of adult and specialized education.

8. It is important that the effectiveness of higher education be continually appraised and improved and that the lowest possible costs, consistent with excellence and high quality, be established.
9. There are advantages that result from the presence in our society of both public and nonpublic institutions; diversity among institutions has made and is making distinctive contributions to social progress, providing a wide range of educational opportunity for varied individual needs.
10. The State will profit by a planned and orderly development of all new programs and new institutions in the public sphere, being mindful also of the programs and aspirations of the nonpublic institutions.

What Institutions?

The study will cover the collegiate degree and certificate granting institutions which require high school graduation for entry, except certain nonpublic theological, fine arts, and proprietary trade and professional institutions. The institutions included enroll about 94 per cent of all post high school students. The institutions excepted enroll only 6 per cent of such students and in 1961 enrolled fewer students than in 1957. Although omitted from full statistical consideration and detailed analysis, the services rendered to society by these specialized institutions can not and will not be ignored in drawing final conclusions in the master plan.

What Programs?

The master plan will include all programs of instruction at undergraduate, graduate, and professional levels offered at junior and senior institutions. Also included for study will be vocational-technical education, and adult, extension, and public service programs. Contract and institutional research projects will be inventoried. Special consideration will be given to the admission and retention of students, staff problems, utilization of physical plant, and the cost of financing higher education, including the cost to the several governments and to the students.

Finally, an analysis will be made of (1) the role which instruction, research, and public service plays at each institution; (2) the relative cost of these functions;

* Prior to completion of the plan and governmental action on its recommendations, the Board recommends that in the event a State-supported university finds it necessary to limit enrollments (because of limited physical facilities, lack of financial support, or other reasons) those students with the best high school records and highest ability test scores be accepted.

and (3) the logic and desirability of present and future development and allocation of these functions among the public colleges and universities of the State.

STUDY COMMITTEES

A. College Enrollments

This committee will study the need for higher education in Illinois in quantitative terms. It will give attention to the in- and out-migration of college students now and in future years, to the accessibility of higher education in various geographical areas, to the number of students which can be expected to enroll each year until 1975, and to other aspects relating to student population.

1. What enrollments can each of the institutions in the State expect each year until 1975?
2. What number of students will be attending schools supported in full or in part by State funds?
3. What effects does in- and out-migration have on enrollments in Illinois institutions?
4. Are the opportunities for attending an institution of their choice reasonably equal for high school graduates in various geographical areas of the State?
5. Are there enough two-year, four-year, graduate, and professional institutions to provide for such equality?
6. If not, what should be done?

B. Admission and Retention of Students

The committee will examine the present procedures relating to the admission of students, explore the possibility of various forms of selective admissions, and analyze the impact of such screening of applicants on the public welfare. It will also describe the ability level of students, the standards used by institutions of higher education to determine academic good standing, and the conditions which cause high drop-out rates. The work of this committee will involve consideration of out-of-state admissions, problems of students transferring from junior colleges, and problems of articulation with the high school.

1. What can the State gain by encouraging selective admissions at some State institutions?
2. If selective admissions seem desirable, how then are students who can not enter to be educated beyond the high school level?
3. Are high school graduates with the greatest ability attending higher education institutions? If not, how can greater numbers be induced to attend?
4. Do the several types of Illinois institutions attract students from the same or from different economic and social strata in the society? What impact will these differences have on future planning?
5. What causes high drop-out rates and what can be done to encourage students in good standing to remain in college?
6. How successful scholastically are students who transfer from one institution to another after one or two years?

C. Faculty Study

The committee will study faculty teaching, research, and service load; faculty turnover rates; and make esti-

mates of new faculty positions required to educate increased numbers of students and to meet the research and service obligations of the institutions. Salaries, recruitment of staff, staff benefits, and other factors involved in securing and retaining competent faculty members will also be analyzed.

1. To what extent has the level of degrees held by the faculties of the several institutions changed in the past five years? Are there fewer or more doctor's and master's degrees?
2. In what numbers will college professors be needed in the State each year until 1975?
3. Does Illinois produce the number of college teachers needed to fill new and replacement positions within the State?
4. How can the quality of professors be improved?
5. What salary schedules and other requisites will be necessary to attract and retain high quality faculties for Illinois colleges?

D. Collegiate Programs

This committee will provide a thorough inventory and analysis of all instructional programs, including graduate and professional, leading to a certificate or degree at each institution. This committee will also conduct the inventory of research programs, and of extension and public service programs. (These programs would then be analyzed and evaluated by Committees E and G respectively.) The findings will show the number and type of programs, the number of graduates from each program over a period of years, and the volume of student-credit-hours produced in each program. Factors relating to efficiency such as class sizes, credit hour production of faculty members, and the number of courses offered in relation to enrollment will be explored. An assessment will be made of requirements for new instructional programs to 1975 and the locations and kinds of institutions at which these programs ought to be offered.

1. Is the diversity and scope of two-year, four-year, graduate, and professional programs offered in the several geographic areas and population centers of the State sufficient to meet State needs?
2. What academic programs need to be expanded or initiated in order to meet future educational needs?
3. In which geographical area are these needs likely to arise?
4. How many programs, if any, are offered which are obsolete or which produce an uneconomic number of graduates?
5. How much unnecessary duplication of programs characterizes higher education in this State?

E. Research

The study will analyze the inventory of research programs of the various institutions determining the geographic locations where programs are offered and the amount of duplication of effort involved. An effort will also be made to determine the volume and kinds of research undertaken by industry in Illinois. Special emphasis will be placed on future research needs, the

manpower and training requirements for conducting such research, and the role of research, both university and industrial, in the Illinois and national economic setting.

1. What is the general type of research offered at each institution?
 - a. Does the research seem compatible with the type of institution and its objectives? If not, what type of research is appropriate?
 - b. What research programs, pure and applied, need to be initiated or expanded, and at which institutions?
2. What amount and kind of research is conducted by industry in Illinois?
 - a. At what locations?
 - b. What will be industrial research needs in the future?
 - c. What education and training will be required for researchers in the future?
3. What division of responsibility for research, and for training research workers, should prevail between business, industry, and government, and the universities?

F. Two-Year Colleges

This committee will be concerned primarily with policies in relation to: the role of the junior college and the branch campuses in Illinois higher education; the relationship of such institutions to the high schools and to the four-year institutions; the need and desirability of increasing their numbers; and the part the State will play in financing, in control, and in encouraging their growth. The whole matter of branch campuses of the universities versus the junior college (community or state) will be explored.

1. Are there locations in the State where new junior colleges or branches are needed?
2. What criteria should be met before establishment of these institutions?
3. To what degree should the State give financial support to junior colleges? To branch campuses? What form should such assistance take?
4. How much control should the State exercise over location, program, and facilities in the development of junior colleges and branch campuses?

G. Extension and Public Service

The study will involve the volume of extension and public service programs, the geographic locations where they are offered, the degree to which these programs of the different institutions overlap and duplicate, and the extent to which the programs are subsidized by the State. The committee will propose policy in relation to scope, control, articulation, and financing of such programs.

1. Are there a sufficient number of extension and public service programs to meet the needs of people in the various geographic areas of the State?
2. What kinds of students attend extension classes for credit? For noncredit? For what purpose do they attend?
3. What types of public service programs would aid

localities in governmental, industrial, and community betterment?

4. To what extent does the State subsidize extension and public service programs? What State policy should prevail in such subsidization?

H. Vocational-Technical and Adult Education

The committee will determine the rates at which students drop out of high school, the need for continuing education at the adult level, the society's manpower needs in various vocational and technical fields, the geographical areas where technical and vocational training should be provided, and the type(s) of institutions or private businesses which should offer it.

1. What proportion of the population has not finished high school? What is the present rate of drop-out?
2. What educational opportunities should be provided these people at the adult level?
3. What are the Illinois and United States' manpower needs in technical and vocational education? What are these needs likely to be in the future?
4. What kinds of retraining will be necessary because of technological unemployment?
5. Should the State or community provide the vocational and technical education programs or should the hiring industry or business provide them?
6. Who should finance such training?

I. Physical Facilities

This will include a study of space utilization, the extent of available space, methods for maximizing use of space, and the obstacles to full utilization. A part of this study will deal with future capital needs and costs.

1. What proportion of student stations are used in each classroom and laboratory each period of the day?
2. What percentage of classrooms and laboratories are used each hour of the day?
3. How many hours a week and weeks per year are facilities used?
4. How many square feet of classroom, laboratory, seminar, and other space is now provided per full-time student enrolled? How much should be provided?
5. How many square feet of new space of all types will be needed at each public and private institution by 1975?
6. What will be the cost of new space? Of renovating old space?
7. How may the use of physical space be maximized?

J. Illinois Financing of Higher Education

(Enrollment needs, from Committee A; physical facilities needs, from Committee I; current institutional finance, from Arthur Andersen & Co. and staff.)

The study primarily will be technical in nature. It will reveal per capita personal income, per capita tax burden, and per capita expenditure for higher education as compared with similar data from other states. It will reveal projections of tax revenues, and personal income and other economic factors until 1975. Finally, it will show the projected amount of State support for operating expense and capital improvement for higher educa-

tion during the period and the sources from which financing could be expected to come. Estimates of future costs and future sources of finance will also be obtained from each of the cooperating private institutions.

1. How well does Illinois support the financial needs of its higher education institutions?
2. How do its expenditures for higher education compare with its wealth and per capita income? How do these data compare with other states?
3. What financial resources will the State have until 1975?
4. What financial outlays will be required for higher education and how may the State meet these requirements?
5. What proportion of the financing should be undertaken by the students? By the various governments? By other university sources?

K. Institutional Goals and Functions

The committee will concern itself with the goals and aspirations of the various institutions in the State, especially the public ones. If found desirable it will recom-

mend the allocation of certain distinctive functions and programs among the public institutions in keeping with regional, state, and national needs; the changing character of educational requirements; and the competencies and goals of each institution, public and private. By such allocations, if any, the committee would attempt to prevent unnecessary duplication and to increase the quality and scope of educational opportunity.

1. What are the goals and aspirations of the higher education institutions of the State?
2. Are these aspirations reasonable in view of the present and potential competencies of the faculties and staffs, quality of the educational facilities, geographical location of the institutions, and competing aspirations of other institutions, public and nonpublic?
3. What should be the functions and goals of each public institution?
4. What should be the respective roles of public and nonpublic institutions?
5. How may the distinctive roles of the several institutions be better understood by the public?

Master Plan Study Committees

Committee A. College Enrollments

Jacob O. Bach, Southern Illinois University
 Martin H. Bartels, Northern Illinois University
 William Bradford, Northwestern University
 Gustav J. Froehlich, University of Illinois
 Francis E. Hickey, Rockford, Illinois
 Carol K. Kimmel, Illinois Congress of Parents and Teachers
 Peter P. Klassen, University of Illinois
 George Melville, Knox College

Committee B. Admission and Retention of Students

Jack C. Allen, Millikin University
 Robert Cole, Illinois Association of School Boards
 Earl Foreman, Western Illinois University
 Arthur H. Larsen, Illinois State Normal University
 Robert A. McGrath, Southern Illinois University
 Charles D. O'Connell, University of Chicago
 Edward M. Stout, DePaul University

Committee C. Faculty Study

W. Brock Brentlinger, Greenville College
 John E. Cribbet, University of Illinois
 Francis Geigle, Northern Illinois University
 Hobart Heller, Eastern Illinois University
 Marion Lamet, American Association of University Women
 Harry Manley, Monmouth College
 Lewis Troyer, National College of Education

Committee D. Collegiate Programs

David K. Andrews, Principia College
 Catherine Chase, Sycamore, Illinois

Velma Crain, Taxpayer's Federation of Illinois
 William McKeefery, Southern Illinois University
 Jack W. Peltason, University of Illinois
 George L. Playe, University of Chicago
 Noble J. Puffer, Cook County Superintendent of Schools
 John T. Richardson, DePaul University
 Jerome Sachs, Chicago Teachers College

Committee E. Research

Mrs. John T. Even, Illinois Citizens Education Committee
 Harvey Fisher, Southern Illinois University
 Marvin E. Krasnow, Hallicrafter's Company
 Clem Phipps, Mattoon, Illinois
 Frederick T. Wall, University of Illinois
 Martha J. Ziegler, Evanston, Illinois

Committee F. Two-Year Colleges

Robert O. Birkhimer, Office of Superintendent of Public Instruction
 Raymond Dooley, Lincoln College
 William L. Dunn, Lake Forest College
 Lucille Goodrich, Livingston County Superintendent of Schools
 Eric H. Johnson, Illinois State Normal University
 William P. McLure, University of Illinois
 Donald D. Miller, Canton, Illinois
 Wayne Stoneking, Illinois Education Association

Committee G. Extension and Public Service

Richard Franklin, Southern Illinois University
 Arthur Higgins, *Quincy Herald-Whig*
 Charles E. Howell, Northern Illinois University
 Robert P. Ludlum, Blackburn College
 Jeanne Simon, Troy, Illinois

Eileen C. Stack, Chicago Board of Education
 Reid Tombaugh, Pontiac, Illinois

Committee H. Vocational-Technical and Adult Education

Gerald M. Almy, University of Illinois
 Glenn Ayre, Western Illinois University
 Neal Duncan, Chicago Board of Education
 Kermit Johnson, Bradley University
 Gil Renner, Elgin Community College
 Ernest Y. Simon, Southern Illinois University
 Gerald W. Smith, Illinois Education Association

Committee I. Physical Facilities

Harlan D. Bareither, University of Illinois
 Lloyd M. Bertholf, Illinois Wesleyan University
 George H. Hand, Southern Illinois University
 Vernon Heath, Robinson, Illinois
 Frederick H. McKelvey, Teachers College Board
 Asa Ruyle, Eastern Illinois University

Committee J. Illinois Financing of Higher Education

John Cox, Illinois Agricultural Association
 Samuel K. Gove, University of Illinois
 Warren Hardin, Illinois State Normal University
 Donald W. Hill, Chicago Board of Education
 Ralph S. Johns, Haskins & Sells
 John S. Rendleman, Southern Illinois University
 Maurice Scott, Taxpayer's Federation of Illinois
 George H. Watson, Roosevelt University

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS December 17, 1962

Long-Range Parking Plan for the University of Illinois

JAN 7 1963

LIBRARY

PREPARED BY HARLAND BARTHOLOMEW AND ASSOCIATES

The University of Illinois employed the firm of Harland Bartholomew and Associates, Memphis, Tennessee, to make a study and recommendations for a long-range plan for the meeting of the present and future parking problems of the Urbana-Champaign Campus. The following is a brief summary of the Condensed Report. The summary is being circulated for the purpose of promoting full campus discussion.

It is hoped that faculty members, staff members, and students interested in parking will give consideration to the recommendations contained in the Report. Before any action is taken there will be ample time for full discussion.

The Report has been submitted to the Urbana-Champaign Campus Planning Committee and to the Committee on Motor Vehicle Regulations for consideration and recommendations. On December 12, 1962, the two committees sponsored a meeting to which faculty and staff members were invited to hear a presentation of the Report by the representatives of Harland Bartholomew and Associates.

The two committees considering the Report ask that comments on the Report and suggestions from faculty and staff be submitted in writing before January 15, 1963, to Dean R. N. Sullivan, Chairman of the Campus Planning Committee, or to Professor C. H. Bowman, Chairman of the Committee on Motor Vehicle Regulations. Students are asked to submit their comments and suggestions, in writing, to Dean of Students Fred H. Turner, prior to January 15, 1963.

The two committees will consider the Report and all suggestions submitted and will prepare recommendations for presentation about February 15, 1963. The recommendations of the committees will be presented for discussion at a second meeting to which faculty, staff, and representatives of student groups will be invited.

Following the second meeting the committees will prepare their recommendations for submission to the President.

The objectives of the parking study were to present an analysis of the problem, to propose a long-range

parking plan compatible with the long-range campus plan, to develop a program for the implementation of the plan with specific annual improvements for the next three years, and to outline practical means of financing the program.

At the present time there are 75,000 motor vehicle trips per day to and from the Urbana-Champaign Campus. The existing parking provided by the University includes 4,568 off-street spaces and 962 street spaces (5,530 total spaces). The number of motor vehicles registered by faculty-staff and students is more than twice the number of parking spaces provided by the University. The major parking problem is not created by student vehicles. Staff registrations have been more than twice the student registration for the past five years. At the present time 95 per cent of the full-time staff have registered vehicles (20 per cent of the students have registered vehicles).

The greatest demands for parking, both now and in the future, are in the areas of dense campus development.

Prior to 1958 the University made no concerted effort regarding parking facilities on the Urbana-Champaign Campus. In that year, student registration fees were established as a part of the regulation of student car traffic. (Note: Student fees are not used to finance faculty-staff parking.) A program of individual staff rental spaces was also begun. The monies collected from rentals were pledged to the retirement of bonds issued to finance the improvement of parking lots. This action reflected an important policy decision made by the University, namely, that charges should be made for the use of certain parking spaces. Because of the rapidly increasing need for parking and because other sources of revenue are not available, the policy of charging for parking space is deemed by the firm of Bartholomew and Associates as needing extension.

"Some persons believe that 'free' parking should be provided for them. They erroneously argue that certain industries, shopping centers, etc., provide 'free' parking. This misconception is dispelled by even momentary reflection. For example, shopping center merchants pass on to their customer the cost for providing parking." (*Report*, p. 8.)

The Report points out that spaces must be adequate in number and appropriately distributed to meet justifi-

fiable levels of demand at reasonable costs. It points out that ample parking spaces cannot be provided for all users at the front door of their destination. "The distance parkers are willing to walk from parking space to destination depends upon how long they want to park, their purpose, and the cost for parking and parking availability." The Report finds that the justifiable level of parking to be met is as follows:

SUMMARY OF DEMANDS AND PROPOSED IMPROVEMENTS

Implementation Stage	Number of Spaces			Estimated Demand
	Existing*	New	Total	
At present time	6,300	—	6,300	9,600
3-year phase	6,000	4,100	10,100	10,200
Intermediate phase	5,200	7,600	12,800	12,950
Intensive development . .	3,400	14,100	17,500	17,500

* 1962 spaces plus those to be provided for the Assembly Hall. Does not include student compounds or student rental spaces. Allows for anticipated losses because of intended building programs.

Estimated demand based upon Assumption 2 — to provide parking for "all staff, visitors, and some students."

- Full-time staff @ 100%
- Visitors @ 10% of full-time staff
- Part-time staff @ 50%
- Undergraduates @ 3%
- Graduate students @ 10%

This requires the building of 4,100 new parking spaces, allowing for losses because of intended building programs, over the three-year period, as set forth in the table.

The recommended plan is designed to be self-sustaining once the original plan is inaugurated and existing demands are met. The Report points out that a concerted effort must be directed toward the taking of the scheduled steps in the parking program each year.

The plan envisages the eventual building of a series of parking structures so located that they will meet the parking criteria of location established in the study. They are to be constructed as need arises for additional parking.

The plan recommends that all parking, except service and special use spaces, be eliminated from the interior core of the campus.

An integral part of the intermediate phase of the plan is the acquisition of sites necessary for the structures proposed in the intensive development plan. Most of the existing spaces will remain in the intermediate plan phase.

No exact date is set for the implementation of the intermediate plan. The Report points out that planning is a continuous process.

The first stage improvements are proposed for development during 1963. This would result in making

2,440 new spaces available during the 1963 academic year. The financing of these spaces assumes that the new parking program will be inaugurated in the summer of 1963.

The second stage improvements should be completed in 1964. This would provide an additional 280 new spaces during that year.

The third stage improvements will provide an additional 1,416 spaces for the 1965-66 academic year. Thus, in the three-year phase, 4,100 new parking spaces would be provided.

The recommended method for financing the three-year implementation plan would be that of adopting the policy of charging for all parking. The recommended initial fee schedule follows:

RECOMMENDED INITIAL FEE SCHEDULE

University Parking Spaces	Fee per Space Academic year (Normal working day)	Estimated Annual Revenue 1965
Existing spaces	\$75	\$237,725
Lot P-2 (peripheral spaces)	55	11,825
Lot P-20 (fringe area)	32*	44,760
All other (new)	75	121,425

* Includes an annual fee for bus transportation between Lot P-20 and north campus area.

ADDITIONAL PHASES

Student compounds and traffic regulation — continue the \$7.50 per semester per vehicle registration fee.

Student rental lots — continue the fee of \$30 per semester per space — revenue to provide additional student lots.

Assembly Hall lots — charge a fee of 20¢ per day per space.

Visitors spaces — designate certain spaces for visitor use in each lot and meter these spaces. Recommended charge 10¢ per hour per space.

NOTE: Copies of the Condensed Report — LONG-RANGE PARKING PLAN prepared by Harland Bartholomew and Associates are available in the following places and may be read there:

- Offices of all academic deans
- Library Reference Room
- Undergraduate Library
- Illini Union Browsing Room
- University Library Browsing Room
- All departmental libraries

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 48, January 4, 1963

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING,
CHICAGO, ILLINOIS, WEDNESDAY, DECEMBER 19, 1962.

305-BELL CARILLON, GIFT OF MR. AND MRS. A. R. STALEY, DEDICATED

Dedication ceremonies were held November 24 for the University's new 305-bell electronic "Carillon Americana," a gift of alumnus Andrew R. Staley and Mrs. Staley of Naples, Florida, to the University of Illinois Foundation.

Studios for the playing console and mechanical units are located in the second floor lobby of the University Auditorium, where the dedication was held. A bronze plaque memorializes the Staley gift.

Speakers for the carillon, which is one of the nation's five largest made by Schulmerich Carillons, Inc., of Sellersville, Pennsylvania, are installed atop the north-east tower of Memorial Stadium. A half-time concert introduced the carillon to the crowd attending the Illinois-Michigan State football game.

DIVISION OF SERVICES FOR CRIPPLED CHILDREN MARKS 25TH YEAR

The University's Division of Services for Crippled Children marked in 1962 its twenty-fifth anniversary as the official state agency designated to provide medical care and related rehabilitative services to physically handicapped children in Illinois. Dr. Edward F. Lis, Director, has noted in his annual report.

Working closely with the University of Illinois Research and Educational Hospitals and the University faculty at the Medical Center, the Division provides diagnostic, treatment, and follow-up services for crippled children all over the State.

The Division's case load increased more than 1,000 in the last year with 19,581 children registered. Twelve district offices provide contact points for families, physicians, and various agencies, and the Division works in 204 communities throughout Illinois.

KELLOGG FOUNDATION GIVES \$90,000 GRANT TO COLLEGE OF DENTISTRY

The W. K. Kellogg Foundation of Battle Creek, Michigan, has presented a \$90,000 grant for teacher education to the College of Dentistry at the Medical Center campus in Chicago.

The grant, to be supervised by Dean Isaac Schour, covers a three-year program to support teacher education in the biological, clinical, and psycho-social sciences; to improve teaching of the technical and clinical skills through active research; and to establish a pedagogical center for prospective and active dental teachers.

UNIVERSITY ENROLLS LARGE PROPORTION OF ILLINOIS STUDENTS

Fifteen per cent of the resident (on campus) college students in Illinois were on the three campuses of the University of Illinois, a bulletin just issued by the United States Department of Health, Education, and Welfare shows.

"Total Enrollment in Institutions of Higher Education, First Term, 1959-60, Basic Data," indicates that as of that semester the University of Illinois enrolled 14 per cent of the State's undergraduate students and 22 per cent of the graduate students.

If full-time students only are considered, the University had 20 per cent of the students attending college in Illinois, 19 per cent of the full-time undergraduates, and 33 per cent of the full-time graduate students.

DIVISION OF UNIVERSITY EXTENSION ENROLLS 36,116 IN 1961-62

A total of 36,116 students were enrolled in formal programs of education through the Division of University Extension in 1961-62, the annual report of Dean Stanley C. Robinson shows.

During the academic year, 460 extramural classes

were held in 84 cities in 44 counties of Illinois with enrollments totaling 10,893. Correspondence course enrollments were 2,653, the firemanship training program, 8,896, a statewide series of hospital and nursing home fire safety training programs, 6,062, and the Police Training Institute, 861.

One hundred thirty-three short courses, conferences, and institutes were held, 60 on the Urbana campus, 45 at Allerton House, five in Chicago, and 19 in other communities of the State. Enrollment totaled 14,696. More than 700 members of the University's academic departments assisted the Division's faculty in bringing college level education to these groups.

PAINTINGS AND SCULPTURES SELECTED FOR EXHIBITION AT FESTIVAL

One hundred fifty-nine paintings and sculptures by living American artists have been selected for the biennial exhibition of "Contemporary American Painting and Sculpture" March 3 through April 7 at Krannert Art Museum.

The exhibition is a major event of the eleventh Festival of Contemporary Arts which will be held on the Urbana campus. Selections were made by Professor C. V. Donovan, Director of Krannert Art Museum, Professor James D. Hogan, Department of Art, and Mrs. Muriel B. Christison, Associate Director of the Museum.

UNIVERSITY RANKS FOURTH IN INTERNATIONAL STUDENT ENROLLMENT

The University of Illinois ranked fourth in the nation in the number of international students enrolled in 1962, a year which saw a great upsurge in international education exchange at all levels, *Open Doors 1962*, the annual survey of the Institute of International Exchange, reports.

Total enrollment at Illinois was 1,325, following the University of California, the University of Michigan, and New York University in the tabulation. The University had 113 foreign faculty and scholars on appointment for varying periods during the year and more than 40 faculty members participated in cooperative programs abroad.

LABOR AND INDUSTRIAL RELATIONS BUILDING IS DEDICATED

Governor Otto Kerner and representatives from both labor and industry joined in dedication ceremonies November 29 for the new Labor and Industrial Relations Building on the Urbana campus. Approximately 275 attended a luncheon in Illini Union, then adjourned to the Law Building Auditorium for a Dedicatory Address by Professor George W. Taylor, Wharton School of Finance and Commerce, University of Pennsylvania.

The new facility, which houses the Institute of Labor

and Industrial Relations, was shown to visitors during an open house held by Director Martin Wagner and his staff following the dedication lecture. The building was financed through contributions by labor and industry and State funds.

UNIVERSITY PLANT AND FACILITIES NOW VALUED AT \$247 MILLIONS

Plant and facilities of the University of Illinois were valued at \$247,097,644, according to the annual report of Vice-President and Comptroller Herbert O. Farber, covering the fiscal year ending June 30, 1962.

The report also includes a record of expenditures for operation and maintenance and is available upon request.

UNIVERSITY PRAISED FOR CONTRIBUTION TO NATIONAL SHELTER PROGRAM

The University of Illinois has been commended by the Department of Defense for its cooperation in conducting for faculty members of architectural and engineering schools one of four courses offered across the nation on protective construction.

Assistant Secretary of Defense Steuart L. Pittman said in a letter, "We believe the success of the national shelter program will depend to a great extent upon the architects and engineers of this country who are leaders in the construction industry. For this reason it is considered of prime importance to develop the capability for protective construction in those who are teaching the nation's professionals.

"In this connection the University of Illinois has contributed immeasurably to this country's goals."

CIRCULATION OF SMALL HOMES COUNCIL BOOKLETS REACHES FIVE MILLION

The University of Illinois Small Homes Council-Building Research Council mailed the five millionth copy of a circular in its nontechnical series for home planners and owners November 30.

It was a copy of "Moisture Condensation," most popular of all the publications which began in 1945 and now total 33.

WEST CENTRAL ASSOCIATION HONORS UNIVERSITY FOR WORK IN CHICAGO

Vice-President Norman A. Parker, Chicago Undergraduate Division, was guest of honor at a banquet of the West Central Association of Chicago November 15 to receive its annual honor award on behalf of the University for contributions to higher education in Chicago.

Text of the award:

"Since its establishment in 1946, the University of Illinois Chicago Undergraduate Division has made the

benefits of advanced education available to thousands of young Chicago men and women who otherwise would have been denied the opportunity of acquiring the academic training and intellectual disciplines offered by their State University. Today the University is ready to embark on a building program which promises to be a landmark, not only in the History of the City of Chicago, but also in the development of urban institutions of higher learning. This Association is proud to welcome the University's expanded undergraduate program to its new home in the City of Chicago and to salute it for its past achievements, as well as its exciting future."

TWO ENGINEERING FACULTY MEMBERS RECEIVE PRIZES FOR RESEARCH

Two members of the Department of Civil Engineering at the Urbana campus, Professor Ven T. Chow and Professor William J. Hall, will receive research prizes from the American Society of Civil Engineers at its meeting in February in Atlanta, Georgia. The awards were announced November 15.

Professor Chow is cited for outstanding contribution to knowledge of flood protection and farm drainage and Professor Hall for outstanding contributions to knowledge about the cause and remedy for brittle fracture of steel.

INSTITUTE OF RADIO ENGINEERS NAMES PROFESSOR COLEMAN AS FELLOW

Professor Paul D. Coleman, head of the ultra-micro-wave research group in the University's Department of Electrical Engineering, has been named a Fellow of the Institute of Radio Engineers, highest honor bestowed by the organization for those who have made outstanding contributions to electronics, radio, and allied branches of engineering and science.

Professor Coleman was recognized for studies in sub-millimeter wave generation. A member of the faculty since 1951, he is on leave this year as a visiting professor at Stanford University.

PRESIDENT KENNEDY MAKES \$75,000 AWARD TO PROFESSOR KIRK

Professor Samuel A. Kirk, Director of the University's Institute for Research on Exceptional Children, received awards totaling \$75,000 from President John F. Kennedy December 6 in ceremonies in Washington, D.C. Previously, Dr. Kirk and four other recipients, all foreign scientists, had been guests of the President at the White House.

The awards were from the Joseph P. Kennedy, Jr. Foundation. Dr. Kirk received \$25,000, the highest cash prize the Foundation gives to one person, and a \$50,000 grant to support his research.

Dr. Kirk is one of the world's foremost authorities on special education for the mentally retarded. His books and papers for the public and for professional people in his field are considered basic studies. Students whom he has trained now dominate the younger leadership in the field of education for exceptional children.

PROFESSOR MCGREGOR AGAIN HEADS ILLINOIS ARCHEOLOGICAL SURVEY

Professor John C. McGregor, Department of Anthropology, has been re-elected as president of the Illinois Archeological Survey for 1963.

The Survey sponsors annual workshops on Illinois archeology, the recording of archeological sites in Illinois, publications, and salvage of archeological sites and information.

ARGENTINA HONORS PROFESSOR MORINIGO FOR SCIENTIFIC STUDIES

Professor Marcos Morinigo, Department of Spanish, Italian, and Portuguese, has been awarded a national prize for scientific studies of languages and literatures by the government of his native Argentina. Recognition was made for linguistic and literary research in his book *Programa de Filologia Hispanica*. Before joining the University's faculty in 1960, Professor Morinigo served as Dean of the College of Philosophy and Letters at the University of Buenos Aires.

OCCUPATIONAL THERAPY AWARD OF MERIT GOES TO PROFESSOR WADE

Professor Beatrice Wade, Head of the Department of Occupational Therapy at the Medical Center campus in Chicago, has received the 1962 Award of Merit from the American Occupational Therapy Association, highest distinction conferred by the organization.

Professor Wade was cited for "outstanding contribution to the continuous growth of occupational therapy education and practice and her special contribution to the field of psychiatry." She has been head of the University's Department for 19 years.

UNIVERSITY OF ILLINOIS SENIOR WINS RHODES SCHOLARSHIP

Philip H. Martin, senior in the College of Liberal Arts and Sciences from Sullivan, Illinois, is one of 32 students from throughout the United States to be awarded a Rhodes Scholarship this year. The awards were announced in Chicago on December 15.

Mr. Martin will use the scholarship funds to study for two years at Oxford University, England, beginning next September. He will be a candidate for a bachelor's degree from the University next June with a major in political science.

Changes in Names of Administrative Units

The Board of Trustees of the University of Illinois on October 17, 1962, approved the following changes in names of administrative units:

The Chicago Undergraduate Division's College of Fine and Applied Arts to "College of Architecture and Art."

Student Rehabilitation Center and the Program of Intramural Activities to "Division of Rehabilitation-Education Services" and "Division of Intramural Activities." The executive officer of each is designated as "Director."

Clark Reading Room Reestablished

A room on the third floor at McKinley Hospital has been redecorated, refurnished, and equipped to serve as a library and reading room for McKinley Hospital patients. It reestablishes the Thomas Arkle Clark Recreation Room which was furnished and equipped in 1927 by friends of Dean Clark in recognition of his many efforts to establish the hospital.

Originally the room was furnished with comfortable chairs, library facilities, and a collection of books, magazines, and newspapers. A bronze tablet was placed on the wall designating the purpose and recognizing Dean Clark's activities. The original equipment depreciated, and the space eventually had to be used for other purposes.

The estate of Mrs. Clark left a sum of money for the maintenance of this recreation room, and in the improvements being made at McKinley Hospital space was

allocated for the reestablishment of the lounge. Sufficient funds had accumulated to furnish the room and to purchase subscriptions for a list of periodicals and newspapers. This list was provided by Dean Robert Downs and his associates in the Library.

The trust fund established by Mrs. Clark will be adequate to cover the annual cost of the periodicals. Some books for the library shelves have already been given to the hospital and placed in the reading room, but additional books are needed. Any faculty members desiring to present books to the room can leave them at the hospital or Health Service on Lincoln Avenue. Suitable bookplates have been provided and are available to indicate the names of the donors.

Information in regard to the needs for this room can be secured from Dr. Orville S. Walters, 3-2711, or Dean Fred H. Turner, 3-1300.

Official Notice No. 71—Correction

Official Notice No. 71, dealing with smoking regulations in University buildings, appeared in FACULTY LETTER No. 44, November 19, 1962. Please note the following correction. Item B, number 2 should be deleted and the following text inserted:

2. Violations by students enrolled in the Graduate College, the College of Law, and the College of Veterinary Medicine will be reported to the Dean of the Graduate College, the Dean of the College of Law, and the Dean of the College of Veterinary Medicine.

Special Notice

The Urbana Police Department has called attention to the legal requirements concerning the licensing of motor vehicles.

All owners or operators of cars living in Urbana must display Urbana motor vehicle stickers or be subject to arrest.

All owners of cars with license plates from other states, or from foreign countries, must secure Illinois license plates and obtain Illinois driver licenses immediately upon being employed in Illinois.

The Urbana Police Department will conduct a drive to secure compliance with the state law and the city ordinance, but is concerned that some owners and operators of motor vehicles do not realize that they must secure Urbana stickers and Illinois licenses. They have asked that University employees be informed concerning the legal requirements and the forthcoming effort to secure compliance.

Enforcement efforts will be increased after January 15, 1963.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 49, January 11, 1963

UNIVERSITY OF ILLINOIS

MAR 26 1963

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The State of the University, 1962-63¹

DAVID D. HENRY, PRESIDENT, UNIVERSITY OF ILLINOIS

INTRODUCTION

Last year, in helping the University to celebrate the Centennial of the signing of the Land-Grant Act, under which the Illinois Industrial University was established, historian and alumnus Allan Nevins vividly recounted his impressions as a student of fifty years ago:

"Coming down from Chicago on the Illinois Central that Douglas had helped endow, through towns where Lincoln had ridden circuit, we saw the towers of the university rise above the undulating prairie with a sense that they were castles of hope and fortresses of the spirit. We knew how deeply the university's roots penetrated into every locality of the state."

The University still merits that characterization, both in meeting the problems of here and now, and in planning for next year and the years to come.

Of course, the quantities with which the University must now deal are larger than those envisioned even a decade ago. The enrollment figures, the number of divisions, the number of buildings, the variety of programs, and the dollar amounts of the budget are impressive;² but large size is a by-product, not an objective.

¹ This address was presented over television and radio as follows: WILL-TV in Urbana-Champaign at 8:30 p.m. January 8 and 11, and WTTW-TV in Chicago at 10:00 p.m. January 9. It will be presented over WCIA-TV in Urbana-Champaign at 1:00 p.m. January 12; WILL-AM at 9:00 a.m. January 13; and WILL-FM at 8:00 p.m. January 16.

A colloquium for faculty and staff to discuss topics raised in the "State of the University" message has been scheduled by the President at 3:30 p.m. Friday, January 18, in the Faculty Lounge of the Illini Union.

² A fuller account of each of these elements in the recent University record may be found in other reports and documents. See: "Opening of the New School Year," *Faculty Letter* No. 39, September 18, 1962; *Your Money, Your University*, Office of the Vice-President and Comptroller, University of Illinois, January, 1963; *Educational Directions at the University of Illinois*, University of Illinois Press, January, 1963.

From its beginnings in 1867 there has been but one over-all aim: to provide programs of the highest quality in instruction, investigation, and educational service to meet the needs of the people of Illinois. These needs have grown, in size and complexity, as Illinois has grown — in population, in the addition of new and more highly developed industries, occupations, and professions, in new standards and expectations.

PART I

The major problems today confronting American higher education generally may be summarized in the phrase "people, places and the professionals."

The surge in population growth, so much discussed, will soon reach the campuses of the country. The recent enrollment increases have come chiefly from an enlarged proportion of high school graduates going on to college. In a year or two, that higher proportion — still to rise — will be applied to a larger base. The requests of qualified people for places on the campus, within the tradition of educational opportunity in this country, will exceed capacity.

The University of Illinois, along with the other state universities and many independent institutions, has been trying to prepare places for the expected increased numbers of people. The new Congress Circle campus in Chicago is but one, if the most dramatic, evidence of this preparation.

We have to report, however, that we do not have the means for the fulfilment of those plans.

In 1960, at the time of the approval of the State bond issue for buildings at the state universities, it was widely announced that the sums to be provided through that authorization would be but half enough and that additional funds would be needed. Great building progress has been made during the last two years, but we must now measure and plan again.

*Capital Needs for the Biennium 1963-65*³

In the light of a thirty-year accumulation of serious space shortages, only partially ameliorated by the 1960 bond issue, intensive studies were conducted during the last year to determine what capital improvements are essential in the biennium 1963-65, if the University is to meet its share of the demand for higher education in Illinois in the critical year 1965-66.

It will be remembered that 1965 is the year when the sharpest increase in college enrollment is expected, because of the marked upturn in the birth rate in 1947. According to recent estimates, there will be nearly 20,000 more students seeking admission to college in Illinois in 1965 than in 1964. The total enrollment for the State is predicted to be more than 270,000 in 1965, as compared with over 216,000 in the fall of 1961. If the University of Illinois continues to carry its present proportion (14.8 per cent) of the total enrollment in Illinois institutions of higher education, its predicted enrollment for 1965-66 would be approximately 10,000 more than were registered in 1961-62.

Furthermore, with the marked advance of the University of Illinois in national stature since World War II, through progressive improvement of the quality of its faculty and hence of its total program and through the increased amount of graduate work and research,⁴ the inadequacy of its facilities in many departments has become increasingly pronounced. This is especially true in the natural sciences where the vast expansion of knowledge and rapid changes in technology have rendered laboratory facilities obsolete at an ever-increasing rate.

However, because limited State revenues are anticipated in 1963-65 for building purposes, the University has reduced its capital requests for this biennium to a level considerably below the total indicated by its studies. Accordingly, a capital budget request has been prepared which includes only the projects most urgently needed to avoid limitation on enrollment and on other aspects of the University's over-all program in 1965-66; and, to enable the University to take advantage of matching grants from the Federal Government, and gifts and grants from other sources. The total requested in additional State tax funds is \$33,893,740.

This sum, carefully derived from departmental requests which totaled more than four times this amount, would provide the immediately needed classrooms and faculty offices and some laboratories in biology, chem-

³ A full statement of the capital budget for 1963-65 is contained in the *Faculty Letter* No. 45, November 30, 1962.

⁴ Expenditures from contract and grant funds for research last year, from the Federal Government, State agencies, and private sources, amounted to \$19,434,085.

istry, engineering, and veterinary medicine. Matching funds for outside grants to construct research facilities are also recommended; and included, of course, is the financing of land-acquisition, remodeling, power plant and utilities, equipment, and planning — all essential in orderly and continuing growth.

Most of the building funds requested for 1963-65 would be spent at Champaign-Urbana and at the Medical Center in Chicago. In the 1965-67 biennium, the Congress Circle campus, although getting started later than originally planned, will be ready for Phase Two of its development and will again receive major attention.

Since it takes more than two years to plan and build a building after the funds have been made available, it is readily apparent to all that "the future is now" and that there is no time to lose in continuing the building pace.

In viewing these estimates of building requirements, we should remember that buildings as such are meaningless. We are talking about the needs of people — the needs of people for places — the needs of the young people who are now in high school and who will expect to have a chance for places when they are ready for college.

The message on this point is meant not only for faculty and students and alumni, but also for all parents, for citizens whose children and grandchildren may be affected and whose businesses and personal lives will be touched by any shortages that may develop in the trained brain power and manpower of our State and Nation.

While the American people have been debating how to achieve social security, medical security, employment security — concepts deeply embedded in their expectations and aspirations — they have taken educational security for granted. But the old questions have to be asked anew, not alone for the sake of the individual to have an opportunity for an education but now for the welfare of the nation: how to get teachers in the classrooms, doctors at the bedsides, scientists in the laboratories? How may we solve the problems occasioned by automation, advance the war on cancer and other dread diseases, continue the exploration of space, build ever more effective defenses for our country? How are we to get the managers and producers for our economy and supply them with the latest ideas for efficiency and increasing productivity?

These are the questions which reflect the context for University budget decisions in 1963.

These are questions which point up the third word in our introductory phrase — "professionals." "People and

places” alone do not measure the problem. We must also be concerned about the need of our time for “professionals.”

It is commonplace to observe that we are living in a time of science, of automation, of technical change. The productivity of the people in the middle years now must serve an enlarged population in an increasingly complex economy. Every service and occupation dependent upon education and training is in short supply.

We hear much about the disturbingly large numbers of the unemployed in our country — this at a time when we have our highest employment rate. Every student of the problem knows, however, that the unemployment is concentrated at the unskilled and untrained levels. There is no unemployment, and no prospect of any, in any occupation or service requiring training, and the higher one goes in the list of educational requirements, the greater are the shortages in supply.

For the decades ahead, the needs of America for teachers, scientists, engineers, doctors, metallurgists, nurses, librarians, mathematicians, and similar professional people will be enormous.

Key to the supply of the professionals is the teacher — college teachers and teachers for the school system of the nation. Without teachers — and good ones — the buildings will be unproductive. On a small number of universities in the country, those few with large and comprehensive centers of graduate work, falls the heavy responsibility of preparing college teachers who, in turn, must be responsible for the supply of professionals.⁵

Here we see the growing significance of high productivity in graduate education as a measure of University strength.⁶ Today, far more than in the past, the force of new knowledge and the demands for more highly trained professional persons bind together graduate education and research. Each supports the other and to provide expanding numbers of graduate students with highly-specialized training, faculties, and facilities of the first rank are essential.

Some Operating Needs for the Biennium 1963-65⁷

A significant portion of the University's budget re-

⁵ The requirements for college teachers alone are tremendous. To meet the enrollment projected for 1970 (6.2 million as compared with 3.9 million in 1960) 320,000 new teachers, or 32,000 per year, will be needed. At the present time, fewer than 15,000 enter college teaching each year, and less than a third of these hold doctorates. (Henry T. Heald, President, The Ford Foundation; *Washington State Review*, Fall, 1962.)

⁶ In the fall of 1962, the University of Illinois enrolled 27 per cent of the graduate students in all the institutions of the State.

⁷ A full statement of the operating budget request is contained in the *Faculty Letter* No. 43, November 1, 1962.

quest for operating funds, now before the General Assembly, has to do with this qualitative aspect of the University's work.

A first concern is salary improvement.

While some gains have been made in recent years, further improvement is imperative. When salary averages of twenty-seven of the universities awarding the largest number of Ph.D.'s in 1961-62 are compared, the University ranks fourteenth for professors, twelfth for associate professors, ninth for assistant professors, and fourth for instructors. Among the so-called “Big-Ten” universities, a calculation has been made to include both salaries and fringe benefits. Here, the University of Illinois ranks fourth for professors, fifth for associate professors, seventh for assistant professors, and third for instructors. As an outstanding university, Illinois should be equal to the best in either group.

The overriding condition that faces the University, along with other institutions of higher education, is a sharp increase in enrollment at a time when the supply of adequately-trained college teachers has shown a relative decline. The situation arises in part from the proportionately smaller number of people at the age level available for professional service, but it is also influenced by the increasing demand for the same people from noneducational occupations.

At the University of Illinois competition for faculty is intensified by the need to meet the rapidly increasing enrollment while at the same time staffing the new campus at Congress Circle and meeting the personnel requirements for an enlarging graduate and professional program at the Medical Center and at Champaign-Urbana.

Nearly every informed citizen knows that educational salaries have lagged behind the general rise in other occupational classifications and believes that improvement is in order. The question is how fast that improvement can and should be made. Those of us charged with making recommendations on this subject believe that the quality of the University is at stake on this issue and that the very least we must do in the next two years is to hold our own among comparable institutions. Our estimates have been prepared on this line.

There are, of course, factors which have a bearing on quality of faculty and quality of performance other than salary and facilities. For example, equipment and supplies must be adequate to the teaching task. Past enrollment increases in excess of budgetary provision, growing complexity and obsolescence of scientific equipment, rising costs of modern hospital care, growing demand for supporting technical personnel in science and engineering laboratories — all these factors, as well as the upward

drift in prices and miscellaneous wages, have combined to produce acute shortages and pressing needs throughout the University.

Nor can the University stand still in its instructional offerings and meet its obligations and opportunities.

In recent years, the University's legislative appropriations have provided little support for new educational programs or for substantial improvements of existing programs. It has been necessary repeatedly to delete such items from biennial budget requests, in order to bring the totals within the limit of funds made available. As a result, the instructional departments have found it increasingly difficult to keep abreast of new developments in their fields. The extent of the University's delay in meeting such needs is indicated by the magnitude of the askings in this category from all colleges for 1963-65: \$3,640,146.

The majority of these requests represent programs that should be undertaken by an institution such as the University of Illinois. But in view of the extraordinary costs involved in the move to the Congress Circle campus, and of the general rising costs of present commitments, the Budget Committee and the other administrative officers concerned with budget preparation have recommended that funds be requested for only a few programs — those judged to be of the very highest priority as to timing.

Eight programs, each on a modest and limited basis, are proposed for initiation or substantial improvement in 1963-65. In all, they would cost \$707,000. They deal with physics of the upper atmosphere, molecular electronics, nuclear engineering, linguistics, Asian studies, continuing (postgraduate) medical education, the paramedical sciences (medical technology, etc.), and graduate nursing education.

In summary, the decision on the operating and capital budget requests for 1963-65 will determine whether the University of Illinois will be equipped to do its part in meeting the state and national need for places for people and for increased production of professionals, both now and in the future.

PART II

From this description of the financial requirements for its work, it is obvious that the University — because of its capacity to contribute to the urgent and complex tasks of our society — is thrust into the main stream of problems and issues affecting our state and national welfare, indeed of the international community. As a result, important new forces and interests appear for institutional exploration.

Last year, on this occasion, I mentioned three: the social, economic, and educational problems arising from

the new numbers in our population, the urbanization of our society, and the international dimension in our lives.

The priority topic for 1963 has to do with the many demands and influences which converge in the question — how may we more directly and more effectively translate the research and professional resources of the University into the practices of industry and business for the strengthening of our economy?

When the Director of the Office of Science and Technology, Dr. Jerome B. Wiesner, told the Congress that the United States Government will put more money into research and development in the current fiscal year than it spent in the entire interval from the American Revolution through and including World War II, James B. Reston of the *New York Times* commented,

“... while the politicians and diplomats are talking endlessly about the same issues, . . . the scientists are rapidly changing the face of the nation and raising wholly new relationships between Government and industry, Government and the universities, and even between one section of the country and another.”⁸

He might have added, to complete the triangle, “between universities and business and industry.”

Several factors have greatly influenced the intensified scientific technological effort in the United States — the need for weapons development in national defense; the interest in space exploration; the demand for improvement in public health and medical science; and the need for private industry to expand profits, by better products, larger markets, and increased efficiency, as a base for economic growth.

Government and industry have expanded research and development in meeting these demands. In the year prior to World War II, \$350,000,000 was the total expenditure for research and development in this country. Sixteen billion dollars is the estimate for 1961, two-thirds from the Federal Government,⁹ and \$25 billion is estimated for 1970.

A National Science Foundation report in 1961 phrased the challenge in these words:

“New technology offers a prime source of economic growth. Today, some industries derive most of their business from products that did not exist twenty years ago . . .

“New weapons now originate in the laboratory, not in the arsenal . . .

“The expansion and wise use of technology will

⁸ *New York Times*, August 1, 1962.

⁹ Shannon, Dr. James A., Director, National Institutes of Health. Commencement Address, University of Illinois Medical Center, Chicago, June 8, 1962.

help us face the need for responsible leadership in a changing world.”¹⁰

Now, in the Midwest, we are newly conscious of the comparative slow pace in the development of new industries in this region — in aviation and electronics, for example. We have only recently become aware that many industries will spring from new scientific discoveries in space and other fields. As a result, the question of improvement of the interaction between universities and business and industry has suddenly taken a top place on the agenda of government, business, and academic groups.

In October of 1961, Governor Otto Kerner stated:

“At a time when technological development is such a critical component of the new growth industries the importance of the scientific and research capabilities of our universities as a locational asset in the state’s efforts to achieve a favorable rate of economic growth is increasingly significant. . . .

“We need to give the most serious attention to mobilizing all the state’s capabilities not only to expanding the number of jobs to employ our expanding population, but equally to insure that Illinois secures a favorable percentage of the highly desirable growth industries that will lead the economy of the future.”

An example may be drawn from agriculture. Here, for nearly a century the Land-Grant universities have dramatically demonstrated the enormous benefits of translating the ideas of the laboratory and classroom into action in the field and home. The results, in an abundant agriculture and enriched home life, are envied around the world.

This “extension” idea has been encouraged in other university disciplines, but as commercial and industrial growth accelerated on their own account, the adaptation of the service to the individual commercial organization has not developed in the same pattern as in agriculture. University classes have been held for labor and management, the graduates in commerce, engineering, and business administration have been absorbed, faculty members have served as consultants, the services have been many and fruitful — but the need for a direct institutional bridge has not been evident until recently.

Within the last two years, the University of Illinois has responded to the general question in a number of ways — in an analysis of economic resources for the Illinois Revenue Study Commission, in a comprehensive study of the relationship of science and industrial development, for the Governor’s Committee on Unemploy-

¹⁰ “Investing in Scientific Progress,” NSF Report (NSF61-27) 1961; pp. 6-7.

ment; in a study of the growth of “research parks”; and in consultations with the State Board of Economic Development as that agency undertakes studies of the State’s resources. The Office of Community Development is considering how to concentrate University resources from several disciplines upon urban problems.

Still to be assessed are the measures to be undertaken by the Federal Government. The President has emphasized the importance of increasing the quantity and quality of technically trained manpower as a means of increasing the efficiency and effectiveness of business and industry in strengthening the general economy. In these efforts, universities are thought of both as catalytic and as producing agents.

In the months ahead, the University of Illinois will be expected to assess the implications of these several developments at state, regional, and national levels and to be prepared to deal quickly and effectively with the governmental and industrial programs which are in the making. Obviously, the response must be interdisciplinary and closely related to the University’s unique resource — advanced training and research competence, including the humanities and social sciences.

The resolutions of the 1962 Faculty Conference vigorously and cogently phrased the University’s task on this front in these words:

“The University must recognize the vital relationship between its development as a great university and the development of the State as a dynamic and growing community. This means the University must play an active role in helping society solve its problems and thus contribute to state, national, and international progress.”¹¹

CONCLUSION

In facing the growth inherent in its role in the life of the State, the University will continue to stress excellence in all its work while meeting the demands for quantity. It will seek diversity without dilution of quality. It will enlarge off-campus service but do so within the boundaries of the fundamental disciplines. It will work to advance research without neglect of the undergraduate. It will strive to improve efficiency in organization even in the midst of expansion. It will encourage the scholarly exploration of new ideas while teaching “the best that has been said and thought in the world” in the past.

The University has planned well. It is in forward motion and is prepared to accelerate its pace; the people of Illinois will determine how fast, how far, how effectively as they measure their needs against its strength.

¹¹ *Faculty Letter* No. 33, April 16, 1962.

Within a century, Illinois has changed from an unfenced prairie to an agricultural wonderland, from an underdeveloped state to an industrial capital, from a collection of villages and small communities to an urban society. The formula for that achievement, as has been true throughout the United States, has been wide educational opportunity, diversified advanced study, intellectual inquiry, application of research to the work of

every day, and the freedom of people to devote their talents to work of their choice.

It is history that the University has been a prime investment in human progress. The future record can be one of continuing dividends and undreamed of growth in the structure of human and social values. As a people, our choices, not our means, will be decisive in the fulfillment of that potential.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 50, January 23, 1963

Assistant Secretary of Commerce to Be Convocation Speaker

The University of Illinois will honor the seniors who will be graduating at the end of the first semester at a Convocation in the University Auditorium at 2:00 p.m., Sunday, January 27. While the Convocation is primarily for the graduating seniors, their families, and friends, it is open to the public, and faculty members are cordially invited to attend.

The Convocation address will be given by the Honorable John Herbert Hollomon, Assistant Secretary of Commerce of the United States. Dr. Hollomon is a graduate of the Massachusetts Institute of Technology, where he also received the degree of Doctor of Philoso-

phy. Dr. Hollomon served on the faculty of Harvard University Graduate School of Engineering from 1941 to 1942, and was an officer in the Army of the United States from 1942 to 1946. From 1946 until his appointment as Assistant Secretary of Commerce, he was on the staff of the General Electric Research Laboratory of the General Electric Company, serving in various positions: as Research Associate, Assistant to the Manager of the Metallurgy Research Department, Manager of the Metallurgy and Ceramic Research Department, and in 1960 became General Manager of the General Engineering Laboratory.

Gifts and Grants Increase

The University of Illinois received \$5,335,163 in gifts from private donors — an increase of nearly a half-million dollars — during the fiscal year which ended June 30, 1962, President David D. Henry reported to the Board of Trustees on December 19, 1962.

This total was \$497,168 more than the \$4,837,995 received last year. Gifts are reported in two categories — \$4,782,343 given to the University and \$552,820 to the University of Illinois Foundation.

Overall the University received \$27,048,962 in grants, contract funds from outside sources, and gifts in fiscal 1962 for an increase of \$4,704,205 over the \$22,344,757 reported last year.

Greatest increase was noted in the amount received by the University in funds from the United States Government for contract research and other services. This year's total was \$20,900,005 which was \$4,274,778 greater than the \$16,625,227 received in the previous twelve months.

Funds from contracts with State of Illinois agencies amounted to \$813,793 during the year.

UNIVERSITY OF ILLINOIS
JAN 30 1963
LIBRARY

THE SUMMARY

Funds from Private Donors

To the University	
For Urbana-Champaign	\$ 3 972 889 28
For Chicago Colleges	809 454 66
	(4 782 343 94)
To University of Illinois Foundation	552 820 00
Total	\$ 5 335 163 94

Funds from United States Government

Total for Urbana-Champaign	\$17 895 115 53
Total for Chicago Colleges	3 004 889 89
Total	\$20 900 005 42

Funds from Contracts with State of Illinois Agencies

Total for Urbana-Champaign	\$ 686 897 31
Total for Chicago Colleges	126 895 73
Total	\$ 813 793 04

Grand Total \$27 048 962 40

Compliance Report Required Under Nondiscrimination Provisions of U. S. Government Contracts

THE FOLLOWING WAS REPORTED TO THE BOARD OF TRUSTEES AT ITS MEETING ON DECEMBER 19, 1962:

On March 6, 1961, President John F. Kennedy issued Executive Order No. 10925 requiring that a provision be inserted in all United States Government contracts that the "Contractor will not discriminate between any employee or applicant for employment because of race, creed, color or national origin." The Order also requires that the Contractor submit information and reports as may be required by the President's Committee on Equal Employment Opportunity.

Shortly thereafter, the Department of Defense, the Atomic Energy Commission, Public Health Service, and other Government agencies with which the University has many contracts all requested a Compliance Report from the University for the use of the Committee. Parts I and II of the report requested information concerning the policies and practices of the University in connection with employment. This information was submitted to the Committee on June 30, 1962. Part III of the Compliance Report requested certain personnel statistics which were not available because of the University's

policy of not requiring information as to race, creed, or national origin in the application form and other personnel records of employees. Accordingly, the information was not furnished.

The Committee has again requested this information and since compliance with a Federal Order is indicated, notwithstanding a University policy which precludes carrying such information in its official records, it is necessary to direct the University officers involved to obtain this information from department heads who will make a head count to determine the number of negroes and other members of minority groups in their departments. This information will be submitted and included in the report without personal identification, and no specific information will be transferred from the survey to the records of the individuals. The report containing information gathered under these conditions will then be submitted to the President's Committee.

New International Accounting Center

Establishment of a "Center for International Education and Research in Accounting" within the Department of Accountancy, College of Commerce and Business Administration, was approved by University of Illinois trustees on December 19, 1962.

Their action will extend and formalize the Department's present work in accounting on an international scale. The Center will be permanently housed in the Department of Accountancy with staff members serving its program. The Director of the Center will be Professor C. A. Moyer.

Functions of the Center, first of its kind in an American university, will include: international development of education and research in accounting discipline, providing an international communication system in accounting education, initiation of accounting research

programs of international interest, encouragement of foreign accounting faculty members and students to come to the University of Illinois for study and research, preparation of reports, booklets, and monographs, and extension of the University's sponsorship of international conferences on accounting education.

For many years groups of leading accountants from foreign countries have been sent to the Department for study and research. University teachers from various European universities have likewise received advanced training at the University of Illinois College of Commerce and Business Administration.

Recently, an international conference on accounting education, the first of its kind, was conducted by the Department and attracted leading accounting educators and professional accountants from all parts of the world.

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
IN THE STATE HOUSE, SPRINGFIELD, ILLINOIS, THURSDAY, JANUARY 17, 1963.

HIGH-RANKING STUDENTS CONTINUE TO INCREASE AMONG NEW FRESHMEN

Significant increases in the number of high-ranking students who enrolled as freshmen at the Urbana-

Champaign campus in September, 1962, are reported by Dean C. W. Sanford, Admissions and Records.

Of 4,504 admitted, there were 672 from the top 5 per cent of high school classes, including 157 valedic-

torians, a percentage increase of .6 and a total of 14.9 per cent of all new freshmen. From the top 10 per cent were 1,214, a percentage increase of 1.28 and a total of 26.95 per cent of the class.

The following table comparing the quartile rankings of new freshmen in 1962 with those of five and ten years ago indicates the overall increase in students who had better qualifications on the basis of high school records:

Year	Total Number	1	2	3	4
1953.....	2,995	46.78	27.95	17.09	8.18
1958.....	3,651	49.32	30.19	14.68	5.81
1962.....	4,504	55.93	29.45	11.48	3.14

**RETIREMENT SYSTEM HAS 14,000 PARTICIPANTS;
ASSETS NOW 62 MILLIONS**

The University Retirement System of Illinois, which encompasses employees of six universities, three State Surveys, and associated organizations, had 13,963 participants in the last fiscal year, the System's annual report shows.

Income in the System was \$12,968,022 during the year, and assets now total \$62,104,132. Annuities were being paid to 1,158 persons as of August 31, 1962.

Included in the University Retirement System of Illinois are employees of University of Illinois, Illinois State Normal, Eastern Illinois, Northern Illinois, Southern Illinois and Western Illinois Universities, the State Geological, Natural History, and Water Surveys.

BUDGET FOR STUDENT ACTIVITIES NEARLY A MILLION DOLLARS

Student activities on the University's three campuses expended nearly a million dollars last year, the annual financial report for the fiscal year ending June 30, 1962, indicates. All funds are derived from operation of activities by students and from dues. This sum does not include athletics, or social fraternities and sororities. Total expenditures of \$969,036 were made during the year by the University Concert and Entertainment Board, University Theatre, Illini Publishing Company, 356 organizations in the Student Organizations Fund at Urbana-Champaign, 109 organizations at the Medical Center, and 68 organizations at the Chicago Undergraduate Division.

**GOVERNOR PRAISES UNIVERSITY'S AID IN STUDY
OF GIFTED CHILDREN**

Governor Otto Kerner cited the University of Illinois for its part in the preparation of the Illinois Plan for Program Development for Gifted Children which the Governor hopes will be inaugurated in the next biennium.

In a speech in Springfield January 4, Governor Kerner said: "I should like to extend the thanks of the State government to the University of Illinois for generous cooperation in the work of the Special Study Project.

The University provided space for the headquarters of the project, made the services of the general administrative offices of the University available, provided consultation with faculty members of the College of Education, including University High School and the Institute for Research on Exceptional Children.

"The agreement between the University and the Superintendent of Public Instruction to permit David Jackson and William Rogge to serve as the staff members of the project helped ensure the successful completion of the Special Study Project."

Professor Jackson, Principal of University High School, served as coordinator for the project, and Mr. Rogge, research associate in the College of Education, as research consultant. Professor James J. Gallagher, College of Education and Institute for Research on Exceptional Children, was a member of the project advisory committee.

**CLIMATE-CONTROLLED GREENHOUSE TO AID STUDY
OF MEDICINAL PRODUCTS**

A new \$285,000 climate-controlled greenhouse to be constructed at the University's Drug and Horticulture Experimental Station at Lisle, Illinois will materially increase research on plants which furnish medicinal products and provide a world reference center for plants which possess therapeutic or toxicological interest.

Construction cost will be met by a grant of \$100,000 from the National Institutes of Health and University funds. Dr. Ralph F. Voigt, head of the Department of Pharmacognosy and Pharmacology at the College of Pharmacy, is director of the facilities at Lisle.

**UNIVERSITY JOINS SPONSORSHIP OF MIDWEST-
CHICAGO SPACE MONTH**

The University of Illinois will join other universities and a number of civic and industrial organizations in sponsorship of the Midwest-Chicago Space Month April 9 to May 9. A highlight will be the Third National Conference on the Peaceful Uses of Space in Chicago beginning May 1.

Colleges and departments of the University are now engaged in an inventory of the total space effort both in educational programs and in research. Other programs are being formulated and will be announced later.

**CHICAGO AREA CITIZENS COMMITTEE
TO HEAR PROFESSOR SEITZ**

Members of the Chicago area, University of Illinois Citizens Committee, will meet January 29 in the LaSalle Hotel, Chicago, to hear the status of United States scientific efforts and progress of correlated research and development programs on the campuses.

Professor Frederick Seitz, President of the National Academy of Sciences and Head of the Department of Physics, will report on the status of the nation's scientific

efforts and Executive Vice-President Lyle H. Lanier will discuss on-campus work.

Major Lenox R. Lohr, chairman of the statewide citizens group, will preside at the meeting.

**U. S. DEPARTMENT GIVES PROFESSOR CARNES
DISTINGUISHED SERVICE AWARD**

Professor William G. Carnes, Department of Landscape Architecture, received December 17 the highest honor of the United States Department of the Interior, its Distinguished Service Award, presented to him in Washington by Secretary of the Interior Stewart L. Udall.

The award recognized 31 years with the National Park Service and "an illustrious record of achievements in administrative management and design and construction."

Professor Carnes joined the University of Illinois faculty following his retirement as Deputy Assistant Director of the National Park Service last August.

**MEDICAL CENTER PROFESSOR NAMED TO NATIONAL
INSTITUTES BOARD**

Dr. George G. Jackson, professor of medicine at the College of Medicine in Chicago, has been appointed to the Board of Scientific Counselors of the National Institute of Allergy and Infectious Diseases. Dr. Jackson is widely known for research in the field of the common cold and infectious diseases.

The Board of Scientific Counselors is advisory to the National Institutes of Health of the United States Department of Health, Education, and Welfare.

**ECONOMICS PROFESSOR RECEIVES FOUNDATION
AWARD FOR TEACHING**

Professor Donald W. Paden, Department of Economics, has been notified that he will receive an award from the Calvin K. Kazanjian Foundation in its Program for the Teaching of Economics.

Formal announcement will be made February 18 in Atlantic City at a meeting of the Joint Council on Economic Education and the American Association of School Administrators.

The notification to Professor Paden of the cash award of \$250 and a certificate said: "We are gratified by this evidence of your outstanding capacity in the teaching of economics and are confident your efforts will contribute to a significant improvement of economic education throughout the nation."

**PROFESSOR THOMPSON EDITS SPEECH ASSOCIATION
RESEARCH PUBLICATION**

Professor Wayne N. Thompson, in charge of instruction in speech at the Chicago Undergraduate Division, has been named editor through 1964 of *Speech Monographs*, research publication of the Speech Association of America.

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UNIVERSITY OF ILLINOIS

MAR 11 1963



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 51, February 7, 1963

Report of the Committee on Year-Round Operation of the University

The following report will be referred by the Provost to the Committees on Educational Policy of the Urbana-Champaign and Chicago Undergraduate Division Senates for their consideration. Concurrently, it is being submitted to the deans of the colleges on these campuses with the request that the deans encourage discussion of the report at departmental level and submit reports to the President. The President, as Chairman of each of the Senates, will then transmit the reports to the Educational Policy Committees of the two Senates for their information.

The report is also being referred to the Vice-President for the Medical Center campus, although the Committee assumed in its report that the plan recommended would not be applicable to that campus.

On March 27, 1962, the Executive Vice-President and Provost of the University of Illinois appointed a Committee on Year-Round Operation of the University and gave it the following charge.

"I am appointing you as members of a special committee to study the general problem of year-round operation of the University. Assuming that conditions within the State may well require such operation, say by 1964 or 1965, you are asked to consider the various possibilities for a revision of our present calendar and to recommend a plan that can be submitted to the Senates at Navy Pier and at Urbana-Champaign for action during the second semester of 1962-63. Since the colleges at the Medical Center are now on the quarter system — and in part already on a year-round basis — that campus would not be involved in the revised calendar for the undergraduate colleges.

"The Committee should feel free to consider the question of the desirability of year-round operation, and to express its views concerning the considerations that should govern a decision to undertake such a program. Furthermore, the Committee might indicate the conditions it would consider to be essential to the effective operation of the University on a year-round basis."

After a series of meetings, ranging in length from two hours to a full day, an analysis of reports and developments at other institutions, and discussions with various individuals at the University of Illinois plus representatives from the University of Michigan and the Ohio State University, the Committee respectfully submits the following report.

I. INTRODUCTION

Nomenclature is often misleading. Year-round operation conjures up images of the Navy V-12 Program and the exhaustion of both the teacher and the taught during World War II and immediately following. This is not what year-round operation means as the term is used in this report. We are dealing with year-round operation of the University facilities, not year-round operation of the individual. This point is crucial to an understanding of the proposals made by the Committee.

The Committee on Year-Round Operation of the University might better be called the Committee on More Intensive Use of University Facilities. The University is already on a kind of year-round operation in many areas, particularly in the Graduate College and in the scientific fields where laboratories are in use throughout the summer months. The emphasis on graduate work and the steady growth of the Graduate College (a growth rate of fifteen per cent per year in graduate enrollment has been in evidence for the past several years at the Urbana campus) is consistent with the recommendations of the University Study Committee on Future Programs. That Committee suggested that the University enrollment be guided toward a 2-3-2 ratio between the lower undergraduate (freshmen, sophomore), upper undergraduate (junior, senior), and graduate levels. It is self-evident that in many departments graduate work is a year-round matter regardless of the calendar on which the institution is operating. Research, whether in laboratory or library, does not take a recess when regular classes cease to be scheduled. In fact, the relevant areas of the University are already in full operation.

It should be clear at the outset, then, that calendar changes will have a greater effect on the undergraduate operations of the University than on those at the graduate level. Since most instruction during the first four years occurs in regularly scheduled classes, it is apparent that more intensive use of facilities is possible under some plan other than the present two semesters plus an eight-week summer session. The crucial question is whether such increased use is desirable, even though possible. (The current, nation-wide drive for so-called year-round operation stems from several pressures but the two principal ones are: (1) society's need for an increased supply of trained manpower, which need can be fulfilled at a faster rate by acceleration of the academic program, and (2) provision for the admission of larger numbers of students without the necessity for a *proportionate* increase in university facilities.

Both of these pressures are present-day realities and cannot be ignored, but it should not be anticipated that they can be resolved by mere changes in the academic calendar. Calendar tinkering will not provide more teachers (and more will be needed under any plan), more classrooms and laboratories (and more will be needed whether we have two, three, or four terms), or more offices to house the additional staff. Nor should a calendar change be viewed as a device for increasing faculty salaries, although it may offer additional employment opportunities by expanded operation during the summer months. This, however, would be extra pay for extra work and would not improve the professorial salary scale vis-a-vis other segments of society. Moreover, to the extent that a calendar change encourages the professor to spend virtually full time in classroom activity it will run counter to the traditional wisdom that opportunity must be provided for individual research, writing, travel, reflection, and a recharging of the intellectual batteries. These truisms are mentioned because some calendar plans are presented as if they were panaceas for many of the ills of academia and as if they were revolutionary approaches to the problems of acceleration and expanding enrollment pressures.

No one knows whether acceleration is a desirable educational goal in and of itself. Plausible arguments have been advanced on either side of the issue but, given the present state of knowledge, the desirability of acceleration is a matter of personal judgment on which reasonable minds will differ. It is the consensus of this Committee that acceleration alone is not a sufficient justification for altering a basically satisfactory calendar. Acceleration is a highly personal matter: it may be desirable and financially possible for some students; it may be undesirable and financially impossible for other students; etc. It is not necessary that the University commit itself to a program which requires, or even urges, a student to complete four years of education in three years time. It is desirable, however, that the institution make it possible for the student to achieve a greater

degree of acceleration if this fits his particular needs.

While acceleration alone is not a sufficient justification for calendar revision, the impact of increasing numbers of students on limited facilities is another matter. To the extent that classrooms, laboratories, dormitories, etc. are idle during the summer months there will be irresistible pressure to bring the University into more intensive operation. The University should provide leadership in making its facilities available for expanded operation by adopting a plan which will not endanger the cherished values of American higher education. The exact date at which such increased utilization will become necessary cannot be ascertained by this Committee, but the enrollment projections are such that the time cannot be far in the future. The decision as to when a new calendar must be put into effect should be made by the Administration, with Senate approval, and this report deals solely with the nature of a new program of expanded operation and with the conditions precedent to its adoption.

Educational calendars are as various as the ingenuity of educators, ranging from the traditional two semesters (used in 75 per cent of American institutions) to a proposed quinary plan dividing the year into five eight-week terms, plus a summer session (used in 0 per cent of the institutions). Ignoring the minute gradations, the basic plans are: (1) two terms (semesters) plus a separate summer session; (2) three terms (misnamed trimesters); (3) four terms (quarters) with the summer term usually being treated as a separate summer session; or (4) some variation of these basic plans, such as an extended summer term or a split third term during the summer. Any one of these basic plans is workable as proved by the best evidence rule, *i.e.*, each one is in more or less successful operation at some institutions of higher learning. It follows that a strong case could be made for any one of them. The issue is: which one best suits the genius of this University?

While the Committee has no serious quarrel with the present calendar and while it appears to reflect the general faculty sentiment up to this time, the Committee is convinced that it will cease to be a viable option in the near future. However, since the key issue is more intensive use of University facilities it is pertinent to inquire as to the effective time utilization involved in each basic plan. In terms of lapsed time (exclusive of in-term vacation) from the beginning to the end of the session, this breaks down roughly as follows for each of the preceding plans:

- (1) two 16½-week terms plus one 8-week summer session 41 weeks
- (2) three 15½-week terms 46½ weeks
- (3) four 11-week quarters 44 weeks
- (4) two 15-week terms plus two 7½-week summer sessions 45 weeks
(Number 4 is used as one example of a variation.)

None of the operational (or proposed) calendars offer more than forty-four to forty-six and one-half weeks of operation during the year. All admit that the remaining time is necessary for vacations, holidays, plant rehabilitation, freshman week activities, etc. It is thus apparent that in considering calendar change we are contemplating adding four to five and one-half weeks to the current operation of the University of Illinois, assuming that we treat the present eight-week summer session as an integral part of the University program.

Another way of illustrating the effective time utilization involved in the present calendar, as opposed to a three term calendar, is shown in the Appendix at IV. It shows the weeks of actual instruction (rather than lapsed time) and the periods devoted to registration and examination for the academic year 1963-1964. Note that by this analysis, five weeks and three days of actual instructional time would be gained over the present calendar by the adoption of a three term plan, if changes were made in the time devoted to registration.

II. RECOMMENDATIONS

As a matter of educational policy, the present calendar, although it is not perfect (*e.g.*, there is considerable feeling that the post-Christmas session of the first semester is an uneconomic use of available time), seems as well adapted as any other to the needs of higher education. The overwhelming preference for the semester system in this country is a persuasive argument against any intrinsic superiority of the quarter system. Starting from a semester base, the Committee makes the following recommendations for calendar change.

A. *When the University deems it necessary to adopt a different calendar allowing more intensive use of facilities, the Committee recommends that change which most nearly retains the advantages of the present system and which is most likely to represent the pattern of growth for American higher education.*

The Committee does not favor change for the sake of change and does not believe that a radically different system should be adopted for the catalytic effect of forcing a re-examination of present courses, curricula, and methods. Finding no provable, intrinsic difference in the merits of the two basic systems (semester and quarter), the Committee would be reluctant to see the University involved in a chaotic period of transfer to the quarter system and in the lost academic time occasioned by an additional period of examinations, registration, etc. There is real merit to some uniformity of academic calendars, not only among universities, but also between the high school and the college. Since 75 per cent of the universities and most high schools are on the semester system, it seems probable that the trend will be based on a retention of the semester pattern.

B. *The University of Illinois should adopt as its goal for year-round operation a three term plan based on the*

present semester system, modified as necessary in order to accommodate three approximately equal terms a year.

The key word in this recommendation is *goal*. An immediate move to a three term plan is neither necessary nor desirable. Enrollment pressures should be contained by increased admission standards so that the University can move in the direction recommended by the University Study Committee on Future Programs. As stated earlier, some graduate areas of the University are already on a kind of year-round operation and every effort should be made to upgrade the quality of the undergraduate student before the University decides to embark on true year-round operation at the undergraduate level. However, since the Committee believes that more intensive use of facilities is inevitable at some future date the University should decide now that the direction of growth will be toward three terms per year.

C. *There should be no change from the present academic calendar until certain conditions precedent to successful operation of a more intensive program are fully met.*

Year-round operation of the University cannot be accomplished by a mere change in the academic calendar. It must be preceded by other changes and commitments if it is to succeed. The principal conditions precedent are as follows.

(1) A system of registration must be developed which will reduce materially the time now spent on this academically sterile activity. No system of year-round operation can succeed until this area of "lost time" is brought under control.

(2) Assurance must be given to the faculty that the change will not result in reduced remuneration or worsened conditions of employment. In essence, this means that the present nine month's contract for two semesters of service must be retained. When the present instructional time is reduced by three or four days per semester and other professional activities are reorganized in order to accommodate a three term calendar the academic year contract must continue on its present basis. The faculty must be assured that year-round operation of facilities does not mean year-round operation of the individual, and no one should be required to teach more than two terms a year. Remuneration for the third term must be on the same basis as for the other two so that the present salary scale for the eight-week summer session is unimpaired. Safeguards should be developed to prevent an individual from teaching "round the clock" even if he so desires. For example, normally a faculty member should not be allowed to teach more than two and one-half terms a year and, in those special cases where three successive full terms are permitted, the individual should be limited to not more than five terms in any two-year period.

(3) A full third term should not be inserted into the calendar until sufficient funds are available to pay for it

at the current level of operations, until an adequate staff is assembled to handle the program without any decrease in present standards, and until the pressure of student demand makes it clear that such a term is required. Year-round operation must not be viewed as an economy measure or undertaken as a publicity device to promote the image of the University. It should ultimately allow the institution to educate more students with the same facilities and thus lead to more efficient utilization of plant, but this is a matter of the relative rate of increased expenditure, not an economy measure as such. The colleges and departments should be asked to estimate the increased staff and costs involved in year-round operation and only when these requirements are met should the full third term be added.

(4) The growth toward a full third term should be gradual and flexible with variations allowed in specific areas for good cause shown. In a complex "multiversity" not all departments and colleges have the same need for year-round operation. Each unit should be asked to study its peculiar problems, and pilot projects may need to be tried as the institution moves toward a full third term. Some colleges may wish to move to three terms fairly soon, others may require a more leisurely development. Of course, certain basic areas must move to an expanded program before others can do so and this will have to be coordinated at the University level, but, insofar as possible, flexibility should be maintained so that errors can be corrected and educational policy can be served in the shift to a new calendar. The important consideration is that the basic two terms be substantially identical across the campus and that the experimentation occur as to the full third term. It should be noted that the Chicago Undergraduate Division is now on a slightly different calendar than the Urbana campus and this differential may need to be retained at Congress Circle.

(5) The shift to three term operation should be preceded by the widest possible faculty and administrative discussion. While unanimity of opinion is impossible, even if desirable, there should be an effort to secure a University consensus for the new program so that it will have wholehearted support at all levels. Senate approval will, of course, be required since this is a matter of educational policy.

(6) The University should appoint a coordinator for the shift from the present two semesters plus a summer session to a three term plan. As the previous recommendations indicate, there are numerous conditions, considerations, and experiments involved in moving a complex institution toward a true program of year-round operation. The University of Michigan, which has adopted a plan similar to that which the Committee is recommending, has found it necessary to appoint an administrative officer on a half-time basis to coordinate all aspects of the shift to a three term plan. As one example of what might be done, the University could establish a pilot project in year-round operation by ad-

mitting for the second term, say, two thousand students who might have been denied admission in the first term due to lack of facilities. This could be accomplished because of the space made available by the normal attrition during the first semester. A full third term for these students could then be developed along the lines outlined in subsequent recommendations and the feasibility of the new plan could be tested before it is put into operation for the entire University.

D. In conjunction with the pilot project mentioned above, the first step in actual calendar change could be a slightly shortened first term that ends before Christmas, a traditional length second term ending about the middle of May, and an integrated third term of eight weeks, replacing the present summer session.

This change would set the stage for further experimentation with a full third term and would accustom the University to the new plan of operation. Classes for the first term could begin about September 1 with the orientation, advisement, and registration occurring prior to that date. With a "long weekend" for Thanksgiving, the term could be ended about December 20 by shortening the present semester by approximately one week. Standing alone this change would have the merit of eliminating the present lost time due to the post-Christmas session. Its principal purpose, however, would be to move toward the insertion of a full third term. With this type of first term, the second term could be kept at its present length until the final step of year-round operation is taken, when it too would have to be reduced slightly. The present University summer session is more or less on an integrated basis now but it should be upgraded so that it is treated as an integral part of the program of each college. It should be viewed not as a summer session but as a half term and the courses offered should be integrated carefully with the regular curriculum so that a student could make normal progress toward a degree. The budget for this third term should be a part of the college or departmental budget, and the control should be vested in the educational unit rather than in a director of the summer session. In all respects, the half third term should be viewed as a part of the regular program, *i.e.*, the pay should be on the equivalent basis, teaching in the term should count toward sabbatical leave, etc. Again, the purpose is to prepare the way for a full third term, equivalent in all respects to the present two semesters.

The present summer session which would eventually become the last half of the third term should be timed to begin at least a week later than at present. This would allow time for installation of the first half of the third term. If this were done immediately, it would also increase the usefulness of the present summer session since it would then be possible for teachers from the Chicago area to attend.

E. The final step in calendar change should be the insertion of a full third term, beginning about the middle

of May and ending late in August. This term should be offered in two parts so that the student could elect to attend all or one-half of the term.

Previous recommendations have covered the steps which should precede this final stage, but it should be clear that this is the ultimate goal and that the University should move toward it with all deliberate speed. The third term, like the first two, would have to be shortened slightly so that the one-half terms will be seven and one-half weeks rather than the present eight weeks. The exact length of these terms will vary with the calendar and with the ability of the University to increase still further the efficiency of various "housekeeping" aspects of the program. If the Committee is correct and this is the direction of growth of most institutions of higher learning, various modifications can be foreseen over the years. Thus, it might be possible to split the first and second terms as well as the third term and further flexibility could be introduced into the program. The important point now is to make a decision as to the goal in mind so that all phases of University life can be planned accordingly. Two examples come immediately to mind. The building committee should plan for offices, classrooms, and laboratories with a view to three term operation instead of the present plan, and the student activities and housing should begin to think in terms of year-round operation instead of mid-September to mid-June, with a summer lull.

F. *If the three term plan proves to be unfeasible due to the impracticability of complying with the conditions precedent to its successful operation, the University should retain the present two semesters system (perhaps moving the first semester forward so that it can end at Christmas) and achieve more intensive use of facilities by inserting a twelve-week summer session plus an eight-week one, designed principally for teachers.*

This alternative proposal will provide acceleration for those who desire it. A student can complete the standard four years of work for a bachelor's degree in three calendar years by continuous attendance (six semesters plus three summer sessions) just as he can under the three term plan. The University would achieve approximately the same degree of year-round operation (45 weeks a year) as under the previous plan.

It is true that the University tried a twelve-week summer session in 1961 without conspicuous success, but that may have been because the time was not yet ripe for such a program. The key to this proposal is an *integrated* summer term. The courses should be planned by the college or department so that a student would have a wide choice of offerings and could make normal progress toward a degree. They should be geared with the second term entrant in mind so that the University could deny fall admission to some students, when the pressure of numbers becomes too great, and allow them to enter a semester later when the normal dropout occurs. These delayed entrants could then make reasonable

progress toward a degree with a minimum of time loss.

An eight-week summer session would have to be retained to meet the needs of the school teachers, and it should be timed to begin one week later than the present summer term in order to accommodate the Chicago contingent.

This calendar could be put into operation without any alteration of the present program, other than the insertion of the twelve-week session between the June commencement and the fall registration. However, because of the dissatisfaction with the post-Christmas period and in order to pave the way for easier transition to the three term plan, it would be possible to start the fall semester the last week in August and complete the term prior to Christmas. The second semester could then begin in early January and finish in early May. The summer session would thus encompass May, June, and July, leaving most of August free before starting the fall term. This latter suggestion would make difficult an eight-week session for teachers unless it were handled on a different time schedule.

III. CONCLUSION

It seems reasonable to conclude that if American society today were essentially what it was prior to 1940, there would be no impetus toward year-round operation in the colleges and universities. The Committee does not have the burden of proving the almost revolutionary transition in the tempo of modern life. The population explosion plus the desire and necessity for a college education and, in increasing degree, graduate study, have made it essential that the universities provide the maximum opportunities with the facilities available. One important aspect of the challenge to educational leadership is discussed in this report. The Committee believes that more intensive use of the facilities at the University of Illinois is both necessary and desirable. Providing the conditions precedent set forth in Recommendation C can be met, a three term plan of operation should meet the obligations of the University without disturbing the cherished values and interests of academic life.

Respectfully submitted,
Hollis W. Barber
Herbert E. Carter
Edward C. Jordan
Robert A. Jungmann, Secretary
Charles A. Knudson
Frank B. Lanham
Van Miller
William A. Neiswanger
James R. Shipley
John E. Cribbet, Chairman

APPENDIX

The following calendars illustrate the pattern of year-round operation suggested by the three term plan. The first one is the present calendar for 1962-1963, the second is a three term calendar adapted to 1962-1963, the third

Second Semester

Sundries Jan. 29
 Registration Feb. 4–Feb. 7
 Instruction begins Feb. 8
 Spring vacation April 6–April 15
 Exams May 31–June 8

Summer Session (8 week)

Registration June 17
 Instruction begins June 18
 Exams Aug. 9–Aug. 10

II. Possible Three Term Calendar for 1962-1963

First Term

Sundries and registration Prior to Aug. 29
 Instruction begins Aug. 29
 Thanksgiving Nov. 21–Nov. 26
 Instruction ends Dec. 19

Second Term

Sundries and registration Prior to Jan. 7
 Instruction begins Jan. 7
 Spring vacation March 4–March 11 or
 April 8–April 15
 Instruction ends May 1

Third Term

Sundries and registration Prior to May 6
 Instruction begins May 6
 Instruction ends Aug. 21
 (Split — first half — May 6–June 26)
 (second half — July 1–Aug. 21)

is a tabulation showing possible dates of starting and closing for various years, depending on the day of the week upon which Christmas falls in a normal 365-day year. Leap year will add an extra day to the third term. The fourth set of calendars illustrates the current calendar for 1963-1964 and a possible three term calendar for the same period.

The illustrative three term calendar for 1963-1964 calls for 14 weeks, one day of actual instructional time, as opposed to 14 weeks, four or five days of similar time in the present calendar. It is based on allowing only two days for registration, an impossibility at the present time. Several variations on the three term theme are feasible, depending on the number of days of recess within and between terms, time given to semester examinations, etc. Moreover, the Easter recess presents a considerable problem in the second term because it frequently comes too near the end of the period to be a useful vacation.

These calendars are presented for illustrative purposes only and are not intended as proposed calendars for actual operation. The latter would have to be prepared and adopted through the normal University channels.

I. Present Calendar for 1962-1963

First Semester

Sundries Sept. 2
 Registration Sept. 11–15
 Instruction begins Sept. 17
 Thanksgiving Nov. 21–Nov. 26
 Christmas Dec. 20–Jan. 3
 Exams Jan. 17–Jan. 25



III. Three Term Calendar for Various Weeks

	Day of Week on Which Christmas Falls						
	Thurs.	Wed.	Tues.	Mon.	Sun.	Sat.	Fri.
Labor Day	Sept. 1	Sept. 2	Sept. 3	Sept. 4	Sept. 5	Sept. 6	Sept. 7
First Term Begins	Wed. Aug. 27	Wed. Aug. 28	Wed. Aug. 29	Wed. Aug. 30	Mon. Aug. 29	Mon. Aug. 30	Mon. Aug. 31
Ends	Wed. Dec. 17	Wed. Dec. 18	Wed. Dec. 19	Wed. Dec. 20	Sat. Dec. 17	Sat. Dec. 18	Sat. Dec. 19
Second Term Begins	Mon. Jan. 5	Mon. Jan. 6	Mon. Jan. 7	Mon. Jan. 8	Wed. Jan. 4	Wed. Jan. 5	Wed. Jan. 6
Ends	Wed. Apr. 29	Wed. Apr. 30	Wed. May 1	Wed. May 2	Sat. Apr. 29	Sat. Apr. 30	Sat. May 1
Spring Term Begins	Mon. May 4	Mon. May 5	Mon. May 6	Mon. May 7	Wed. May 3	Wed. May 4	Wed. May 5
First Half Ends	Wed. June 24	Wed. June 25	Wed. June 26	Wed. June 27	Sat. June 24	Sat. June 25	Sat. June 26
Second Half Begins	Mon. June 29	Mon. June 30	Mon. July 1	Mon. July 2	Wed. June 28	Wed. June 29	Wed. June 30
Ends	Wed. Aug. 19	Wed. Aug. 20	Wed. Aug. 21	Wed. Aug. 22	Sat. Aug. 19	Sat. Aug. 20	Sat. Aug. 21

IV. Illustrative Calendars for 1963-1964

PRESENT CALENDAR 1963-64



1963-64	(Days in Block) Weeks of Instruction	 Registration	 Semester Examinations
FIRST SEMESTER (16½ WEEKS)	14 WEEKS, 4 DAYS	5 DAYS	1 WEEK, 2 DAYS
SECOND SEMESTER (16½ WEEKS)	14 WEEKS, 5 DAYS	4 DAYS	1 WEEK, 2 DAYS
SUMMER SESSION (8 WEEKS)	7 WEEKS, 3 DAYS	1 DAY	2 DAYS
TOTAL (WEEK = 6 DAYS)	37 WEEKS	1 WEEK, 4 DAYS	3 WEEKS

* 1 p.m. † Noon

ILLUSTRATIVE THREE TERM CALENDAR 1963-64



1963-64	(Days in Black) Weeks of Instruction	● Registration	■ Semester Examinations
FIRST TERM	14 WEEKS, 1 DAY	2 DAYS	1 WEEK, 2 DAYS
SECOND TERM	14 WEEKS, 1 DAY	2 DAYS	1 WEEK, 2 DAYS
THIRD TERM			
A.	7 WEEKS	2 DAYS	2 DAYS
B.	7 WEEKS, 1 DAY	1 DAY	2 DAYS
TOTAL	42 WEEKS, 3 DAYS	1 WEEK, 1 DAY	3 WEEKS, 2 DAYS

* 1 p.m. † Noon

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 52, February 20, 1963

UNIVERSITY OF ILLINOIS

MAR 7 1963

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Committees Report on University Parking

TENTATIVE RECOMMENDATIONS OF THE URBANA-CHAMPAIGN CAMPUS PLANNING COMMITTEE AND THE MOTOR VEHICLE REGULATIONS COMMITTEE ON UNIVERSITY PARKING POLICIES

The University Campus Planning and Motor Vehicle Regulations Committees received over one hundred and fifty letters and suggestions for the development of a parking plan for the Urbana-Champaign campus of the University. The Committees were also furnished with the results of the questionnaire which was circulated by the American Association of University Professors. These proposals and criticisms were given careful consideration in a series of meetings. All members would agree that it would be a most satisfactory solution if the University could provide adequate parking from state or other institutional funds. However, the Committees were forced to conclude that state funds would not be available, nor would it be possible to use a part of salary appropriations for this purpose. The Committees also agree that it would be desirable if adequate parking space could be provided adjacent to each new building constructed on the campus. However, other considerations in planning building sites lead to the selection of locations which are in areas in which parking lots are impossible either because of very high land costs or because of other factors. Some other sources of funds are needed to be found if the University is to make some progress toward a solution of this problem.

The tentative recommendations which follow represent the consensus of the Committees. However, not all of these proposals received the unanimous support of the members of the Committees. The reaction of the faculty and staff to these proposals will be welcomed. There will be a public meeting for discussion of the proposals in the University Auditorium at 4:00 p.m. February 28. Letters should be sent no later than March 5 to the Chairman of the Committees at the College of Law. It is hoped that a final report may be submitted to the President of the University on March 15.

It is recommended that:

1. The following regulations and policies be placed in effect September 1, 1963.
2. The University continue to provide land upon which parking lots may be constructed for faculty-staff parking.
(Explanatory note: The two Committees are in agreement that the furnishing of land and the construction of parking spaces for faculty-staff with public funds are desirable. All land presently used for University parking lots has been acquired with University funds. They further feel that the University's policy in the case of parking lots should be the same as that applied in the taking of recreation space — equivalent space should be provided in return for that taken. It is true that funds for the construction of parking space apparently will not be provided in the next biennium. There is, however, every indication

that some funds for land acquisition will be provided. The Committees believe that some land may be purchased upon which improvements can be made from parking rental funds so that this land will be available at least temporarily for parking purposes.)

3. Each member of the faculty-staff desiring to use parking space on University lots, streets, or drives pay an annual registration fee of \$15.00. Anyone desiring to register a car for less than the full twelve months shall pay a registration fee of \$7.50 per semester, and/or \$3.75 for a summer session.

(Explanatory note: It is intended that the registration fee be voluntary but shall apply uniformly to all members of the faculty-staff who use University-owned land for parking at any time during the year. The \$15.00 fee would cover the full twelve months. Staff on less than nine-month appointment would pay a \$7.50 semester fee, or \$3.75 for the summer session only. In addition to the right to park in unrestricted University spaces, the registration fee would entitle a faculty-staff member to a motor vehicle registration card which would entitle the member to ride free on the Illi-Bus anywhere along the Illi-Bus route. The registration fee would apply to each motor vehicle registered.)

4. No motor vehicle shall be registered unless the certificate of title is in the name of an employee or the spouse of an employee of the University.

(Explanatory note: There was some feeling among the Committees that University registration should be restricted to motor vehicles owned by the University employee with specific exceptions being made only in exceptional cases. It was deemed that this policy would afford better control of University parking spaces to insure that their use would be restricted to faculty-staff. However, a majority felt that exceptional cases would be rare and that vehicles owner-registered in the name of an employee or spouse should be entitled to University registration.)

5. Any faculty-staff member may rent a parking space (on a first come-first served basis) for the hours of 6:00 a.m. to 6:00 p.m. Monday through Friday and 6:00 a.m. to 12:00 noon on Saturday for an annual rental fee of \$45.00 (in addition to the annual \$15.00 registration fee).

(Explanatory note: This rental would be on a voluntary basis and designed for the convenience of those who desire such a space and are willing to pay the additional fee. Such spaces would not be reserved during the evening hours (after 6:00 p.m.) and would be available after

6:00 p.m. to faculty-staff who have paid the University registration fee. No charge would be made to faculty-staff for parking in such spaces during the evening hours. It is anticipated, on the basis of available spaces, that faculty-staff who return to their offices or laboratories to work after 6:00 p.m. will find a space in a University lot, or on a University street or drive, reasonably close to such offices or laboratories.)

6. Faculty-staff members and University departments having special need may rent a parking space by special permission of the Executive Vice-President and Provost on a twenty-four hour yearly basis for an annual rental fee of \$90.00 (in addition to the annual \$15.00 registration fee for individuals, or a total of \$105.00 per year for individuals and departments).

(Explanatory note: This is designed to provide for those special cases in which the Provost determines that the interests of the University require that a special parking space be reserved on a twenty-four hour basis for an individual or department. A department would include such parking fee in its operating budget in the same manner that it provides for the other operating expenses of the motor vehicle.)

7. All parking spaces in service areas will be metered on a short-term basis and restricted to faculty-staff and official visitors on University business.

(Explanatory note: This policy is designed to provide for rapid turnover use in scattered areas around the campus as is now provided on a no charge basis.)

8. All unrestricted parking spaces on University-owned streets and drives be metered, as the demand requires, on an 8:00 a.m. to 5:00 p.m. basis and that the use of such metered spaces be restricted to the use of faculty-staff and visitors on the basis of current motor vehicle parking regulations initially, and thereafter as the needs of the faculty-staff may require.

(Explanatory note: Some portions of University streets and drives are restricted to traffic flow only and parking is not permitted. Parking, in accordance with published regulations, is permitted on other portions of streets and drives. In order to control parking use in areas of high demand and to encourage turnover rather than all-day use, it is proposed to meter such spaces on a five cents per hour, five-hour limit, for use between 8:00 a.m. and 5:00 p.m. As the campus expands and faculty-staff parking needs increase in certain areas (e.g. on Pennsylvania Avenue) the regulations may be changed to restrict such spaces to the use of faculty-staff. Initially, however, it appears that current regulations are adequate in those areas of minimal faculty-staff demand. It is anticipated that the metering of spaces on University streets and drives will be gradual as the need appears.)

9. The present Illi-Bus routes be expanded and extended to provide transportation to all parts of the campus from parking lots. University motor vehicle registration identification cards furnished to faculty-staff will serve as a pass in lieu of a cash fare.

(Explanatory note: As the campus expands and new classroom and laboratory buildings are constructed in the center of campus, it is anticipated that there will be increased need for intra-campus bus transportation for faculty-staff from parking lots which are not within convenient walking distance of offices, classrooms, and laboratories, and for cross-campus trips during the working

day. An expansion and extension of Illi-Bus service for these needs seems mandatory. The registration fee for faculty-staff will permit this to be done on a realistic basis as the need requires.)

10. Steps be taken as rapidly as possible to acquire the needed sites and to construct a parking structure or structures adjacent to the center campus area.

(Explanatory note: The need for additional parking spaces adjacent to the present center area of the campus is acute. If the other tentative proposals are adopted it is anticipated that the income will permit an immediate start on providing additional spaces. While there are many practical and financial problems involved in acquiring an adequate site and constructing parking structures, if a reasonable amount of income for such construction is assured steps should be taken to provide such additional spaces.)

11. The University assume all the costs of administering the parking program to the end that all funds which are paid in the form of registrations, rentals, or meter income will be available to finance the bonds required to build the structures recommended in paragraph 10, to prepare other land for parking use, and to maintain existing lots.

12. The policies adopted and the specific parking and traffic regulations incorporated by reference herein be re-evaluated after not more than six months of the operation of the revised program and periodically thereafter, and changes recommended to make more effective use of the parking lots and streets.

Your Committees realize that the above tentative proposals may not be adequate to meet satisfactorily the present and future parking space needs on this campus. It is realized, also, that individual opinions differ as to how such a complex and costly undertaking should be approached to serve the needs of all segments of the University community. Having considered carefully all present and foreseeable future aspects of the problem, we believe that the tentative proposals offer the most practical and least expensive approach to the problem at the present time.

It will be noted that the tentative proposals do not deal with the question of student cars on campus. It is considered that this is a separate problem. Only an approximate 20 per cent of our student body have registered motor vehicles on campus. Our primary concern has been to provide adequate services for the total student body, including the 80 per cent who do not have motor vehicles on campus. As the essential needs of the faculty-staff are met for serving the total student body, we will turn to the subsidiary problem of providing parking facilities to the extent possible for the 20 per cent of the student body who have motor vehicles on campus.

URBANA-CHAMPAIGN CAMPUS PLANNING COMMITTEE

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

MAR 11 1963

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No. 53, February 28, 1963

Educational Directions at the University of Illinois

AS PRESENTED BY THE PRESIDENT TO THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES ON JANUARY 17, 1963¹

The University Study Committee on Future Programs has issued its final report, "Educational Directions at the University of Illinois," completing five years of study dealing with present-day conditions which have created special problems in education, particularly higher education, due to the rapid increase in population and new knowledge to be taught resulting from advances in science and technology. The report attempts to answer such questions as:

What share of the college-age youth should the University be prepared to accept, and on what campuses?

How should choices be made if more apply than can be accommodated?

What new programs and courses of study need to be added and which of the old can be dropped?

What priorities in teaching, research, and service should govern use of University facilities and the engagement of faculty time?

The contribution of this Committee already has been well established as a catalyst in internal deliberations. The Committee's studies, coupled with the advice and cooperation of the faculty and administration, have accelerated a variety of new procedures and policies. The report will not be placed before any group for adoption as a whole but will have the force of informal acceptance and the logic and persuasiveness of its ideas.

No summary can do the report justice. The Committee has given a clear view of continuing obligations as well as new opportunities. . . . It has offered specific recommendations and the rationale for them. It has also suggested priorities in educational services, a recognition that today as never before universities must make choices. The reader will find a suggested pattern of

growth and an indication of intellectual resources and values at the University of Illinois.

There are some detailed recommendations, involving the need to study the process of undergraduate teaching; questions of admissions policy; the importance of maintaining a strong faculty and giving it the time and facilities to do its work; the growing international interests of the University. . . .

To its credit, the Committee has not been preoccupied with minutiae but rather has been concerned to lay down broad guidelines to educational policy.

It is appropriate to make a formal presentation of the Report to the Board of Trustees at this time because it is a significant document in the University's educational planning for the future. (No action is recommended or required.) I also take this occasion to record the appreciation of the University administration to the members of the Committee, especially to its Chairman, Professor G. M. Almy of the Department of Physics, whose work as head of the twelve-member task force representative of all three campuses of the University deserves special commendation. The members of the Committee are:

Professor G. M. Almy, Chairman, who has served a full five years;

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Professor John E. Cribbett, College of Law;

Professor Lee J. Cronbach, Bureau of Educational Research and Department of Psychology;

Associate Professor Bernard J. Diggs, Department of Philosophy;

Professor C. A. Krakower, Department of Pathology at the Medical Center;

Professor M. B. Russell, Department of Agronomy; and Dean Allen S. Weller, College of Fine and Applied Arts; All of whom have served full five-year terms;

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It should also be noted that Professor Lee J. Cronbach of the College of Education headed a subcommittee which prepared one of two appendices to the report, "The Entering Undergraduate Student," a subject discussed at the 1960 Faculty Conference.

The second appendix presents individual statements from the colleges and other divisions of the University as to their recent developments and long-range plans — statements of what the Chairman calls "educational directions at the working level."

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The American Council on Education believes that the problems confronting higher education transcend state and local concerns, and thus have become an urgent national concern. We believe that to maintain and develop higher education as a national resource, the Federal Government must supplement other sources of support. The Federal Government should do this not to "aid" higher education, but to meet a national obligation to conserve and strengthen a national resource.

The Council therefore proposes a broad program of Federal action to help expand and improve American higher education.

The Council proposes top priorities for Federal programs which would:

1. Provide a commitment by the Federal Government averaging \$1 billion annually for matching grants and low interest loans for the construction of instructional and research facilities in both public and private institutions.

2. Help to increase the supply of college teachers and improve the quality of instruction and research in colleges and universities by:

- a. Expanding the graduate fellowship programs of the National Science Foundation and the National Aeronautics and Space Administration, "as the number of qualified candidates increases."

- b. Amending the National Defense Education Act to increase the total number of fellowships available from 1,500 to 5,000, and to give each institution a grant of \$3,000 a year for each

graduate student enrolled under the NDEA fellowship program.

The Council states that "second in priority to facilities and faculty is the need for Federal action to lower the financial barriers to higher education for qualified students." The Council recommends:

1. Removal of the \$250,000 ceiling on Federal contributions to any one institutional NDEA loan fund and the establishment of the student loan program on a permanent basis with the Federal capital contributions granted to the institutions as permanent revolving loan funds.

2. Provision of a new Federal program of four-year undergraduate scholarships to assist students of academic promise and great financial need.

3. Extension of the 50 per cent "forgiveness" on NDEA loans to all teaching, including college teaching, in recognized public and private non-profit institutions of education.

Among other proposals for Federal action in the field of higher education, the Council lists the following for which it intends to provide appropriate support:

1. Federal assistance for construction of teaching facilities in medicine, dentistry and other health professions.

2. Payment of full costs for federally-sponsored research.

3. Equitable reimbursement to colleges and universities for expenses incurred in providing facilities and instruction for ROTC units.

4. Federal assistance to programs for college-level technician education.

5. Amendments to the NDEA (a) to authorize preparation of persons to teach English as a second language, (b) to permit institutions and agencies undertaking NDEA-supported research to publish the results of such research, and (c) to authorize guidance institutes for training college student personnel workers.

6. Implementation of international agreements pro-

viding for tariff-free importation of books and scientific equipment.

7. Extension of the Urban Renewal Program with annual authorizations sufficient to maintain benefits to the colleges and universities at least at current levels.

8. Appropriations for Federal educational programs

commensurate with the known demands for such programs. Particular emphasis will be placed on adequate appropriations for the salaries and expenses of the Office of Education, for the programs of the National Defense Education Act, for the National Science Foundation, for grants in support of educational television, and for international educational exchanges.

University of Illinois Operating and Capital Budgets for 1963-65

At a meeting of the University of Illinois Board of Trustees held in Urbana, Illinois, on February 20, President Howard W. Clement and Mr. Wayne A. Johnston, members of the Board of Trustees of the University who are also serving on the State Board of Higher Education, submitted the following report on the actions and recommendations of the Board of Higher Education with respect to the University's operating and capital budgets for 1963-65. The recommendations of Mr. Clement and Mr. Johnston, which were concurred in by the President of the University, were adopted by the Board.

REPORT

On October 17, 1962, the Board of Trustees adopted a budget request, for the operation of the University of Illinois in the biennium 1963-65, to be presented to the Governor and the General Assembly, and authorized the President of the Board, the Chairman of the Finance Committee of the Board, and the President of the University to present the request to the appropriate offices, officials, and committees.

Similarly on November 9, 1962, the Board of Trustees adopted a capital budget with similar authorizations and instructions.

As a part of the budgetary review process, both budgets were submitted to the Illinois Board of Higher Education. The Board has reviewed both budgets and has made recommendations concerning them. The differences between the original budgets as presented by the Board of Trustees and the recommendations of the Board of Higher Education are reflected in the attached tables.

In summary, for operations the Board of Trustees requested an increase of \$31,044,000, which amounted to an increase of 21.4 per cent over the amount available for the 1961-63 biennium. The Board of Higher Education approved a request for an increase of \$26,616,681, an 18.4 per cent increase. If the opening of the Congress Circle campus is deferred, further reductions will be made, subject to a maximum total reduction of \$3,232,000 if the Congress Circle campus does not open until September, 1965.

In the capital budget, the Board of Trustees approved a request of \$39,865,240, which included a reappropriation of unused bond issue funds, or an increase in new funds of \$33,893,740. The Board of Higher Ed-

ucation has approved a request of \$25,368,540, including unused bond issue funds, or a net amount of new money of \$18,968,540, to be increased subsequently by whatever additions to the power plant may be mutually determined as required by the new facilities approved.

COMMENT

Operating Budget

The major differences between the Trustees' request for an increase in operating funds and the amounts recommended by the Board of Higher Education are in two items: salary increases and the requirements for maintaining the present level of services with increased enrollments and increased costs.

The Board of Trustees, mindful of the University's position in relationship to salary levels at similar universities across the land, and resolving to improve the relative position of the University of Illinois, recommended an amount equal to 9 per cent of the academic personnel service budget in the first year of the biennium and 5 per cent in the second. The Board of Higher Education recommended an increase in the academic salary budget of 6 per cent for the first year of the biennium and 5 per cent in the second.

The Board of Higher Education, no less than the Board of Trustees, is aware of the necessity for salary improvement. The difference here is one of judgment as to rate of progress and rate of improvement.

The other major difference is in the amount estimated as required for maintaining the present level of services. Here again, the difference is in judgment rather than on policy or objective, and a reconciliation of points of view should be possible in future years from studies of the specific items involved.

Capital Budget

The difference between the Board of Trustees' request and the Board of Higher Education's action on the capital budget may be accounted for largely in the omission of the following four building projects:

At Urbana-Champaign

Office-classroom building and the
Addition to Smith Music Hall;

At the Medical Center, Chicago

Addition to the East Dentistry-Medicine-Pharmacy
Building and the

Physical Plant Services Building

It may be said that variations in estimates of enrollment capacity and enrollment projections account in part for the differences in point of view as to the urgency of the two buildings eliminated at the Urbana campus.

The two buildings eliminated at the Medical Center campus are, in the judgment of the administration and the Trustee members of the Board of Higher Education, of unquestioned importance to the improvement and development of that campus.

Nonetheless, the sense of urgency about the need for these four structures was not shared by our colleagues on the Board of Higher Education, and further discussions will no doubt be held concerning these items in the future.

RECOMMENDATION

We believe that the original budget requests of the Board of Trustees were fully justified, in the light of the total needs of the University, and of the needs of the State for University of Illinois services.

At the same time, we believe that the Board of Higher Education has an important role to play in the future welfare of higher education in the State of Illi-

nois and that cooperative support from the governing boards of the State universities should be brought to the decisions of the Board of Higher Education at this time. We believe that most of the differences are in judgment, not objectives, and that these differences can be reconciled by additional studies during the next biennium, when there will be more time for interchange of ideas, consultation, and analysis of data. Further, the "master plan" studies which are now going forward under the auspices of the Board of Higher Education should be helpful in evaluations which are to be made in the future.

Accordingly, in the interest of encouraging coordination in higher education in the State of Illinois, we recommend that the recommendations of the Board of Higher Education with reference to the budgets for operation of the University of Illinois and for capital projects be endorsed as reflecting the official position of the Board of Trustees. We further recommend that the representatives of the Board of Trustees and the administration of the University be authorized to present this position to the appropriate State officials and members of the General Assembly, hence modifying the original budget requests as presented in November.

INCREASES IN OPERATING BUDGET, 1963-65

<i>Budget Categories</i>	<i>University's Requests</i>	<i>Recommendations Board of Higher Education</i>	<i>Recommended Reductions</i>
I. Contributions to University Retirement System	\$ 742,900	\$ 742,900	\$
II. To Continue for a Full Biennium Funds Required for One Year Only in the 1961-63 Biennium	2,700,000	2,700,000	. . . . .
III. Salary Adjustments for All Staff			
A. 1963-64 (for two years)	9,000,000	6,423,424	2,576,576
B. 1964-65 (for one year)	3,000,000	2,743,724	256,276
IV. To Provide for Increased Enrollment in 1963-64 (for two years)			
A. Instructional Staff (Urbana and Medical Center)	2,740,000	2,740,000	. . . . .
B. Nonteaching Staff, Expense, and Equipment			
1. Urbana and Medical Center	2,060,000	2,060,000	. . . . .
2. Congress Circle	1,000,000	1,000,000	. . . . .¹
V. To Provide for Increased Enrollment in 1964-65 (for one year)			
A. Instructional Staff (Congress Circle)	1,770,000	1,770,000	. . . . .¹
B. Nonteaching Staff, Expense, and Equipment (Congress Circle)	1,230,000	1,230,000	. . . . .¹
VI. To Meet Increased Cost of Operation			
A. Operating Costs of New Buildings in 1963-64 (for two years)			
1. Urbana and Medical Center	1,571,100	1,571,100	. . . . .
2. Congress Circle	1,000,000	1,000,000	. . . . .¹
B. Operating Costs of New Buildings in 1964-65 (for one year)			
1. Urbana and Medical Center	360,000	360,000	. . . . .
2. Congress Circle	590,000	590,000	. . . . .¹
C. Increases to Maintain Present Level of Services			
1. Increases in Expense and Equipment to Meet Rising Costs and Accumulated Deficiencies	1,500,000	957,333	542,667
2. Increases in Auxiliary Staff to Meet Accumulated Deficiencies	1,073,000	185,200	887,800



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 53, February 28, 1963

Educational Directions at the University of Illinois

AS PRESENTED BY THE PRESIDENT TO THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES ON JANUARY 17, 1963¹

The University Study Committee on Future Programs has issued its final report, "Educational Directions at the University of Illinois," completing five years of study dealing with present-day conditions which have created special problems in education, particularly higher education, due to the rapid increase in population and new knowledge to be taught resulting from advances in science and technology. The report attempts to answer such questions as:

What share of the college-age youth should the University be prepared to accept, and on what campuses?

How should choices be made if more apply than can be accommodated?

What new programs and courses of study need to be added and which of the old can be dropped?

What priorities in teaching, research, and service should govern use of University facilities and the engagement of faculty time?

The contribution of this Committee already has been well established as a catalyst in internal deliberations. The Committee's studies, coupled with the advice and cooperation of the faculty and administration, have accelerated a variety of new procedures and policies. The report will not be placed before any group for adoption as a whole but will have the force of informal acceptance and the logic and persuasiveness of its ideas.

No summary can do the report justice. The Committee has given a clear view of continuing obligations as well as new opportunities. . . . It has offered specific recommendations and the rationale for them. It has also suggested priorities in educational services, a recognition that today as never before universities must make choices. The reader will find a suggested pattern of

growth and an indication of intellectual resources and values at the University of Illinois.

There are some detailed recommendations, involving the need to study the process of undergraduate teaching; questions of admissions policy; the importance of maintaining a strong faculty and giving it the time and facilities to do its work; the growing international interests of the University. . . .

To its credit, the Committee has not been preoccupied with minutiae but rather has been concerned to lay down broad guidelines to educational policy.

It is appropriate to make a formal presentation of the Report to the Board of Trustees at this time because it is a significant document in the University's educational planning for the future. (No action is recommended or required.) I also take this occasion to record the appreciation of the University administration to the members of the Committee, especially to its Chairman, Professor G. M. Almy of the Department of Physics, whose work as head of the twelve-member task force representative of all three campuses of the University deserves special commendation. The members of the Committee are:

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The Council proposes top priorities for Federal programs which would:

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8. Appropriations for Federal educational programs

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Addition to Smith Music Hall;

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At the same time, we believe that the Board of Higher Education has an important role to play in the future welfare of higher education in the State of Illi-

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INCREASES IN OPERATING BUDGET, 1963-65

<i>Budget Categories</i>	<i>University's Requests</i>	<i>Recommendations Board of Higher Education</i>	<i>Recommended Reductions</i>
I. Contributions to University Retirement System.....	\$ 742,900	\$ 742,900	\$
II. To Continue for a Full Biennium Funds Required for One Year Only in the 1961-63 Biennium.....	2,700,000	2,700,000	.....
III. Salary Adjustments for All Staff			
A. 1963-64 (for two years).....	9,000,000	6,423,424	2,576,576
B. 1964-65 (for one year).....	3,000,000	2,743,724	256,276
IV. To Provide for Increased Enrollment in 1963-64 (for two years)			
A. Instructional Staff (Urbana and Medical Center).....	2,740,000	2,740,000	.....
B. Nonteaching Staff, Expense, and Equipment			
1. Urbana and Medical Center.....	2,060,000	2,060,000	.....
2. Congress Circle.....	1,000,000	1,000,000	.....¹
V. To Provide for Increased Enrollment in 1964-65 (for one year)			
A. Instructional Staff (Congress Circle).....	1,770,000	1,770,000	.....¹
B. Nonteaching Staff, Expense, and Equipment (Congress Circle)	1,230,000	1,230,000	.....¹
VI. To Meet Increased Cost of Operation			
A. Operating Costs of New Buildings in 1963-64 (for two years)			
1. Urbana and Medical Center.....	1,571,100	1,571,100
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B. Operating Costs of New Buildings in 1964-65 (for one year)			
1. Urbana and Medical Center.....	360,000	360,000
2. Congress Circle.....	590,000	590,000	.....¹
C. Increases to Maintain Present Level of Services			
1. Increases in Expense and Equipment to Meet Rising Costs and Accumulated Deficiencies.....	1,500,000	957,333	542,667
2. Increases in Auxiliary Staff to Meet Accumulated Deficiencies.....	1,073,000	185,200	887,800

<i>Budget Categories</i>	<i>University's Requests</i>	<i>Recommendations Board of Higher Education</i>	<i>Recommended Reductions</i>
VII. Improvements in Educational Programs			
A. College of Engineering			
1. Physics of the Upper Atmosphere.....	80,000	80,000	.....
2. Molecular Electronics.....	60,000	60,000	.....
3. Nuclear Engineering.....	40,000	40,000	.....
B. College of Liberal Arts and Sciences			
1. Department of Linguistics.....	121,000	121,000	.....
2. Asian Studies.....	158,000	79,000	79,000
C. College of Medicine			
1. Continuing Medical Education.....	85,000	.....	85,000
2. School of Associated Medical Sciences.....	102,000	102,000	.....
D. College of Nursing			
1. Master of Science in Nursing Education.....	61,000	61,000	.....
<i>Total</i>	<u>\$31,044,000</u>	<u>\$26,616,681</u>	<u>\$4,427,319¹</u>

¹ If the opening of Congress Circle campus is deferred, further reductions will be made, subject to a maximum total reduction of \$3,232,000 if the Congress Circle campus is not available until September, 1965.

CAPITAL BUDGET, 1963-65

<i>Projects</i>	<i>University's Requests</i>	<i>Recommendations Board of Higher Education</i>	<i>Recommended Reductions</i>
Major Buildings			
Urbana-Champaign			
Biology.....	\$ 2,250,000	\$ 2,250,000 ¹	.....
Chemistry.....	3,000,000	3,000,000 ¹	.....
Civil Engineering.....	4,216,000	4,216,000	.....
Smith Music Hall Addition.....	2,400,000	.....	\$ 2,400,000
Office-Classroom Building.....	3,000,000	.....	3,000,000
Veterinary Medicine Clinic.....	4,000,000	4,000,000	.....
<i>Subtotal</i>	<u>(18,866,000)</u>	<u>(13,466,000)</u>	<u>(5,400,000)</u>
Medical Center			
Physical Plant Service Building.....	1,500,000	.....	1,500,000
Addition to Dentistry-Medicine-Pharmacy Building.....	2,500,000	.....	2,500,000
<i>Subtotal</i>	<u>(4,000,000)</u>	<u>(.....)</u>	<u>(4,000,000)</u>
<i>Total, Major Buildings</i>	<u>\$22,866,000</u>	<u>\$13,466,000</u>	<u>\$ 9,400,000</u>
Other Capital Needs			
Remodeling, Modernization, Minor Additions.....	\$ 2,900,000	\$ 2,900,000	.....
Funds to Supplement Outside Grants.....	1,700,000	1,650,000 ²	\$ 50,000
Power Plant Addition (Urbana-Champaign).....	4,000,000	.....³	4,000,000 ³
Land Acquisition.....	1,000,200	1,000,200	.....
Planning Funds.....	1,900,000	900,000	1,000,000
Improvements for Protection of Life and Property.....	258,840	258,840	.....
Improvements to Grounds.....	440,700	394,000	46,700
<i>Total, New Projects</i>	<u>\$35,065,740</u>	<u>\$20,569,040</u>	<u>\$14,496,700</u>
Equipment for Buildings Built from Bond Issue.....	\$ 4,799,500	\$ 4,799,500	.....
<i>Total</i>	<u>\$39,865,240</u>	<u>\$25,368,540</u>	<u>\$14,496,700</u>
Deduct Bond Fund Balances.....	5,971,500	6,400,000	428,500 ⁴
New Appropriations.....	<u>\$33,893,740</u>	<u>\$18,968,540³</u>	<u>\$14,925,200³</u>

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The Nuclear Energy Commission of Mexico plans an installation and program similar to that at the University of Illinois where a reactor is used for research and teaching in nuclear science and engineering, in physical and biological sciences, and to irradiate materials and produce radioactive isotopes. The project is being carried out by the International Atomic Energy Commission.

<i>Budget Categories</i>	<i>University's Requests</i>	<i>Recommendations Board of Higher Education</i>	<i>Recommended Reductions</i>
VII. Improvements in Educational Programs			
A. College of Engineering			
1. Physics of the Upper Atmosphere.....	80,000	80,000	.....
2. Molecular Electronics.....	60,000	60,000	.....
3. Nuclear Engineering.....	40,000	40,000	.....
B. College of Liberal Arts and Sciences			
1. Department of Linguistics.....	121,000	121,000	.....
2. Asian Studies.....	158,000	79,000	79,000
C. College of Medicine			
1. Continuing Medical Education.....	85,000	.....	85,000
2. School of Associated Medical Sciences.....	102,000	102,000	.....
D. College of Nursing			
1. Master of Science in Nursing Education.....	61,000	61,000	.....
<i>Total</i>	<u>\$31,044,000</u>	<u>\$26,616,681</u>	<u>\$4,427,319¹</u>

¹ If the opening of Congress Circle campus is deferred, further reductions will be made, subject to a maximum total reduction of \$3,232,000 if the Congress Circle campus is not available until September, 1965.

CAPITAL BUDGET, 1963-65

<i>Projects</i>	<i>University's Requests</i>	<i>Recommendations Board of Higher Education</i>	<i>Recommended Reductions</i>
Major Buildings			
Urbana-Champaign			
Biology.....	\$ 2,250,000	\$ 2,250,000 ¹	.....
Chemistry.....	3,000,000	3,000,000 ¹	.....
Civil Engineering.....	4,216,000	4,216,000	.....
Smith Music Hall Addition.....	2,400,000	.....	\$ 2,400,000
Office-Classroom Building.....	3,000,000	.....	3,000,000
Veterinary Medicine Clinic.....	4,000,000	4,000,000	.....
<i>Subtotal</i>	<u>(18,866,000)</u>	<u>(13,466,000)</u>	<u>(5,400,000)</u>
Medical Center			
Physical Plant Service Building.....	1,500,000	.....	1,500,000
Addition to Dentistry-Medicine-Pharmacy Building.....	2,500,000	.....	2,500,000
<i>Subtotal</i>	<u>(4,000,000)</u>	<u>(.....)</u>	<u>(4,000,000)</u>
<i>Total, Major Buildings</i>	<u>\$22,866,000</u>	<u>\$13,466,000</u>	<u>\$ 9,400,000</u>
Other Capital Needs			
Remodeling, Modernization, Minor Additions.....	\$ 2,900,000	\$ 2,900,000	.....
Funds to Supplement Outside Grants.....	1,700,000	1,650,000 ²	\$ 50,000
Power Plant Addition (Urbana-Champaign).....	4,000,000	.....³	4,000,000 ³
Land Acquisition.....	1,000,200	1,000,200	.....
Planning Funds.....	1,900,000	900,000	1,000,000
Improvements for Protection of Life and Property.....	258,840	258,840	.....
Improvements to Grounds.....	440,700	394,000	46,700
<i>Total, New Projects</i>	<u>\$35,065,740</u>	<u>\$20,569,040</u>	<u>\$14,496,700</u>
Equipment for Buildings Built from Bond Issue.....	\$ 4,799,500	\$ 4,799,500
<i>Total</i>	<u>\$39,865,240</u>	<u>\$25,368,540</u>	<u>\$14,496,700</u>
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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 54, March 29, 1963

President's Sixth Faculty Conference: Research at the University of Illinois

ROBERT ALLERTON PARK, MARCH 15-17, 1963

Report of the Conference

At the close of the President's Sixth Faculty Conference agreement was indicated on the following points. It should not be assumed, however, that every participant necessarily subscribed to every detail of every statement.

Recognizing that the value of research, in relation to the University's total effort, depends most on the quality of personnel involved, whether graduate student, post-doctoral appointee, or senior staff, the specific points that follow are based on the assumption that selection and identification of individuals or projects have been and will be made on the basis of quality.

1. The recruitment and retention of highly qualified staff are problems of critical importance to the University. Many factors other than the stature of the academic unit involved have a direct bearing on our ability to compete in this area. Such cultural features as the School of Music, the Festival of Contemporary Arts, the pre-eminent University Library, and many others have indeed contributed substantially to our success in attracting highly competent staff and students. In the increasingly competitive situation we now face, it is critical that continuing efforts at all levels be made to improve the attractiveness of the cultural, intellectual and, indeed, the physical features of the University environment. No feasible activity, however seemingly trivial, should be overlooked since decisions often hang on very small differences.

2. Practically the entire research activity at the University is directly connected with the educational program since research is done by graduate students and by the faculty who direct their theses. This is teaching of the highest order. Such research and graduate education are one and the same thing. The fact that they can not be considered as alternative activities and must be supported as one should be made clear.

3. One of the distinct advantages of undergraduate education at a major university is the interaction between the undergraduate students at all levels and the senior scholars. To the extent that this opportunity does not exist, corrective steps should be taken.

4. Where research and educational programs of quality and importance can best be initiated or strengthened by interdepartmental and intercampus cooperation or, under special circumstances, by the establishment of interdisciplinary centers, the necessary organizations should be developed.

5. Increased financial backing must be sought from all possible sources for the support of research and graduate instruction. To this end, it is recommended that individual colleges and departments assume increased responsibility for supplying staff with information and counsel as to the availability of funds for the support of research.

6. The Library is the intellectual heart of the University and for many disciplines the chief research facility. It must provide resources for the rapidly expanding fields of study. Greatly increased funds are required to meet the necessity for acquisition of books and the maintenance of adequate services. The Library should be made available for use by faculty and graduate students in accordance with their needs. In this connection, it should be recognized that a scholar is often best able to use the Library during periods when formal instruction is not taking place.

7. The changing character of research in the sciences and, indeed, in other areas has brought about the need for highly complex instrumentation and technical operations, such as electronic shops and the technical personnel to staff them. Such facilities, essential to high quality research work, have hitherto not been found in universities. It is essential that this critical need be met.

8. Facilities such as studios play a role for the fine arts analogous to the research laboratory for the scientist or to the library and office for the scholar in the humanities and social sciences. This fact, easily overlooked, should be stressed.

9. In many fields the principal unmet need for facilitating research and creative activity is time. To meet this need, in part, it is recommended that the number of associate memberships in the Center for Advanced Study be increased.

10. Graduate fellowship are awarded on the basis of University-wide competition. This practice should be continued. However, since the usual criteria are not always pertinent in the case of some applicants for fellowships in the fields of fine arts, the Graduate College should study the advisability of using other criteria in such cases in making fellowship awards.

11. It is recommended that the Dean of the Graduate College study any special problems which may exist in financing scholarly and artistic productivity in the humanities and the arts.

12. The uncommitted funds allocated to the Research Board provide a major source of support for such activities as the research grants by the Board, the Center for Advanced Study, the Faculty Summer Fellowships, and some of the graduate student fellowships. On oc-

casions the Board has made possible emergency and much needed funds for special library acquisitions, the Computer Laboratory, the University Press, and other facilities. All of these activities are University wide, and in many cases funds are granted on the basis of University-wide competition. The money so allocated plays a crucial role in sustaining programs which otherwise would not have adequate support. Therefore, the fraction of the University's money allocated to the Research Board should be maintained.

13. The retention and recruitment of top-quality staff for the Congress Circle Campus are imperative. This will be possible only if the opportunity for research is provided for present and future staff and if definite assurance regarding the initiation of graduate programs can be given. Careful consideration of this crucial matter is vital.

14. The Conference expresses its appreciation to the President for providing the opportunity for the full exchange of views and for his valuable contribution to the discussions. It commends the Steering Committee for the planning of the Conference and the panels for the excellence of their presentations.

The President's Faculty Conference has fully demonstrated its value and should be continued.

Opening Remarks

BY PROFESSOR ROBERT J. MAURER, DEPARTMENT OF PHYSICS; CHAIRMAN, FACULTY CONFERENCE STEERING COMMITTEE

The theme of the President's Sixth Faculty Conference is "Research at the University of Illinois." Research is a basic function of the University but its rapid and uneven growth has created financial, administrative, and scholarly problems for which successful solutions must be found if present and future opportunities are to be exploited. The parallel growth of the multiple responsibilities of a modern university complicates the search for solutions while increasing the need to find them. The heterogeneous nature of the faculty, a necessary result of the University's complex mission, guarantees diversity of experience and conflicting attitudes. Society's aspirations and necessities are so varied that research, itself, assumes perplexingly diverse forms. The Conference is an attempt to examine our problems and opportunities with the intention of reaching significant conclusions for the guidance of the University.

In order to initiate discussion by the participants and to focus attention on areas of major importance, three panels have been organized. The panel on "Organization and Financial Support of Research," chaired by Executive Vice President Lanier, will comment on the nature and volume of research at the University with detailed attention to the sources and distribution of financial support. Two panels, "Research in the Physical and Biolog-

ical Sciences" and "Research in the Social Sciences and Humanities," are chaired by Professors I. C. Gunsalus and R. W. Rogers, respectively.

On Friday evening the conference will be addressed by Professor Frederick Seitz, Head of the Department of Physics and President of the National Academy of Sciences, on "Trends in Research in Science Affecting the University." The "President's Hour," on Saturday evening, will be an opportunity for direct exchange of ideas with President Henry.

Since the Conference has the goal of developing realistic patterns for University activity, a "Committee on Resolutions" will present for consideration on Sunday morning, a set of resolutions that summarize the participants' recommendations for University action. Professor Herbert Carter is the chairman of this committee which will welcome your resolutions. Although the intangible effects of the Conference that result from the exchange of information, viewpoints, and prejudices may be of major importance, the immediate value of the Conference will be determined by the extent to which it is possible to formulate mutually acceptable, specific, practical recommendations for the development and integration of research at the University of Illinois.

Conference Program

FRIDAY, MARCH 15

12:00 Noon Luncheon.
 1:30– 4:30 p.m.* Panel Presentation and Discussion:
 Organization and Financial Support
 of Research.
 6:00 p.m. Dinner.
 7:30 p.m. Address: Professor Frederick Seitz,
 Head, Department of Physics; Pres-
 ident, National Academy of Sci-
 ences.
 Discussion.

SATURDAY, MARCH 16

7:30– 8:15 a.m. Breakfast.
 8:30–11:30 a.m.* Panel Presentation and Discussion:
 Research in the Physical and Bio-
 logical Sciences.

12:00 Noon Luncheon.
 1:30– 4:30 p.m.* Panel Presentation and Discussion:
 Research in the Social Sciences and
 the Humanities.

6:00 p.m. Dinner.
 7:30– 8:30 p.m. President's Hour.

SUNDAY, MARCH 17

7:45– 8:30 a.m. Breakfast.
 8:45–11:30 a.m.* Resolutions.
 12:00 Noon Closing Luncheon.

* Coffee break at 10:00 a.m. and 3:00 p.m.

Conference Committees and Panels

STEERING COMMITTEE

Robert J. Maurer, Chairman
 Royden Dangerfield Ora L. Railsback
 H. Orin Halvorson James R. Shipley
 Mark H. Lepper Harold R. Snyder
 Jack W. Peltason George H. Bargh, Secretary

PANELS

Organization and Financial Support for Research

Lyle H. Lanier, Chairman Morell B. Russell
 Nathan M. Newmark Frederick T. Wall

Research in the Physical and Biological Sciences

Irwin C. Gunsalus, Chairman
 Daniel Alpert Mark H. Lepper
 Joseph L. Doob Robert J. Maurer

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Research in the Social Sciences and the Humanities

Robert W. Rogers, Chairman
 Fred E. Fiedler
 Max H. Fisch
 Allen S. Weller

Conference Participants

URBANA-CHAMPAIGN CAMPUS

Bernard C. Abbott Professor Physiology and Biophysics	Max Beberman Professor Education	Harry P. Broquist Professor Biological Chemistry	Royden Dangerfield Associate Provost and Dean of Administration Director, International Programs
Denton E. Alexander Associate Professor Plant Genetics	Charles J. Birkeland Professor and Head Horticulture	L. Leon Campbell Professor Microbiology	Professor of Political Science
Daniel Alpert Professor of Physics Director, Coordinated Science Laboratory	Howard K. Birnbaum Associate Professor Physical Metallurgy	Herbert E. Carter Professor of Biochemistry Head, Chemistry and Chemical Engineering	Joseph L. Doob Professor of Mathematics Member, Center for Advanced Study
George H. Bargh Administrative Assistant President's Office	William W. Boone Professor Mathematics	Robert B. Crawford Assistant Professor History	Herbert O. Farber Vice President and Comptroller
Alan J. Barry Assistant Professor Physical Education for Men	Hans J. Brems Professor Economics	David Y. Curtin Professor Organic Chemistry	Robert Ferber Professor Economics

- Fred E. Fiedler
Professor
Psychology
- Max H. Fisch
Professor of Philosophy
Associate Member, Center
for Advanced Study
- Ralph T. Fisher, Jr.
Professor of History
Director, Center for
Russian Language and
Area Studies
- Robert E. Gentry
Assistant Bursar
- Irwin C. Gunsalus
Professor
Biochemistry
- H. Orin Halvorson
Professor of Microbiology
Director, School of
Life Sciences
- J. Woodland Hastings
Associate Professor
Biochemistry
- Robert A. Hedges
Associate Professor
Finance
- Joseph M. Heikoff
Professor of Regional
Planning
Director, Bureau of
Community Planning
- David D. Henry
President
- Donald R. Hodgman
Professor
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- Anthony J. Janata
Executive Assistant to the
President
Secretary, Board
of Trustees
- Richard P. Jerrard
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Mathematics
- Joseph Kastelic
Professor
Nutritional Biochemistry
- Aron Kuppermann
Associate Professor
Physical Chemistry
- Lyle H. Lanier
Executive Vice President
and Provost
- John R. Laughnan
Professor
Plant Genetics and Botany
- Maurice D. Lee, Jr.
Professor
History
- Robert B. Lees
Associate Professor
of English and
of Linguistics
Research Associate Profes-
sor, Institute of Com-
munications Research
- Robert J. Maurer
Professor
Physics
- Phillip M. Mitchell
Professor
German
- Cecil A. Moyer
Professor and Head
Accountancy
- Thomas A. Murrell
Associate Professor
Electrical Engineering
- Joseph P. Murtha
Assistant Professor
Civil Engineering
- Stuart Nagel
Assistant Professor
Political Science
- William A. Neiswanger, Jr.
Professor
Economics
- Nathan M. Newmark
Professor and Head
Civil Engineering
- Dennis M. O'Connor
Assistant Professor
Law
- Charles E. Osgood
Research Professor and
Director, Institute
of Communications
Research
Professor of Psychology
- Eunice C. Parker
Research Associate
President's Office
- Sherman Paul
Professor
English
- Jack W. Peltason
Dean, College of Liberal
Arts and Sciences
Professor of Political
Science
- Earl W. Porter
Assistant to the President
for Reports and Special
Projects
- David G. Ravenhall
Associate Professor
Physics
- Thomas A. Read
Professor of Metallurgical
Engineering
Head, Mining, Metallurgy,
and Petroleum
Engineering
- Miodrag Ristic
Professor of Veterinary
Pathology and Hygiene
Senior Staff Member,
Center for Zoonoses
Research
- Robert W. Rogers
Professor and Head
English
- Morell B. Russell
Professor of Soil Physics
Head, Department
of Agronomy
Associate Director,
Agricultural Experiment
Station
- Frederick Sargent II
Professor of Physiology
Senior Staff Member,
Center for Zoonoses
Research
- James R. Shipley
Professor and Head
Art
- Charles P. Slichter
Professor
Physics
- Stephen J. Y. Tang
Associate Professor
Architectural Engineering
- Alexander Turyn
Professor of Classics
Member, Center for
Advanced Study
- Branimir F. von Turkovich
Associate Professor
Industrial Engineering
- Frederick T. Wall
Dean, Graduate College
Research Professor of
Physical Chemistry
- Helen M. Welch
Professor of Library
Administration
Acquisition Librarian
- Allen S. Weller
Dean, College of Fine
and Applied Arts
Professor of Art
- Arthur R. Williams
Professor
Architecture
- Ludwig E. Zirner
Professor
Music
- CHICAGO UNDERGRADUATE
DIVISION**
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Associate Professor
Chemistry
- Leonard J. Currie
Dean, College of
Architecture and Art
Professor of Architecture
- Robert W. Gerstner
Assistant Professor
Civil Engineering
- Sidney F. Glassman
Associate Professor
Biological Sciences
- Robert Kauf
Associate Professor
Foreign Languages
- Harold Klehr
Associate Professor of
Psychology
Assistant Director,
Student Counseling
Service
- Nan E. McGehee
Assistant Professor
Psychology
- Edward B. McNeil
Professor and Acting
Head
Physics
- Ora L. Railsback
Assistant to the
Vice President
Professor of Physics
- Giles B. Robertson
Assistant Professor of
Library Administration
Reference Librarian
- Albert J. Schneider
Associate Professor
Accountancy
- James B. Stronks
Associate Professor
English
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Professor and Head
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Rehabilitation
- Joseph S. Begando
Vice President
- Charles L. Bell
Assistant Professor
Chemistry
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Assistant Professor
Medicine
- Roy Gillette
Associate Professor
Histology
- Mark H. Lepper
Professor and Head
Preventive Medicine
- Ralph W. Morris
Assistant Professor
Pharmacology
- Mary K. Mullane
Dean, College of Nursing
Professor of Nursing
- Robert W. Pumper
Associate Professor
Microbiology
- Malcolm M. Stanley
Professor
Medicine
- Edward Titchener
Assistant Professor
Biological Chemistry



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 55, April 24, 1963

Community Cooperation on Faculty Housing

Following is the text of a letter written by President David D. Henry, under date of April 15, 1963, to Mr. Wilborne Bowles, Secretary of the City of Champaign Human Relations Commission.

"While adequate housing equally available, regardless of race, creed or national origin, is a matter of public interest in its implications for civil rights and human justice, I write to you about an aspect of the subject of special interest to the University of Illinois.

"The University of Illinois, along with other colleges and universities, faces intense competition for highly qualified professional personnel.

"An important consideration in inducing persons recommended for appointment to join the University staff is the availability of adequate housing in the community. Assurance on the point is of special concern to members of racial, religious, and nationality minority groups.

"Under its policy of nondiscrimination, the University has moved in a number of ways to make adequate

housing facilities available to students who are members of minority groups. The University's resources for staff housing are administered under the same policy. For the major portion of faculty and staff housing, however, the University is heavily dependent upon cooperation within the community.

"The policy and attitude of the Board of Trustees on this matter are well known. The officers of the University are directed 'to continue a policy of long standing which will favor and strengthen those attitudes and social philosophies which are necessary to create a community atmosphere in which race prejudice can not thrive.'

"I respectfully request that your Commission consider ways and means of bringing the importance of this subject to the attention of the citizens of the community to the end that rental properties and properties for sale are offered to members of minority groups in the same manner as to other citizens.

"We shall appreciate your cooperation."

University of Illinois Centennial

AGENDA ITEM APPROVED BY THE BOARD OF TRUSTEES AT ITS MEETING ON MARCH 20, 1963

The University of Illinois was established by an Act of the General Assembly of Illinois which was approved by Governor Richard J. Oglesby on February 28, 1867. The first meeting of the first Board of Trustees was held in Springfield on March 12, 1867. The University opened on March 2, 1868. The name of the Illinois Industrial University was changed to "The University of Illinois" in 1885.

In order that the University may undertake the

formulation of plans for the observance of the Centennial of its founding, I recommend that the Board of Trustees at this time officially designate the period February 28, 1967, to March 2, 1968, as the Centennial Year and that the President be authorized to make appropriate and suitable plans for its observance.

I further recommend that the class which will enroll in the fall of 1963 be designated as the "Centennial Class of the University of Illinois."

President's Report of Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING IN URBANA, WEDNESDAY, MARCH 20, 1963

ILLINOIS AGAIN LEADS IN TOTAL OF ENGINEERING DEGREES CONFERRED

In 1961-62, for a second consecutive year, the University of Illinois conferred more degrees in engineering than any other single institution of the 166 accredited by the Engineers Council for Professional Development according to tables published in the *Journal of Engineering Education*.

The grand total of degrees conferred by the University was 1,090, with Purdue granting 1,073, Michigan, 1,043, and Massachusetts Institute of Technology, 1,009.

Although Illinois was first in the grand total, it was second in separate totals for bachelor's and doctorate degrees and third for master's. At the baccalaureate level, Illinois with 699 followed Purdue with 737. At the master's level, Illinois' total of 327 ranked behind Massachusetts Institute of Technology with 416 and New York University with 351.

Massachusetts Institute of Technology again was the leader in doctorate engineers conferring 111 degrees with Illinois second with 94, Stanford third with 75.

The fourteenth annual study of engineering enrollments and degrees was made by the United States Office of Education under joint auspices of that office and the American Society for Engineering Education.

ILLINOIS THIRD IN BIG TEN FOR MERIT SCHOLARS AT GRADUATE LEVEL

University of Illinois ranks third in the Big Ten as the institutional choice for graduate study by National Merit Scholars who received baccalaureate degrees in 1960-61-62, the annual report of the National Merit Scholarship Corporation indicates.

Illinois attracted 30 of these scholars who chose to continue graduate work, ranking behind Michigan with 38 and Wisconsin with 32. Nationally, Illinois was tenth.

At the undergraduate level, Illinois ranks fifth among Big Ten institutions as the choice of Merit Scholars with Michigan ranking first, followed by Purdue, Michigan State, and Wisconsin.

THE DAILY ILLINI WINS NATIONAL PRIZES FOR COVERAGE OF WORLD AFFAIRS

The Daily Illini, student newspaper at the Urbana campus, was awarded second prize for coverage of world

affairs at the Fifth International Affairs Conference for College Editors February 23 and 24, 1963, at the Overseas Press Club in New York City.

Roger Ebert, Urbana, a junior in the College of Journalism and Communications, was one of two students to be honored by individual awards. Mr. Ebert, news editor of *The Daily Illini*, received a scroll and a \$75 cash prize from the Reader's Digest Foundation.

The Conference was sponsored by the Overseas Press Club and the United States National Student Association under a grant from Reader's Digest Foundation.

GOVERNOR'S COMMITTEE REPORT CITES NEED FOR EDUCATION TO SOLVE UNEMPLOYMENT

The report of the Governor's Committee on Unemployment "is one of the most significant documents to be produced in this State," Governor Kerner notes in a preface to the publication issued recently. "It catalogs the ills and provides a blueprint for action constructed by the wisdom, diligence, and devotion of diligent men."

Director Martin Wagner, Institute of Labor and Industrial Relations, served as vice-chairman of the Governor's Committee and Professor Robben W. Fleming, College of Law, was a member.

The report notes the definite need for education to help in solution of the unemployment problem. "Looking at the pattern of employment and unemployment one positive correlation stands out unmistakably," the report states, "that of employment with education. The changes taking place in industrial organization and in industrial technology require employees capable of dealing with their growing complexity, employees whose educational skills are rising commensurately."

The State's educational "investment is its most productive tool in achieving a high level of prosperity for its people."

FACULTY MEMBER NAMED EDITOR OF THE QUARTERLY JOURNAL OF SPEECH

Professor Marie H. Nichols, Department of Speech and Theatre, has been named editor of *The Quarterly Journal of Speech*, official publication of the Speech Association of America.

Professor Nichols succeeds Professor Richard Murphy, also of the Department of Speech and Theatre, who has

been editor since 1960. This is the first time in the journal's 48-year history that successive editors have been on the faculty of the same university.

**DR. WARREN H. COLE NAMED PRESIDENT
OF INSTITUTE OF MEDICINE**

Dr. Warren H. Cole, Head of the Department of Surgery, College of Medicine at the Medical Center campus, Chicago, has been elected president of the Institute of Medicine of Chicago.

**PROFESSOR CRONBACH PRESIDENT-ELECT
OF EDUCATIONAL RESEARCH ASSOCIATION**

Professor Lee J. Cronbach, College of Education and Department of Psychology, has been named president-elect of the American Educational Research Association. When he assumes the presidency in 1964, Professor Cronbach will be the sixth University of Illinois faculty man to have headed this organization which was founded in 1915 as a division of the National Education Association.

Professor Cronbach currently is serving as president of the American Psychological Foundation and recently was named as Fellow of the Center for Advanced Study in the Behavioral Sciences at Stanford, California, where he will be in residence from September, 1963, to August, 1964, on leave from the University's Bureau of Educational Research.

**FACULTY MEMBER CHOSEN FOR STUDY
OF SOVIET ACCOUNTING SYSTEMS**

Professor E. J. DeMaris, Department of Accountancy, has been named to represent the field of accounting education on a six-man team of certified public accountants who will study accounting systems in Russia in May at the request of the United States Department of State.

Other members of the team, chosen by the American Institute of Certified Public Accountants, represent public accounting and large private industries.

**PROFESSOR HUMPHREYS NAMED TO POST
BY NATIONAL SCIENTIFIC GROUP**

Professor Lloyd G. Humphreys, Head of the Department of Psychology, has been named chairman of the psychology section of the American Association for the Advancement of Science and vice-president of the national organization.

The Association was founded in 1847 and now numbers more than 72,000 members. It seeks to further work of scientists, facilitate cooperation among them, make science more effective in promoting human welfare, and to increase public understanding of science.

**EDUCATIONAL ORGANIZATION NAMES PROFESSOR MILLER
TO SECOND TERM**

Professor Van Miller, College of Education, was elected to a second term as president of the University Council for Educational Administration at the organization's meeting in Atlantic City, New Jersey. He also was named to a second three-year term as a trustee of the Council.

The organization represents 43 American and Canadian universities with professional programs for pre-service and in-service education of school administrators.

**DIRECTOR BRANIGAN PRESIDES
AT MUSIC TEACHERS NATIONAL CONVENTION**

Director Duane A. Branigan, School of Music, president of the Music Teachers National Association, was presiding officer at the organization's biennial convention of the eighty-seventh year March 10 to 13, 1963, in Chicago.

**VICE-PRESIDENT PARKER PARTICIPATES
IN 1963 ACADEMIC INSTITUTE**

Vice-President Norman A. Parker, Chicago Undergraduate Division, was selected to participate in the 1963 Institute for Academic Administrators February 10 to 15, 1963, at Harvard University.

The program is sponsored each year by the Institute for College and University Administrators, with financial support from the Carnegie Corporation of New York.

cutta.



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

UNIVERSITY OF ILLINOIS

No. 56, May 2, 1963

MAY 20 1963

LIBRARY

University Council on General Education

EXECUTIVE VICE PRESIDENT AND PROVOST LYLE H. LANIER'S LETTER OF APPOINTMENT OF APRIL 11, 1963

The All-University Committee on General Education¹ in its "Final Report on a Program of General Education at the University of Illinois," May 2, 1962, made several recommendations which were later approved by the University Senates and the Senate Coordinating Council. The recommendations concerning changes in graduation requirements in general education, approved by the Board of Trustees at its meeting on December 19, 1962, were as follows:

"Effective for all undergraduate students entering the University on or after June 1, 1964, each Senate of the University of Illinois add to the present single all-University course requirement for graduation (English Composition), a minimum of six hours each in the humanities, the social sciences, and the natural sciences, respectively. Approved sequences should be distributed over at least three years."

The All-University Committee on General Education also recommended, among other things, that:

"An All-University Council on General Education, representing all three campuses, be established. The council should consist of the chairmen of the committees dealing with educational policy (or the College Committee on General Education if one is established) of each undergraduate college."

In accordance with this recommendation, a "University Council on General Education" is hereby established, with the Associate Provost for Undergraduate Affairs as Chairman.

From the Chicago Undergraduate Division

- College of Business Administration — Chairman of Curriculum Committee (Professor Lucile Derrick)
- Faculty of Engineering — Chairman of Educational Policy Committee (Associate Professor Louis Chandler)
- College of Architecture and Art — Chairman of College

¹ H. H. Hilton, Chairman, J. E. Cribbet, H. W. Hannah, H. W. Bailey, D. J. Caseley.

- Policy Committee (Associate Professor A. J. DeFilipps)
- Faculty of Liberal Arts and Sciences — Chairman of College Policy Committee (Professor K. M. Madison)
- Faculty of Physical Education — Chairman of College Policy Committee (Associate Professor L. L. Gedvilas)

From the Medical Center

- College of Dentistry — Chairman of Curriculum Committee (Professor Maury Massler)
- College of Medicine — Chairman of the Instruction Committee (Associate Professor A. M. Ostfeld)
- College of Nursing — Chairman of Curriculum Committee (Assistant Professor Lillian Oertel)
- College of Pharmacy — Chairman of Curriculum Committee (Assistant Professor F. P. Siegel)

From Urbana-Champaign

- College of Agriculture — Chairman of Courses and Curricula Committee (Professor H. H. Hadley)
- College of Commerce and Business Administration — Chairman of Courses and Curricula Committee (Professor H. K. Allen)
- College of Education — Chairman of Executive Committee (Dean A. G. Grace)
- College of Engineering — Chairman of College Policy and Development Committee (Professor E. H. Gaylord)
- College of Fine and Applied Arts — Chairman of Executive Committee (Dean A. S. Weller)
- College of Journalism and Communications — Chairman of Courses and Curricula Committee (Associate Professor J. W. Jensen)
- College of Liberal Arts and Sciences — Chairman of Courses and Curricula Committee (Professor R. E. Scott)
- College of Physical Education — Chairman of Committee on Curriculum and Courses (Associate Professor W. J. Huffman)

College of Veterinary Medicine — Chairman of Courses and Curriculum Committee (Professor Roger P. Link)

The Committee in its report of May 2, 1962, suggested the following functions and programs for the proposed University Council on General Education:

1. As an introductory phase a conference should be planned at Allerton House for the purpose of broadening the discussions of general education at the University of Illinois. As a follow-up of this meeting, it is suggested that the several colleges make plans for college-wide study or discussion meetings. This device is suggested as the most effective means of relating broad University policy in general education to the colleges' interests and requirements.

2. A review should be instituted, first at college, and later at University level, to assess existing student adviser practices and policies. This reevaluation should be undertaken to discover how students select courses, what mechanism is used to determine the optimum number of courses in the area of major concentration, how the relationship between major and minor is determined, how better balance and breadth of academic experience can be attained and, finally, how to prevent instances of conspicuous overemphasis on depth in a single narrow subject area.

3. Attention should be given in the near future to the feasibility of a test instrument by which the general education content of the curriculum might be assessed. Such an instrument would be of value in determining the level of sophistication, in areas included in general education, present in incoming first-year students and would assist in evaluating secondary school preparation

in these areas. Such a test could be followed by a re-test at the third- or fourth-year level. Measurement of progress in the broad concepts of general education would thus be attempted.

4. In cooperation with the University's Faculty Honors Council, a program of independent study for the upper achievement students could be developed using carefully selected reading lists as the study base. This relatively unstructured learning experience could be used in lieu of the formal course requirements in whole or in part, or might be used as a supplement, serving to enrich the student's program. As experience is gained with this phase of the program, independent study could be gradually expanded to include more of the undergraduate student body.

5. Experiments should be undertaken with certain types of comprehensive, interdisciplinary courses which have among their objectives bridging the artificial boundaries between departments and disciplines.

6. Extra-classroom educational experiences which occur in connection with regular campus activities should be encouraged. Cultural programs and discussion groups should be emphasized as a part of the University residence halls' activities. Further, departmental extra credit or non-credit seminars and guest-led discussion programs could become a useful and meaningful part of such extra-classroom activity. Since much of the learning experience in college can be attributed to the interaction between students, and students and the community, it is well to recognize both the opportunities and the limitations of what can be done extramurally and within the community to stimulate and guide the informal, relatively unstructured activities.

President's Report of Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
IN URBANA, WEDNESDAY, APRIL 17, 1963

CARL SANDBURG TO SPEAK AT HONORS CONVOCATION AND DEDICATION

Carl Sandburg, poet, biographer, and historian, will speak at the Urbana-Champaign Honors Convocation and Assembly Hall Dedication May 3. Professor John Bardeen, Nobel laureate in physics, will present the honored students.

Preceding the Honors presentation, formal dedication of the Assembly Hall will be made with Governor Otto Kerner and Howard W. Clement, President of the Board of Trustees, participating. The general public is invited.

CITIZENS COMMITTEE HOLDS REGIONAL MEETINGS IN THREE AREAS OF STATE

Regional meetings of the University of Illinois Citizens Committee were held in three areas of the State

during the last month, at Decatur March 12, at Quincy March 29, and at Rockton April 3.

The informational program consisted of a digest of legislative matters by Vice President and Comptroller H. O. Farber, an analysis of the University Library and its training in Library Administration by Dean Robert B. Downs, and a report on Revenue Bond Buildings by Director Vernon L. Kretschmer, Auxiliary Services.

Trustee Harold A. Pogue served as chairman at Decatur, Trustee Kenney E. Williamson at Quincy, and Trustee Earl M. Hughes at Rockton.

BRONK, HEALD TO SPEAK AT COMMENCEMENT EXERCISES JUNE 7 AND 15

Dr. Detlev W. Bronk, president of the Rockefeller Institute, New York, and Henry T. Heald, president of

the Ford Foundation, New York, will speak at Commencement Exercises June 7 and June 15 in Chicago and in Urbana-Champaign, respectively.

The Medical Center Campus program will be held in McCormick Place. The Commencement at Urbana-Champaign will be in the Assembly Hall.

ILLINOIS SELECTED FOR TRAINING OF RADIATION HEALTH SPECIALISTS

The University of Illinois is one of 22 universities selected by the United States Public Health Service for the preparation of graduate students to become radiation health specialists. Work will be carried on by sanitary engineers in the Department of Civil Engineering under the direction of Professor Benjamin B. Ewing.

Illinois received a grant of \$27,132 for this program and expects to award at least three fellowships in the first year. Portions of the grant funds also will be used for specialized equipment.

The academic program will lead to an M.S. or Ph.D. degree in Sanitary Engineering with a specialty in radiological health.

NATIONAL SCIENCE FOUNDATION GRANT SUPPORTS COURSE CONTENT STUDY

The National Science Foundation has made a grant of \$228,200 to the University of Illinois for support of a project on "Elementary and Junior High School Course Content Improvement." The work will be directed by Professor Gilbert C. Finlay, College of Education.

Goal of the project is twofold, to develop new curricula at elementary and junior high school levels and to pre-test and perfect learning aids and other resources for both students and teachers. Included in the latter will be printed materials, films, guides to experiments, supplemental reading, and any new methods which may be discovered.

ILLINOIS, M.I.T. LEAD NATION FOR DOCTORATE TRAINING IN CHEMISTRY

The University of Illinois and Massachusetts Institute of Technology are America's leading institutions for doctorate education of chemists and chemical engineers, data compiled by the American Chemistry Society's committee on professional training shows.

Statistics published in *Chemical and Engineering News* reveal that each institution conferred 57 doctorates in chemistry or chemical engineering during the 1961-62 academic year. Following were California (Berkeley) 56, Iowa State University 50, Michigan 43, and Purdue 40.

In totals of master's degrees conferred in chemistry and chemical engineering, M.I.T. led with 55, followed by Illinois with 52, Purdue 38, Michigan 36, and California (Berkeley) 28. In the last twelve years the University of Illinois has conferred 2,225 degrees in these

fields, including 961 baccalaureate, 502 master's, and 762 doctorate.

UNIVERSITY RANKS SECOND IN LISTINGS IN AMERICAN MEN OF SCIENCE

The University of Illinois ranks second to California (Berkeley) in the number of faculty and in the number of undergraduate alumni listed in the latest publication of *American Men of Science*.

This fact was cited by Dr. Harold Orlans, staff member of the Brookings Institution, in a speech on the Urbana campus as part of the Graduate College series, "Lectures on the Nature of the Academic Profession." Dr. Orlans' lecture was co-sponsored by the College of Engineering.

LIBRARY HOLDS POSITION AS LARGEST AMONG STATE UNIVERSITIES

The University of Illinois maintained its position as the largest state university library in the nation in 1961-62 and third among all university libraries, a study by Princeton University reveals.

The ten largest libraries, in terms of numbers of volumes, are: Harvard (6,931,293), Yale (4,572,893), Illinois (3,525,820), Michigan (3,049,715), Columbia, California (Berkeley), Stanford, Cornell, Chicago, and Minnesota.

Illinois was second in the number of volumes added to the library during the year. The leader was University of California at Los Angeles with 154,801 volumes. Illinois added 142,436 volumes, followed by Cornell, Michigan, and California (Berkeley).

Most recent important acquisition by the Library is part of the world's first type-printed book, John Gutenberg's *Biblia Latina*, a gift of Richard E. Welch of Chicago. Dean Robert B. Downs estimates the worth (replacement value, if this were possible) of University Library holdings at more than \$55,000,000.

UNIVERSITY AMONG NATION'S LEADERS IN TOTAL RESEARCH PROGRAM

The University of Illinois ranks high among all the nation's universities in the total dollar volume of its research programs, according to a survey published by *Industrial Research* magazine.

According to the publication, California (Berkeley) is the nation's top research educational institution followed by Cornell, Michigan, Columbia, Illinois, Wisconsin, and Princeton.

Sources of funds which support research in the 98 institutions which were studied indicated that 62 per cent were from federal contracts, 17 per cent from university funds, 8 per cent from foundation grants, 7 per cent from contracts with industry, and 1 per cent from alumni gifts.

**PROFESSOR DANNER AWARDED FIRST HIGHWAY
CONSTRUCTION TRAVEL GRANT**

Professor Ellis Danner, Department of Civil Engineering, has received the first \$4,000 travel award for study of highway construction in foreign countries established in the University of Illinois Foundation by General Paving Foundation, Champaign.

Professor Danner, a member of the faculty since 1946 and director of the Illinois Cooperative Highway Research Program since 1951, will use the grant for study in Europe this summer.

The travel award will be made every four years to an outstanding member of the Department of Civil Engineering faculty. The General Paving Foundation also supports the \$1,200 annual C. C. Wiley Traveling Award in Highway Engineering which is given to an outstanding senior in civil engineering for a summer of study of highway transportation problems in the United States.

**AGRICULTURAL ECONOMICS PROFESSOR NAMED
TO INTERNATIONAL POST**

Professor Folke Dovring, Department of Agricultural Economics, has been appointed consultant to the Organization for Economic Cooperation and Development in Paris, France.

The Organization is the United States' and Europe's common administration for economic planning. Professor Dovring will make frequent trips to Paris this year to direct a project on manpower in agriculture and international labor migration and to study the future of the farm family in both the United States and Europe.

**PROFESSOR FERBER APPOINTED EDITOR
OF MARKETING RESEARCH JOURNAL**

Professor Robert Ferber, Department of Economics, has been named editor of the *Journal of Marketing Research*, a new publication of the American Marketing Association.

The quarterly journal will be issued for the first time August 1 and will deal with technical aspects of market-

ing research. Professor Ferber also is on the editorial staff of *Journal of Marketing*, official publication of the American Marketing Association.

**SOCIAL SECURITY ADMINISTRATION MAKES GRANT
FOR PUERTO RICAN STUDY**

Professor Oscar Lewis, Department of Anthropology, author of the widely-recognized, *The Children of Sanchez*, has received a grant of \$61,224 for a study of Puerto Rican problems during his sabbatical leave of absence from the University for the academic year 1963-64.

Professor Lewis will make a survey of 100 poor rural and urban families in Puerto Rico and of their relatives in New York City.

New York has the largest concentration of Puerto Ricans of any American city. He will seek to ascertain what cultural patterns occur as a result of living in New York and what patterns remain stable. He also will analyse why Puerto Ricans migrate and what happens to those who return to the island after living in New York.

**PROFESSOR RUSSELL APPOINTED
TO NATIONAL COLLEGE STUDY COMMITTEE**

Professor M. B. Russell, Associate Director of the Agricultural Experiment Station, has been named to the advisory board for a nationwide study of agricultural colleges under auspices of the United States Department of Agriculture's Soil Conservation Service.

The study is directed at implications to colleges of agriculture brought about by the vast national and international changes which have occurred in farming and related industries. The project is being financed by the Carnegie Corporation of New York.

**DR. WACHOWSKI INSTALLED AS PRESIDENT
OF AMERICAN COLLEGE OF RADIOLOGY**

Dr. Theodore J. Wachowski, Clinical Professor of Radiology at the Medical Center, Chicago, has been installed as president of the American College of Radiology.

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MAY 28 1963



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 57, May 16, 1963

Report from the President of the University to the Board of Trustees, May 15, 1963, on Action by the American Association of University Professors

For the information of the Board of Trustees I report the receipt of the following letter dated April 30, 1963 addressed to me by the General Secretary of the American Association of University Professors, confirming an earlier telegram:

The Forty-Ninth Annual Meeting of the American Association of the University Professors today voted censure upon the administration of the University of Illinois, Urbana, Illinois, by approval of a Committee A recommendation which reads:

"On April 7, 1960, President David D. Henry of the University of Illinois wrote a letter concurring in the recommendation of the Executive Committee of the College of Arts and Sciences that Professor Leo F. Koch be suspended immediately from his academic duties. President Henry's letter also said: 'His appointment will terminate at the end of the current academic year.' Professor Koch was under contract through August of 1961.

"Subsequently, in accord with normal academic due process, Professor Koch was given a hearing before a standing committee of the faculty Senate. That hearing group found that Professor Koch had committed a breach of academic responsibility but also held that the University administration had failed to use proper procedures and thereby lessened the teacher's power to make a proper defense. The Senate committee recommended that Professor Koch be reprimanded, that the Statutes of the University be revised, and that the University make clear that the expression of views by a faculty member which might be contrary to prevailing opinion in the community is not a violation of academic responsibility.

"The Board of Trustees held a hearing on the case on June 14, 1960, and dismissed the teacher.

"Committee A concludes that the prejudgment embodied in the President's letter, the failure of the Board of Trustees, without adequate declared reason, to support the unanimous recommendation of the Senate committee and, most important, the imposition of the drastic sanction of discharge for Professor Koch's public expression of opinion constitute violations of academic due process and academic freedom.

"Committee A recommends that the University of Illinois be placed upon the Association's list of Censured Administrations."

While I do not feel that a full response to the Association's communication is in order at this time because there is still pending before the courts of this State litigation instituted by Mr. Koch, I take this occasion to

comment on the issues cited in the AAUP action and to correct certain statements appearing therein. All of the materials upon which the following statements are based were before Committee A of the AAUP and were authorized by the University for distribution to the AAUP convention delegates.

A. REFERENCES TO REPORT OF THE URBANA SENATE COMMITTEE ON ACADEMIC FREEDOM

The Committee A recommendation adopted by the Association and quoted above states that the Urbana Senate Committee on Academic Freedom, after finding that Mr. Koch had committed a breach of academic responsibility, (1) held that the University "had failed to use proper procedures and thereby lessened the teacher's power to make a proper defense"; (2) recommended that Mr. Koch be reprimanded; (3) recommended that the Statutes of the University be revised; and (4) recommended that the University state that "expression of views by a faculty member which might be contrary to prevailing opinion in the community" does not constitute a violation of academic responsibility.

(1) *The procedural issues raised by the Senate Committee.* The Urbana Senate Committee on Academic Freedom did state in its report dated May 13, 1960 that the actions of the administrative officers of the University were regarded as being in some respects "contrary to the standards of proper procedure in dismissal cases." However, conformity with the dismissal procedures established in the University Statutes was questioned only on the point of my informing Mr. Koch in the April 7, 1960 letter that his contract would be terminated, when the power to discharge was reserved to the Board of Trustees in the University Statutes.

It is important to note that at no time in the proceedings did Mr. Koch or his attorneys assert they were being denied a full opportunity to present all of his defenses. Even the AAUP communication acknowledges that "Subsequently, in accord with normal academic due process, Professor Koch was given a hearing before a standing committee of the faculty Senate" and "The Board of Trustees held a hearing on the case on June 14, 1960 . . ."

The Senate Committee's suggestion that Mr. Koch

could be subject to prejudice in the final outcome of his case by certain procedural steps was directed mainly to the wording of my April 7, 1960 letter and its public release and the lack of a formal hearing prior to suspension.

It is clear, as noted above, that the letter did not in any way diminish Mr. Koch's powers to present a defense, nor did it in fact compromise his position before the Board of Trustees. Both in the Board's Findings and Conclusions entered on June 14, 1960 in the Koch proceedings, and in the later September 21, 1960 report of the Board's Committee on General Policy in response to an Open Letter from certain members of the faculty, the Board of Trustees found that the exceptional circumstances existing in the Koch situation justified the public statement of charges in advance of hearing and that such public release and the language of my April 7, 1960 letter did not operate to his prejudice in the Board's consideration of his case. You will recall that your findings in the Koch matter on June 14, 1960 included the following:

30. This Board of Trustees further finds that the action of the President of the University in releasing to the public press on April 7, 1960 the press release . . . was rendered desirable, appropriate, and proper in view of the publicity which Assistant Professor Koch's above mentioned letter to *The Daily Illini* and its publication in that newspaper had received . . . and this Board of Trustees further finds that the making of said release to the public press did not violate or infringe upon Assistant Professor Koch's academic freedom or operate to his prejudice in the consideration and disposition which this Board of Trustees is making of the charges preferred against Assistant Professor Koch by the President of the University and the recommendation submitted by the latter to this Board of Trustees that action be taken by it terminating Assistant Professor Koch's appointment at and employment by the University on August 31, 1960.

Whether the April 7, 1960 letter was framed in terms of "dismissal" or "recommendation for dismissal" was of no real significance in this case. Further, once it was decided that charges should be submitted to the Board of Trustees, their ultimate publicity was inescapable, as was the necessity of a Board decision on the gravity of Mr. Koch's action.

As to the lack of a formal hearing before suspension, Mr. Koch did not ask for one even though his department head informed him of the seriousness of his action nor did he at any time contend that the facts upon which suspension was made were in dispute.

(2) *The Senate Committee's recommendation for reprimand.* The telegram correctly states the Senate Committee's unanimous recommendation that Mr. Koch be reprimanded. My comments on this point are contained in Part B below.

(3) *Revision of University Statutes.* The Senate Committee's recommendation that the University Statutes on academic freedom be amended is in the process of implementation. On March 29, 1963 the Senate Coordinating Council forwarded to me its recommendations for amendments to these sections of the University

Statutes, which include, among other proposals, modifications of existing hearing procedures. Informational copies of the recommendation were transmitted to AAUP under date of April 9, 1963. Pursuant to our existing Statutes I have referred these Council recommendations to the Senates at the three campuses so that each may express whatever objections it wishes to record. In the near future I will present to you for your consideration these proposed statutory amendments, any objections which may be recorded by a Senate, and my recommendations for action.

(4) *Senate Committee's request for clarification of academic responsibility.* As to the Senate Committee's recommendation for the University to indicate that "expression of views by a faculty member which might be contrary to prevailing opinion in the community" does not violate academic responsibility, the June 14, 1960 Findings and Conclusions of the Board in the Koch proceeding, and the September 21, 1960 report of the Board's Committee on General Policy, make it abundantly clear the Board recognizes that the limits of academic freedom cannot be defined by the test of conformity or nonconformity between views expressed by a member of the University's faculty and views, beliefs and standards commonly accepted. The Board stated its position that any *responsible* expression of views by the faculty, even though unpopular and, possibly, untenable, is in order. Guide lines for "responsible expression" were there indicated by the Board of Trustees but it cautioned that they did not include "incitement to, or condonation or encouragement of subversion, fraud or immoral conduct, and that the application of this exception is a matter of judgment under established procedures."

B. CONCLUSIONS OF AAUP AND ITS COMMITTEE A

The conclusions of the AAUP, as expressed in the approved recommendation of its Committee A, were that "academic" due process and academic freedom were violated by (1) "the prejudgment embodied in the President's letter," (2) "the failure of the Board of Trustees, without adequate declared reason, to support the unanimous recommendation of the Senate Committee and," (3) "most important, the imposition of the drastic sanction of discharge for Professor Koch's public expression of opinion."

(1) *The prejudgment issue.* I have previously commented on the fact that the wording and publicity of the charges was not and could not have been the central "academic due process" question. My April 7, 1960 letter was recognized and treated by Mr. Koch, his counsel, and the Board of Trustees as a preferment of charges and a recommendation for his dismissal. There was never any dispute as to the basic facts in the Koch matter. He freely admitted (even stipulated) that he wrote the letter to *The Daily Illini*, that he signed it as "Assistant Professor of Biology," and that he desired the same published in that newspaper, the subscribers and readers of which were primarily, though not exclusively,

University students and faculty members and townspeople of Champaign-Urbana.

Under our present Statutes the President alone has the duty and responsibility for preferring charges against a member of the faculty. Once the decision is made to prefer charges and recommend discipline, there is an element of "prejudgment" by the President in the sense that he has exercised and announced his decision on the facts before him in advance of the hearings before the Senate Committee on Academic Freedom and the Board of Trustees, to which the faculty member is entitled. This type of prejudgment exists in every disciplinary case, regardless of the language used in framing the charges or recommendations.

If, as the AAUP seems to say, any prejudgment constitutes a violation of "academic" due process and academic freedom, it would be impossible to prefer charges in any case, even when there are undisputed or admitted facts which demonstrate that a faculty member has committed an offense involving the most repugnant kind of moral turpitude.

The AAUP's conclusion as to prejudgment cannot be explained in terms of the effect of the wording of my April 7, 1960 letter on the Board of Trustees at the time it held its hearing and reached its decision in the Koch matter. The Board's Findings and Conclusions are unequivocal on the point that my letter was being treated as a specification of charges and a recommendation for dismissal. The Board explicitly found that the charges and their publicity did not operate to prejudice Mr. Koch before them. Surely the AAUP's conclusion on prejudgment cannot and should not be read as saying that the Trustees were not being honorable and truthful in making these statements. Even Mr. Koch's counsel in his arguments before the Board stated:

President Henry has referred this matter to you, and I know you have come here with open minds, to listen to the evidence that you have gotten in the stipulation, to listen to whatever arguments we have brought to you, and to make your decision earnestly and fairly.

I also note that the Senate Committee on Academic Freedom was not so prejudiced or influenced by my purported "prejudgment" that it regarded itself bound to support my recommendation for dismissal as the appropriate sanction for the academic irresponsibility it found inherent in Mr. Koch's activities.

Nor can the AAUP's conclusion on the prejudgment issue be related to the warning in the Urbana Senate Committee's report, rendered after affording a hearing to Mr. Koch, that the letter and its publicity "may well have prejudiced the final outcome of his (Koch's) case." That Senate Committee report (May 13, 1960) with its warning was a part of the record before the Board (June 14, 1960) when it reached its decision and specifically denied the fact of such prejudice in the final outcome of his (Koch's) case.

(2) *The Board's failure to adopt the Senate Committee recommendation for reprimand.* The AAUP Committee concluded that a violation of academic due process and academic freedom occurred by reason of

"the failure of the Board of Trustees, without adequate declared reason, to support the unanimous recommendation of the Senate Committee." In both the Findings and Conclusions in the Koch proceeding and the September 21, 1960 report of the General Policy Committee it is acknowledged that the recommendations and judgment of the members of the Executive Committee of the College of Liberal Arts and Sciences, the Urbana Senate Committee on Academic Freedom and the President of the University were taken into consideration by the Board and substantial weight was attached to them. The September 21, 1960 report of the Board's General Policy Committee (adopted and approved by the entire Board) contains the following passage:

Having concluded that Dr. Koch was guilty of conduct constituting a grave breach of his academic responsibility and duty which was clearly prejudicial to the best interests of the University, it became incumbent upon us to decide whether the action to be taken by us concerning him should be that recommended by the members of the Senate Committee on Academic Freedom, that recommended by the Executive Committee of the faculty and the Dean of the College and the President of the University, or some other action. In considering that question we were not unmindful of the recommendation of the Senate Committee on Academic Freedom and the reasons which prompted it, of considerations of academic freedom and constitutional guarantees of freedom of speech, of Dr. Koch's interests, or of the reputation and welfare of the University. Each and all of these considerations weighed heavily upon us. We deemed ourselves to be under the duty and obligation to accord, and gave the most thoughtful and conscientious consideration to them. By virtue of the public office we hold, we are charged with the responsibility, are under the sworn duty, and are vested with the final authority to decide what action should be taken in such matters. That responsibility and that duty is owed to the University's faculty, its students, their parents, the University itself, the citizens of the State of Illinois who support and maintain the University, and those who represent them in the General Assembly. We must exercise that authority in accordance with what we are convinced is in the best interests of all of them and cannot abdicate it and transfer it to any group however important and however vitally interested it may be in the proper exercise of it. It was then, and still is our considered and conscientious judgment that Dr. Koch's breach of his academic and professional responsibility was "so flagrant and serious, and has been so clearly prejudicial to the best interests of the University" that it could be "properly met and dealt with only by terminating his appointment at and contract with the University," much though we regretted the necessity of taking that action.

The foregoing and the portion of Conclusion 1 of the Board's Findings and Conclusions quoted under (3) below are clearly "adequate declared reason(s)" why the Board did not support the unanimous recommendation of the Urbana Senate Committee, and these reasons remain as compelling today as they were at the time of the Board's pronouncements in 1960.

(3) *The Board's sanction of discharge.* The AAUP has further concluded that there was a violation of academic due process and academic freedom because of "the imposition of the drastic sanction of discharge for

Professor Koch's public expression of opinion," and this conclusion is characterized as "most important." The Board's concern with and consideration of the sanction it decided to impose is reflected by the above quoted portion of the report of the General Policy Committee and also by the following excerpt from Conclusion 1 of the Findings and Conclusions adopted and entered by the Board on June 14, 1960 in the Koch proceeding:

We do not condemn Assistant Professor Koch's actions in issue here merely because he expressed in his letter views contrary to commonly accepted beliefs and standards. We condemn it because of the manner in which he expressed those views in his letter. We do not consider that letter as a "responsible" and proper expression of the views stated in it. This judgment upon our part is confirmed by the unanimous judgment of the members of the Executive Committee of the College of Liberal Arts and Sciences, including the Dean of that College, the members of the University Senate Committee on Academic Freedom, at the Urbana-Champaign campus of the University, and the President of the University. We reiterate here what we have said in our foregoing findings and conclusions as constituting the reasons why we have concluded that Assistant Professor Koch's action in writing and securing the publication of his letter in *The Daily Illini* exceeded the limits of the protection afforded him by his academic freedom.

We appreciate and commend the careful and conscientious consideration given by the members of the Senate Committee on Academic Freedom to Assistant Professor Koch's claim that the disciplinary action taken and recommended against him by the President of the University would violate his academic freedom. As we have just stated their appraisal of his letter to *The Daily Illini* accords with ours. As they concede in their Report, once it has been determined that Assistant Professor Koch's actions are not protected by his academic freedom, the question of what action should be taken against him because of his breach of his academic and professional responsibility and duty to the University is one which we have the responsibility, duty, and authority to determine. In our considered judgment that breach of his academic and professional responsibility, and of his duty to the University, was so flagrant and serious, and has been so clearly prejudicial to the best interests of the University, that, notwithstanding the recommendation of the Senate Committee on Academic Freedom that the action taken against him for it be limited to reprimand and not extend to discharge, we are convinced that it can be properly met and dealt with only by terminating his appointment at and contract with the University in accordance with the recommendation of the President of the University, much though we regret the necessity, resulting from his own irresponsible and improper conduct, of taking such drastic, but proper and essential, action against him.

C. CONCLUDING OBSERVATIONS

From the public discussion of the Koch case and the references to "academic due process" in the action of the AAUP, some have inferred that Mr. Koch was dismissed without a hearing. In accord with the Statutes of the University of Illinois, Mr. Koch had formal hear-

ings before the Senate Committee on Academic Freedom and before the Board of Trustees; further, these hearings were preceded by conferences between Mr. Koch and his department head and by a review of his case by the faculty-elected Executive Committee of the College of Liberal Arts and Sciences. These points are repeated so that it will be clear to all concerned that Mr. Koch was given hearings, and that the appraisal of his case was not precipitous but stretched over several months.

I want there to be no doubt, within the academic community as well as before the public, that as President of the University of Illinois, I share the concern that the tradition for academic freedom at this University should at no time be impaired to the slightest degree. The Statutes of the University and the University's long history of intellectual freedom speak for themselves. Here, and in other authoritative expressions on the subject, however, academic freedom is not disassociated from academic responsibility. The teacher has responsibilities to his students and to the University. It is a distortion of academic freedom to stretch its application to the Koch case. What may be regarded as incitement to or condonation of immoral conduct cannot be treated merely as the presentation of an unorthodox point of view or an intellectual exercise in social criticism. The encouragement of youth to violate the usually accepted moral code and the laws pertaining to that code undermines the very concept of academic freedom.

I fully subscribe to the position which has been unequivocally stated by the Board of Trustees in its action of June 14, 1960:

We subscribe to and intend to maintain these principles (of academic freedom) unimpaired. We recognize that the limits of academic freedom cannot be defined by the test of conformity or non-conformity between views expressed by a member of the University's faculty and views, beliefs, and standards generally and commonly entertained and accepted. We believe that any responsible expression of views by members of the faculty, even though unpopular and even, possibly, untenable, is in order. In determining what is "responsible expression," we accept the guidelines set down in the statutory references cited above (Statutes of the University) and the 1940 Joint Statement of Principles on Academic Freedom and Tenure.

In the foregoing report and observations on the action of the AAUP, restricted as they are to an analysis of that organization's view of facts surrounding the Koch proceeding and its conclusions thereon in terms of "academic due process and academic freedom," I have attempted to avoid commenting on the issues presented in the litigation being pursued by Mr. Koch against the University. Mr. Koch is now in the process of seeking review by the Supreme Court of Illinois of the January 22, 1963 decision of the Appellate Court of Illinois in favor of the University. A decision of the Supreme Court of Illinois on whether or not Mr. Koch may take such an appeal is anticipated later this year.



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 58, May 23, 1963

Committee on Institutional Cooperation

The Committee on Institutional Cooperation (CIC), working to strengthen higher education through voluntary cooperation . . . avoiding duplication . . . reducing costs . . . is made up of representatives of the University of Chicago, University of Illinois, Indiana University, State University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Purdue University, and University of Wisconsin.

The Committee on Institutional Cooperation recently announced that beginning in the fall of 1963 graduate students from these universities may petition for short-term study or research on the campus of another participating institution. The program was approved by the Board of Trustees at its meeting on February 20, 1963. Following is the text of the agenda item which also included approval of the recently announced Far Eastern Language Institutes.

GRADUATE STUDENT EXCHANGE PROGRAM

The Committee on Institutional Cooperation (CIC), a group representing eleven major mid-western universities and formed several years ago by their presidents to stimulate voluntary cooperation, has inaugurated a plan to encourage graduate students to move freely from one institution to another.

The chief purpose of this plan is to enable a graduate student enrolled in one of the CIC universities to have the advantage, on a short-term basis, of special opportunities (such as laboratory facilities, a library collection, or working with a faculty member who is a highly qualified specialist in a particular field) available at another institution.

Under this graduate student exchange program, students will transfer from one institution to another for one semester (or two quarters). Their participation in the program will be initiated and directed by faculty advisers, approval of graduate deans of both institutions involved will be necessary, and each university will retain full control over the graduate program of its students. A visiting student will be registered at his own university and will pay his fees there. He will be exempt

from payment of fees at the institution to which he transfers temporarily.

The central purpose of the graduate student exchange program is to avoid costly duplication of effort and expenditures whenever possible. Such exchanges will be particularly acceptable in areas where the costs of the best are high and duplication would not only be an unnecessary expense to an institution, but might result in inferior programs. It would also be applicable where resources of personnel, equipment, and materials are so limited that concentration offers the best hope for quality.

Each university will determine its own methods in serving as host to CIC scholars.

The exchange program will begin in September, 1963, and will run for a two-year trial period, with the expectation that graduate student exchanges will be more fully developed after that initial period.

Support for CIC operations since 1958 has come chiefly from the Carnegie Corporation of New York, but since July, 1962, the eleven member institutions have provided the basic support for the CIC staff office now located at Purdue University. It may be said that as a voluntary effort by eleven of the largest universities — both public and private — the CIC approach is a pioneer program in providing for free exchange of graduate students.

FAR EASTERN LANGUAGE INSTITUTES

The Committee on Institutional Cooperation will also offer five rotating Far Eastern Language Institutes, the first of which will be held at the University of Michigan. The College of Liberal Arts and Sciences has recommended that for qualified University of Illinois undergraduate students who participate in the program, the courses taken at other institutions be considered on the same basis as though taken at this University, viz: the courses will count toward the degree at Illinois; they will count as residence credit; for students in Liberal Arts and Sciences, they will count as though taken in the college and not as part of the thirty-two hours of electives a student is permitted to take outside the college.

President's Report of Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES
MEETING AT THE MEDICAL CENTER CAMPUS, CHICAGO, MAY 15, 1963

MEMBERS OF ILLINOIS GENERAL ASSEMBLY MAKE BIENNIAL VISIT TO CAMPUS

Members of the Illinois General Assembly made their biennial visit to the Urbana-Champaign campus April 25 and 26 attending a dinner in the new Illini Room of the Illini Union addition, touring Krannert Art Museum and the Pennsylvania Avenue Residence Halls, and concluding activities at a luncheon on the main floor of the Assembly Hall.

Professor Kenneth J. Trigger, Department of Mechanical and Industrial Engineering, was chairman of an all-University committee which acted as host for the visit.

ILLINOIS STATE SUPREME COURT HOLDS SESSION AT COLLEGE OF LAW

The Illinois Supreme Court convened April 26 at the College of Law in Urbana-Champaign, marking the first time in history the court has appeared on campus in a formal session.

Four of the Justices, Chief Justice Roy J. Solfsburg, Jr., Judge Byron O. House, Judge Robert C. Underwood, and Judge Ray I. Klingbiel, are graduates of the University of Illinois College of Law. Judge Joseph E. Daily studied law for two years at Illinois but received his degree from Yale. Judge Harry B. Hershey earned a bachelor's degree from Illinois and a law degree from the University of Chicago from which Judge Walter B. Schaefer also was graduated.

Members of the Court judged final moot court competition among University of Illinois law students following the formal session.

CORNERSTONE PLACED IN NEW COLLEGE OF EDUCATION BUILDING

Cornerstone for the new College of Education Building on the Urbana-Champaign campus was laid April 20 in ceremonies in which representatives of the college's alumni association, faculty, students, and the building's designer participated.

The new structure, which will cost approximately \$3,000,000, is expected to be completed in 1964. Dean Alonzo G. Grace presided at the event during which a sealed container with a collection of printed matter showing history of the college from its beginnings was placed in the cornerstone.

ASSEMBLY HALL UTILIZED FOR 1,154 JUNIOR SCIENCE EXHIBITS

First full utilization of the new Assembly Hall as an exhibition facility was May 10 when members of the Illinois State Junior Academy of Science placed 1,154 displays in the concourse and on the main floor in finals of statewide competition.

Exhibits were in thirteen subject fields, dominated by

304 in the field of zoology and 207 in physics, each of which was a first place winner in one of ten district exhibitions.

Junior Academy activities of May 10 and 11 were part of Science-Engineering weekend at the Urbana-Champaign campus, including Engineering Open House, "Vetevue" of the College of Veterinary Medicine, and the Central States Exposition of Junior Engineering Technical Society.

UNIVERSITY PRESENTS PROGRAM FOR NATIONAL CONFERENCE ON SPACE

"University-Industry Partnership in Space Programs," was the subject of an afternoon program May 7 sponsored by the University of Illinois as part of the Third National Conference on the Peaceful Uses of Space in the Civic Opera House, Chicago.

Executive Vice-President and Provost Lyle H. Lanier was chairman of the program in which Professor Frederick Seitz, Head of the Department of Physics, and Dean William L. Everitt, College of Engineering, participated as speakers.

The College of Engineering and Engineering Experiment Station published a special issue of *Engineering Outlook* in April devoted to an overall view of the contribution of the University of Illinois to the space effort.

The publication, widely distributed as a part of Space Month activity, noted: "Midwest Space Month is designed to aid in communication between industries and the great universities of the Midwest. This issue of *Engineering Outlook* is intended to help in this worthwhile effort by describing the major role the University of Illinois is playing in space research and education."

UNIVERSITY HOLDS NATIONAL CONFERENCE ON INSTRUCTIONAL BROADCASTING

University of Illinois was host May 13 to 15 in Urbana-Champaign to a National Conference on Instructional Broadcasting held by the National Association of Educational Broadcasters.

The conference sought to relate production, curricular, and utilization problems of instructional broadcasting and foster professional development in this field.

FIVE CONTEMPORARY ART WORKS GIVEN TO MUSEUM BY FORD FOUNDATION

Five contemporary art works have been given to the University of Illinois for its permanent art collection at Krannert Art Museum by the Ford Foundation.

These include two oils, a collage, a brass form, and a mixed media on masonite. The works were selected by Professor C. V. Donovan, Director of the Krannert Art Museum, and Kyle Morris and Samuel Adler, New York City artists.

**EDUCATIONAL COMMON MARKET OF CIC EXTENDED
TO FAR EASTERN LANGUAGES**

Eleven major Midwestern universities, members of the Committee on Institutional Cooperation, will extend their educational "common market" program into intensive Far Eastern language instruction through a \$256,000 grant from the Ford Foundation.

The award will enable the universities to hold rotating Far Eastern language summer institutes over a four-year period beginning in the summer of 1963 at the University of Michigan.

The CIC was formed several years ago to stimulate voluntary cooperation and to work toward long-range goals of sharing in highly specialized efforts and to cooperate in orderly academic expansion of such areas when such expansion is desirable.

**UNIVERSITY RECEIVES \$25,000 IN EASTMAN
AID-TO-EDUCATION PROGRAM**

The University of Illinois will receive \$25,000 in research grants as one of twenty-two colleges and universities included in Eastman Kodak Company's 1963 aid-to-education program for graduate departments.

The University's departments of chemistry and physics each will receive \$12,500 for awards to outstanding graduate doctoral students who have made unusual progress or achievements in either graduate studies, research, or teaching.

COLLEGE OF DENTISTRY RECEIVES \$872,000 PUBLIC HEALTH GRANT

The University of Illinois College of Dentistry has received a grant of \$872,195 from the United States Public Health Service for a five-year research study.

Principal investigators are Dr. Seymour H. Yale, Head of the Department of Dental Radiology, and Dr. Daniel M. Laskin, Professor of Oral and Maxillofacial Surgery. Dr. Laskin describes the work as centering on temporomandibular (jaw) joint as "perhaps the most important in the human body" since it is essential in eating, swallowing, breathing, and speaking.

The project will involve basic research, development of clinical diagnostic means, treatment of patients, and provision of a teaching center for students as well as practicing dentists. Multidisciplinary approach will involve the entire College of Dentistry as well as experienced investigators engaged in related research in the Colleges of Medicine and Pharmacy, and the Research and Educational Hospitals.

**INSTITUTE OF EUROPEAN STUDIES SPONSORS TOUR
OF CONCERT CHOIR**

The University of Illinois Concert Choir will tour seven countries August 16 to September 17 under sponsorship of the Institute of European Studies of the University of Vienna. The choir of thirty-six members will be directed by Professor Harold A. Decker, School of Music.

GIFT OF LINK-BELT STOCK ESTABLISHES EDUCATIONAL FUND

An alumnus of the University who wishes to remain anonymous has given 10,000 shares of Link-Belt Company stock to the University of Illinois Foundation to be held in perpetuity, the dividends from which are to be used for scholarships, fellowships, and research.

Administration of the Link-Belt Company Education Fund, established by the gift, is to be by a committee of three appointed annually. Current members are: Vice-President and Comptroller H. O. Farber; Dean C. W. Sanford, Admissions and Records; and Leslie J. Carson, director of engineering, Link-Belt Company.

**FACULTY MEMBERS CITED FOR SERVICES
TO ACADEMY-RESEARCH COUNCIL**

Members of the University of Illinois faculty who serve the National Academy of Science-National Research Council in helping to evaluate applications for fellowships granted by the National Science Foundation have been cited for "decisions, integrity and dedication" which "have set a high standard of which the scientific community and the Academy-Research Council are very proud."

Praise for the work of these University scientists came in a letter from C. J. Lapp, director of fellowships and deputy director, Office of Scientific Personnel in Washington.

Faculty members who were cited are: Professor Russell S. Drago, Department of Chemistry and Chemical Engineering; Professor E. L. Goldwasser, Department of Physics; Professor M. H. Heins, Department of Mathematics; Professor Robert I. Hulsizer, Department of Physics; Professor Nelson J. Leonard, Department of Chemistry and Chemical Engineering; Professor Robert J. Maurer, Department of Physics; Professor H. W. Norton, Department of Animal Science; Professor Joseph A. Russell, Head of the Department of Geography; Professor Carl S. Vestling, Department of Chemistry and Chemical Engineering; and Dean Frederick T. Wall, Graduate College.

**PROFESSOR ALPERT APPOINTED TO NATIONAL
DEFENSE SCIENCE BOARD**

Professor Daniel Alpert, Department of Physics and Director of the Coordinated Science Laboratory, is one of six new members of the Defense Science Board, the United States Defense Department has announced.

The Defense Science Board is the senior public advisory group to Dr. Harold Brown, Pentagon director of defense research in engineering.

PROFESSOR ANDREWS HONORED BY AMERICAN CERAMIC SOCIETY

Professor A. I. Andrews, Head of the Department of Ceramic Engineering, received two of the highest honors in ceramics during the sixty-fifth annual meeting of the American Ceramic Society in Pittsburgh May 1 to 4.

The Society conferred an honorary membership on Professor Andrews, who is retiring from the University September 1, and he was selected to deliver the thirty-

first Edward Orton Jr. Memorial Lecture which opened the convention. Professor Andrews was president of the American Ceramic Society in 1939-40.

PROFESSOR BRADSHAW'S WATER COLOR WINS GRAND PRIZE AWARD

A water color by Professor Glenn R. Bradshaw, Department of Art, was awarded the grand prize in the second annual "Water Color USA" exhibit sponsored by the Springfield, Missouri, Art Museum.

Professor Bradshaw's work was judged best among 1,000 entries screened by a panel of nationally-known critics.

DEAN CURRIE RECEIVES HONOR AWARD FROM AMERICAN INSTITUTE OF ARCHITECTS

Dean Leonard J. Currie, College of Architecture and Art at the Chicago Undergraduate Division, is the recipient of a first honor award in the Eighth Annual (1963) Homes for Better Living Program sponsored by the American Institute of Architects in cooperation with *House and Home* and *Life* magazines.

The award, in the unlimited size category of the custom house class, was presented May 9 at the national AIA convention in Miami Beach. It honored a house which Dean Currie designed and built for himself at Blacksburg, West Virginia, where he was located prior to joining the University of Illinois faculty.

DISTINGUISHED SERVICE AWARD MADE TO PROFESSOR KONZO

Professor Seichi Konzo, Associate Head of the Department of Mechanical and Industrial Engineering, has been chosen to be the first recipient of a Distinguished Service Award to be conferred by the American Society of Heating, Refrigeration, and Air-Conditioning Engineers. Presentation will be made June 25 in Milwaukee.

PROFESSOR SANDAGE HONORED FOR CONTRIBUTIONS TO ADVERTISING EDUCATION

Professor Charles H. Sandage, Head of the Department of Advertising, was honored April 19 in New York City where he received the Nichols Cup, highest honor bestowed by Alpha Delta Sigma, national honorary and professional advertising fraternity.

The award which was made at the organization's fiftieth anniversary banquet recognized Professor Sandage for his contributions to advertising education. Professor Sandage is credited with having originated at the University of Illinois "one of the finest cooperative efforts of industry and university" in the field of education for advertising.

SIX FACULTY MEMBERS AWARDED GUGGENHEIM FELLOWSHIPS

Six members of the University of Illinois faculty and a member of the staff of the Illinois State Geological Survey, located at the University, have been awarded fellowships by the John Simon Guggenheim Memorial Foundation in its thirty-ninth annual series of awards. The seven are among eighteen recipients in the State of Illinois.

Guggenheim fellowships are granted to persons of exceptional capacity for scholarly and scientific research, as demonstrated by previous contributions, and of unusual and proved creativity in the fine arts.

Recipients are: Professor Lloyd D. Fosdick, Department of Physics; Professor Deno J. Geanakoplos, Department of History; Professor David Gottlieb, Department of Plant Pathology; Professor Sherman Paul, Department of English; Professor C. Ladd Prosser, Department of Physiology and Biophysics; Professor Heinz von Foerster, Department of Electrical Engineering; and Dr. Charles W. Collinson, Geologist, Illinois State Geological Survey.

FACULTY MEMBER HEADS MIDWESTERN PSYCHOLOGICAL ASSOCIATION

Professor G. Robert Grice, Department of Psychology, has been elected president of the Midwestern Psychological Association for a one-year term ending in May, 1964. The organization has a membership of 3,000.

GRADUATE STUDENT WINS PARIS PRIZE, TOP NATIONAL RECOGNITION

Thomas Jon Rosengren, graduate student from Kenosha, Wisconsin, has been awarded the Paris Prize of \$5,000 by the National Institute of Architectural Education. The Paris Prize is considered the top award which an architectural student can receive.

First alternate in the competition also was an Illinois graduate student, Robert L. Wright of Stillwater, Oklahoma. Their works were judged the best among 534 submissions from students representing twenty-two universities. The award to Rosengren marks the fifth time the honor has come to a University of Illinois graduate student. Other winners were in 1934, 1940, 1947, and 1951.

The University of Illinois Department of Architecture now has \$13,690 a year for prizes and awards which have been given by individuals and organizations on a recurring basis. In addition, students have won \$7,900 in outside competitions during the current year, Dean Allen S. Weller, College of Fine and Applied Arts, has reported.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 59, June 19, 1963

Automobile Parking Regulations and Facilities, Urbana-Champaign

THE FOLLOWING IS THE TEXT OF THE AGENDA ITEM APPROVED BY THE BOARD OF TRUSTEES AT ITS MEETING ON WEDNESDAY, JUNE 19, 1963.

On the basis of a report and recommendations of the Committee on Motor Vehicle Regulations and the Campus Planning Committee, I recommend that the Board of Trustees approve in principle the plan presented below for a "Long-Range Parking Program for the University of Illinois," and the specific recommendations set forth therein, effective September 1, 1963; and that the President of the University be authorized to amend the plan from time to time in the light of experience and upon appropriate recommendations. Such action would be consistent with the "General Rules Concerning University Organization and Procedure" which give the President authority to make traffic and parking regulations and such changes therein as conditions may warrant, and with the action of the Board in adopting the present parking regulations and program for the Urbana-Champaign campus in June, 1958.

PREFACE TO RECOMMENDATIONS

On July 18, 1962, the Board of Trustees authorized the employment of Harland Bartholomew and Associates, St. Louis, Missouri, for a study of the University's parking problem on the Urbana-Champaign campus. The Bartholomew report, entitled "Long-Range Parking Program for the University of Illinois," was made available for study by University administrative officers, faculty, and staff, in December, 1962. A representative of Harland Bartholomew and Associates presented the report at an open meeting of the faculty and staff on December 12, 1962, at which time many questions were discussed.

The Committee on Motor Vehicle Regulations and the Campus Planning Committee had been assigned the task of evaluating the report and making recommendations to the President of the University. These Committees solicited criticisms of the present regulations, adopted in June, 1958, and of the Bartholomew report, and suggestions for the development of an improved parking plan for the Urbana-Champaign campus. At

the December meeting, the Committees announced that all communications, recommendations, and criticisms could be sent to the Committee Chairmen prior to January 15, 1963, and that all recommendations would be considered before a tentative recommendation would be made.

More than 150 letters and memoranda were received in response to the Committees' solicitation. Thereafter the Committees met weekly in full afternoon sessions for several weeks. The tentative proposal was mailed (Faculty Letter No. 52) on February 20, 1963, to all faculty and staff, and notice was given that a meeting would be held in the University Auditorium on February 28, 1963, to discuss the proposal and to answer questions. About fifty persons were present at that meeting, and a stenographic report was made of all questions and suggestions. The record of the meeting indicated there were two or three provisions which caused the greatest concern, so that opportunity was again given to present criticisms in writing. Very few responses were received.

On March 12, 1963, the Committees had a final meeting at which its report was adopted and subsequently submitted to the President of the University. It is the judgment of the Committee, with which I agree, that the program proposed will provide a basis for some progress toward a partial solution of a very difficult and complex problem. The Committee on Motor Vehicle Regulations will need to have under continuous review the regulations for use of the various areas. It may be necessary to increase fees and to make other changes in the program if it becomes desirable to accelerate the pace of construction of additional parking areas.

RECOMMENDATIONS

1. Parking lots and structures shall be constructed on land presently owned or to be acquired by the University.

(Explanatory note: The two Committees are in agreement that it would be desirable if the University

could provide both the land and the construction necessary for an adequate parking program. Since this does not appear to be possible, land now owned or purchased for campus expansion should be utilized for parking until it must be used for building sites. This represents a continuation of the present policy.)

2. Each member of the faculty-staff desiring to use parking space on University lots, streets, or drives shall pay an annual registration fee of \$15.00. A faculty-staff member wishing to register a second car shall pay a fee of \$5.00 for that car. Cars in excess of two may be registered on the payment of the \$15.00 fee for each car. Anyone desiring to register a car for less than the full twelve months shall pay a registration fee of \$7.50 per semester, and/or \$3.75 for a Summer Session.

(Explanatory note: It is intended that the registration fee be voluntary but shall apply uniformly to all members of the faculty-staff who use University land for parking at any time during the year. The \$15.00 fee would cover the full twelve months. Staff on less than nine months' appointment would pay a \$7.50 semester fee, or \$3.75 for the Summer Session only. In addition to the right to park in unrestricted University spaces, the registration fee would entitle a faculty-staff member to a motor vehicle registration card which would entitle the member to ride free on the Illi-Bus anywhere along the Illi-Bus route.)

3. No motor vehicle shall be registered unless the certificate of title is in the name of an employee or the spouse of an employee of the University.

(Explanatory note: There was some feeling among the Committees that University registration should be restricted to motor vehicles owned by the University employee with specific exceptions being made only in exceptional cases. It was deemed that this policy would afford better control of University parking spaces to insure that their use would be restricted to faculty-staff. However, a majority felt that exceptional cases would be rare and that vehicles owner-registered in the name of an employee or spouse should be entitled to University registration.)

4. Any full-time faculty-staff member may rent a parking space (on a first come-first served basis) for the hours of 6:00 a.m. to 6:00 p.m. Monday through Friday and 6:00 a.m. to 12:00 noon Saturday for an annual rental fee of \$45.00 (in addition to the annual \$15.00 registration fee).

(Explanatory note: This rental would be on a voluntary basis and designed for the convenience of those who desire such a space and are willing to pay the additional fee. Such spaces would not be reserved during the evening hours [after 6:00 p.m.] and would be available after 6:00 p.m. to faculty-staff who have paid the University registration fee. No charge would be made to faculty-staff for parking in such spaces

during the evening hours. It is anticipated, on the basis of available spaces, that faculty-staff who return to their offices or laboratories to work after 6:00 p.m. will find a space in a University lot, or on a University street or drive, reasonably close to such offices or laboratories. Any faculty-staff member who, on the effective date of this program, is paying for a rental space will be assured that the space will continue to be assigned to him.)

5. Faculty-staff members and University departments having special need may rent a parking space by special permission of the Executive Vice-President and Provost on a twenty-four hour yearly basis for an annual rental fee of \$90.00 (in addition to the annual \$15.00 registration fee for individuals, or a total of \$105.00 per year for individuals and departments).

(Explanatory note: This provision is for those special cases in which the Provost determines that the interests of the University require that a special parking space be reserved on a twenty-four hour basis for an individual or department. A department would include such parking fee in its operating budget in the same manner that it provides for the other operating expenses of the motor vehicle.)

6. All parking spaces in service areas will be metered on a short-term basis restricted to faculty-staff and official visitors on University business.

(Explanatory note: This provision is for rapid turnover use in scattered areas around the campus as is now provided on a no charge basis.)

7. All unrestricted parking spaces on University-owned streets and drives shall be metered, as the demand requires, on an 8:00 a.m. to 5:00 p.m. basis, and the use of such metered spaces shall be restricted to the use of faculty-staff and visitors on the basis of current motor vehicle parking regulations initially, and thereafter as the needs of the faculty-staff may require.

(Explanatory note: Some portions of University streets and drives are restricted to traffic flow only and parking is not permitted. Parking, in accordance with published regulations, is permitted on other portions of streets and drives. In order to control parking use in areas of high demand and to encourage turnover rather than all-day use, it is proposed to meter such spaces on a five cents per hour, five-hour limit, for use between 8:00 a.m. and 5:00 p.m. As the campus expands and faculty-staff parking needs increase in certain areas, the regulations may be changed to restrict such spaces to the use of faculty-staff. Initially, however, it appears that current regulations are adequate in those areas of minimal faculty-staff demand. It is anticipated that the metering of spaces on University streets and drives will be gradual as the need appears.)

8. The present Illi-Bus routes shall be expanded and extended to provide transportation to all parts of the

campus from parking lots. University motor vehicle registration identification cards furnished to faculty-staff will serve as a pass in lieu of a cash fare.

(Explanatory note: As the campus expands and new classroom and laboratory buildings are constructed in the center of campus, it is anticipated that there will be increased need for intracampus bus transportation for faculty-staff from parking lots which are not within convenient walking distance of offices, classrooms, and laboratories, and for cross-campus trips during the working day. An expansion and extension of Illi-Bus service for these needs seems mandatory. The registration fee for faculty-staff will permit this to be done on a realistic basis as the need requires.)

9. The University will acquire as rapidly as feasible the needed sites and construct a parking structure or structures adjacent to the center campus area.

(Explanatory note: The need for additional parking spaces adjacent to the present center area of the campus is acute. If the other proposals are adopted it is anticipated that the income will permit an immediate start on providing additional spaces. While there are many practical and financial problems involved in acquiring an adequate site and constructing parking structures, if a reasonable amount of income for such construction is assured, steps should be taken to provide such additional spaces.)

10. The University will assume all the costs of administering the parking program to the end that all funds which are paid in the form of registrations, rentals, or meter income will be available to finance the bonds required to build the structures recommended in paragraph 9, to prepare other land for parking use, and to maintain existing lots.
11. The policies adopted and the specific parking and traffic regulations incorporated by reference herein will be re-evaluated after not more than six months of the operation of the revised program and periodically thereafter, and changes recommended to make more effective use of the parking lots and streets.
12. The Committee on Motor Vehicle Regulations shall make recommendations for implementation of the foregoing program with respect to its administration.

The report of the Committees recognizes that its proposals may not be adequate to meet satisfactorily the present and future parking space needs on the Urbana-Champaign campus; and also that individual opinions differ as to how such a complex and costly undertaking should be approached to serve the needs of all segments of the University community. Having considered carefully all present and foreseeable future aspects of the problem, it is believed that the proposals offer the most practical and least expensive approach to the problem at the present time.

It will be noted that the proposals do not deal with

the question of student cars on campus, which is considered to be a separate problem. Only an approximate 20 per cent of the students have registered motor vehicles on campus. The primary concern has been to provide adequate services for the total student body, including the 80 per cent who do not have motor vehicles on campus. As the essential needs of the faculty-staff are met for serving the total student body, we will turn to the subsidiary problem of providing parking facilities to the extent possible for the 20 per cent of the student body who have motor vehicles on campus.

Although the Committees believe that all the major policy decisions are included in its recommendations, they recognize that a number of administrative details remain to be determined before the program may be put into operation. Recommendations for the resolution of these questions may appropriately be made by the Committee on Motor Vehicle Regulations, as has been recommended, and the Campus Planning Committee will not be involved in their consideration.

COMMITTEE ON MOTOR VEHICLE REGULATIONS

- C. H. Bowman, Professor of Law, Chairman
- J. E. Baerwald, Director of the Highway Traffic Safety Center, Professor of Traffic Engineering, University Traffic Engineer
- J. E. Blaze, Supervisor of Security and Traffic, Security Office and Physical Plant Department
- L. A. Bryan, Director of the Institute of Aviation, Professor of Management
- R. E. Hartz, Associate Director of Nonacademic Personnel
- M. S. Kessler, Assistant Comptroller, Business Office
- P. H. Martin, Executive Vice-President of the Student Senate
- D. C. Neville, Assistant to Director of the Physical Plant (Administration)
- E. J. Peskind, Chairman of Committee on Traffic Regulations and Safety of the Student Senate
- R. M. Sutton, Associate Professor of History, Associate Dean of the Graduate College
- F. H. Turner, Dean of Students

CAMPUS PLANNING COMMITTEE

- R. N. Sullivan, Dean of the College of Law, Chairman
- L. E. Boley, Professor and Head of the Department of Veterinary Clinical Medicine, Professor of Veterinary Pathology and Hygiene, Assistant Dean of the College of Veterinary Medicine
- H. E. Kenney, Professor of Physical Education for Men
- H. A. Laitinen, Professor of Analytical Chemistry
- R. J. Martin, Director of the Engineering Experiment Station, Professor of Mechanical Engineering

- R. T. Milner, Professor and Head of the Department of Food Technology
- F. E. Schooley, Associate Professor of Radio and Television, Director of Broadcasting, Manager of Radio and Television Stations
- J. M. Slater, Associate Professor of Education, Head of Teacher Placement
- H. R. Snyder, Research Professor of Organic Chemistry, Associate Dean of the Graduate College
- A. H. Trotier, Associate Director for Technical Departments, Library; Professor of Library Administration
- L. D. Volpp, Associate Professor of Business Administration,

Associate Director of the Graduate School of Business Administration

- A. S. Weller, Dean of the College of Fine and Applied Arts

Staff

- H. D. Bareither, Director of the Central Office on the Use of Space, Professor of Mechanical Engineering
- J. V. Edsall, Assistant to Director of the Physical Plant (Plant Coordinator)
- C. S. Havens, Director of the Physical Plant
- D. C. Neville, Assistant to Director of the Physical Plant (Administration)

The Motor Vehicle Division, 101 N. Mathews, Urbana, will mail additional material relative to the registration of automobiles on or about July 15, 1963 to all members of the staff at home addresses.



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 60, July 3, 1963

President's Report of Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE PERE MARQUETTE HOTEL, PEORIA, ILLINOIS, JUNE 19, 1963.

UNITED STATES PUBLIC HEALTH SERVICE GRANTS TO UNIVERSITY TOTAL \$4,590,000

The total of United States Public Health Service grants to the University of Illinois increased by \$1,640,684 in the last federal fiscal year and the number of grants increased by 22, the Health Service annual report indicates.

In the year which ended June 30, 1962, the University received 243 grants totaling \$4,590,291. Of these, 105 totaling \$2,567,980 went to projects at the Medical Center Campus in Chicago and 138 totaling \$2,382,311 to projects at the Urbana-Champaign campus.

Public Health Service grants support studies aimed at major diseases and other public health problems and at discovery of fundamental knowledge in the biomedical sciences.

ALUMNUS MAKES GIFT OF STOCK FOR PUBLICATIONS IN AMERICAN HISTORY

Professor O. M. Dickerson, who in 1906 received the first doctorate degree awarded by the University's Department of History, has made a gift of 396 shares of stock of American Telephone and Telegraph Company to the department to support publications in American history by members of the department or its doctoral candidates.

Professor Dickerson, eighty-eight years of age, is retired from a long-time teaching position at Colorado State College and now lives in San Diego, California. The University's Department of History has issued 222 doctorate degrees since Professor Dickerson received the first.

UNIVERSITY PRESS RECEIVES TWELFTH NATIONAL AWARD FOR DESIGN

The University of Illinois Press has received its twelfth award for outstanding design in the annual "Fifty Books of the Year" competition sponsored by the American Institute of Graphic Arts.

Letters of the Lewis and Clark Expedition: With Related Documents, 1783-1854, edited by Professor Donald Jackson, has been selected as one of the fifty best designed books of 1962. Its design was done on assignment by Carroll Coleman, Iowa City, Iowa.

RESEARCH INCOME OF ENGINEERING EXPERIMENT STATION TOTALS \$11,000,000

Research income of the University of Illinois Engineering Experiment Station increased by approximately \$2,500,000 and totaled more than \$11,000,000 in the last year, the station's annual summary reports. Projects increased from 477 to 491.

Funds for research were received from federal sources in the amount of \$9,441,600, from industry, private foundations, associations, and operating agencies of the State \$680,700, and from general funds of the University \$1,340,400.

As the research organization of the College of Engineering, the Experiment Station has jurisdiction over all research in the departments of the college and the chemical engineering division of the Department of Chemistry and Chemical Engineering. The station is also concerned with such interdisciplinary fields as radio astronomy, control systems, computers, and biophysics.

Research efforts, which are closely allied with instruction, were carried on by all members of the faculty and 611 graduate students enriching the entire teaching program and maintaining a "research atmosphere" which helps keep students aware that engineering is a progressing, developing field which requires continued learning, the summary states.

NATIONAL INSTITUTE OF MENTAL HEALTH CONTINUES SUPPORT FOR GRADUATE STUDY IN PSYCHOLOGY

The National Institute of Mental Health has approved a grant of \$23,338 for each of the next five years to continue support for the University of Illinois' program of financial assistance to graduate students who will go into schools as psychologists.

Illinois, one of the few institutions to offer a doctoral program in the field of school psychology, has had the assistance program in operation for five years under a previous grant from the National Institute.

ILLINOIS RANKS SECOND IN BIG TEN IN NATIONAL SCIENCE FOUNDATION FELLOWSHIP PROGRAMS

The University of Illinois ranks second among Big Ten institutions in the number of National Science Foundation Graduate Fellowships received for 1963-64 and in the number who selected the University for graduate study, a report by the Joint Office of Institutional Research shows.

The University received 47 fellowships which are made in the sciences, mathematics, and engineering to encourage outstanding students to obtain advanced graduate training on a full-time basis. In number of fellowships, Illinois ranked behind the University of Wisconsin which received 57. It also was second to Wisconsin in the number selecting the University for graduate study, 64 designating Wisconsin and 48 Illinois.

Nationally, the University was eleventh in both categories ranking in number of graduate fellowships behind Massachusetts Institute of Technology, Harvard, California, Stanford, Princeton, California Institute of Technology, Chicago, Wisconsin, Yale, and Cornell, in that order. Columbia replaced Cornell in the institutional choice tabulation.

NATIONAL SCIENCE FOUNDATION MAKES ADDITIONAL GRANT TO EXPAND MATHEMATICS CURRICULAR STUDIES

The National Science Foundation has granted an additional \$130,000 to the University of Illinois in support of a project to develop new curricula for the study of mathematics at junior and senior high school levels.

Since the University of Illinois Committee on School Mathematics began work in 1951 under direction of Professor Max Beberman, College of Education, grants from the Carnegie Corporation of New York, United States Office of Education, and National Science Foundation have totaled more than \$1,500,000.

The National Science Foundation also supports training institutes in mathematics on the Urbana-Champaign campus, directed by Professor Beberman and William T. Hale, assistant director of the UICSM project. Currently the University has grants of \$220,000 for the 1962 institutes and \$225,000 for an institute beginning on July 1.

A program of summer and academic year institutes in mathematics for secondary school and college mathematics teachers, held on the Urbana-Champaign campus, also are supported by NSF. Professor Joseph Landin, Department of Mathematics, directs these institutes. Recent NSF grants in this area include: 1962-63 academic year institute, \$310,800; 1963 summer institute, \$74,500; 1963-64 academic year institute, \$313,200.

ILLINOIS CHIEF INSTITUTIONAL SOURCE OF SUPPLY FOR PEACE CORPS

The University of Illinois has supplied more Peace Corps volunteers than any other single institution, James Walls, Peace Corps information officer, has stated.

At present 69 alumni and former students are serving in 30 countries throughout the world.

FIRST CLASS OF JAMES SCHOLARS GRADUATED AT JUNE COMMENCEMENT

The first class of all-University honors students, known as Edmund James James Scholars, was graduated from the University of Illinois at the June 15 Commencement exercises.

The group totaled 75 including the valedictorian and the salutatorian of the 1963 class. Some had completed degree requirements prior to the second semester of this academic year.

Of the total, 43 (57 per cent) plan further graduate or professional study. Included are a Rhodes Scholar, two Woodrow Wilson Fellows, one National Defense Education Act Fellow, five National Science Foundation Fellows, one Ford Foundation Fellow, two recipients of University fellowships, and 14 University assistants.

In the course of their undergraduate careers, 13 James Scholars were named to Phi Beta Kappa, 13 were named to Bronze Tablet, highest scholastic recognition in their class, and 22 were named to Phi Kappa Phi, University-wide honors group.

GRANT TO PERMIT QUADRUPLING SIZE OF DIGITAL COMPUTER LABORATORY

A grant of \$483,500 from the National Science Foundation to the University of Illinois will permit quadrupling the size of the Digital Computer Laboratory. The sum is to be matched by an equal amount from other sources.

A first addition to the Laboratory is now under construction doubling size of the original building. The new grant will provide an addition equal in size to the first and second units combined, providing offices, work space, and another computer room.

UNIVERSITY SYMPHONY ORCHESTRA SELECTED FOR STATE DEPARTMENT TOUR

The University of Illinois Symphony Orchestra will make a three-month tour of Latin-American countries as a representative of the U. S. State Department.

"This fine group was nominated by our Panel of Experts as one of the six academic units selected from a large number of talented and worthy academic aspirants for a tour under the Department of State program," Lucius D. Battle, Assistant Secretary of State for Educational and Cultural Affairs, said in a letter of notification to the University.

Professor Bernard Goodman, School of Music, will conduct the group which will include 75 members of the orchestra.

**COMMONWEALTH FUND GRANT AIDS STUDY
OF MEDICAL EDUCATION**

The University of Illinois at the Medical Center, Chicago, has received a grant of \$139,500 from the Commonwealth Fund to remodel office space and provide equipment for the study of medical education, which is being carried on under the direction of Dr. George E. Miller, director of research in medical education, College of Medicine.

**INSTITUTE RECEIVES FIVE-YEAR GRANT
FOR CROSS-CULTURAL STUDIES**

The Institute of Communications Research on the Urbana campus has received grants totaling \$552,000 jointly from the National Institute of Mental Health and the National Science Foundation to continue for the next five years its cross-cultural studies on human meaning systems.

Professor Charles E. Osgood, Director of the Institute, supervises this research which involves the cooperation of social scientists in 16 different countries throughout the world. The research was begun four years ago with support from the Human Ecology Fund of New York.

**FEDERAL SUPPORT CONTINUES STUDY BY GRADUATE SCHOOL
OF SOCIAL WORK**

Study of a training program for licensing independent day care and foster homes, begun last year by the Jane Addams Graduate School of Social Work, will continue under a new grant of \$27,376 by the Children's Bureau, U. S. Department of Health, Education, and Welfare. Professor Jeanette Gruener is project director.

**PAN-AMERICAN HIGHWAY CONGRESS HONORS PAPER
BY PROFESSOR BAERWALD**

A technical paper, "Traffic Engineering — An Essential Subject in Courses on Highways," by Professor John E. Baerwald, Department of Civil Engineering, received the highest award of the Ninth Pan-American Highway Congress following a meeting in Washington, D.C., May 6 to 18.

Professor Baerwald was one of five authors so honored, only two of whom were from the United States. He is director of the University's Highway Traffic Safety Center and University Traffic Engineer.

**PROFESSOR DOOB PRESIDENT
OF AMERICAN MATHEMATICAL SOCIETY**

Professor Joseph L. Doob, Department of Mathematics and a member of the University's Center for Advanced Study, is serving a two-year term as president of the American Mathematical Society, an organization which has 8,000 members throughout the world. Professor Doob will preside at a meeting of the Society's Council in August at the University of Colorado, Boulder.

**DAILY ILLINI EDITOR WINS NATIONAL AWARD
FOR COLLEGE JOURNALISM**

Roger Ebert, junior in the College of Journalism and Communications and newly-elected editor of the *Daily Illini*, was named May 31 as the winner of the first annual Award for Excellence in College Journalism, sponsored by the American Association of Advertising Agencies. The award includes a prize of \$1,000.

Mr. Ebert was honored for a selection of six of his weekly "Ars Gratia" columns which appeared during the year in the *Daily Illini*. Purpose of the award, established last year by the national association, is "to foster excellence in college journalism and to stimulate interest in advertising careers."

**PROFESSOR GOLDSTEIN DIRECTS NATIONAL CONFERENCE
ON LIBRARY SCIENCE**

Professor Harold Goldstein, Graduate School of Library Science, served as director of a national conference on the implications of new media for teaching library science May 27 to 29 in Chicago.

The conference was conducted on behalf of the media research and development committee, library education division, American Library Association, with a grant from the U. S. Office of Education.

**PROFESSOR HAY CHOSEN FOR NATIONAL COMMITTEE
ON RAIL INDUSTRY**

Professor William W. Hay, Department of Civil Engineering, has been named to the National Academy of Science's new committee on science and technology in the railroad industry.

The committee was established at the request of the Secretary of Commerce to undertake a preliminary study of present and future potential for further application of science and technology in the railroad industry.

Professor Hay's appointment was made by Dr. Frederick Seitz, president of the National Academy, who also named him to a three-year term as member-at-large of the Academy's National Research Council in the Division of Engineering and Industrial Research. Dr. Seitz is head of the University's Department of Physics.

LLOYD MOREY IS NAMED TO ACCOUNTING HALL OF FAME

Dr. Lloyd Morey, President-Emeritus of the University of Illinois, and Andrew Barr, accountant of the Securities and Exchange Commission, Washington, D.C., a graduate of 1923, joined 25 other eminent accountants in the Accounting Hall of Fame May 17 when their elections were announced during the twenty-fifth annual conference, Institute of Accounting, at Ohio State University.

The Hall of Fame was established in 1950 to honor "accountants of North America who have made or are making significant contributions to the advancement of accounting since the beginning of the twentieth century."

Two other University of Illinois professors, H. T. Scovill and A. C. Littleton, are members of the Hall of Fame.

PROFESSOR PROSSER PARTICIPATES IN INTERNATIONAL SYMPOSIUM

Professor C. Ladd Prosser, Head of the Department of Physiology and Biophysics, was one of three American educators participating in an international symposium in biology May 31 to June 5 in Moscow.

The symposium was sponsored by the Academy of Sciences of the USSR in cooperation with UNESCO and Professor Prosser's trip was supported by the National Science Foundation.

LIVESTOCK EXTENSION SPECIALIST RECEIVES SUPERIOR SERVICE AWARD

Professor Harry G. Russell, animal science extension, received the Superior Service Award of the U. S. Department of Agriculture in ceremonies May 17 in Washington. The award, one of eleven which went to college agricultural extension workers, was presented by Secretary of Agriculture Orville L. Freeman.

Professor Russell has been a member of the University of Illinois staff since 1936.

ADVERTISING FACULTY MEMBERS WIN GOLDEN FIFTY NOMINATIONS

Professor Charles H. Sandage, Head of the Department of Advertising, and Professor Hugh Sargent of the advertising faculty, were among 28 members of the advertising profession who have been named recipients of Alpha Delta Sigma Golden Fifty Awards.

The awards were given to men who in the past half

century have demonstrated by action the highest ideals of the professional advertising fraternity. An alumnus, William A. Marsteller, chairman of the board of Marsteller, Inc., Chicago and New York, also received the award. Mr. Marsteller was graduated from the School of Journalism in 1937.

TWO ENGINEERING PROFESSORS RECEIVE NATION'S HIGHEST AWARDS

Professor Mac Elwyn Van Valkenburg, Department of Electrical Engineering, and Professor Thomas J. Hanratty, division of chemical engineering, are among four men receiving the nation's highest awards for engineering educators tonight (June 19) at the seventy-first annual meeting of the American Society for Engineering Education in Philadelphia.

Professor Van Valkenburg, Associate Director of the Coordinated Science Laboratory, will receive the George Westinghouse Award presented each year to a young engineering teacher of outstanding ability recognizing contributions to the improvement of teaching.

Professor Hanratty will be given the Curtis W. McGraw Research Award established to recognize outstanding early achievements by college of engineering research workers and to encourage continuance of such productivity.

The Westinghouse Award which provides a prize of \$1,000 is supported by the Westinghouse Educational Foundation. The McGraw Award which also has a prize of \$1,000 is sponsored by the Engineering College Research Council with assistance of McGraw-Hill Book Company.

Official Notice No. 72

Effective July 1, 1963, the administrative responsibilities for the Health Services at the Chicago Undergraduate Division will be transferred from the Director

of Health Services at Urbana to the Vice President for the Chicago Undergraduate Division.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 61, July 10, 1963

University of Illinois Annual Budget for Operations, 1963-64

The Board of Trustees, at its meeting on July 2, 1963, approved the annual operating budget. The following is taken from material prepared for the Board in connection with the budget presentation.

For the general operation of the University of Illinois for the biennium 1963-65, the Seventy-third General Assembly of the State of Illinois appropriated \$153,390,681 from general tax revenues and \$15,500,000 from the University's own income, for a total of \$168,890,681. Of this total, \$81,411,478 has been allocated to 1963-64 and is shown as General Income in Schedule A. The remaining \$87,479,203 will be held for 1964-65.

In addition to the operating funds appropriated by the General Assembly, there are certain funds for operations which are handled through the University Treasurer and included in the internal budget. Such funds, all earmarked for special purposes, include gifts, contracts, endowment income, appropriations from the Federal Government, and income from auxiliary activities (housing, union buildings, bookstores) and other self-supporting operations. The estimated total of such restricted funds for 1963-64 is \$48,920,458.

SUMMARY OF BUDGET RECOMMENDED

The proposed internal operating budget for 1963-64 is \$130,331,936, of which \$73,817,478, or 57 per cent, comes from State tax funds.

Income from all operating funds for 1963-64 is estimated at \$130,331,936. Appropriations recommended total \$130,031,491, leaving an unappropriated reserve of \$300,445. The corresponding total budget for 1962-63, including changes during the year, was \$119,692,462. (See Schedule A.)

SUMMARY OF INCREASES

The budget from General Funds (the only funds subject to allocation by the Board of Trustees at this

time) represents a net increase of \$7,683,478. In this part of the proposed 1963-64 budget, the additional funds are allocated for the following purposes:

Academic and nonacademic salary increases . . .	\$3,166,249
Additional staff (academic and nonacademic) . . .	2,186,140
Increase in contribution to retirement system . . .	371,450
Operation of new buildings	785,550
Other increase in wages, expense, and equipment	900,566
Increase in budget reserve	273,523
<i>Total increase in general funds</i>	<u>\$7,683,478</u>

In addition to the increase in general funds, it is estimated that the budget from restricted funds will be increased by \$2,955,996. These increases are based on estimates of additional income, especially in research contracts and housing.

Thus the total increase over the 1962-63 budget, for both general and restricted funds, is \$10,639,474.

SALARY INCREASES

The sum of \$3,166,249 is included in the budget for salary increases to academic and nonacademic staff paid from general funds. Subject to the availability of funds, comparable adjustments have been made to persons paid from other than State funds. In accordance with established policy, salary increases have been made on the basis of merit.

Adjustments have been made in minimum academic salaries as follows (present minimums are in parenthesis) :

		<i>Nine-month Service</i>	<i>Eleven-month Service</i>
Professor	(10,000)	10,000	(12,250) 12,250
Associate Professor	(8,200)	8,500	(10,000) 10,400
Assistant Professor	(6,500)	6,700	(7,950) 8,200
Instructor and Research Associate	(4,800)	5,000	(5,850) 6,100
Assistant	(4,000)	4,200	(4,900) 5,150

Some adjustments have been made in the ranges for nonacademic classifications. A thorough study of all ranges will be made next year, and further adjustments will be made as a result of the study. A reserve is provided in the budget for this purpose.

Increases for employees under collective bargaining agreements are shown in the budget if the negotiations have been completed. Funds are reserved for those groups for whom negotiations are still in process, and for anticipated changes in prevailing wage-rate groups.

STAFF ADDITIONS

The budget from state appropriations includes \$2,186,140 for 198.68 additional academic positions and 156.78 nonacademic positions on a full-time equivalent basis. Most of the staff additions are for teaching and non-teaching staff needed to handle the increased enrollment.

INCREASES IN WAGES, EXPENSE, AND EQUIPMENT

The sum of \$371,450 is included in the budget for the increased contribution to the State Universities Retirement System. An additional \$785,550, nearly all in the Physical Plant Department, is included for operation and maintenance of new buildings which will be occupied during the year. Other increases in wages, expense, and equipment total \$900,566. About one-half of this is incident to the enrollment increase. The remainder will permit departments to meet rising prices and provide for new programs and increased volume of activity in research and service areas.

NEW PROGRAMS

Included in the above figures are funds to implement new or expanded programs in physics of the upper atmosphere, molecular electronics, nuclear engineering, a department of linguistics, Asian studies, a school of associated medical sciences, and a graduate program in nursing education, all of which were described in the biennial budget presentation. Although the Board of Higher Education approved funds for these programs, implementation of some of them is contingent upon formal approval of the program by that Board.

SCHEDULE A. COMPARATIVE SUMMARY OF INCOME AND APPROPRIATIONS

	1962-63 <i>Revised</i>	1963-64 <i>Proposed</i>
<i>Estimated Income</i>		
General.....	\$ 73,728,000	\$ 81,411,478
Restricted.....	45,964,462	48,920,458
<i>Total, Estimated Income.....</i>	<u>\$119,692,462</u>	<u>\$130,331,936</u>
<i>Appropriations by Board of Trustees</i>		
From General Income.....	\$ 73,701,078	\$ 81,111,033
From Restricted Income.....	45,964,462	48,920,458
<i>Total, Appropriations.....</i>	<u>\$119,665,540</u>	<u>\$130,031,491</u>
<i>Unappropriated Balance from General Income.....</i>		
	\$ 26,922	\$ 300,445
	<i>Proposed</i>	<i>Per Cent</i>
<i>Income by Source</i>		
State Appropriations.....	\$ 73,817,478	56.6
Federal Appropriations.....	4,245,772	3.3
Student Fees.....	4,625,000	3.5
Sales and Services.....	4,973,039	3.8
Endowments, Contracts, and Gifts.....	22,175,500	17.0
<i>Total, Educational and General</i>	(109,836,789)	(84.2)
Auxiliary Enterprises.....	18,451,147	14.2
Student Aid.....	2,044,000	1.6
<i>Total, Income.....</i>	<u>\$130,331,936</u>	<u>100.0</u>
<i>Appropriations by Function</i>		
Administration and General..	\$ 8,126,218	6.2
Retirement System.....	2,932,850	2.3
Instruction and Departmental Research.....	38,204,463	29.4
Activities Relating to Instruction.....	8,474,234	6.5
Organized Research.....	25,383,149	19.5
Extension and Public Services	11,938,666	9.2
Libraries.....	2,769,418	2.1
Physical Plant.....	11,381,246	8.7
<i>Total, Educational and General</i>	(109,210,244)	(83.9)
Auxiliary Enterprises.....	18,451,147	14.3
Student Aid.....	2,370,100	1.8
<i>Total, Appropriations.....</i>	<u>\$130,031,491</u>	<u>100.0</u>
<i>Appropriations by Location</i>		
Urbana-Champaign (includes Statewide services).....	\$ 97,155,516	74.7
Medical Center at Chicago (includes Crippled Children).....	26,658,483	20.5
Chicago Undergraduate Division.....	6,217,492	4.8
<i>Total, Appropriations.....</i>	<u>\$130,031,491</u>	<u>100.0</u>

Use of University Facilities by Faculty and Staff and Their Families

THE FOLLOWING IS THE TEXT OF THE AGENDA ITEM APPROVED BY THE BOARD OF TRUSTEES AT ITS MEETING ON TUESDAY, JULY 2, 1963.

The Dean of the College of Physical Education has recommended authorization of a recreational program for faculty and staff of the University and their families,

the program to be financed initially by a fee charged participants to pay the direct costs of the program. It involves the use of University facilities by faculty and

staff families, and present regulations limit the use of recreational facilities to students and staff.

Accordingly, it is recommended that Section 21 of the "General Rules Concerning University Organization and Procedure" be amended by renumbering the present Section 21 (c) as Section 21 (d), and by adding the following as a new Section 21 (c):

Paperback Book Center in Illini Union

THE FOLLOWING IS THE TEXT OF THE AGENDA ITEM APPROVED BY THE BOARD OF TRUSTEES AT ITS MEETING ON TUESDAY, JULY 2, 1963.

The availability of paperback books of quality, presenting a wide range of subjects, and the demand for them has increased to the point that an adequate stock of these books is now an essential part of the intellectual and cultural resources of a modern campus.

In November, 1962, a committee was appointed, with Robert B. Downs, Dean of Library Administration, Chairman, to determine whether student needs were being adequately serviced and to consider the establishment of a University-operated paperback book center. The conclusions of the committee were as follows:

1. The University of Illinois is far behind other comparable universities in providing such facilities for its students, faculty, and staff.
2. Although one of the local commercial bookstores in the University business district is expanding its operations to include a large stock of paperback books, and another store has a fair selection of paperbacks, neither the present nor the proposed commercial operations will be adequate to serve the University's needs.
3. In addition to the opportunity to purchase books, there should also be the opportunity for leisurely browsing and reading, and the selection of stock should include many titles which are not normally found in a commercial bookstore.
4. There is at present no satisfactory local outlet for University of Illinois Press books, and these should be stocked in a paperback bookstore.
5. There should be established in the Illini Union a book center limited to high-quality paperback editions of American and foreign works with an initial stock of 8,000 to 9,000 titles.

Following the report of the Committee, an analysis of the use of space in the Illini Union was made and it is concluded that the area now occupied by the Pine Lounge, the Browsing Room, and the Wedgwood Lounge in the west wing of the first floor of the original building would be a suitable location for a paperback book center. It is believed that the area will lend itself to the establishment of an attractive integrated reading

(c) Subject to the approval of the appropriate University authorities, University premises and facilities may be made available for use by members of the faculty and staff and their families, provided such use does not interfere with the regular student educational programs of the University.

center in an educational and cultural atmosphere which can provide the required paperback facilities and concurrently provide a needed expansion of the Browsing Room. The facility can be established with minimum alterations. The total capital cost including display equipment, furniture, and building alterations, is estimated at \$42,000.

It is therefore recommended that a paperback book center be established in the Illini Union, the store to be operated as a department of the Illini Union, with the University Library advising in the selection of appropriate book titles to be stocked and the capital cost to be financed through the Illini Union reserve funds.

MEMORANDUM ON PROPOSED BOOK CENTER IN THE ILLINI UNION

In support of the proposal to establish a University-operated paperback book center in the Illini Union, I wish to offer the following observations, based upon the report and recommendations of the special committee appointed last year to investigate the matter.

Among all the major universities of the United States, the bookstore facilities available to the students and faculty of the University of Illinois are probably the most poverty stricken. For example, a study made of a half-dozen university communities comparable to Champaign-Urbana, i.e., Ann Arbor, East Lansing, Berkeley, Madison, Lafayette, and Bloomington (Indiana), found that excellent bookstores are being provided in each by the universities themselves or by private enterprise. In Ann Arbor, there are six stores with paperback book stocks ranging from 3,000 to 15,000 titles; in East Lansing, four stores with from 3,500 to 13,000 titles; and in Berkeley, a top-notch university-owned bookstore and six bookstores in the immediate vicinity of the campus with large paperback stocks. Champaign-Urbana at present lacks even one bookstore of such quality.

Assuming that other bookstores in the Champaign-Urbana community and the Illini Union proceed with extensive collections of paperback books, only a mini-

mum start will have been made toward meeting the book needs of a community of more than 30,000 students, faculty, and staff members. A university of this size could well support three or four such stores, as well as a first class store for hardback trade books.

Nothing comparable to the proposed book center in the Illini Union can be provided by private enterprise, because of the unique physical arrangements possible in the Union. The combination of the Pine Lounge, Wedgwood Lounge, and the Illini Union Browsing Room, located where students naturally congregate, can furnish a center for leisurely reading and browsing in an atmosphere that would be quite impracticable for a strictly commercial enterprise to duplicate.

The paperback book center in the Illini Union, if approved, will place primary emphasis upon quality, including in its stock of 8,000 to 9,000 titles the best of the 22,000 paperback books now in print in the United States, similar titles available from foreign countries, University of Illinois Press books, and a small number

of periodicals of limited circulation, e.g., university quarterlies.

According to the best information available from many state and other universities elsewhere, students and faculty members respond enthusiastically to good bookstore service. Such stores are crowded and are financial successes. Students in these universities, where they have access to strong bookstores, are buying and reading more books than ever before, especially paperbacks, because the books are readily available, attractively displayed, and inexpensive. Because of its cultural and educational significance, I believe that the University of Illinois should follow this important national trend.

R. B. Downs
*Chairman, Committee on
Establishment of a
University-Operated
Bookshop*

Summer Session Enrollment at All-Time High

NEWS RELEASE, JULY 2, 1963.

University of Illinois summer session enrollment has reached an all-time high, President David D. Henry reported to the University of Illinois Trustees, meeting in the LaSalle Hotel, Chicago.

There are 8,320 at the Champaign-Urbana campus, an increase of 8.41 per cent, and 1,782 at the Chicago Undergraduate Division, an increase of 17.8 per cent.

Enrollment at the Medical Center, Chicago, is 703, an increase of 9.33 per cent. Total enrollment for the three campuses is 10,805.

Dr. Henry said there is provision for freshmen to enroll in the summer session at the Chicago Undergraduate Division and this is shown in the Division's increased registration.



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

THE ILLINOIS

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UNIVERSITY OF ILLINOIS

No. 62, July 16, 1963

Nominating Committee for the Deanship of the Graduate College

Under date of July 3, President David D. Henry named the following persons as members of a Nominating Committee for the Deanship of the Graduate College:

Nathan M. Newmark, Professor of Civil Engineering and Head of the Department, Chairman

John Bardeen, Professor of Electrical Engineering and of Physics; Member of the Center for Advanced Study

Herbert S. Gutowsky, Professor of Physical Chemistry

H. Orin Halvorson, Director of the School of Life Sciences

Charles E. Osgood, Director of the Institute of Communications Research

Robert W. Rogers, Professor of English and Head of the Department

Morell B. Russell, Associate Director of the Agricultural Experiment Station

Richard J. Winzler, Professor of Biological Chemistry and Head of the Department, College of Medicine

The letter of appointment read as follows:

"I am asking you to serve as members of a committee to recommend candidates for the deanship of the Graduate College.

"In asking you to undertake this responsibility, I emphasize the far-reaching importance of this position in the administrative structure of the University of Illinois. The Graduate College is the primary educational agency through which the University as a whole coordinates its scholarly and material resources towards the realization of the distinctive purposes that differentiate a major university from other institutions of higher education: advancement of knowledge through instruction and research in the fundamental branches of learning; systematic study of the processes of transforming fundamental knowledge into instrumentalities for improving human welfare; encouragement of creativity in artistic expression and interpretation; philosophic inquiry into basic human values and the means to fuller realization of them.

"The traditional duties of the graduate dean at the

University of Illinois have consisted principally of general administrative relationships to graduate instruction including such functions as admissions, fellowship awards, curriculum appraisal, requirements for degrees and faculty appointments. While these functions are also in part the concern of the other colleges and departments, the leadership and overview by the Dean of the Graduate College are critically important to the scholarly standing of the University and to its eminence among graduate institutions in this country. The University has been fortunate to have had the services of outstanding men in this post in the past, such as Dean Frederick T. Wall, and it is the common expectation of the faculty and administration that the position will again be occupied by such a person.

"In addition to the traditional administrative duties to which I have referred, the University of Illinois has vested in the Dean of the Graduate College a number of responsibilities related to the University's research program—partly by statutory provision and partly through special assignment by the President. These have included the administration of certain funds for research and research fellowships (mainly through the University's Research Board), review of proposals for research support submitted to outside agencies, general supervision over important central research facilities (e.g., the Digital Computer Laboratory), and nomination of candidates for membership in the Center for Advanced Study. All of these activities have contributed greatly to the encouragement of research and other creative functions at the University. We are indebted to Dean Wall for his long period of dedicated cultivation of these many avenues of support for the research of individual faculty members in all fields of study throughout the University—first as Chairman of the University Research Board and in recent years when he has continued in this position while also serving as Dean. I intend to give to his successor the same kind of strong support of these activities that I have given to Dean Wall over the years—to the fullest extent that the resources of the University and the recurring research needs of departments will allow.

“The vast expansion of research in universities in recent years — and their growing involvement in research supported by outside agencies — has brought many new problems as well as new opportunities. Several universities have sought to meet some of these problems by establishing a special office for research administration — the title ‘Vice President for Research’ has sometimes been used. I have not favored this pattern, for several reasons — the principal one being that it tends to isolate research supported by outside agencies from regular departmental research and graduate study. I believe that only if there is the closest possible coordination and mutual reinforcement among these operations can the essential goals of the University be achieved. It would be highly desirable, therefore, that the administrative arrangements and additional staff time needed to keep pace with these developments be provided principally within the framework of the Graduate College. Under the administrative guidance of its Dean, continuing systematic appraisal of the impact of outside support of research upon the University’s regular graduate and research programs could be conducted. In the light of such studies, he could make

long-range policy recommendations concerning the directions and magnitude of organized research programs in terms of their effects upon the quality and balance of the regular graduate and research activities of departments as well as upon other University functions.

“Much more could be said about the unique place of graduate work and research in the future development of the University of Illinois as one of the great centers for scholarly activity in the world. I trust that these observations will suffice, however, to give a context for the important task of the Committee.

“I shall be away from the campus until August 16. In my absence, the Executive Vice President and Provost is authorized to work with the Committee in the initiation of its work and to serve as a continuing liaison between the Committee and the President. I hope to meet with the Committee as soon after my return as possible for whatever discussion may then be helpful in the Committee’s work.”

Note: The Nominating Committee, through its chairman, invites suggestions and comments from all members of the faculty concerning candidates for the deanship of the Graduate College.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 63, August 19, 1963

Regulations to Implement the Faculty-Staff Parking Program, Urbana-Champaign, Approved by the Board of Trustees, June 19, 1963

Effective September 1, 1963

The following regulations, approved by the Executive Vice President and Provost, are designed to implement the automobile parking program for the Urbana-Champaign Campus, which was approved by the Board of Trustees on June 19, 1963. The program was described in *Faculty Letter* No. 59 and in a letter directed to nonacademic personnel, both dated June 19, 1963. Under the policy adopted by the Board of Trustees, all faculty and staff who wish to park in University parking lots (including parking compounds), on University streets and drives, and in University-metered spaces will be required to register their motor vehicles and pay an annual fee of \$15.00. A second motor vehicle may be registered with the payment of an additional fee of \$5.00. All persons registering automobiles will receive passes for free Illibus service.

Only if a member of the faculty or staff wishes to park on University property must he register his motor vehicle and pay the fee. Should he fail to register as a faculty or staff member, his unregistered motor vehicle may not be parked on University property.

I. DEFINITIONS

For purposes of these regulations the following terms shall have the meanings set forth below.

A. **University Parking Facilities.** University parking facilities are divided into the following categories:

1. University lots on University-owned or leased property:
 - a. Restricted lots: parking area as posted, restricted to registered motor vehicles of University faculty-staff. Spaces may be rented in these lots.
 - b. Unrestricted lots: parking area restricted to registered motor vehicles of University faculty-staff during specified periods and open to general parking, as posted, at all other times. Spaces may be rented in these lots.
2. University streets and drives: those located on land owned by the University.

3. Service areas and drives: those located on University-owned or leased land posted for service use.
 4. Parking compounds: areas posted as parking or storage compounds.
 5. Metered parking space: any space upon University-owned or leased land, where such parking space is equipped with a parking meter.
- B. **Motor Vehicle.** The words "motor vehicle" shall mean any vehicle propelled otherwise than by muscular power, except two-wheeled vehicles, which is either (1) designed and used for the carrying of not more than nine persons, or (2) designed to carry freight and having a gross weight, including load, of not more than 8,000 pounds.
- C. **Faculty-Staff.** The unmodified term "faculty-staff" will be used to designate personnel of the University or of allied agencies stationed at the Urbana-Champaign Campus and employed half-time or more under University contract. All such employees who wish to park on University property will register their motor vehicles and pay the annual fee of \$15.00 and will be eligible to park in appropriate University parking facilities in accordance with a parking permit issued at the time of registration. Categories of "faculty-staff" and permits to be issued are as follows:

1. Full-time member: an individual employed 100 per cent of the time by the University at Urbana-Champaign. "F" permits will be issued, authorizing the holder to utilize any and all types of University parking facilities. He may, if he desires, rent a space for his motor vehicle.
2. Temporary full-time member: an individual employed by the University at Urbana-Champaign for less than the nine-month academic year. A "T" permit will be issued, authorizing the holder to park in any and all appropriate University parking facilities, except restricted University lots. A holder of a "T" permit may not rent a parking space for his motor vehicle. (Faculty members on sabbatical leave during one semester are considered to be full time and not temporary full time during the period they are on campus. Any full-time employee hired for the academic year is considered to be "full-time faculty-staff" and not

"temporary." Both of these classes are eligible for "F" permits.)

3. Part-time member: an individual employed by the University at Urbana-Champaign one-half time or more, but less than full time. An "E" permit will be issued, authorizing the holder to park on University streets and drives and in metered spaces during daytime hours (6:00 a.m. to 6:00 p.m.). After 6:00 p.m. Monday through Friday, after 12:00 noon on Saturday, and all day on Sunday, they may park in unrestricted University lots. A holder of an "E" permit may not rent a parking space or park in University lots during the daytime hours.

D. Special Groups.

1. Visiting scholars: persons in temporary residence at the Urbana-Champaign Campus, who are neither enrolled students nor University employees.
2. Farm advisers, home advisers, and other University employees who are not stationed on the Urbana-Champaign Campus.
3. Cooperating teachers and cooperating administrators in elementary and secondary schools.
4. Staff members of allied agencies officed in downtown Champaign and Urbana.
5. Members of the University staff from the Chicago Medical Center Campus and the Chicago Undergraduate Division Campus (or who will be officed at the Congress Circle Campus).

- E. Visitors. The word "visitor" shall mean any person, other than faculty, staff, or student, who desires to use or visit any facility owned or leased by the University of Illinois or any allied agency.

II. REGISTRATION

- A. **Permit Holders.** A motor vehicle will be registered by the University, as a faculty-staff motor vehicle, only on payment of an annual fee of \$15.00 and only if the certificate of title is in the name of an employee or in the name of the spouse of an employee. A motor vehicle registered as "faculty-staff" may also be registered by student offspring or student spouse as a student-driven motor vehicle without payment of an additional fee.

- B. **Special Groups.** Three alternatives are available to special groups:

Alternative I: A person in a special group may register as "faculty-staff" and pay the \$15.00 annual parking fee. If they so register, they may park in unrestricted University lots, on University streets and drives, and in University-metered parking spaces. Special groups may not rent parking space.

Alternative II: A person in a special group may register for a special permit, without payment of the \$15.00 fee. The special permit will permit parking in University-metered parking spaces only, including those in unrestricted lots.

Alternative III: If a member or members of a special group choose not to register, they will be treated as visitors.

- C. **Visitors.** Visitors are not required to register their ve-

hicles; however, they may be required to establish their status as visitors, and they are expected to comply with parking regulations.

III. RENTAL OF PARKING SPACE

- A. **Daytime Rental Spaces for Faculty-Staff.** Each full-time faculty-staff member holding an "F" permit may rent space for his use from 6:00 a.m. to 6:00 p.m. Monday through Friday, and from 6:00 a.m. to 12:00 noon on Saturday. Preference as to location will be given to those holding presently rented or assigned spaces. The fee for such rental will be \$45.00 plus the \$15.00 registration fee. Spaces assigned to physically handicapped individuals must be rented in the same manner. Part-time faculty-staff (persons employed less than 100 per cent time) are ineligible to rent parking spaces.

- B. **Twenty-four-Hour Rental Spaces for Faculty-Staff.** Any full-time faculty or staff member holding an "F" permit who desires a space reserved for his use on a twenty-four-hour, seven-day week basis may petition the Executive Vice President and Provost for such rental. The rent for such space will be \$90.00 per year, plus the \$15.00 registration fee.

- C. **Rental Space for Departmental or Other Administrative Unit Use.** Any department or administrative unit which requires space or spaces reserved for its use may petition the Executive Vice President and Provost for such rental.

1. **Daytime rental spaces:** For those spaces rented for departmental use between 6:00 a.m. and 6:00 p.m. Monday through Friday, and 6:00 a.m. to 12:00 noon on Saturday, the rental fee will be \$45.00. Such spaces may be occupied only by (a) motor vehicles owned by the University or an allied agency, or (b) specifically designated privately-owned motor vehicles which bear a University registration sticker and which have been approved by the Executive Vice President and Provost.

2. **Twenty-four-hour rental spaces:** For spaces rented for twenty-four-hour use by departments for departmental use, the fee will be \$90.00. Such spaces may be occupied only by (a) cars owned by the University or an allied agency, or (b) specifically designated privately-owned cars which bear a University registration sticker and which have been approved by the Executive Vice President and Provost.

IV. PARKING AT SPECIAL LOCATIONS BY OUT-PATIENTS AND CERTAIN RESIDENT EMPLOYEES

- A. **Clinic Out-Patients.** Spaces set aside for clinic out-patients (such as the patients of the Speech Clinic, Hearing Clinic, Physical Therapy Clinic) will be metered and posted. Their use will be restricted to out-patients during the posted hours and motor vehicles parked therein must bear identification provided by the appropriate clinic. These spaces will be open for parking by registered motor vehicles at other than posted hours.

- B. **Certain Resident Employees.** Spaces used by resident employees (including spaces adjacent to the Small Animal Clinic used by veterinary medicine interns, spaces adjacent to University Residence Halls used by resident counselors) will be available only to motor vehicles that are duly registered. The designation of such spaces will

be by petition approved by the Executive Vice President and Provost. If such spaces are to be reserved, they will be rented either by the user or by the appropriate department.

V. USE OF UNIVERSITY PARKING FACILITIES

- A. **Unregistered Motor Vehicles.** No person shall park a motor vehicle in any University parking facility unless that motor vehicle has been registered as provided in these regulations, with these exceptions: (1) visitors may park in metered parking spaces on University streets and drives, and (2) general parking is permitted in unrestricted lots outside the "campus inner-zone" at the times specified upon the sign at the lot entrance.
- B. **Rented Spaces.** No person other than the person renting the space shall park a motor vehicle in any rented space in any University parking facility between the hours posted upon the sign designating the space as rented, unless specifically authorized to park therein by the renter. Evidence of such authorization must be displayed in the vehicle (e.g. a note or a sticker).
- C. **Service Areas and Drives.** No parking is permitted in service areas and drives except as posted.
- D. **Student Parking Compounds.** No parking is permitted in student parking compounds by registered motor vehicles unless the motor vehicle also displays a current student motor vehicle registration.
- E. **Parking from 2:00 a.m. to 6:00 a.m.** No motor vehicle shall be parked in University parking facilities from 2:00 a.m. to 6:00 a.m. daily, except in those spaces rented on a twenty-four-hour basis and except properly registered vehicles belonging to faculty or staff on duty during such hours.
- F. **Metered Parking Spaces.**
1. Motor vehicles parked in metered parking spaces must display an "F," "T," or "E" permit or a special permit, except that visitors to the University or allied agencies may park in metered parking spaces on University streets and drives.
 2. No person shall park a motor vehicle in a metered parking space except during the times designated by the posted instructions.
 3. No person, including visitors and operators of University-owned or allied agency-owned vehicles, shall park and leave a motor vehicle in a metered parking space without first depositing sufficient coins in the parking meter to cover the time for which the motor vehicle will remain parked in the metered parking space.

VI. PARKING CONSTRUCTED BY DEPARTMENTS AND ALLIED AGENCIES

Parking in facilities which have been constructed by University departments or by allied agencies will be regulated in accordance with the following provisions:

- A. **Housing Division.** Motor vehicles parking in the Housing Division's lots will pay the regular University registration fee (staff or student, whichever is applicable) and will pay the rental fee prescribed by the Housing Division.
- B. **Illini Union.** Motor vehicles parking in spaces constructed by the Illini Union must display a parking permit issued

by the Illini Union. For spaces in University parking facilities reserved for the use of Illini Union guests, the Illini Union will pay the University a prescribed rental fee of \$90.00 per space.

- C. **Assembly Hall.** The Assembly Hall parking lot may be used by faculty-staff, part-time faculty and staff, students, visitors, and the general public, under regulations established by the Assembly Hall. If any space in the Assembly Hall parking lot is reserved, it must be rented in the regular manner and the appropriate rental fee paid.
- D. **Athletic Association.** The parking lots at the Stadium will be open for duly registered faculty-staff motor vehicles, except for such spaces as may be classified as service areas. If any space is reserved, it must be rented in the regular manner and the appropriate rental fee paid.
- E. **Allied Agencies.** Parking lots adjacent to allied State services contain some garage facilities which will be reserved for that purpose. All other spaces in such lots may be used by registered faculty-staff motor vehicles. Spaces reserved in these lots must be rented in the usual manner and the appropriate fee paid.

VII. INNER-ZONE PARKING

The area bounded by Gregory Drive on the south, Green Street on the north, Sixth Street on the west, Goodwin Avenue (Green to Nevada) and Mathews Avenue (Nevada to Gregory) on the east is designated as the "campus inner-zone." The Bevier Hall parking lot (F-6) and the adjacent lots on both sides of Mathews Avenue (F-5) are not included in the "inner-zone." Included in the "campus inner-zone" is lot B-9, located immediately east of the new Physics Building.

Parking in unmetered spaces in University lots located in the "campus inner-zone" is restricted to registered faculty-staff motor vehicles, bearing "F" permits.

VIII. PETITIONS

Petitions for exceptions to the above rules should be submitted in writing to the Executive Vice President and Provost.

IX. VIOLATIONS

- A. **Funds Collected from Violations.** All monies collected for faculty-staff parking violations in University parking facilities will be credited to the funds which financed the specific facility.
- B. **Penalties for Violations.** Violations of any part of the motor vehicle parking regulations shall constitute offenses under the following categories:
1. Violators of any part of these regulations, except the paragraph entitled "Metered Parking Spaces" in Section V, will be assessed a cash penalty of three dollars (\$3.00) for each violation.
 2. Violators of the paragraph entitled "Metered Parking Spaces" of Section V, will be assessed a cash penalty of fifty cents (\$0.50) for each violation.
- C. **Procedure for Paying Assessments.**
1. Penalty assessments may be paid by placing the correct amount in the violation notice envelope, bearing the violator's name and license number, and inserting the envelope in a box marked "DEPOSIT" located in

the parking area, or, the penalty assessment may be paid at the Office of the Bursar of the University of Illinois.

2. Unless the cash penalty for posted restrictions, under B-1 above, is paid within five days of the date of violation, a cash penalty of five dollars (\$5.00) will be assessed after the five-day period. Unless the cash penalty for meter violations, under B-2 above, is paid within five days of the date of violation, a cash penalty of two and one-half dollars (\$2.50) will be assessed

after the five-day period. Saturdays, Sundays, and legal holidays will not be included in the computation of the five-day period.

3. Failure to satisfy the penalty assessments provided in B-1 and B-2 or C-2 above will result in a billing by the Office of the Bursar of the University of Illinois. Failure to pay the penalties assessed may result in the cancellation of University parking privileges.
- D. Appeals. Appeal on notice of violation may be taken to the Executive Vice President and Provost.

Purchase of United States Savings Bonds by Payroll Deduction

Effective September 1, 1963, staff members may purchase United States Series E Savings Bonds by means of a deduction from salary payments.

Payroll deduction authorization cards for this purpose may be completed at Windows 5 and 6 in the Bursar's Office, 100b Administration Building. The staff member must authorize a deduction of \$3.75 or more per month provided the amount authorized will exactly equal the purchase price of the bond desired in any

given number of payroll periods. Whenever a sufficient sum has accumulated in the employee's account, a bond in the required amount will be issued by the Bursar's Office. Savings bond payroll deduction authorizations will continue in force until revoked by written notice or by termination of employment.

For additional information, call Miss Helen Polk at 333-2180.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

THE LIBRARY OF THE

SEP 19 1963

No. 64, September 13, 1963

UNIVERSITY OF ILLINOIS

Policies Concerning University-Sponsored Publications, Television, and Other Recorded Materials

An increasing number of problems have arisen during the past two years concerning the development, ownership, University use, and external distribution of educational materials produced by faculty members during released time and with the use of University facilities. Such materials include publishable matter, and recordings of lectures and demonstrations on film and magnetic tape. The questions raised have concerned mainly the rights and responsibilities of the University, colleges and departments, and individual faculty members relative to: (a) released time and other conditions affecting the preparation of such educational materials; (b) ownership and control of their use; (c) distribution of net income resulting from licensing, rental, or sale.

No official statements of University policies governing publications and recordings appear in the *Statutes* or in *The General Rules Concerning University Organization and Procedure*, except in the case of printed materials where it is stipulated that all rights belong to the University if the author had been specifically commissioned to prepare a manuscript. But nothing is said about possible sharing of royalty or other income with such authors, in contrast to the provisions concerning patentable inventions. Furthermore, there is no reference whatever to recordings of lectures and other content on film and magnetic tape, although the great increase in the use of such media has raised serious questions concerning the production, ownership, and control of these types of educational material.

In order to rectify these omissions, the Board of Trustees on April 17, 1963, approved several changes in Section 19 of *The General Rules Concerning University Organization and Procedure*, whose revised title will be "Copyrights and Recordings." In part, these changes were made in the light of a lengthy study conducted by a subcommittee of the University Committee on Instructional Television and Broadcasting concerning the special problems involved in faculty participation in televised instruction. Another set of problems arose from

proposals of certain faculty members to contract for the commercial publication of textbooks based on materials prepared as part of the work done on special University projects in which they had participated. Lacking formal statements of policy to serve as guidelines, an ad hoc committee worked out acceptable solutions to these and this experience has been useful in the formulation of the statements of policy adopted by the Board of Trustees on April 17, 1963. Furthermore, the discussions of both television and publications generated fruitful suggestions of administrative procedures for the implementation of the policies adopted by the Board.

The purpose of the present announcement is to present to members of the faculty and to administrative officers both the policy revisions made in *The General Rules Concerning University Organization and Procedure*, and the related administrative regulations concerning publications and recordings.

GENERAL POLICY

The changes made in Section 19 of *The General Rules Concerning University Organization and Procedure* by the Board of Trustees on April 17, 1963, consisted of the addition of three paragraphs covering the following points: (a) ownership rights in recordings of lectures and other content produced with the use of University resources; (b) the disposition of any net income that might result from the marketing of copyrighted or recorded material; (c) the establishment of a University committee to make recommendations concerning the disposition of net income realized from the use or marketing of copyrighted or recorded material. The following is Section 19 as revised, with the additions shown in italics:

Copyrights and Recordings

Sec. 19. (a) The right to copyright a work or to assign this right to a publisher normally belongs to the author of the work. However, when the author is spe-

cifically commissioned by the University or one of its departments to prepare a manuscript or report, the manuscript and all rights to it shall belong to the University.

(b) Research and service pamphlets and bulletins may or may not be copyrighted, at the discretion of the department issuing the work.

(c) Books published by the University Press are copyrighted as provided in Section 10.

(d) *All rights in recordings of lectures, of demonstrations, and of other content — such as films and videotapes — that have been produced with the use of University facilities, resources, or financial support shall belong to the University.*

(e) *If the University uses or markets copyrighted or recorded material produced by a staff member under the conditions outlined in the second sentence of (a) and in (d), and if such disposition is made on a basis that yields a net income to the University, a proportion of the net income may be assigned to the author(s) or developer(s) of the material.*

(f) *A University Committee on Copyrights and Recordings, appointed by the President, will review the circumstances involved in each case that might arise under the principle stated in (e), and make recommendation concerning it to the President and Board of Trustees. It is expected that the Committee will be guided in its recommendations by standards analogous to those stated in Section 18(c) (page 60) concerning patents.*

PUBLICATIONS

It is clear from the foregoing regulations that all rights to written material which a staff member has been “commissioned” by the University to prepare belong to the University. The term “commissioned” in this context refers to a formal assignment of work as part of an individual’s official University duties. In general, a staff member will be assumed to have been “commissioned” to prepare instructional material when his assigned duties include activities that produce such materials (in part or as a whole), or when such materials are produced by him during the time for which he is paid by the University to work on writing projects.

Although the meaning of the concept of “commissioned” work is definite enough in this context, its applicability might be difficult to determine in many concrete instances for two reasons. First, the objectives of the project may not have been sufficiently well defined in advance. Second, the assignments of work for staff members may not have been sufficiently explicit to avoid confusion as to what a particular individual had been “commissioned” to do. To avoid misunderstanding, administrative officers are urged to make clear to staff members assigned to special projects of this general type just what they are “commissioned” to do. This should be done in writing, and the communication should also

include a copy of the present statement (or a revised version) of the University’s policies and procedures.

A special problem arises when a staff member writes a publishable manuscript, on his own time, which is integrally related to material which he and others have been “commissioned” to produce on a University project, but which was not actually specified in the originally defined program. An example would be the writing of a manual for teachers to be used with new instructional materials being developed under a University program, when the preparation of such a manual had not been included among the “commissioned” tasks. In such a case, the staff member should seek administrative determination of the question of whether or not the University has a legitimate proprietary interest in the proposed publication, since there could be wide variations in the degree to which use had been made of the material developed under University auspices. A written statement of the issue should be submitted as a proposal to the executive officer of the department, who would transmit it to the dean of his college with a recommendation. The dean, in turn, would send the proposal with his comments to the Provost, who would refer the matter to the Committee on Copyrights and Recordings for review and recommendation. If it were decided that the proposed publication could not properly be viewed as an independent, “private” project, royalty arrangements with the University would be determined in accordance with the provisions of Section 19 of *The General Rules Concerning University Organization and Procedure*.

Another problem arises in connection with the public distribution of potentially-publishable educational materials without copyright protection. Such distribution might be necessary, for example, in the course of the development and evaluation of new curricular materials for use in elementary and secondary schools. It might be desirable also at the college level if a University project of this type involved cooperation with other institutions. When such work is supported by University funds and other resources — and when the authors are therefore “commissioned” to do it, in the sense defined above — a determination should be made as to whether or not the materials should be protected by a copyright in the name of the University. If this is not done, a copyright could be secured by any publisher or individual who happened to receive a copy of it, and both the University and the authors would be deprived of any possible income from royalties. Indeed, the University could find itself in the position of having to pay a royalty on the materials developed under its own project and by its own staff.

To avoid such consequences, and generally to protect all interests concerned, administrative officers in charge of such projects are urged to have an official determination made as to the desirability of protecting course materials by copyright, prior to the distribution of such materials within the public domain. The project

director or author should consult first with the head of the department or other administrative unit involved, who should judge whether or not there is any likelihood that the materials would eventually have commercial value. If the judgment is clearly negative, no further action is necessary. If doubt exists, the matter should be referred to the Committee on Copyrights and Recordings for review and recommendation, through the official channels outlined above (i.e., from executive officer of the department to his dean or director; thence to the Provost who would refer the matter to the Committee).

TELEVISED INSTRUCTION

It is being widely recognized that special problems arise concerning the production and use of instructional recordings, especially videotaped recordings presented by television. Recently, for example, a seven-member Joint Committee on Television Policy has been formed by the American Council on Education and the American Association of University Professors — charged with the development of policy for the guidance of college and university faculty members and administrators in such matters as: methods of compensation for faculty members participating in television projects; appropriate teaching loads; control of the academic content of the program; institutional and individual rights in ownership, copyright, and the re-use of videotapes, kinescopes, and films.

These problems have been the subject of lengthy study by a subcommittee of the University Committee on Instructional Television and Broadcasting, which has included extensive consultation with faculty members on the three campuses. The resulting recommendations influenced the formulation of the revisions of *The General Rules Concerning University Organization and Procedure* presented above. In addition, the subcommittee has made several specific recommendations which have served as the basis for the following statements of policy and procedure. Although related primarily to videotaped recordings and television, the general principles embodied in these statements are applicable to other types of recordings where the instructor is explicitly identified with the presentation.

1. *Released time for the preparation of television course materials.* It usually requires more time to prepare a course for television presentation than for conventional presentation. Arrangements should be made within the department to provide such time as is needed — the amount varying with the nature of the course materials and the amount of television time involved. The need for released time should be taken into account in determining the teaching load of the instructor involved. If additional funds are required to supplement or to replace the instructor's time during the preparation of television materials, and if funds are not available within the departmental budget, a request for a special appropriation should be made.

2. *Instructional autonomy.* Colleges, departments, and faculty members have the same degree of autonomy and responsibility with respect to televised instruction, including recordings, as they have concerning any other type of instruction.

3. *Revision of recorded materials.* Recorded instruction should be revised periodically in order to be kept current and to improve the effectiveness of the presentation. The extent, nature, and frequency of revision are matters for departmental determination, in which the professional judgment of the instructors directly involved should be given due consideration. If it happens that the extent and cost of such revisions exceed the resources of the department or of the University, departments are free to discontinue use of the recordings in question.

4. *Compensation to individual faculty members.* The release of time given to the instructor for the preparation and presentation of televised instruction ordinarily will be such that no additional direct compensation would be in order. It should be recognized, however, that superior teaching by television involves a high degree of professional competence and scholarly attainment, and such performance should be appropriately recognized in the assessment of the instructor's qualifications for promotion and salary increases.

Section 19(a) and (f) of *The General Rules Concerning University Organization and Procedure* state the conditions and procedures whereby a faculty member who develops television materials might share in any net income derived from the marketing of those materials.

If an instructor's association with a course for which he has developed televised materials is terminated — by change of assignment, resignation, leave, death, or any other reason — the recorded material may be used within the University without additional compensation for a period not to exceed three years. Beyond that time, the instructor will be eligible for additional compensation under the conditions and procedures outlined in Section 19(e) (f).

5. *Off-campus use of recordings.* No recorded instructional materials will be released for use on another campus of the University, or by individuals or institutions outside the University, without prior consent of the department and the instructor concerned.

If an instructor who has developed recorded course materials leaves the University, the conditions and terms under which copies of his recorded materials might be obtained for his own use would be determined in the light of recommendations by the University Committee on Instructional Television and Broadcasting (through a subcommittee on recorded instruction) and after review by the University Committee on Copyrights and Recordings.

6. *Erasure of recordings.* No recordings will be erased

without the consent of the department. While the instructor concerned remains actively associated with a course, his approval would be sought before the erasure of his recordings for that course.

7. *Grants and contracts for the development of instructional recordings.* By agreement with the departments and faculty members concerned, the University may accept grants or contracts for developing programs or courses for regional or national distribution. These programs might include recordings to be broadcast to the general public or those for use in formal instruction. The regular administrative procedures of the University concerning grants and contracts would prevail in such cases, and specific agreements would be negotiated with the sponsoring organizations concerning budgets, ownership rights in the recorded materials, and royalty arrangements. Faculty members engaged in such projects

would be granted releases of time appropriate to the portions of their salaries paid from the project budgets. When circumstances warranted it, special royalty agreements would be negotiated with individual faculty members in accordance with Section 19 of *The General Rules Concerning University Organization and Procedure*.

The University Committee on Instructional Television and Broadcasting will continue to study these problems and will propose changes in policies and procedures if further experience seems to justify them. Members of the faculty and administrative officers are invited to bring to the attention of the Committee, through regular administrative channels, any matters related to University-sponsored television recordings that deserve further study—including disagreements that might arise under the policies and regulations outlined in this document.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

THE LIBRARY OF THE

No. 65, September 23, 1963

SEP 26 1963

UNIVERSITY OF ILLINOIS

"The Year Ahead"

PREPARED AT THE REQUEST OF THE ALUMNI ASSOCIATION BY PRESIDENT DAVID D. HENRY

In the life of a University, as in that of an individual, each year includes both repetitive experiences and non-recurring events, often of memorable importance.

Change is so rapid on the current scene, however, that even the repetitive experiences have new qualities. Hence, each major segment of university life in its performance of regular tasks is challenged by new circumstances and new requirements.

ENROLLMENTS

The enrollment at the University again will be at an all-time high, estimated at 25,500 at Urbana-Champaign; over 5,000 at Navy Pier, and 2,200 at the Medical Center campus in Chicago.

The acceleration of enrollment has occurred with such frequency in the last few years that the increases are sometimes regarded as normal. It should be remembered that a thousand students is the size of many well-known and distinguished colleges in the United States, and that when the University enrolls this additional number each year, the responsibilities for service and administration become manifold and complex.

The tasks of instructional service are the more demanding as a result of the distribution of the increase of enrollment. The additional numbers include not only freshmen and sophomores but transfer students at the junior-senior level and a continuing increase at the graduate level, both for master's and doctoral degrees. The number of postdoctoral students is also growing to the point where this has become a sizeable group.

Suggestive of the breadth of services which the University continues to render is a recent report which states that during the past year a total of 46,123 different students earned credit in this institution. The total represents a 4.5 per cent increase over the previous year. An additional measure, reflecting the role of the University's diverse academic resources (and the degree to which these stimulate our students to pursue advanced work), is evident in that nearly half of the June gradu-

ates of the College of Liberal Arts and Sciences have decided to further their education at advanced levels.

While the proportion of Illinois resident students is high, particularly at the undergraduate level (over 90 per cent), the remaining number come from nearly all the states of the Union and more than eighty countries. Hence, the student body at Illinois has become cosmopolitan, a factor important to the cultural life of the University as well as in the service to those from other states and lands who choose Illinois. Dealing with international students and visitors and providing services overseas in cooperation with the United States Department of State has become a major enterprise. This year, contract arrangements with the governments of Sierra Leone and Jordan will be added to the continuing programs in India and Thailand. Today, higher education is international in character, and the curriculum, research, and service of every university reflects that fact in administration and plans.

RESEARCH GROWTH

Of striking importance in the assessment of growth in the University is the increase in research activity. Since research is an important method of instruction at the graduate level, particularly for doctoral students, the increase in research is directly related to the capacity and prestige of the Graduate College. Here Federal assistance is of prime importance, as well as gifts and grants from private sources and continuing State support of this function. The growth in research, furthermore, is a tribute to the quality of the program, for the support from these sources would not be forthcoming if the staff and student body were not qualified to justify the investment. Hence, both the growth of the Graduate College and the volume of the research program are an index to the increasing academic distinction of the University of Illinois.

Greatly encouraging for the future of research at the Urbana campus, are the availability this year of the new

laboratories for Physics and Electrical Engineering, the Coordinated Science Laboratory, the Burnside Research Laboratory in the Department of Food Science, and the Labor and Industrial Relations Building. Moreover, all of the buildings now under construction, to be available in 1964, will contribute to the work of the Graduate College and will serve undergraduates as well: Medical Sciences (Chicago), Plant Sciences, Commerce and Business Administration, addition to the Digital Computer Laboratory, Teacher Education, the University Press, and the Library Addition. On the drawing board is the Materials Research Building which will support an interdisciplinary program, to be built with Federal funds in cooperation with the new State Building Authority, and will make possible a nationally important scientific advance. Other new facilities are to be constructed soon for Biology, Chemistry, Civil Engineering, and Veterinary Medicine.

CAMPUS LIFE

With 25,500 students in residence at Urbana-Champaign in 1963-64, housing accommodations will be stretched to the limit. Regretfully, some women applicants have been turned away for lack of approved housing, but this situation will be remedied within another year.

With continuing annual increased numbers, much emphasis has been given in recent years to the residence halls construction program at Urbana-Champaign. It is impossible to keep supply and demand exactly in balance in a growing situation, but the planners have done remarkably well.

An important consideration in the planning of the auxiliary student facilities in Urbana-Champaign has been concern for the quality of student living—the provision of opportunities for recreation, social and cultural activity, as well as for room and board. The Student Services Building, the Union Addition, the Health Service Building, the Assembly Hall, the new designs and availability of residence halls, the provision of a large paperback book center in the Union, have all been directed toward meeting the basic requirements for sound community living within a student body of the size of that at Urbana-Champaign.

CONGRESS CIRCLE, CHICAGO

The major University development in meeting the growth demands is progress in the building of a new campus at Congress Circle, Chicago. Plans for this campus have been described in detail in prior official statements and in many other ways. Here it is significant to record that the site problems have been solved, contracts have been let, and building construction is on schedule. It is hoped that facilities will be available for use in the second semester of the 1964-65 school year. This will permit the transfer of the student body from

Navy Pier and the gradual enlargement to a full-time enrollment of some 9,000 in four degree-granting colleges and two divisions: the Colleges of Architecture and Art, Business Administration, Engineering, and Liberal Arts and Sciences; and the Divisions of Education and Physical Education. These units are now organized under permanent administrative heads.

Contemporary in design, imaginative in concept, the new campus will be an architectural achievement as well as a landmark in educational planning. Visitors from throughout the country and from overseas are regularly making inquiries about the background of the Congress Circle development and it will unquestionably remain a topic of newsworthy importance in educational and civic circles for a long time to come.

STATE PLANNING

The Illinois Board of Higher Education, established two years ago, is now deeply involved in studies leading to a master plan for higher education in Illinois. Through professional and advisory committees, a broad range of needs and problems is under consideration. During the coming year, final study reports will be placed before the Board for its discussion and further analysis. The University of Illinois is greatly interested in this total endeavor and is contributing heavily through the services of its faculty members on the master plan committees and through staff studies of special problems.

Confronting the Board of Higher Education is the necessity for building a master program to take care of growth in existing and new institutions and in other ways. Unquestionably, placing college facilities where they are available for commuting students will be an important part of new planning, as it has been in the planning at the University of Illinois. The potential of junior colleges in this connection is clear and the possibility of new four-year, degree-granting institutions will undoubtedly be a part of the consideration.

A major task facing the University in the year ahead will be the presentation of material to the State Board, including its staff and committees, which will clearly delineate the future course of the University of Illinois as conceived by its administration, faculty, and governing board. A preliminary report, interpreting present plans and objectives as evolved over the years, has been presented to the Executive Director of the Board and will be made available for discussion in the months ahead.

It is of great importance that the master plan recognize the unique nature of the University of Illinois. Differing from all other institutions in the State in range, magnitude, and complexity of its educational services, and in the scope of its public responsibilities, as the comprehensive state university derived from the Land-Grant tradition, the University of Illinois has evolved into one of the foremost centers of learning in

the nation. Both the interdisciplinary nature of modern science and the scarcity of trained manpower and facilities for full-scale graduate education and advanced research suggest the desirability of focusing upon the present uniqueness of the University of Illinois and giving it strong support in the conservation and development of its resources for professional education, advanced learning in all fields, research, and public service allied to these functions.

Since the continued strengthening of the University of Illinois as the comprehensive state university is not incompatible with the optimal development of other institutions in the State and is obviously related to the welfare of the people in manifold ways, we have confidence that the plans for the future will take advantage of its present strength and the potentialities for future achievement.

NEW STAFF

The budget adopted by the Board of Trustees on July 2, 1963, based upon the appropriations of the General Assembly and other revenues available to the University, provides for merit increases for staff and the establishment of new salary levels. The funds available are not as large as we would like however, and for the present year the University has been enabled to remain competitive among institutions of similar mission and to recruit a distinguished company of new faculty to fill vacancies occasioned by normal turnover, the new enrollments, and new programs. The recruitment of new faculty is probably the most important single activity of the University in any year — for its success will affect the quality of the University for many years to come. That the University has been successful in its efforts to the extent that it has, at a time of national shortages of specialists and academic personnel in general, is both gratifying and encouraging.

NEW PROGRAMS

Included in the budget are funds to implement new or expanded programs in physics of the upper atmosphere, molecular electronics, nuclear engineering, linguistics, Asian studies, a school of associated medical sciences, and a graduate program in nursing education. (The implementation of some of these programs is contingent upon approval by the State Board of Higher Education.) Thus, the University has been encouraged in its effort to consider new kinds of education and needs for new areas of instruction as well as serving new students and staffing previously established programs.

Growing out of its effort to find new ways to apply its resources to the economic development of the State, discussed a year ago, two new agencies will be in operation during the coming year — the Midwest Electronics Research Center and the Production Engineering Education and Research Center. They reflect the interest of

the College of Engineering in developing mechanisms for greater interaction between university research and industrial application; in one instance in modern electronics and applied physics; in the other, materials fabrication, machine structures, machine controls, automated manufacturing, and industrial organization.

Other ways more effectively to relate the instructional and research resources of the University directly to economic growth will continue to have the attention of many University departments.

Large possibilities for extended service in the field of mental health have been stimulated by the decision of the State Department of Mental Health to locate a clinic on the campus at Urbana-Champaign. Planning is going forward for a new University facility, to adjoin the clinic, to serve ultimately as a Children's Research Center, involving the joint interests of several University departments now engaged in research in mental health and child development. Matching funds for the building from the National Institute of Mental Health are being sought, as well as additional funds for operating costs. The combined efforts, in State and University facilities, are expected to contribute heavily to improved diagnostic, treatment, and consulting services for the benefit of the children involved, as well as to enlarge the research and teaching opportunities at the University. Plans are expected to be in final form by the end of this year.

INTERINSTITUTIONAL COOPERATION

Interinstitutional cooperation has developed great significance among the major universities and this is marked especially in the record of the Committee on Institutional Cooperation, which is composed of the "Big Ten" institutions and the University of Chicago. Beginning this year a "traveling scholar" program has been established under which graduate students are encouraged to move freely from one university to another in accord with their research needs. The institutions are, in effect, pooling unique resources and sharing them for the benefit of all. Another type of cooperative activity involves the offering of joint graduate programs by the several institutions, and a pioneering effort has been made in the interdisciplinary field of biometeorology — supported by a training grant from the U. S. Public Health Service. Another grant to C.I.C., from the Ford Foundation, is supporting a three-year program of summer institutes in Far Eastern languages.

A NEW UNION FOR THE MEDICAL CENTER

One of the great needs of the Medical Center Campus in Chicago is a Student Union Building which will provide adequate food service, meeting rooms, and recreational opportunities. Such a facility is always the center of campus life, but in an urban center — particularly in a deteriorating neighborhood — a Student

Union is a necessity for commuting students, as well as for the faculty and the many visitors to the campus.

The possibility of building a new and adequate Union building at the Medical Campus has been discussed for many years, but the classroom-office-laboratory requirements have had a first call on appropriations. A building to meet the program needs of a Union will cost about five and a quarter million dollars. Three million dollars can be financed through a student fee bond issue, and a plan to seek the remaining two and a quarter million dollars from private gifts has been approved.

The fund program is directed mainly to the alumni of the Medical Center and to the constituencies which it serves — medicine, pharmacy, dentistry, and nursing. The project obviously has civic appeal also, and a favorable response, in the feasibility study and in the organization efforts, has come from a number of important leaders.

In the effect upon the recruitment, education, and well-being of students and staff of the University of Illinois at the Medical Center, the plan is related to the health and welfare of Metropolitan Chicago, of the State of Illinois, and of the Nation.

INTERNAL STUDY AND COMMUNICATION

With the growth of the three campuses and the enlargement of staff and student body, the need for improved internal communication has grown at a similar pace.

Organized efforts to have the members of the Board of Trustees meet faculty and students at the three campuses will be continued. General administrative officers, in addition to meeting regularly with faculty groups, have arranged for special meetings with student leaders

on each campus. New publications are projected for students as well as continuing seminars and small group conferences under the leadership of qualified University spokesmen.

It is recognized that effective faculty and student participation in the affairs of the University is dependent upon wide understanding of the problems of University administration, the major issues confronting the University, and the needs and opportunities with which the University must deal. A strong and effective university must distill collective wisdom for the management of its affairs, and the machinery for this purpose must be appraised constantly as the University itself changes and as new problems arise.

A number of specific questions affecting the educational effectiveness of the University will have to be reviewed in the coming year. Illustrative are: extension of the use of television education; provision of improved student-study facilities; adoption of a twelve-month academic calendar; changes in requirements for compulsory R.O.T.C. in the undergraduate programs at Urbana-Champaign; the improvement of traffic movement at Urbana-Champaign, pedestrian, auto, and bicycle; revision of the University Statutes affecting academic freedom and tenure; improvement in undergraduate counseling and teaching; possible changes in procedure or practice to guarantee effective implementation of the University's policy against racial, religious, or nationality discrimination in any aspect of the University's work.

This sketch of the year ahead is but an outline of some central points. There are many topics of importance which must be omitted from such a review. Enough has been said, however, to demonstrate that once again the new year will be an exciting and challenging period in the history of the University.

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UNIVERSITY OF ILLINOIS



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 66, October 15, 1963

The University and Civil Rights

TEXT OF PRESIDENT HENRY'S LETTER OF OCTOBER 2, 1963, TO THE PRESIDENT OF THE STUDENT SENATE, MR. DAN TAYLOR¹

You have asked for my views on the question, "How can the University of Illinois best relate itself to the issues today confronting the American people in the area of racial relationships?"

My reply involves three obvious areas of opportunity: steps the University can take institutionally; what the faculty and staff can do, professionally and personally; and what students can do.

UNIVERSITY POLICIES AND IDEALS

The policies and ideals of the University are clear — indeed, they are embedded in the origin of the institution. From its founding as a land-grant institution, the University has been rooted in dedication to equality of opportunity and committed to the idea of helping all people, within the limits of its resources and educational objectives, develop their talents to their fullest capacity, objectives with the greatest national significance, morally, economically, socially, and intellectually. I believe that all of us should be proud that before the federal court decisions and state laws of recent years and before the mass movements to command and urge equal treatment of all citizens, the University's Board of Trustees (in 1946) directed its staff to continue "to favor and strengthen those attitudes and social philosophies which are necessary to create a community atmosphere in which race prejudice cannot thrive."

To a large extent, the policy statement of 1946 gave written form to long-established tradition; yet the written declaration also has served to emphasize and strengthen practices governing admissions, administration of grants-in-aid to students, employment of faculty

and staff, housing regulations and use of facilities — all of which make clear that there is no place for discrimination in any activity or operation of the University. In 1958 practices and policies were given written form, in a Code of Fair Educational Practices, for the further guidance of all concerned.

At the same time the University has sought, by example and by persuasion, to obtain general acceptance of its position within the communities of which it is a part. In regulations concerning housing for students and staff, in cooperation with local and state agencies devoted to improving the conditions under which minority groups live and work — in these and other ways the University has encouraged equal opportunity in all areas of life.

However, statements of policy and objective and definitions of procedure are not enough. Ideals and policies must be repeated and interpreted for each generation of students, faculty, and staff — and they require continuing analysis to insure that they are applied completely and directly to the urgent realities of each new day. Continuing appraisal is part of the University's responsibility. A few days ago, in commenting on "The Year Ahead," I made the following statement:

It is recognized that effective faculty and student participation in the affairs of the University is dependent upon wide understanding of the problems of University administration, the major issues confronting the University, and the needs and opportunities with which the University must deal. A strong and effective university must distill collective wisdom for the management of its affairs, and the machinery for this purpose must be appraised constantly as the University itself changes and as new problems arise.

Among the several areas of current concern, listed in the same statement, is the need to guarantee effective

¹This letter is reprinted in the Faculty Letter at the request of a number of members of the faculty.

implementation of the University's policy against racial, religious, or nationality discrimination in any aspect of its work.

In recent months a number of specific actions have been taken which have prepared us for new focus on the questions related to racial discrimination:

1. The Board of Trustees has established a committee to consider special problems related to equal employment opportunity among appointments to faculty positions.
2. The need to consult all sources of qualified candidates in making appointments to the faculty has been broadly emphasized before University groups. Direct contact with leading colleges with substantial Negro attendance also has been undertaken, in the effort to identify promising candidates among the alumni for faculty positions.
3. The University is working with a group of large Midwest universities to explore means by which the institutions may help in increasing the number of professional and highly-trained Negroes.
4. Because of local difficulties in housing opportunities, regulations for the use of University-owned housing by faculty members have been made flexible to permit ample time for members of minority groups to find suitable housing in the community.
5. With regard to student housing, last year a deadline (the fall of 1965) was established within which private operators of approved rooming houses must comply with the University policy of nondiscrimination if they are to remain on the approved list. Similarly, placement on the listing service for graduate student housing has been conditioned on similar compliance by landlords.
6. The Governor's Executive Order of July, 1963, with regard to a Code of Fair Practices, with which University practices and policies are entirely consistent, has served as an additional reminder of current concern and the text has been widely distributed among University officers and departments.
7. Steps have been taken internally, by the Executive Vice President and Provost and others, to insure that all concerned in nonacademic employment are aware of the importance of full implementation of our policies.
8. Although the University's area of authority is limited, attempts have been made to encourage progress in equal opportunity in construction projects in Chicago and in Urbana-Champaign. For example, in Chicago, working with the Chicago Commission on Human Relations, and with the Illinois Fair Employment Practices Commission, University repre-

sentatives have developed procedures for reporting the employment of Negroes in the skilled classifications. Similar steps will be taken at Urbana-Champaign.

9. As announced a few weeks ago, a special representative of the President's Office, Professor Eugene Scoles of the College of Law, has been appointed to maintain continuing communication with the local groups, including the Champaign-Urbana Improvement Association, to insure prompt analysis and to suggest remedy as necessary of problems of equal employment opportunity.
10. A major problem, and one now receiving attention, is the need for data in University records in order that accurate analysis can be made of "imbalances" where they exist and corrective steps taken where in order.

FACULTY AND STAFF INVOLVEMENT

Aside from matters of general institutional concern, what is the potential individual contribution of the faculty, administration, and staff? Our scholars and scientists have complete freedom of expression and choice in their professional interests, of course, and the University does not prescribe for them. Nonetheless, a number of significant efforts already are being made in teaching and research related to questions of discrimination, individual development, and opportunity. An inventory of total interests doubtless will suggest possibilities for expanded or new activity. For example, some of the questions which may merit the intensified attention of social scientists and others are these:

Can we identify and deal with those aspects of our society which affect the decision of children at various levels of opportunity to go to college?

What seems to determine motivation, endurance, and efficiency in the education careers of students from varying levels of opportunity?

What are the financial problems which prevent qualified high school graduates from attending college, with special reference to students from very low income groups?

On what basis have Negro students felt encouraged to choose the professional fields they have entered — and reluctant to choose others?

What, precisely, are the facts as to the availability of professional persons from minority groups, by field and level of work?

These are merely suggestive lines of inquiry, not professional specifications for investigations; however, they do serve to emphasize the need for organized research effort. In this connection, during the coming

weeks and months, a series of meetings will be held for faculty and research specialists to compile an inventory of research interests and to discuss areas of investigation that might be undertaken or expanded.

The research component of the University's involvement underscores the need for reliable information on which to base plans for action. Institutional data have not been available in the past because, as an outcome of its policy of nondiscrimination, the University has not included the fact of race in its records. Now, however, some change in the keeping of records will have to be instituted if we are to deal intelligently with the problem of equal opportunity. We know that long-time change in human relations must be built upon information as much as exhortation, upon attack upon specific problems as well as upon resolutions and generalizations. By applying the expertise of professional scholars to the economic, political, and social questions involved in the improvement of race relations, the University can make one of its most important contributions to society at large.

STUDENT INVOLVEMENT

Moreover, it seems to me that students, like all of us within the University, should be interested both in the immediate issues and in the long-range questions. On this point I should like to commend the Student Senate for establishing a campus civil rights commission as a focal point for student interest and commitment in civil rights. Each student, like each member of the faculty, must decide for himself what he can do, by himself and with others. You are first concerned about the ideals and philosophies which should govern personal behavior and personal responsibility. As a group, you will iden-

tify ways of developing leadership and of making your views known. In both cases, I trust that you will realize that ultimately the resolution of racial injustice will come after millions of individual acts of recognition of people as individuals have paved the way. At the same time, all rational and constructive steps appropriate to a community dedicated to debate, discussion, analysis, and free inquiry should be welcomed.

To summarize, there is not, nor has there been, any uncertainty about the University's ideals, its objectives, or its policies. We remain pledged to administer our affairs so that the merit principle at all times governs employment, promotion, and educational policies. This itself is, of course, a principle which excludes irrelevant considerations such as race and insures our determination that no aspect of our work will be stained by discrimination. Beyond this, however, it is important that we intensify our concern and that we devote our professional competence to the fundamental questions from which discrimination springs—and that institutionally and individually we accept a leadership responsibility in hastening the solving of problems which now prevent the broad application of our basic ideals in human relationships.

It is clear that everyone is called upon, by the horrors at Birmingham, by the obvious cumulative injustices in our social system, and by the imperatives for enforcement of basic public policy, to make a personal decision as to how he will cast his influence for racial equality. Merely hoping for improvement in the natural course of events is not enough. The University, like the individual, must also continuously search for ways and means appropriate to it to make the most effective and the most enduring contribution.

Metallurgy and Mining Building

OFFICIAL NOTICE NO. 73

The Laboratory of Physics has been renamed "Metallurgy and Mining Building."

United Fund Drives

Monday, October 14, the annual campaign for the United Fund of Champaign County began on the Urbana campus. The University Division's quota is \$68,000; the over-all campaign goal is \$277,000. Professor Martin Wagner is serving as Chairman of the University Division.

The annual Campus Chest drive on the Medical

Center campus begins October 21 with a goal of \$12,000. Dean M. J. Galbraith is serving as general Chairman of the Campus Chest Committee.

The annual Campus Chest drive at the Chicago Undergraduate Division will begin November 1. Associate Dean William J. Dunne is Chairman of the drive.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 67, October 31, 1963

President's Report of Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE URBANA-CHAMPAIGN CAMPUS OCTOBER 26, 1963

HISTORICAL MARKER PLACED ON NEW CAMPUS AT CONGRESS CIRCLE

An historical marker containing a "time capsule" was officially unveiled at ceremonies October 17 on the University's new campus at Congress Circle, Chicago. The marker is located in what will be the east access to the Illini Union fronting on Halsted Street.

Speakers on the dedicatory program included Lt. Gov. Samuel H. Shapiro, Mayor Richard J. Daley, President Howard Clement of the Board of Trustees, Vice President Norman A. Parker, Chicago Undergraduate Division, and Paul Prang, student representative of the University's Centennial Class from the Chicago Undergraduate Division campus.

Also in attendance were city and state officials, civic leaders, and architects, engineers, planners, and contractors involved in the Congress Circle campus construction.

RESEARCH AND EDUCATIONAL HOSPITALS SERVE MORE THAN 250,000 PEOPLE

The University of Illinois Research and Educational Hospitals at the Medical Center campus, Chicago, served more than 250,000 individuals during the 1962-63 fiscal year, the annual report of Dr. Donald J. Caseley, Medical Director, states.

A total of 193,379 patient visits were made to the hospitals' thirty outpatient clinics, the highest total in five years, Dr. Caseley reported. Admissions to the hospitals' 603 beds during the year totaled 12,229, and 2,727 infants were born.

Emergency service visits rose more than 10 per cent to total 26,445, and 34,192 physical therapy treatments (including some duplication of foregoing figures) were given.

Other figures in Dr. Caseley's report indicating the tremendous scope of the hospitals' activities include: 7,935 operations performed; 1,791,420 laboratory tests

given; 66,400 diagnostic radiology examinations made; and 7,634 therapeutic radiology treatments given.

TOTAL ENROLLMENT ON THREE CAMPUSES HITS NEW HIGH OF 33,041

Final first-semester enrollment figures at Urbana-Champaign and the Chicago Undergraduate Division plus preliminary totals at the Medical Center campus which is on the quarter system, place the three-campus enrollment at 33,041, Dean C. W. Sanford, Office of Admissions and Records, has reported.

By campus the totals are: Urbana-Champaign, 25,611; Chicago Undergraduate Division, 5,169; Medical Center, Chicago, 2,261. Not yet tabulated are the enrollments in extramural courses which last year had a total of 4,294.

The numerical increase of on-campus enrollment is 2,071 more than the comparable figure of 30,970 for 1962-63 and represents an overall percentage increase of 6.3.

UNIVERSITY HOLDS TENTH INSTITUTE ON INTERNATIONAL TRADE

Seventy-three business executives and educators participated in the University's Tenth Annual Institute on International Trade on the Urbana-Champaign campus September 29-October 3.

The Institute is presented by the Division of University Extension and is arranged and conducted jointly by the College of Commerce and Business Administration and the Illinois Manufacturers' Association.

STAFF MEMBERS' VOLUNTARY SERVICE AIDS SCHOOL-UNIVERSITY ARTICULATION

Voluntary services by 134 members of the faculty and staff at 255 different college and career day events in secondary schools of Illinois made significant contributions to the University's School-University Articulation

program, Professor Lowell B. Fisher, Coordinator, states in an annual report.

Further expansion of the program in secondary schools for the current academic year includes sending trained personnel for counseling in each of the seventy to eighty secondary schools which provide the greatest number of students at the University. Regional conferences in strategic areas of the state to work with secondary school counselors and principals also are planned, Professor Fisher said.

A School-University Articulation Conference will be December 11-12 at Urbana-Champaign.

STUDENT LOAN FUND REPAYMENT RECORD CONTINUES 99.9 PER CENT PERFECT

Repayment of student loans in the sixty-four years since establishment of loan funds at the University of Illinois has been 99.9 per cent of the \$8,103,874 which students have borrowed since 1899, C. C. DeLong, Bursar, reports.

During the fiscal year ending June 30, a total of \$815,003 was loaned to 3,819 students. Loan funds now total \$2,350,581, with \$1,945,796 at Urbana-Champaign, \$308,334 at the Medical Center, and \$88,743 at the Chicago Undergraduate Division. Private gifts increased loan resources by \$34,094 during the year.

ILLINOIS AMONG TOP THREE IN NATION FOR RESEARCH IN ENGINEERING

In dollars spent on research, the University of Illinois has one of the nation's top three colleges of engineering, the eleventh edition of *Engineering College Research Review*, published biennially by the American Society for Engineering Education, reports.

Research reported for 1961-62 in the three leading colleges of engineering — excluding research foundations or similar separate organizations — totaled \$17,027,000 at the University of Michigan, \$13,100,000 at the Massachusetts Institute of Technology, and \$11,462,000 at the University of Illinois.

More recent figures indicate the Illinois total rose to \$12,262,000 in 1962-63. Ninety per cent of this research is financed by government and industry.

ATOMIC ENERGY COMMISSION APPROVES PEAK POWER BOOST FOR REACTOR

A four-fold increase in peak power for the University of Illinois nuclear reactor has been approved by the Atomic Energy Commission, permitting the machine on the Urbana-Champaign campus to be pulsed to power exceeding one billion watts.

The TRIGA-type reactor is used for teaching and research and provides irradiation facilities for many fields of study. The power increase extends the range of research possible and reduces substantially the time previously needed for many projects.

ILLINOIS FIFTH AMONG BIG TEN UNIVERSITIES IN NASA RESEARCH

Research grants and contracts from National Aeronautics and Space Administration totaling \$1,600,000 to the University of Illinois place the University fifth among Big Ten institutions in the total of such research funds awarded, the Joint Office of Institutional Research reports.

Leader in this research area in the Big Ten, on basis of total grants and contracts, is the University of Michigan, followed by the University of Minnesota, State University of Iowa, University of Wisconsin, and Illinois.

COLLEGE OF DENTISTRY PARTICIPATES IN ORAL CANCER DETECTION PROGRAM

The University of Illinois College of Dentistry, the Chicago Board of Health, and the Chicago Dental Society have launched a program of oral cancer detection working with every dentist in the Chicago metropolitan area in a project sponsored by the United States Public Health Service through a grant of \$100,000 per year.

Dentists will take smears of suspicious lesions from the mouth and teeth areas, and these will be forwarded for pathological examination to the Board of Health laboratory for city patients and to the College of Dentistry for suburban patients. Dr. Herman Medak, Associate Professor of Oral Pathology, is in charge of the program at the College of Dentistry.

SHARP INCREASE IN DOCTORAL WORK IN MECHANICAL AND INDUSTRIAL ENGINEERING

Increased interest in and demand for advanced training in mechanical and industrial engineering at the University of Illinois is revealed in a survey of doctoral work reported by Professor Seichi Konzo, Associate Head of the Department.

Professor Konzo cites that during the thirty years from 1920 to 1950 only seven doctorates were conferred at Illinois in the field. In the ten years from 1950 to 1960 this number increased to 29, and in the last four years, 1960 through 1963, the number has been 27.

Of the 63 who have earned the doctor's degree at Illinois, 41 have gone to teaching at the college level and 22 are in industry.

DIRECTOR BASSIE PRESIDENT OF NATIONAL BUSINESS RESEARCH GROUP

Director V Lewis Bassie, Bureau of Economic and Business Research, was elected president of the Associated University Bureaus of Business and Economic Research at the organization's annual meeting in Reno, Nevada.

SENIOR STUDENT NAMED DIRECTOR OF ROBINS AWARDS OF AMERICA

Larry A. Bear, a senior in the College of Commerce and Business Administration from Decatur, has been

named to the board of directors of the Robins Awards of America, which are made annually to eight prominent men and women for their inspiration to American youth.

Mr. Bear will serve on a fifteen-member board, supervising the national award program which involves balloting on more than two hundred college and university campuses.

PROFESSOR BURKHOLDER HONORED FOR WORK IN MATHEMATICAL STATISTICS

Professor Donald L. Burkholder, Department of Mathematics, has been named a Fellow of the Institute of Mathematical Statistics in recognition of "meritorious contributions in the field."

Professor Burkholder is one of three University of Illinois mathematicians to gain this honor. Others are W. G. Madow, formerly a member of the mathematics faculty, and Professor Joseph L. Doob, a member of the Center for Advanced Study and currently president of the American Mathematical Society.

JUNE GRADUATE WINS NATIONAL AWARD IN MECHANICAL ENGINEERING DESIGN

James A. Bauer, Chicago, a graduate of the College of Engineering last June, has been awarded top prize in the American Society of Mechanical Engineers Annual Design Problems competition for 1963.

While working on a senior project under Professor Edward L. Broghamer, Department of Mechanical and Industrial Engineering, Mr. Bauer designed the prize-winning speed-change device. He will receive an award of \$500. Mr. Bauer is now with Westinghouse Electric Corporation, Pittsburgh.

PROFESSOR CARTER PARTICIPATES IN NATIONAL ACADEMY CENTENNIAL

Professor Herbert E. Carter, Acting Dean of the Graduate College and Head of the Department of Chemistry and Chemical Engineering, officially represented the University of Illinois at the Centennial Celebration of the National Academy of Sciences October 21-24 in Washington, D. C.

Professor Carter served as chairman of the section on biochemistry. President of the National Academy is Professor Frederick Seitz, Head of the Department of Physics.

Professor Seitz and Professor Carter are among sixteen members of the University of Illinois faculty who have been honored by election to this organization of America's foremost scientists.

Others are: Professor Roger Adams, Professor Reynold C. Fuson, Professor Herbert S. Gutowsky, Professor Nelson J. Leonard, Professor Carl S. Marvel, Professor William C. Rose, and Professor Frederick T. Wall, all in chemistry; Professor John Bardeen, Professor F. Wheeler Loomis, physics; Professor Joseph L. Doob and Professor

A. B. Coble, mathematics; Professor Carl G. Hartman, zoology; Professor Julian N. Steward, anthropology, and Professor Percival Bailey, neurology.

DR. DOUGLAS ELECTED PRESIDENT OF SOCIETY OF ANESTHESIOLOGY

Dr. Bruce L. Douglas, Coordinator of Oral Medicine, College of Dentistry, Chicago, has been elected president of the American Dental Society of Anesthesiology.

The Society has 2,000 members in twenty-one states. Dr. Douglas formerly was editor of the Society's *Journal*.

DR. GREENBERG RECEIVES PUBLIC HEALTH SERVICE RESEARCH CAREER AWARD

Dr. Nahman H. Greenberg, Assistant Professor of Psychology at the Medical Center, Chicago, has been awarded a United States Public Health Service research career award.

Career awards are given on the basis of nation wide competition to experienced scientists of superior potential and capability for independent research or teaching in sciences related to health. Dr. Greenberg will pursue psycho-physiological studies during infancy.

CURATOR OF NATURAL HISTORY MUSEUM HEADS NORTHWEST CONFERENCE

Professor Donald F. Hoffmeister, Curator of the Natural History Museum, has been elected president of the Northwest Museums Conference of the American Association of Museums. The organization has more than 500 members in an area of eight states.

Professor Hoffmeister also is serving his third term as vice president of the American Society of Mammalogists.

DR. MIKA WINS HIGHEST PROFESSIONAL AWARD IN PHARMACOLOGY

Dr. Edward S. Mika, Associate Professor of Pharmacology, College of Pharmacy, Chicago, has received the Edwin Leigh Memorial Award, sponsored by the American Foundation for Pharmaceutical Education. The Leigh Memorial, highest professional award in this field, honors the best research papers submitted in competition by teachers and research scientists.

DEAN WEBSTER ELECTED TO EXECUTIVE COMMITTEE OF NATIONAL ASSOCIATION

Dean George L. Webster, College of Pharmacy, Chicago, has been elected to a two-year term as a member of the ten-man executive committee of the American Association of Colleges of Pharmacy.

The Association consists of seventy-six schools and colleges of pharmacy in the United States, all nationally accredited.

DEAN EVERITT RECEIVES KELLY AWARD IN TELECOMMUNICATIONS

Dean William L. Everitt, College of Engineering, has been named to receive the 1963 Mervin J. Kelly Award

in Telecommunications by the Institute of Electrical and Electronics Engineers.

The award, a bronze medal and \$1,000, will be presented October 30 at the National Electronics Conference in Chicago. Dean Everitt is the first man outside industry to receive this prize which honors the retired head of Bell Telephone Laboratories.

Efforts to Reduce Book Losses in University Library

The loss of books has become a problem of serious proportions for academic libraries generally, and the University of Illinois Library is no exception. From eight hundred to a thousand books disappear annually in two of the Library's most heavily used units, and inventories indicate that losses for the entire University Library system total several thousand a year.

In an effort to reduce these losses, which are not only costly but disruptive of service, the Library has recently installed turnstile controls in four of its largest units, the Commerce Library, the Undergraduate Library, the Engineering Library, and the main bookstacks exit of the Circulation Department. The use of turnstiles makes it possible to retain the advantages of open-shelf collections while at the same time minimizing the risk of loss inherent in an open-shelf system. Turnstiles also serve to count the users and supplement circulation counts in determining the amount of library use.

Installations placed in the Education Library two years ago have proved highly effective in reducing losses

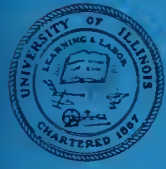
and have greatly improved service to the users of that library.

During the conference Dean Everitt also will be inducted into eminent membership in Eta Kappa Nu, electrical engineering society, an honor conferred only on individuals who are outstanding in technical attainments and contributions to society. In fifty-nine years the organization, which has 40,000 members, has conferred eminent membership on only forty-seven persons.

While it is possible to place turnstile reminders in some library units, other library units are not adaptable to turnstile installations. The Library believes it would be helpful if each faculty member would take a few minutes in each of his classes to point out the seriousness of the book loss problem and to urge upon all students the restraint and consideration of the rights of others that open access to books requires. These few students who might be tempted to steal library books or to forge signatures and identification numbers should be reminded that these are serious offenses which could result in their dismissal from the University.

It would also be helpful if faculty members would urge students not to cut clippings from library books and periodicals and not to underline and write in the margins. Many students and faculty members have complained about these practices and it has been necessary to refer several offending students to the Subcommittee on Student Discipline.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 68, November 29, 1963

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UNIVERSITY OF ILLINOIS

Relative Growth of the University Library

A striking postwar phenomenon in higher education has been the rapid growth of American university libraries. In 1940, only nine libraries had collections exceeding one million volumes in size. According to the most recent statistics, thirty-two university libraries in the United States have gone beyond the one million figure, and ten are in the multi-million volume class. The rate of increase appears to be accelerating, in response to such factors as the greater volume of publishing and expanding educational and research activities.

Paralleling the increasing size of book holdings is the keen competition among university libraries for important private collections as they come upon the market. What *Time* magazine facetiously described as "The Great Paper Chase" has had the effect of further inflating prices and of increasing the scarcity of older books.

Given the prevailing conditions, such an institution as the University of Illinois, whose library has occupied a position of national leadership during the last generation, must make extraordinary efforts to maintain its high rank and to continue to grow in distinction and strength to serve the multiple demands made upon it.

As a method of determining how successfully Illinois is holding its outstanding place among the nation's university libraries, statistics have been prepared for the period 1951-1963 relating the growth of the University of Illinois Library to that of other leading United States university libraries. Five key indexes were used:

1. Total library expenditures;
2. Expenditures for books, periodicals, and binding;
3. Rank order in number of volumes;
4. Rank order in number of volumes added annually;
5. Rank order in size of library staff.

Applying these criteria, Illinois has remained among the top five institutions in total library expenditures

throughout the period studied, and for the past two years has been in fourth place. In 1962-1963, three libraries (Harvard, California-Berkeley, and California-Los Angeles) reported higher totals.

In expenditures for books and other materials, Illinois has been in the first five for the entire period, except for one year, and most recently was in fourth place. The highest totals reported for 1962-1963 were:

California-Berkeley	\$1,265,333
California-Los Angeles	1,242,710
Harvard.....	1,168,817
Illinois	906,585
Texas	904,675

In number of volumes in the library, Illinois has remained in third place throughout the twelve years, 1951-1963. Harvard and Yale continue to rank at the top by substantial margins.

The number of volumes added annually is a widely fluctuating figure, for a variety of reasons. Illinois' rank in the course of the 1951-1963 period has ranged from first to seventh, but has rather regularly come within the first five.

In number of staff members, Illinois has placed from third to sixth, and most recently ranked fifth. Harvard, Yale, California-Berkeley, and Cornell led in 1962-1963.

The most significant new factor in the current situation is the explosive growth of the University of California libraries, which have announced their determination to be first in the nation. Nevertheless, viewing the past dozen years in retrospect, it is apparent that the strength of the Illinois library remains high, relatively and absolutely, and support by its parent University has been—and continues to be—consistently far above average.

University Archives

As an institution of higher learning, the University of Illinois has a responsibility to the academic community and to the public for the preservation of records containing evidence and information with respect to its origins and development and the achievements of its officers, employees, and students. The University is equally concerned with preserving material of research or historical value and assisting its administrative and academic officers by relieving their offices of inactive records, eliminating records that need not be preserved, and providing space and custody in the University Archives for material that should be preserved.

University archival material will be used in writing:

1. Research studies and monographs concerning all aspects of the University's contributions to the intellectual, social, and economic history of our times;
2. Institutional histories of the University and its colleges, schools, departments, and programs;
3. Biographies of distinguished faculty, administrators, and alumni;
4. Histories of faculty and student organizations;
5. Student papers on historical topics. An interest in the history of the University and a better understanding of its traditions adds much to the meaning of a university education and stimulates the loyalty of its student body.

In addition to the scholarly uses of archival material, the University Archives provides quick reference service to basic documentation for administrative policy decisions. As a permanent central file of documentary material, the University Archives specializes in the retrieval of information about the development of the University and the contributions of its presidents, faculty, alumni, and friends.

The University Archives is especially interested in the professional and personal manuscripts of academic and administrative staff and the records of faculty and student organizations. Former or retired faculty members may wish to place their papers in the Archives to ensure adequate documentation of their role in the development of the University. Staff with tenure may wish to consider instructing their executors to turn over to the Archives their personal papers and correspondence. Such papers may be sealed and may be treated as confidential if the owner wishes.

On May 11, 1962, the President appointed a Committee on University Archives. On September 1, 1963, the University Library employed Mr. Maynard Brichford as University Archivist. The University Archives is located in Room 19 of the Library, telephone 333-0798.

It provides safe storage for valuable records, prompt reference service to originating offices and departments, and work space for users of archival material.

To facilitate the establishment of the University Archives, each originating office or department in Urbana-Champaign and Chicago is urged to:

1. Determine the normal period of administrative use of each file that it maintains and such additional retention periods as may be required or recommended by the Comptroller or the Legal Counsel for fiscal or legal reasons;
2. Notify the University Archivist when the records may be removed from the office or department;
3. Carry out a plan for the periodic retirement of inactive records based on its determination of the proper retention period and the Archivist's approval. No University records should be destroyed without the prior approval of the University Archivist.
4. Send copies of non-confidential minutes of councils, boards, committees, and other bodies to the University Archives as they are produced;
5. Send copies of all letterpress, offset, and stencil or spirit duplicated material to the University Archives as they are produced, or, upon agreement between the office or department and the Archivist, a portion of such material which will provide adequate documentation of University activities.

The University Archivist will:

1. Decide if material no longer needed by the office of origin should be preserved in the Archives;
2. Classify and arrange such records and material as may be transferred to his care for permanent preservation and keep the same accessible to all persons interested, subject to such proper and reasonable rules and restrictions as he may find advisable;
3. Process transferred material to destroy duplicates and other items that do not have sufficient evidential or informational value to warrant their continued preservation;
4. Advise, upon request, concerning standards, procedures, and techniques required for the efficient creation, use, and destruction of University records;
5. Arrange for the preservation of archival material from the Chicago campuses in Chicago.

A program for the prompt retirement of University records will benefit all offices by relieving them of unnecessary accumulations of inactive records, while safeguarding the interest of the University by preserving the historical records of its achievements.

Trustees Approve Department of Linguistics

The following is the text of the agenda item approved by the Board of Trustees at its meeting on Saturday, November 23, 1963. Further action by the Board of Higher Education may be necessary before the full program is implemented.

On recommendation of the Executive Committee of the College of Liberal Arts and Sciences, the Urbana-Champaign Senate has recommended establishment of a Department of Linguistics to provide a much needed focus for linguistic activities.

The Department will offer two main curricula with certain possible additions: (a) graduate programs in descriptive linguistics and historical linguistics, and graduate interdisciplinary programs in psycholinguistics, ethno-linguistics, and experimental phonetics; and (b) instruction in non-Western languages to be instituted later, eventually providing at least two years of elementary Chinese, Japanese, Hindi, Arabic, and selected South-East Asian languages such as Burmese or Indonesian. The Department will also offer graduate programs of instruction and thesis direction leading to degrees of Master of Arts and Doctor of Philosophy in Linguistics, with the possible addition of a one-year Certificate for foreign teachers of English who can afford only one year of graduate training in this country.

The College of Liberal Arts and Sciences and the new Department would recognize the prior claim of the existing language departments to continue to offer courses of a linguistic nature which draw their material from the languages they teach and which are a part of the training at all levels of teachers of such languages.

Submitted herewith is a supporting statement concerning the proposal for the new Department, a copy of which is being filed with the Secretary of the Board for record.

The Senate Coordinating Counsel has indicated that no other Senate jurisdiction is involved.

PROPOSAL FOR THE ESTABLISHMENT OF A DEPARTMENT OF LINGUISTICS

The following proposal was submitted by the Committee on the Program for Linguistics, May 17, 1963:

I. Introduction

During the past fifteen or twenty years several sources have contributed to a resurgence of interest in language studies in the United States: (1) the success enjoyed by professional linguists during the war in establishing effective foreign-language instruction programs, (2) the increasing contacts between Americans and speakers of other languages abroad in political, commercial, and

avocational activities, (3) concern for higher quality in both technical and general education in our schools at all levels of instruction, (4) some promise of results in certain areas of research requiring technical knowledge of linguistic structure, such as computer technology, machine translation, information retrieval, and the psychology and anthropology of language, and (5) increasing prestige of so-called "linguistic philosophy."

As concern for, and research in, linguistic structure has become progressively more technical, a more and more pronounced division of labor has appeared between traditional language studies, concerned primarily with pedagogy and foreign-language literature on the one hand and, on the other, contemporary linguistics as a separate discipline. Linguists, in this new, modern sense, have tended in the past to come to their studies either from philology or from anthropology; but increasingly today the technical linguist tends to enter this field of research directly as his first study. Correspondingly, many universities have established autonomous departments of linguistics or, at least, separate linguistic programs listing their own courses and granting their own degrees.

In the Midwest the University of Chicago has long had in addition to the regular language departments a separate Department of Linguistics granting degrees in general linguistics, Indo-European studies, Indic studies, and other subjects. The University of Michigan, the Ohio State University, and Indiana University have all enjoyed very active linguistic programs for many years and are now seeking to establish autonomous departments, hindered only by the paucity of available personnel. There are departments of linguistics at Yale, Columbia, Pennsylvania, California (Berkeley), Texas, Harvard, and other universities, and there are well-known degree-granting programs at Massachusetts Institute of Technology, Cornell, Wisconsin, California (Los Angeles), and others.

While interest in linguistics as an autonomous study is relatively recent at the University of Illinois, several master's degrees have already been granted in this subject, and a number of students are currently pursuing the Ph.D. in Linguistics. Two years ago the relevant staff was increased with the addition of two faculty members whose major professional activity is solely within the field of scientific linguistics, and some fifteen purely linguistic courses are currently offered, not counting many cross-listed with the linguistics curriculum. There is little doubt that the number of students enrolled in the Graduate College to pursue higher degrees in this field will continue to increase.

It is surely appropriate, then, that the various linguistic activities at this University should be brought together in the form of an autonomous department in the College of Liberal Arts and Sciences. It can reasonably be expected that within a short time an undergraduate curriculum will be established in this discipline. In the meantime the peculiar needs of the students and staff in the Linguistics Program would undoubtedly be best served by regular departmental organization with an executive officer who can initiate business through the usual channels and a departmental headquarters and secretary to provide a much needed focus for linguistic activities.

II. Scope of Program

The proposed department would offer two main curricula and certain possible additions: (1) the graduate programs in (a) descriptive linguistics, and (b) historical linguistics, and the graduate interdisciplinary programs in (c) psycholinguistics, (d) ethnolinguistics, and (e) experimental phonetics, and (2) the instruction in non-Western languages to be instituted during the coming academic year, eventually providing at least two years of elementary (a) Chinese, (b) Japanese, (c) Hindi, (d) Arabic, and (e) selected South-East Asian Languages such as Burmese or Indonesian.

If the teacher-training program for English as a foreign language is expanded into a full curriculum, possibly requiring its own sub-director, it might well become appropriate to lodge that curriculum also within the proposed Department of Linguistics.

As is now the case with the present Linguistics Program, the Department would offer graduate programs of instruction and thesis direction leading to the degrees of Master of Arts and Doctor of Philosophy in Linguistics, with the possible addition of a one-year Certificate specially designed for foreign teachers of English who can afford only one year of graduate training in this country.

The College recognizes the prior claim of the several language departments to continue to offer and to add to their offerings courses of a linguistic nature which draw their material predominantly from a language taught by an existing language department and which are a part of the training at any level for teachers of that language. Such courses should normally be cross-listed in the linguistics offering.

III. Personnel

Membership in the Department would be offered to certain staff members presently serving on the faculty who regularly teach courses in the linguistics curriculum or cross-listed with the linguistics curriculum.

Members will be entitled to use as part of their official University staff title the term "Linguistics."

With the development of new curricula under the direction of the Department, such as the programs in non-Western languages or in teaching English as a foreign language, staff may be hired as full members of this Department.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 69, December 13, 1963

Goals and Functions of the University of Illinois

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A REPORT SUBMITTED TO THE ILLINOIS BOARD OF HIGHER EDUCATION BY DAVID D. HENRY, PRESIDENT OF THE UNIVERSITY. THE REPORT WAS SUBMITTED ON SEPTEMBER 1, 1963, AND REVISED IN THE LIGHT OF CONSULTATIONS DECEMBER 5, 1963.

INTRODUCTION

The report here presented on the Goals and Functions of the University of Illinois has been prepared in response to a request by the Executive Director of the Board of Higher Education, Dr. Richard G. Browne.

Dr. Browne's outline of the content of the report is contained in his two letters of June 25, 1963, copies of which are attached as an appendix. Corresponding to the request of these letters, the report is presented in two main parts: (I) the first considers the unique place of the University of Illinois within the total structure of higher education in the State, including an analysis of the respective roles of public and private institutions; (II) the second is concerned with the distinctive role of the University of Illinois among the state-supported institutions of higher education.

The statement here presented has been submitted to members of the University Council, to members of the Senates' Committees on Educational Policy, to members of the Board of Trustees, and to other groups with special interest or responsibility in the topics described. Since the statement is an interpretation of previously approved policies and plans, no official action with regard to it is deemed necessary. However, internal reactions and comments have been solicited, and the report as presented is based upon such reactions and upon the President's interpretation of the mandate given to the University by its chartering legislation, and subsequent enactments by the General Assembly, of the decisions made by the Board of Trustees, and of the "common law" understandings and precedents which have developed over nearly one hundred years of growth. More recent expressions on Goals and Functions by the President's Faculty Conferences and the recent report, *Educational Directions at the University of Illinois*, by the University Study Committee on Future Programs have also been considered. The report issued in 1961 by the Committee to Recommend a State Plan for Higher Education to the Commission of Higher Education, entitled *Public Higher Education in Illinois*, has also been an important reference.

University's distinctive character is best suggested by the term "comprehensive state university." As such, it differs in the range, magnitude, and complexity of its educational functions — and especially in the scope of its public responsibilities — from all other institutions of higher education in the State. Historically derived from the "land-grant" tradition, with its emphasis upon the democratization and individualization of educational opportunity, the University of Illinois has evolved into one of the foremost centers of learning in this country — with a complex pattern of instructional (undergraduate, graduate, professional), research, and service programs that serve a multiplicity of state, national, and international interests. (Its strictly national and international responsibilities are financed largely from federal and private funds.)

Considered as a totality, the other colleges and universities of the State (public and private) offer in varying degrees most of the general *types* of instructional programs that are conducted by the University of Illinois: freshman-sophomore, junior-senior, graduate, and professional. But the University's over-all program includes a range of specialized instruction, research, and public service that no other single institution provides.¹ In many instances, the University's program is the only one available to the people of Illinois. Furthermore, it is our belief that such specialized functions — particularly insofar as they involve advanced research and technology related to the fundamental fields of learning — can be more effectively and more economically performed by a single "comprehensive state university" than by fragmentation and decentralization of these responsibilities among several institutions.

One of the most important considerations in support of this general position is the increasingly *interdisciplinary* nature of modern science and its applications. Paradoxically, this trend involves growing specialization with regard to the

¹ For example, in 1961-62 the University of Illinois conferred 21.2 per cent of the total degrees conferred by *all* institutions of higher learning in Illinois (public and private). The University of Illinois percentages by degree levels were: four-year bachelor's and first professional, 16.8 per cent; first professional, requiring five or more years, 22 per cent; second level (master's except first professional), 31.1 per cent; doctorate (Ph.D., Ed.D., etc.), 48.8 per cent. Wayne E. Tolliver, *Earned Degrees Conferred, 1961-1962: Bachelor's and Higher Degrees* (Office of Education, 1963), p. 20.

I. THE GENERAL ROLE OF THE UNIVERSITY OF ILLINOIS IN HIGHER EDUCATION IN THE STATE

1. The Unique Nature of the University of Illinois. The

training and research competence of individual scientists and hence an ever-widening spectrum of narrowing individual disciplines. At the same time, an effective attack upon the major problem areas of present-day science requires coordination of the contributions of a variety of technical specialists. Important examples of such interdisciplinary areas and problems are: space sciences, materials sciences, hydrology (water resources), information sciences, genetics, intercultural studies, human development and mental health, economic growth, urbanization and its socio-economic consequences.

Another consideration is that the resources of trained manpower and facilities necessary for full-scale graduate education and advanced research in these multidisciplinary areas are in such short supply and so costly that the State can not afford to duplicate them needlessly. A single "comprehensive state university" — such as the University of Illinois — is the most economical and the most effective institutional means whereby the State can be assured of maintaining the broad range of specialized faculties, facilities, and programs that are required to keep it abreast of the rapidly-changing technical and professional needs of modern society. This in no sense implies that the other colleges and universities of Illinois — private and public — do not now make highly significant contributions toward selected aspects of this total function or that they should not be encouraged to utilize to an optimal degree their present capabilities or to develop further their respective potentialities. In the following sections, the exposition indicates in more specific terms how these directions of development differ from those envisaged for the University of Illinois and why the latter's role as the "comprehensive state university" is not incompatible with the optimal development of the other institutions of higher education in the State.

2. The Respective Roles of Public and Private Institutions of Higher Education. It is important to note that neither of these two classes of institutions is homogeneous as to role or many other characteristics. Hence, it may be somewhat misleading to treat the members of either class in terms of their similarities, when the differences among them within each class are of greater significance. For example, a small denominational junior college and the University of Chicago are both "private" institutions; but for state planning purposes, there does not seem to be a significant common role for them.

Nevertheless, privately controlled institutions do share certain characteristics which set them apart from publicly controlled institutions and which should be taken into account in the preparation of the State's Master Plan. Most importantly, the nonpublic institutions are relatively free to select their goals (which often include religious education), their student bodies, their curricular offerings, and their pattern of public services. They are under no basic obligation, for example, to expand to meet a growing demand for higher education generated by a growing population and stronger motivation to attend college. They might choose to do so, but their choices would be relatively free from the conditions influencing the decisions of the totality of public institutions and would usually be related also to the special goals of the individual schools.

As a corollary to such considerations, the private institutions serve the highly valuable purpose of providing a wide diversity of choices to students whose interests, needs, and financial means are judged to require individualized selectivity of educational institution as regards size, doctrine, characteristics of student body, program, or some other special attribute. Such institutions often provide leadership in innovation and experimentation which contribute to the quality and effectiveness of the total educational practice of a state or

region. In their total service, the nonpublicly controlled colleges and universities enlist financial support from private sources on a scale that otherwise would not be available to higher education and thus add substantially to the total investment of the state and the nation in a critical segment of human resources.

In sum, the publicly-supported institutions, taken collectively, must be responsive to public needs in ways that differentiate their role sharply from that of the nonpublic colleges and universities. They must conduct a greater diversity of programs than the private institutions are obligated to offer or are likely to provide. Particularly, the system of public higher education has the obligation to meet the needs arising from an expanding population, from the increasing proportion of youth attending colleges, and from the growing complexity of the social and economic environment (local, state, national, and international).

3. The Master Plan and Nonpublic Colleges and Universities. Clearly, the primary concern of the Master Plan on this point should be to make two determinations as precisely as possible: (a) the probable future demand for the educational opportunities offered by these institutions; (b) the extent to which the latter may realistically be expected to meet the demand. Such estimates should obviously be taken into account in the planning for public institutions.

The private institutions now receive indirect support from government in the form of tuition scholarships and tax benefits. This kind of support should be continued and probably expanded.

It is sometimes proposed that the state should provide direct subsidies to the nonpublicly controlled institutions, since tuition payments rarely meet the full cost of college education and since fuller utilization of the facilities and services of private institutions presumably would be an economical way to accommodate increased enrollment. While the capacity for such expansion should be measured, it is probable that whatever direct public assistance is in order can best be undertaken by the national government. The constituencies of private institutions — in finance, sponsorship, control, and student enrollment — are rarely defined by state boundaries and the question of their adequate support is as much a national as a state concern. Furthermore, it seems likely that philosophical, legal, and practical difficulties would so beset a plan to provide state subsidies to private institutions that this approach could not add greatly to the state's capability for handling enrollment increases and required additional institutional services in the immediate future.

Here it is relevant to express opposition to any plan directly to limit the expansion of publicly-supported higher education, or indirectly to do so by increasing charges to students, with the effect of creating a scarcity of opportunity which would force students to attend private institutions or else to forego higher education. To the extent that such coercion might be dictated under the Master Plan, the consequences would be either the denial of college education or attendance under severe and inequitable financial sacrifice for many qualified youth.

4. How May the Distinctive Roles of the Several Institutions Be Better Understood by the Public?

(a) The public is being well served when the study committees and other agencies of the Board of Higher Education working on the Master Plan successfully develop reliable and comparable data about higher education in Illinois. It is important that careful professional analysis serve as the framework within which the several institutions be viewed by the public. When the task is completed, it should be apparent, for the first time perhaps to many persons, that differences

and similarities in higher education are revealed, less by the nature of institutional support, organization, or location, more by institutional function, as determined by resources in experience, faculty, and facilities. Thus, a comprehensive Master Plan for higher education in Illinois will do much to enlarge public understanding of higher education as a resource in the life of the State — and the Board of Higher Education, as a central medium of communication and interpretation of institutional function in Illinois, will perform a much needed public service.

(b) The institutions themselves must share in the task of enlarging public understanding of their work, both by direct public interpretation of their programs and functions and by cooperative movements to develop common policies when this is desirable, by intensive self-analysis, and by supporting a State pattern based upon sound analysis of differential institutional function as the only rational means of serving the quantitative and qualitative needs of Illinois.

II. THE ROLE OF THE UNIVERSITY OF ILLINOIS IN THE PATTERN OF STATE-SUPPORTED HIGHER EDUCATION IN ILLINOIS

1. **The Present Role of the University of Illinois Among Public Institutions of Higher Education in the State.** The general nature of the University's distinctive role among all Illinois institutions of higher education has been described above.

Within the category of public institutions in Illinois, the University performs a considerably wider range of functions which in its totality and in its scope — as represented by the number of specializations involved and the multiple combinations among them — is virtually unique. These functions can be sketched in broad terms (the references to special areas are suggestive, not comprehensive) as follows:

a. *Advanced Graduate Study and Associated Research in the Fundamental Fields of Learning.* Among the significant measures of these activities are the enrollment in the Graduate College and the number of graduate degrees awarded. In the fall semester of 1962-63, graduate enrollment was 5,700, while 2,214 graduate degrees of all kinds were awarded during 1962-63. The latter were distributed as follows: Ph.D., 413; A.M. and M.S., 1,261; professional, 540 (Graduate College degrees only — not including those in Law, Veterinary Medicine, and the professional colleges at the Medical Center). The total of 413 Ph.D. degrees probably will maintain the University's rank of third among all universities in the United States in number of annual awards.² These doctorates are the University's principal contribution toward meeting the growing need for college and university teachers and for research specialists in all branches of learning. Both in doctoral education and in graduate study generally, the University of Illinois is the State's principal resource among public institutions.

b. *Teaching and Research in Professional and Technical Areas Closely Dependent upon the Fundamental Fields of Learning and Highly Important to the Public Welfare.* Included are the health professions (Medicine, Dentistry, Pharmacy, and Nursing), Education, Engineering, Law, Agricul-

² The University's productivity in doctorates is of long standing. For the forty-one year period 1920-61 Illinois ranked fifth among American universities, having conferred 6,307 doctorates during the span. The first four universities, and doctorates conferred, were: Columbia University (12,539); University of Wisconsin (7,831); Harvard University (7,638); and the University of Chicago (7,392). Lindsey R. Harmon and Herbert Soldz (compilers), *Doctorate Production in United States Universities, 1920-1962 — With Baccalaureate Origins of Doctorates in Sciences, Arts, and Professions*, Publication No. 1142, National Academy of Sciences — National Research Council (Washington, 1963), p. 20.

ture, Business Administration, Journalism and Communications, City Planning and Landscape Architecture, Labor and Industrial Relations, and Veterinary Medicine. Among the public institutions of the State, the University of Illinois carries the major portion of the load of both professional training and advanced graduate study and research in these important areas.

c. *Selected Undergraduate Specialization.* Although the University shares with the other State-supported institutions a wide range of undergraduate instruction, it also offers a variety of distinctive programs that can be effectively and economically conducted at this level because of the specialized faculties and facilities that undergird its graduate studies and research. These opportunities are richly provided in the fundamental branches of learning (mathematics, the biological and physical sciences, the humanities, the fine arts, and the social sciences), which have the crucial role of emphasizing scholarly values and guiding the intellectual development of able undergraduates so as to lead them toward careers in teaching, research, the learned professions, and educated leadership in a broad range of public affairs. Of parallel importance, distinctive programs of high quality are offered in such specialized fields as Agriculture, Commerce and Business Administration, Education, Engineering, Fine and Applied Arts, Journalism and Communications, Physical Education, and Medical Technology.

d. *Extension Education and Public Services.* The Cooperative Extension Service in the College of Agriculture is the University's most comprehensive extension program. It brings the results of continuing research and technological development in the agricultural and related sciences to the rural population in every county in Illinois — as well as to important segments of the urban population in need of such technical education. The remainder of the University's extension program emphasizes adult education, both on and off campus, in specialized areas related to the University's distinctive on-campus instructional and research programs. Much of this work is organized under the Division of Extension. The work of two institutes that conduct special types of extension function should also be mentioned: the Institute of Government and Public Affairs and the Institute of Labor and Industrial Relations.

2. **Major Extensions of Present Programs and Functions by 1970.** It will be convenient to discuss these planned and probable developments separately for the University's three campuses.

The principal extension of undergraduate programs at the University will be the conversion of the present two-year Chicago Undergraduate Division into a four-year branch to be called the "University of Illinois at Congress Circle." The detailed plans for the new campus are given in pages 72-76 of *Educational Directions at the University of Illinois*. In general, it is expected that enrollment will increase to 20,000 students by 1970, if facilities and resources are provided, and that baccalaureate degree programs will be offered in departments in four colleges (Architecture and Art, Business Administration, Engineering, and Liberal Arts and Sciences).

These baccalaureate programs will constitute the primary mission of the expanded Chicago Undergraduate Division during its first phase of development, and will have priority over all of the claims upon the space and operating funds available at the Congress Circle campus. At the same time, future developments on the new campus should not be limited arbitrarily to these initial programs. The educational needs of the Chicago metropolitan area, the degree to which they can be met satisfactorily by existing institutions and programs, and the availability of resources should be the controlling

considerations. The question of graduate study at the Congress Circle campus is discussed in a later section.

At the Urbana-Champaign campus, the principal undergraduate development probably will be a shift in relative emphasis toward the junior-senior level of instruction. With the expected development of junior colleges within the State, and with the great increase in applications for admission, it seems likely that the distinctive state-wide role of the Urbana-Champaign campus in undergraduate education will be increasingly to meet the varied needs of selected students who can best profit from the special opportunities found in a university center heavily committed to education in the professions and advanced scholarship and research. A major objective would be to increase the proportion of qualified undergraduates who later seek graduate and professional training. These would include both students preparing for professional careers in teaching, research, or public service, and also students who seek advanced training for leadership roles in all walks of life.

In continuation of a recent trend, it is expected that the *proportionate* increase in graduate enrollment at Urbana-Champaign will be greater than that at the undergraduate level. This is necessary in order for the State to meet its share of the national need for teachers, research scientists, and other specialists. The major extensions in existing graduate programs probably will be in the interdisciplinary areas already mentioned: space sciences, materials sciences, water resources, information sciences, intercultural studies, human development and mental health, urbanization with its socio-economic consequences, and regional development (with emphasis upon the dynamics of economic growth in the Midwest, especially in Illinois). It is important to note that the University has strength in virtually all of the fundamental disciplines needed to support such programs, which means that it can respond effectively and economically to changing foci of scientific interest and public need. (It must be emphasized here that the discussion deals with distribution, not numbers. The undergraduate enrollments will undoubtedly remain large in total.)

No definite limit to the total enrollment at Urbana-Champaign campus has been established, although the figure 32,000 was used in 1958 as the basis for developing a ten-year building program (1959-69). It turns out, however, that only slightly more than a third of the funds needed for that program have been provided. Furthermore, total enrollment has increased at a far faster rate than predicted in 1958, and the proportion of graduate students in the student body has been growing even more rapidly. Hence the figure of 32,000 by 1969 is not a realistic possibility even if this were to be judged, in terms of educational resources and standards, to be a sound planning goal for a campus exhibiting the kind of differential growth patterns just indicated. In view of present conditions and prospects, enrollment at Urbana may fall short of 30,000 by 1970. The ultimate figure should be determined in the light of the pattern of enrollment demand (distribution among undergraduate, graduate, professional levels) in relation to the availability of resources and the distinctive role of the University in the state-wide system of higher education. Meanwhile, the University is committed to the maintenance of appropriate teacher-student ratios and the limitation of enrollment, program by program, in terms of physical capacity and faculty availability. In addition, extra classroom-laboratory factors, such as library, residence halls, community resources, etc. will be taken into account.

At the Medical Center, the University's principal objective will be to expand advanced study and research in the health sciences and related clinical fields—Medicine, Dentistry, Pharmacy, Nursing, and the paramedical sciences. These

developments all will be directed toward full cultivation of the rich resources of the Chicago metropolitan area for the continuing development of one of the world's great centers for education, research, and university-oriented services in the health sciences and professions. Like the developments at Urbana-Champaign, the University's expansion at the Medical Center will consist mainly in extensions of existing programs and of interdisciplinary studies that will establish new focal points for scientific discovery and clinical advance. Particular attention will be given to expansion of the excellent program for the study of medical education and to the extension of this type of investigation to the other health professions.

3. Major New Programs and Functions to 1970. At the undergraduate level, no essentially new programs are being planned, although the developments at the new campus at Congress Circle will be "new" in the sense that the courses and facilities necessary to extend programs to baccalaureate-degree status will be added. It is difficult to foresee just what additional special programs might be required at the undergraduate level in response to new needs in the Chicago area. The Chicago Police Department, for example, has already requested an undergraduate degree program for its personnel, with an interdisciplinary focus upon "criminal justice," and this request is now under consideration. Other possibilities for undergraduate interdisciplinary curricula to meet special needs may develop; these can be met mainly through various combinations of regular departmental offerings but would require some additional support.

It will be primarily at the graduate-research level that new programs at Urbana-Champaign and at the Medical Center are likely to be organized—most of them probably consisting in interdisciplinary combinations that will draw heavily upon existing departments and facilities. A Center for Water Resources, recently approved by the Board of Trustees, is an example of this type. Several departments at Urbana-Champaign have specialists in corresponding aspects of this field, and the State Water Survey provides an additional resource of great value. Furthermore, legislation now before Congress would establish a water-resources research center in each state for the promotion of interdisciplinary research and graduate study.

Certain of the other interdisciplinary areas mentioned above might also become foci for new graduate programs, although present discussion concerning most of them relates primarily to interdisciplinary research. An exception is the proposed Center for Asian Studies, which probably would lead to a new doctorate focused upon a major Asian country or area and including the study of its language and literature.

In the College of Education, a Center for Instructional Research and Evaluation is under consideration—in the expectation that substantial federal and private foundation support for it would be forthcoming. Although resting on a strong foundation of existing faculty and facilities in several fields—inside and outside the College—one of the primary purposes of the Center would be to provide a coordinating focus for these disparate activities and to bring them to bear upon the numerous experimental programs in curriculum development and in instructional methods that are under way at the University. The Center would also play a significant role in the education of graduate students—especially in the methodology of educational research.

Doctoral programs in the following disciplinary fields are under discussion and might be proposed for approval before 1970: Agricultural Engineering, Art History, Art Education, Comparative Education, and Industrial Relations. (A Ph.D. program in Biology was recently approved by the State Board of Higher Education).

At the master's level, a program for the training of junior-college teachers of engineering technology is under consideration, and the possibilities for similar teacher-education curricula in other technical-vocational areas have been mentioned. If it is decided to offer a master's-level program for the training of such teachers, it would be only in selected fields where the University already has special facilities and offers most of the courses needed.

Although no programs have yet been planned, or formally considered, the need for graduate study at the master's level at the Congress Circle campus by 1970 should be appraised — in the light both of the relationship between research and graduate instruction in the recruitment of a first-rate faculty and in relation to the growing acceptance of the master's degree as the minimum expectation in many professional fields of study. Furthermore, the institutions well qualified to give baccalaureate degrees normally would have resources to give master's degrees. Whether or not (and when) it is feasible for expansion in this area to take place will, of course, depend upon the rate at which additional facilities can be built and operating support provided. It should be emphasized that whatever graduate study might be offered at Congress Circle will be carefully coordinated both with the offerings at Urbana-Champaign and with those at other institutions in Chicago. Undesirable duplication will be avoided.

Two major types of extension programs that might be classed mainly as "new" are under discussion: (a) continuing education for physicians, in collaboration with the staffs of community hospitals; (b) a cooperative industrial extension program designed to encourage economic growth by relating the technical competence of Illinois industries to research progress so as to enable them to exploit more effectively the results of scientific discovery and advancing technology. It is expected that the latter program would be associated with expanded interdisciplinary study of the factors influencing economic growth, in such a way that the extension program and the social-science research program might be mutually reinforcing.

4. **Doctor's Degree Programs to Be Offered by the University of Illinois by 1970.** The University *now* offers doctor's degrees in the following 76 fields (Ph.D., 70; professional doctorates, 6):

Ph.D.

Accountancy	Dairy Technology	Musicology
Aeronautical and Astronautical Engineering	Economics	Nuclear Engineering
Agricultural Economics	Education	Pathology
Agromony	Electrical Engineering	Pharmaceutical Chemistry
Anatomy	English	Pharmacology
Animal Nutrition	Entomology	Pharmacy
Animal Science	Finance	Philosophy
Anthropology	Food Science	Physical Education
Astronomy	French	Physics
Biological Chemistry	Genetics	Physiology
Biology	Geography	Plant Pathology
Biophysics	Geology	Political Science
Botany	German	Psychology
Business	History	Russian
Ceramic Engineering	Home Economics	Sanitary Engineering
Chemical Engineering	Horticulture	Sociology
Chemical Physics	Italian	Spanish
Chemistry	Library Science	Speech
Civil Engineering	Linguistics	Statistics
Classical Philology	Marketing	Surgery
Communications	Mathematics	Theoretical and Applied Mechanics
Comparative Literature	Mechanical and Industrial Engineering	Veterinary Medical Science
Dairy Science	Microbiology	Zoology
	Mining, Metallurgy, and Petroleum Engineering	

Professional Doctorates

Doctor of Business Administration	Doctor of the Science of Law
Doctor of Dentistry	Doctor of Medicine
Doctor of Education in: Education	Doctor of Musical Arts
Music Education	

From the discussion in the preceding two sections, one may see the difficulty in estimating precisely the number of additional doctoral programs which the University of Illinois might propose by 1970. The foregoing list of doctorates covers most of the fundamental fields of learning, and there are relatively few large gaps in the University's technical and professional fields. It seems unlikely that more than half a dozen additional strictly disciplinary or departmental doctorates would be proposed by 1970, including those mentioned above in the discussion of new programs (Agricultural Engineering, Art History, Art Education, Comparative Education, Industrial Relations — none of which has yet been formally presented to the Graduate College). But the emerging interdisciplinary programs at the changing frontiers of knowledge sometimes create the need for organized graduate programs with a degree (Linguistics and Genetics, already implemented, are good examples). It is probable, therefore, that additional doctoral programs of this type will be proposed by 1970, although the number is unlikely to exceed four or five (including the one in Asian Studies mentioned above).

An important point to note about new doctoral programs of the interdisciplinary type, however, is that at a comprehensive university such as the University of Illinois they can be organized on a broad foundation of faculties and facilities provided by the existing departments, including such costly facilities as a graduate-research library and a large-scale computer center. Thus the costs are relatively far less for the University than for institutions lacking graduate-level strength in the supporting disciplines and their auxiliary facilities. Moreover, the possibilities of attracting first-rate staff for such work, essential for quality, are far greater where facilities and staff are already present in cognate fields.

5. **The Allocation of Programs and Functions Among the State-Supported Universities.** On the basis of present indications, there would seem to be no justification for duplicating by 1970 the following professional programs now offered by the University of Illinois: Architecture, Dentistry, Law, Pharmacy, and Veterinary Medicine. With respect to Medicine, the problem is more difficult to appraise and it is possible that additional facilities for undergraduate medical education should be planned for initial use prior to 1970. If so, the question of whether or not responsibility for such a program should be assigned to the University of Illinois or to another state-supported institution should be answered only after a comprehensive study.

Further, there appears to be no need to consider duplicating in any other Illinois institution the University's state-wide Cooperative Extension Service in Agriculture and Home Economics or its Agricultural Experiment Station either by 1970 or thereafter. Both of these agencies are adequately serving their joint tasks of meeting the educational and research needs of agriculture in Illinois, as well as supplying their service to the urban population where appropriate.

Moreover, relatively static levels of demand for admission to undergraduate colleges of agriculture suggest that no need exists for expansion of such work at other institutions by 1970. Indeed, the question might be reviewed as to the desirability of maintaining at more than one campus a degree program in Agriculture, bearing in mind the costly nature

of providing adequate facilities, land, and equipment, as well as qualified staff for such programs.³

In the case of undergraduate programs in Engineering, it was noted above that the present two-year program in Chicago will be expanded to degree status as soon as the facilities can be provided at the new Congress Circle campus. In view of the relatively static level of demand for admission to undergraduate engineering colleges throughout the country, it would appear that no need exists for the expansion of such work at other institutions by 1970.

The question as to "which of the six State universities should offer doctor's programs" can not be answered in simple categorical fashion and it would be unrealistic for a "Master Plan" to specify rigid limitations on such offerings without any reference to time, existing resources of the institutions, or the needs of the State and nation. It would be wise for the Plan to establish a pragmatic, evolutionary frame of reference that would permit desirable changes in response to changed conditions. Essential to the success of such an evolutionary process would be the assembling of cumulative information on the State's needs and the resources of the State's universities and the development of suitable criteria for determining what new programs should be offered, by what institutions, and at what time. In other words, considered policies and objective standards for arriving at judgments are needed, rather than subjective opinions based upon insufficient information.

In evolving guidelines for judgments on this point, the long-range needs and responsibilities of the State for graduate education and research should first be estimated. Then the capabilities of the existing institutions should be appraised in a systematic way. As to the qualitative criteria to be met, obviously no institution should be approved for doctoral degrees in any field unless it can meet the standards for accreditation set by the North Central Association of Colleges and Secondary Schools. However, undoubtedly the Board of Higher Education will find it necessary to establish appraisal procedures of its own to assure more than minimum achievement in the quality of graduate education. Panels of consultants and specialists, approved by the Board, as well as the establishment of permanent review machinery, would seem essential. Moreover, guidelines and standards for quality doctorate programs now are available or are being developed at the national level in a variety of disciplines — for example, in history, political science, economics, and English. Furthermore, as can be inferred from earlier comments on the distinctive role now served by the University of Illinois in graduate education and research, *priority* in the expansion of these activities should be considered for the University — because of its resources for offering new graduate programs of high quality more economically than would be possible at the other institutions. In particular, as already observed, complex interdisciplinary programs of graduate study and research should not be sanctioned until the constituent departments have reached critical levels of strength. In short, the problem of expanding research and graduate work should be approached in terms of the needs of the State and of standards for determining what patterns of institutional involvement would best meet these needs.

6. Subsidies for Research at State-Supported Universities.

³ In support of this statement, it may be noted that undergraduate enrollment in the University's College of Agriculture in 1940 was 1,620 students and that it reached a peak (in 1949-50) with 1,630 students — whereas in 1963-64 the undergraduate enrollment is 1,345. As has been pointed out many times, the University can accommodate, without additional staff and without additional facilities, a substantially greater number of students at the undergraduate level than are now served in the College of Agriculture.

Two general observations concerning the obligation of the State to support research and advanced scholarship should guide consideration of this point. The first is that each of the states has an obligation to contribute toward the *national* program of higher education, since under the American system of organization of higher education there are no federal universities and hence each state is expected to contribute at least its pro rata share of the support needed for graduate and professional education and research. It should be strongly emphasized, and more generally understood, that research is an integral part of graduate study and that the State should be prepared to support research to the full extent of its state and national obligations. Beyond these responsibilities, there are special national needs requiring research which should be met by the Federal Government and other non-state agencies (e.g., national defense and international affairs).

With respect to all state-supported institutions of higher education, then, support for research should be provided by the State to the extent required by whatever graduate study these institutions might conduct or by their special responsibilities for public service. The *level* of research support should be realistically related to institutional responsibilities and faculty capabilities, but it would be unwise to divide universities into "research" and "non-research" institutions.

Fundamental to planning research development is the premise that the discovery of new knowledge and its application to the life of the State is an investment in economic progress as well as the method of educating much-needed specialists in a complex society. All of the State's contributions to university research have been returned many times in the subsequent economic developments built upon research outcomes. Obviously, the State should invest in university research to the fullest extent that its current resources permit.

7. **Regional or Geographic Responsibilities of the University of Illinois.** Most of the responsibilities of the University of Illinois, available as they are to the State as a whole, are state-wide in nature, as already noted. However, as they are carried out, specific activities tend to be regionalized in emphasis, for example, the services of the Dixon Springs farm in Southern Illinois and the services rendered Central Illinois by the Bureau of Community Planning. Similarly, the Chicago Undergraduate Division at present might be considered to be primarily an institution for the Chicago area, since no residential facilities are planned and since its programs are initially at the undergraduate level. Furthermore, its long-range development — both undergraduate and graduate — should probably be guided primarily by its responsibilities to the Chicago metropolitan area, in the sense that it would be selectively responsive to the critical needs of that region, including its governmental, economic, cultural, and other major social institutions.

8. **Programs or Functions Likely to Be of Decreasing Importance in the Future at the University of Illinois.** No terminations of major programs are presently being planned. There are continuing discussions of reorganization and consolidation of functions and organizational units, but this process usually represents a transformation or redirection of activity rather than termination. Significant variations in the *relative* emphasis or importance among programs do occur — especially in the technological-applied areas.

It should be noted, first, that the fundamental branches of learning do not undergo "decreasing importance" or obsolescence as continuing responsibilities of a major university. They may suffer a decline in student interest and hence in the size of their faculties; but they are not terminated as university programs for these reasons. Good examples are

the classical languages and the study of the cultures which they represent.

Changing patterns of scientific inquiry and new interdisciplinary coalescences sometimes create conditions that lead to changes in departmental organization and programs. Such possibilities are under continuing study at the University of Illinois and changes will be made as they are found to be needed. In recent years, for example, a major effort has been made at the Urbana-Champaign campus to reintegrate the several aspects of basic biological science within a School of Life Sciences. The results have been improved programs, cooperation in the selection and utilization of faculty, coordination in the use of facilities, and greater economy of over-all operation.

It is in the technological and applied areas that changes in the relative importance of functions are most likely to occur. In engineering, for example, new fields such as electronics and astronautical engineering have emerged and expanded greatly, whereas an older field such as mining engineering is relatively less prominent. In general, such patterns of growth and emphasis tend to reflect the changing needs of society and advances in the sciences most directly related to the satisfaction of these needs.

In the very broadest sense, the change in Illinois, and in the nation, from a predominantly rural-agricultural to a heavily urban-industrial society has created new patterns of needs to which the institutions of higher education in the State must respond. With its state-wide responsibilities, its special commitments in Chicago, and its comprehensive graduate-research resources, the University of Illinois has the heaviest and most immediate obligation to help the State meet these pressing needs. This general necessity is a central consideration in the University's continuing appraisal of its current operations and in the planning of its future development.

9. The Need for One or More New Four-Year State-Supported Institutions. The only specific full study of this subject which is available is a survey conducted in Springfield, under University of Illinois auspices, at the request of citizens of that community. The factual findings were presented to the sponsoring group in Springfield. It was the informal opinion of the director of the study, and certainly that of the local sponsoring groups, that the need for a new four-year institution is demonstrated. The report has been submitted to the State Board of Higher Education and will be available for review in connection with the preparation of the Master Plan.

Undoubtedly, similar studies should be conducted in other population centers. Junior college growth throughout the State is widely acknowledged by all informed observers to have a first priority on resources for expansion to meet undergraduate enrollments. As these institutions produce increased demand for junior-senior instruction, in addition to the demand from normal population growth, consideration should be given as to how and where to meet this need.

Related to this point is the obvious desirability of widening educational opportunity by making higher education available for commuting students. The chief cost of a public higher education to a student is the expense of living away from home. Regional degree-granting colleges, as well as junior colleges, organized to serve commuting students where they exist in sufficient numbers, should be considered as a part of the State plan.

Whether such colleges should be independent or associated with existing universities also should be considered. There are many advantages—in coordination, in guaranty of standards, in speed of development—in placing new institutions under the administration of existing authorities. If this

development takes place, the University of Illinois is prepared to undertake assigned responsibility in any area of the State.

CONCLUSION

In building a Master Plan for higher education in Illinois, two fundamental points concerning the University of Illinois should be taken into account:

1. The University of Illinois is now—in size, scope, and complexity—a “system” of higher education exceeding the total program in many other states. The proportion of the total load carried by the University within the State's over-all program is not generally recognized and should be carefully assessed, both to conserve its unique strength and manifold contributions and to provide a resource for future developments.

2. From its beginnings in 1867 there has been but one over-all aim: to provide programs of the highest quality in instruction, investigation, and educational service to meet the needs of the people of Illinois. These needs have grown, in size and complexity, as Illinois has grown—in population, in the addition of new and more highly developed industries, occupations, and professions, in new standards and expectations.

In facing the growth inherent in its role in the life of the State, the University stresses excellence in all its work while meeting the demands for quantity. It encourages diversity without dilution of quality. It anticipates the enlargement of off-campus service but within the boundaries of the fundamental disciplines. It seeks to advance research and graduate study while preserving first-rate education to the undergraduate.

The University of Illinois is a great resource for Illinois and its people and for the Nation. It is the hope of all who are involved in the University's work that the plans for the future will take full advantage of its present strength and its potentialities for the unusual opportunities which lie ahead.

APPENDIX

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION
600 STATE HOUSE
SPRINGFIELD, ILLINOIS

June 25, 1963

DR. DAVID D. HENRY
President
University of Illinois
Urbana, Illinois

DEAR DR. HENRY:

This letter is a request for information about the goals and functions of the University of Illinois.

As part of its functions of developing a “Master Plan” the Board of Higher Education has charged a committee of outstanding citizens to advise it on the roles which various institutions and types of institutions should undertake, especially the public ones.

The charge to Citizens, College and University Advisory Committees as stated in the Master Plan Outline is:

The committee will concern itself with goals and aspirations of the various institutions in the state, especially the public ones. If found desirable it will recommend the allocation of certain distinctive functions and programs among the public institutions in keeping with regional, state, and national needs; the changing character of educational requirements; and the competencies and goals of each institution, public and private. By such allocations, the committee would attempt to prevent unnecessary duplication and to increase the quality and scope of educational opportunity.

1. What are the goals and aspirations of the higher education institutions of the state?

2. Are the aspirations reasonable in view of the present and potential competencies of the faculties and staffs, quality of the educational facilities, geographical locations of the institutions, and competing aspirations of other institutions, public and nonpublic?

3. What should be the functions and goals of each public institution?

4. What should be the respective roles of public and non-public institutions?

5. How may the distinctive roles of the several institutions be better understood by the public?

To aid the citizen's and the faculty advisory committees in developing recommendations for Board consideration we would appreciate receiving responses to the following questions:

1. What is the particular role of the University of Illinois in the pattern of state-supported higher education?

a. What major *extensions* of present programs and functions are planned by 1970?

b. What major *new* programs and functions are planned by 1970?

c. At what degree levels should the various instructional programs mentioned in a & b be offered?

2. What distinctive functions, programs or competencies does the University of Illinois see for itself among the state-supported universities?

a. List the programs and functions which should be offered only at the University of Illinois.

b. List the programs and functions which should be offered at the University of Illinois but also at a limited number of other state universities.

c. By 1970, how many (if any) doctor's degrees programs would you expect the University of Illinois to offer? (1) Please list the programs.

d. Which of the six state universities should offer doctor's programs?

e. To what extent should the University of Illinois be subsidized by the state for advanced research programs?

f. What state subsidization do you feel is appropriate for research at the other state universities?

3. To what extent does the University of Illinois have regional or geographic responsibilities?

a. If it does, specify the responsibilities.

b. If it does, indicate the scope of the geographic area.

c. If it does not, indicate the ways in which it intends to perform state-wide responsibilities.

4. What programs and functions does the University of Illinois now foresee as being of decreasing importance in the future?

a. Do you plan to terminate any of these programs or functions? If so, about what date?

5. Do you see a need for one or more new 4-year state institutions?

a. If so, where?

b. If so, what programs should be offered, at each? At what degree level?

6. What distinctive roles now being performed by *non-public* colleges and universities should be protected from competition by public institutions?

To be of most use to the three over-all advisory committees of the Board the responses to the above questions should be in this office prior to September 1, 1963.

Sincerely yours,
RICHARD G. BROWNE
Executive Director

In a second letter of the same date, June 25, 1963, Dr. Browne asked for additional comment as follows:

To help us answer the questions raised in the Outline (see previous letter) we would like a brief statement (a paragraph or two) indicating the values or objectives which your institution seeks to promote. We are particularly interested in the features, functions, and programs of your institution which are not generally duplicated by other public or nonpublic colleges and universities.

We would also be pleased if you would indicate the distinctive roles now being performed by nonpublic institutions and the methods by which the Master Plan could promote and enhance them. Brief responses to questions 4 and 5 of the Outline quoted above* would also be appreciated.

* Question 4: What should be the respective roles of public and nonpublic institutions?

Question 5: How may the distinctive roles of the several institutions be better understood by the public?

Plans for University Discussion of the Master Plan Studies

In order to make possible general faculty discussion of questions related to a master plan for higher education in Illinois, the 1964 President's Faculty Conference will be wholly taken up with the subject. This year the Conference will be held on the Urbana-Champaign campus (rather than at Robert Allerton Park), and a larger group than usual, some 200 faculty members, will be invited to devote Friday and Saturday, February 28 and 29, to the discussions. Dr. Richard G. Browne, Executive Director, and Dr. Lyman Glenny, Associate Director for Planning of the State Board of Higher Education, have agreed to spend both days at the Conference. Dr. Browne will speak at the Friday evening session, February 28, which will be open to all members of the faculty and staff.

Basic documents pertinent to the discussions will be the final reports of ten study committees of the Board of Higher Education which are expected to be available by early February. Although the study committee reports will not necessarily represent the considered judgments of the Board of Higher Education, its staff or its advisory committees, the reports will provide data and analysis and will serve as

a background to discussions and will be available to each Conference participant. It is possible that by the time of the Conference additional recommendations (from the advisory committees and from the staff of the Board of Higher Education) may be available.

In order to give additional members of the faculty an opportunity to examine the study committee reports, sets of the documents will be sent to each department and to each departmental library at the Urbana campus, and a quantity will be sent to each of the vice presidents' offices at the Chicago campuses. A limited number will also be available in the President's office.

The present plan of the Board of Higher Education is to receive recommendations from all of its agencies by January, culminating in a presentation of the recommendations of its staff in early March. The Board may be in a position to formulate a tentative Master Plan by late spring, possibly in April. When this has been done, the Board plans to conduct public hearings in the State and to solicit public reaction — with a view to formulating the final Master Plan during the summer of 1964.

Allen J. Fa



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

MEMORANDUM OF THE

No. 70, January 2, 1964

JAN 10 1964

UNIVERSITY OF ILLINOIS

Reserve Officers' Training Corps Program

Voluntary basic programs in Air Force and Army ROTC may be substituted for the requirement of compulsory military training for male freshmen and sophomores at the University of Illinois beginning September 1, 1964. Approval was given by the Board of Trustees at its meeting on December 18.

The following statement was presented to the Board in support of recommendation of this action:

The recommendation of the Urbana-Champaign Senate that effective September 1, 1964, the University of Illinois substitute for the requirement of compulsory military training for male freshmen and sophomores, voluntary programs in Air Force and Army ROTC originated with its Committee on Educational Policy which in turn considered reports and recommendations of other committees which have been studying the subject for the past three years.

In November, 1960, a "Committee to Study the Reserve Officers' Training Corps Program at the University of Illinois," appointed by the President of the University in March of that year, submitted a report with a number of recommendations for improvements in the Reserve Officers' Training Corps Program, including in principle the recommendation which the Urbana-Champaign Senate has now approved. This report was made public and distributed to the Trustees, appropriate University faculty committees and administrative officers, and to other interested parties.

In March, 1961, the Committee on Military Affairs (an

administrative committee) submitted to the President of the University its comments on the report of the study committee, and recommended that if there was doubt of the power of the Board of Trustees to change from compulsory to voluntary ROTC, permissive legislation should be sought.

The Seventy-third General Assembly of Illinois amended the Act creating the University of Illinois by clarifying the powers of the Board of Trustees over the curriculum in military instruction, thus removing any doubt as to the legality of University legislation on the subject. The amendment placed military training in the same category as any other educational programs offered by the University.

The Department of Defense, early in 1960, announced that "... a military requirement does not exist for a compulsory basic ROTC program and the Department of Defense has no basis for favoring such a program." The Department of Defense leaves the policy entirely up to the educational authorities concerned.

It should be noted that the Navy has a totally elective program.

If military training at the University of Illinois continues to be compulsory for all freshmen and sophomore students, the University will be faced with serious problems of providing greatly expanded physical facilities at state expense for maintenance of the program.

The University of Illinois is now one of the very few state universities and Land-Grant institutions which still require two years of military training for male students.

President's Reports of Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE URBANA-CHAMPAIGN CAMPUS NOVEMBER 23, 1963.

**EXTRAMURAL ENROLLMENT OF 4,686
BRINGS GRAND TOTAL TO 37,709**

Completion of extramural enrollment at the University for the first semester shows 4,686 students in courses being offered throughout the state. C. W. Sanford, Dean of Admissions and Records, reports. This brings the grand total of the University to 37,709. Final official figures at the three campuses are 25,611 at Urbana-Champaign,

5,169 at the Chicago Undergraduate Division, and 2,243 at the Medical Center, Chicago.

**UNITED STATES PUBLIC HEALTH SERVICE RESEARCH GRANTS
EXCEED \$5,700,000**

The United States Public Health Service awarded 246 research grants with funds totaling \$5,743,967 to the

University of Illinois during the fiscal year ending June 30, 1963, according to the Service's annual report.

A breakdown shows that 136 grants were made for projects on the Urbana-Champaign campus with funds of \$2,991,054, and 110 grants were made to units at the Medical Center, Chicago, with funds of \$2,752,913.

The total was highest in the University's history. Comparable numbers of grants and totals for the two preceding years were: 1961 — 221 grants with funds of \$3,309,607; 1962 — 243 grants with funds of \$4,950,921.

NEW BOOK EVALUATES LAND-GRANT COLLEGES AND STATE UNIVERSITIES

Open Door to Learning by Herman R. Allen, published by the University of Illinois Press this month, is an evaluation of the nation's sixty-eight Land-Grant colleges and universities growing out of the Centennial Convocation in 1962. The book assesses the work of these institutions as they enter their second century, looking first to a broadening of their constituencies and second, to what they are doing to strengthen their academic programs.

Based on the reports of twelve different centennial study groups both from within and without the Land-Grant system, *Open Door to Learning* stresses the need for schools to take greater cognizance of urban problems, and, on the international level, to help solve the problems of the world's developing nations.

University of Illinois participants in the 1962 Convocation were: Professor Harold W. Hannah, member of the study group on meeting the needs for developing nations; Dean Royden B. Dangerfield, a member of the study group on meeting the needs of foreign scholars, students, and trainees; and President David D. Henry, who prepared the summation and evaluation of divisional and international papers.

UNIVERSITY PARTICIPATES IN WORLD-WIDE RESEARCH IN CHINESE HISTORY

The University of Illinois is one of eighteen American universities participating in a world-wide research project in Chinese history and culture which has been launched by the Association of Asian Studies. Headquarters for the project is at Columbia University where a five-man editorial board will coordinate activities of more than seventy international scholars. A Ming Biographical History will be the end product of the research. Financial support for the study includes a grant of \$120,000 from the Ford Foundation.

GRADUATE FELLOWSHIP IN ARCHITECTURE HONORS EDWARD PROBST

An Edward Probst Graduate Fellowship in Architecture has been established at the University by the firm of Graham, Anderson, Probst, and White of Chicago marking the ninetieth anniversary both of the firm's founding and the teaching of architecture at Illinois.

The fellowship, which provides an annual grant of \$2,500 plus tuition and fees, will be made to an outstanding student selected by the Department of Architecture.

Edward Probst, for whom the award is named, acquired his experience and training in architecture by working for established firms and private architects. His son, Marvin G. Probst, president of the firm, attended the University of Illinois with the Class of 1923.

EMANCIPATION PROCLAMATION CENTENNIAL OBSERVANCE HELD ON URBANA CAMPUS

Dr. John Hope Franklin, Head of the Department of History, Brooklyn College, and Judge Edith Sampson, Chicago Superior Court, were principal speakers at an Emancipation Proclamation Centennial observance November 16 in the University Auditorium, Urbana.

The meeting was under the auspices of the American Negro Emancipation Centennial Commission of Illinois of which Representative Corneal A. Davis, Chicago, and Representative William H. Robinson, Chicago, are chairman and co-chairman, respectively. University and civic officials of Champaign and Urbana participated in the program.

PROFESSOR BRIGHTBILL HONORED BY ASSOCIATION OF PARK DISTRICTS

Professor Charles K. Brightbill, Head of the Department of Recreation and Municipal Park Administration, was awarded an honorary life membership by the Illinois Association of Park Districts at the organization's thirty-sixth annual conference October 25 at Aurora. He was cited for "distinguished and dedicated service in advancing the program of the Illinois Association of Park Districts, and the park and recreation movement in the State of Illinois."

ILLINOIS HOSPITAL ASSOCIATION NAMES DR. CASELEY AS PRESIDENT

Dr. Donald J. Caseley, Associate Dean of the College of Medicine and Medical Director of the Research and Educational Hospitals at the Medical Center, has been named president-elect of the Illinois Hospital Association. Dr. Caseley will take office in October of 1964 at the organization's annual meeting in Peoria.

DEAN CURRIE NAMED TO CHICAGO'S CULTURAL ADVISORY COMMITTEE

Dean Leonard J. Currie, College of Architecture and Art, Chicago Undergraduate Division, has been named to the Cultural Advisory Committee of the Committee for Economic and Cultural Development of Chicago, chaired by David M. Kennedy. The Advisory Committee has been charged with shaping a cultural plan for the city of Chicago.

**FORD FOUNDATION GRANT
SUPPORTS PROFESSOR FERBER'S RESEARCH**

Professor Robert Ferber, Bureau of Economic and Business Research, has received a five-year \$25,000 Senior Scholar Business grant from the Ford Foundation. The funds are to be used to further Professor Ferber's research in business administration and support an outstanding graduate student to be designated by Professor Ferber. The grant was one of eight made by the Ford Foundation to senior professors in seven institutions.

**DIRECTOR HALE HEADS SOCIAL WORK
ACCREDITATION COMMISSION**

Director Mark P. Hale of the Jane Addams Graduate School of Social Work has been appointed chairman of the Commission on Accreditation of the Council on Social Work Education.

The fifteen-member group is responsible for setting educational standards for social work, accrediting schools, and evaluating curricula in periodic reviews of each school every ten years.

**PROFESSOR HOYMAN RECEIVES AWARD
FROM SCHOOL HEALTH ASSOCIATION**

Professor Howard S. Hoyman, Head of the Department of Health and Safety Education, College of Physical Education, received the Distinguished Service Award of the American School Health Association at a meeting of this group November 11 in Kansas City, Missouri.

Professor Hoyman was cited for his contributions to school and public health education at national and international levels. He is a Fellow of the American School Health Association and of the American Public Health Association.

**FACULTY AND STUDENTS GAIN HONORS
IN MID-STATES ARTS EXHIBITION**

Twenty-five University of Illinois faculty members, graduate students, and undergraduate students in the Department of Art won honors in the 1963 Museum of Arts and Sciences Mid-States Arts Exhibition which closes November 24 in Evansville, Indiana.

Top purchase prize of \$1,000 for the show was awarded to Professor Glenn R. Bradshaw and the Graphic Arts Award to Professor Billy M. Jackson.

**PROFESSOR KIRK HEADS NEW FEDERAL PROGRAM
FOR HANDICAPPED**

Professor Samuel A. Kirk, Director of the Institute for Research on Exceptional Children, has been named to head the newly-established Division of Handicapped Children and Youth within the United States Office of Education.

Dr. Kirk will have responsibility for administering a three-year \$53 million teaching and research program under the Mental Retardation Facilities Act of 1963,

Commissioner Francis Keppel announced. Dr. Kirk will serve as consultant until February 1, then will take a leave of absence from the University to devote full time to the Division for a limited period.

**PROVOST NAMED CHAIRMAN OF ADVISORY GROUP
IN ACCREDITING STUDY**

Executive Vice-President and Provost Lyle H. Lanier has been named chairman of an advisory committee to the National Commission on Accrediting to assist in a study of what effect accreditation in teacher education is having on higher education and whether sufficient allowance is being made for different approaches to the preparation of teachers.

The fifteen-month study, financed by a grant of \$97,500 from the Carnegie Corporation of New York, will be directed by Dr. John R. Mayer, director of education for the American Association for the Advancement of Science.

**PROFESSOR ROSS AIDS INDIA STUDY
FOR ROCKEFELLER FOUNDATION**

Professor O. Burr Ross, Head of the Department of Animal Science, is a member of a seven-man study team selected by the Rockefeller Foundation to conduct a six weeks' tour to observe agricultural and veterinary research in India. Purpose is to provide information to the Indian government in how it may solve the problem of producing enough food for the country's growing population.

**UNIVERSITY OF ILLINOIS TEACHER HEADS ILLINOIS ASSOCIATION
FOR HEALTH**

Professor Charlotte Lambert, College of Physical Education, presided as president-elect at the thirty-third annual convention of the Illinois Association for Health, Physical Education, and Recreation November 14-16 in Springfield.

**CHICAGO UNDERGRADUATE DIVISION PROFESSOR
HONORED BY FRANCE**

Professor William M. Schuyler, Chicago Undergraduate Division, was honored October 30 by presentation of the medal of Chevalier de l'ordre des Palmes Academiques by the French government. The award, for his extensive research in modern French drama and significant contributions in American understanding of the French theatre, was presented by Jean Beliard, consul general of France.

**TRUSTEE REELECTED TO EXECUTIVE COMMITTEE
OF NATIONAL GROUP**

Mrs. Frances B. Watkins of Chicago, a member of the Board of Trustees, has been reelected to the executive committee for 1963-64 of the Association of Governing Boards.

The Association, which held its forty-first annual meeting October 16-18 at Pennsylvania State University, is the only organization of trustees, regents, and other governing board members at the college level in the United States. It represents 257 institutions of higher education.

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE FIRST NATIONAL BANK OF CHICAGO, DECEMBER 18, 1963.

UNIVERSITY RANKS THIRD FOR DOCTORATES IN FIELDS OF SCIENCE

The University of Illinois ranked third in the nation for the awarding of doctorate degrees in all fields of science in the period 1949-50 through 1958-59, according to a report recently issued by the U. S. Office of Education, entitled *Degrees in the Biological and Physical Sciences, Mathematics and Engineering*.

Leading the top ten was the University of California with 2,432 doctorates, followed by Massachusetts Institute of Technology with 1,627, and the University of Illinois with 1,603. Others in the top ten in order were Wisconsin, Michigan, Ohio State, Columbia, Cornell, Harvard, and Purdue.

The University of Illinois also was fifth in producing the greatest number of doctorates in all fields, the report states. Columbia University led with 5,483 degrees. Following were California, Wisconsin, and Illinois (total 2,960).

In chemistry the University leads all institutions in the number of doctorates. Ranks in other fields of the study were:

Biological Sciences: University of Illinois, fifth, following California, Wisconsin, Cornell, and Michigan.

Engineering: University of Illinois, second, following Massachusetts Institute of Technology.

Mathematics: University of Illinois, sixth, following California, New York University, Princeton, Michigan, and University of Chicago.

Physical Sciences: University of Illinois, third, following California and Massachusetts Institute of Technology.

Geology: University of Illinois, sixth, following Columbia, Wisconsin, Harvard, California, and Stanford.

Physics: University of Illinois, fifth, following California, Massachusetts Institute of Technology, Columbia, and Harvard.

ILLINOIS RANKS SEVENTH IN FULL-TIME AND TOTAL ENROLLMENTS

The University of Illinois ranks seventh nationally in the total number of full-time students and in grand totals including part-time and extension students, according to the forty-fourth enrollment survey of *School and Society*, national educational journal.

A study of 1,074 institutions by Garland G. Parker, registrar, University of Cincinnati, ranks on the basis of full-time enrollments: California, State University of

LIBRARIAN INSTALLED AS PRESIDENT OF STATE ASSOCIATION

Professor Lucien T. White, Associate Director for Public Service Departments of the University Library, was installed as president of the Illinois Library Association during the organization's sixty-seventh annual conference October 31-November 2 in Aurora.

New York, City University of New York, Minnesota, Wisconsin, Ohio State, Illinois, Michigan State, Texas, and Indiana, as the ten largest universities, in that order.

In grand totals, the same ten institutions are largest although City University of New York ranks first in this category.

DEDICATION OF JONATHAN BALDWIN TURNER HALL SET FOR MARCH 6

Dedication of the first unit of the new plant sciences building, Jonathan Baldwin Turner Hall, has been scheduled for March 6, 1964.

The building has been named by the Trustees in honor of one of the early advocates of the idea which culminated in the Land-Grant Act, signed by President Abraham Lincoln in 1862, which extended and broadened the American system of public higher education.

When completed, Jonathan Baldwin Turner Hall will house all the plant science departments in the College of Agriculture.

EAST CENTRAL REGION OF CITIZENS COMMITTEE MEETS IN DANVILLE

Approximately sixty members and guests of the East Central Region, University of Illinois Citizens Committee, met December 11 at Danville to hear reports on University progress and problems.

John J. Desmond, Assistant Director of the Engineering Experiment Station, spoke on "University Relationships with Business and Industry" and Dean of Women Miriam A. Shelden discussed "Impressions of Undergraduate Students." Trustee Harold Pogue of Decatur presided.

MATHEMATICS INSTITUTES PROGRAMS CONTINUED FOR TEACHERS

Grants totaling \$439,900 have been made by the National Science Foundation to the University for continuation of academic year and summer institute programs for secondary school and college teachers of mathematics. The institutes are administered by Professor Joseph Landin.

These grants for the summer of 1964 and for an academic year institute in 1964-65 bring to \$2,500,000 the total National Science Foundation support for these programs at Illinois during the last eight years. Purposes are to improve competence of mathematics teachers and to develop mathematics teacher training curricula.

PROGRAM FOR SCIENCE INFORMATION SPECIALISTS INAUGURATED

The University of Illinois has received a three-year \$46,460 grant from the National Science Foundation for a new program to train science information specialists.

Heading the project are Professor Frederick Sargent II, Acting Head of the Department of Physiology and Biophysics, and Professor Frances B. Jenkins, Graduate School of Library Science.

Students will be trained in science and librarianship, acquainted with communications skills and use of computers, and will receive experience in working with scientists and their problems of communication.

PUBLIC HEALTH SERVICE TRAINING GRANTS TOTAL \$1,847,067 IN YEAR

Training grants totaling \$1,847,067 were made to the University of Illinois in 1961-62 by the U. S. Public Health Service, according to a report issued for the fiscal year ending June 30, 1962.

Twenty-two graduate training grants and eight undergraduate grants were made at the Medical Center, Chicago, and twenty-two graduate training grants at Urbana-Champaign.

In addition, fifty-five traineeship and fellowship awards and six research career awards were made during the same period.

AGRONOMY PROFESSORS AND STUDENT HONORED BY NATIONAL ASSOCIATION

Professor S. D. Aldrich, Professor Marlowe D. Thorne, and William F. Kirk, senior from Morris City, were honored by the American Society of Agronomy at its annual convention in Denver.

Professor Aldrich received the award for excellence in agricultural journalism for contributions to *Crops and Soils*, magazine of the Society. Professor Thorne was selected as a fellow of the organization, and Mr. Kirk was elected president of the student section.

The American Society of Agronomy was founded in 1907 and now has 5,200 members in eighty countries.

FOOTBALL CO-CAPTAIN RECEIVES NATIONAL SCHOLAR-ATHLETE AWARD

Richard W. Deller, a senior in mechanical engineering and co-captain of the University of Illinois Big Ten football championship team which will represent its conference in the Rose Bowl January 1, is one of nine football players to receive a 1963 National Football Foundation and Hall of Fame Scholar-Athlete Award.

Each recipient will receive a \$500 Earl H. Blaik Fellowship for graduate study. The awards were made December 10 at the Foundation's sixth annual dinner in New York City.

Mr. Deller, from Cincinnati, has compiled a 4.597 average in mechanical engineering, has been a member

of the Big Ten All-Academic Team for two years, and has made A's in twenty-one of his last twenty-two courses.

DOCTORS AT MEDICAL CENTER CAMPUS NAMED TO STATE BOARDS

Two members of the faculty at the Medical Center, Chicago, have been appointed to state boards by Governor Otto Kerner. Dr. Robert G. Kesel, Head of the Department of Applied Materia Medica and Therapeutics in the College of Dentistry, has been appointed to a second term on the Board of Public Health Adversers. Dr. James D. Majarkis, Clinical Professor of Surgery and attending surgeon in the tumor clinic of the College of Medicine, has been appointed to the Advisory Board on Cancer Control.

PROFESSOR MAINOUS RECEIVES DECORATION FROM FRENCH GOVERNMENT

Professor Bruce H. Mainous, Department of French, received the decoration of "Palme Academique" December 2 from Jean Beliard, consul general of France, in ceremonies on the Urbana campus.

By decree of the French Minister of Education, Professor Mainous was awarded the title of "chevalier" for the services he has rendered to French culture in the United States. He has been a member of the University faculty since 1948.

UNIVERSITY OF ILLINOIS BOTANISTS HONORED BY AMERICAN SOCIETY OF PLANT TAXONOMISTS

Professor Dale M. Smith, Department of Botany, and Donald A. Levin, of Chicago, a graduate student, received the Cooley Award of the American Society of Plant Taxonomists at the organization's annual meeting at Amherst College.

They were honored for presentation of the best research paper at the Society's convention.

NATIONAL ORGANIZATION PAYS TRIBUTE TO RETIRED UNIVERSITY OF ILLINOIS ZOOLOGIST

The American Society of Parasitologists has honored Professor Lyell J. Thomas, emeritus, Department of Zoology, with election to Emeritus Member Status. Professor Thomas retired from the University faculty in 1961 after forty-three years of service.

The honor is limited to eleven members of the Society and is reserved for distinguished scientists who have retired from active teaching or research and who have rendered outstanding service to parasitology for more than twenty years.

Professor Thomas is known widely as "father" of the Illinois State Junior Academy of Sciences which he founded in 1927 and of which he was made permanent honorary chairman in 1961.

**PROFESSOR VON FOERSTER PRESIDENT
OF WENNER-GREN FOUNDATION**

Professor Heinz von Foerster, Department of Electrical Engineering and Department of Physiology and Biophysics, has been named president of the Wenner-Gren Foundation for Anthropological Research.

The Foundation, established in 1941 by the late Axel L. Wenner-Gren, Swedish industrialist, supports research in all branches of anthropology and is noted for its interdisciplinary approach to the sciences of man.

A member of the faculty since 1949, Professor von Foerster also is a consultant to the National Institutes of Health, Brookhaven National Laboratory, U. S. Air

Force Office of Scientific Research, and Aero-Medical Research Division of Wright Patterson Air Force Base.

**FARM MANAGERS AND RURAL APPRAISERS
NAME PROFESSOR THOMPSON**

Professor William N. Thompson, Department of Agricultural Economics, was elected college vice-president of the American Society of Farm Managers and Rural Appraisers at the Association's annual meeting in Chicago.

Members of the Society engage in professional farm management, work in the fields of farm management extension, or in teaching or research.

Frederick Seitz Named Dean of Graduate College and Vice President for Research

Professor Frederick Seitz, currently on leave from his position as Head of the Department of Physics to serve as president of the National Academy of Sciences, was named Dean of the Graduate College and Vice President for Research. The appointment, approved by the Board of Trustees at its meeting December 18, will be effective September 1, 1964.

The position of Vice President for Research was established by the Board at this same meeting. It was recommended after consultation with the Academic Advisory Council and the Executive Committee of the Graduate College.

The following is an excerpt from the Board agenda item:

The great expansion in the University's research activities in recent years—especially through support provided by outside agencies—has created a growing need for greater administrative attention to the problems related to the coordination of these activities with other University functions. In his role as Vice President for Research, Dr. Seitz would:

- (a) study the needs of the University for the support of

- research in all areas; (b) assist faculty members and departments in securing the resources needed for their research; (c) conduct a continuing appraisal of the impact of outside support of research upon graduate study and upon the remainder of the University's research program; (d) make policy recommendations to the President concerning the quality, balance, and long-range directions of the University's over-all research program.

It seems highly desirable to associate these important tasks closely with those presently assigned to the Dean of the Graduate College. Under the University's *Statutes*, the Dean of the Graduate College now has important responsibilities for research administration, primarily in relation to the functions of the University Research Board and certain special research units located in the Graduate College. Furthermore, most of the research programs conducted in other colleges and divisions are closely related to the education of graduate students, and are most fruitful when associated with graduate study. In order to assure that close coordination and mutual reinforcement be maintained among these research and educational activities, it seems best to create the kind of dual position proposed for Dr. Seitz.

Digital Computer Laboratory Search Committee

Seven professors have been named to the search committee for a new head of the Digital Computer Laboratory, following Professor A. H. Taub's resignation effective February 1, 1964. They are Professors P. T. Bateman, H. S. Gutowsky, W. C. Jacob, D. E. Muller, K. C. Smith, L. R. Tucker, and M. E. Van Valkenburg.

Announcement of the committee was made by Herbert E. Carter, Acting Dean of the Graduate College and committee chairman, who asks that faculty members who would like to propose names for a new head of the Digital Computer Laboratory communicate with him or the members of the search committee.

Amendments of University of Illinois Statutes

On June 19, 1963, the President of the University transmitted to the Board of Trustees the actions of the three Senates with reference to proposed changes in the

Statutes of the University which deal with academic freedom and tenure. The recommendations were referred to the Board's General Policy Committee for study

and report. The members of this committee are: Mr. Wayne A. Johnston, Chairman, Mr. Harold Pogue, Mr. Timothy W. Swain, and Mrs. Frances B. Watkins.

The General Policy Committee has reviewed the proposals and discussed them with the President and with the Legal Counsel. The Committee finds itself in agreement with some of the proposals, but has modifications to suggest in others. The Committee believes that communication with the Senates might be expedited through informal conferences with appropriate representatives.

Accordingly, the Board of Trustees Committee on General Policy recommended to the Board on November

23, 1963, that the President of the University be requested to arrange a meeting on this subject, as soon as practicable, to be attended by the General Policy Committee and the President of the Board, the Chairman and one other member of each Senate Committee on Academic Freedom (to be designated by the Chairman or the Committee), the Chairman and Secretary of the Senate Coordinating Council (or their alternates), and the President of the University and such consultants as he may designate. The Board approved this procedure.

Plans are under way to set up a meeting of the conference group as soon as feasible.

Dean Peltason Named Acting Provost

Dean Jack W. Peltason, College of Liberal Arts and Sciences, will serve as acting provost of the University of Illinois from January 1 to February 29, 1964, in the absence of Executive Vice President and Provost Lyle H.

Lanier, President David D. Henry announced today.

Dr. Lanier will be out of the country on official University business during the period to visit AID projects in Thailand and India.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 71, January 14, 1964

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UNIVERSITY OF ILLINOIS

The State of the University, 1963-64

DAVID D. HENRY, PRESIDENT, UNIVERSITY OF ILLINOIS

The University of Illinois is many things to many people. Like other comprehensive universities, this University serves different publics and provides a variety of services. But the very heart of the University, the very purpose of its being, its true essence, is that difficult to describe but ever exciting process of learning and the advancement of learning.

As in any institution of similar size and scope, we must be concerned with the expansion and maintenance of facilities, with orderly business procedures, with recreational programs, but we must never lose sight of the fact that the greatness of a university is not to be measured by its size, its physical resources, or its supporting activities, but by the men and women whom it educates and the knowledge its produces and transmits.

This learning process, which is the core of the University's being, is the most difficult part to portray. And it is too easy to confuse the acquisition of the essential resources which the University needs to do its work with the basic purpose of the University itself. Similarly, it is often the subsidiary activities which receive the most public attention; but however proud we are of those activities the University must never compromise or modify in any way its central function. In its every operation, it must insist that the educational objective, in its broadest sense, is the center of the civilizing process and the chief value of the University, therefore, to society.

PART I

While there is progress to report on all the fronts of the University's far-flung activity—in teaching, research, and public service, on three campuses and in every region of Illinois—the future “State of the University” commands our attention more urgently than

does an appraisal of the present. Because that future will be crucially affected by the Master Plan now being formulated by the Board of Higher Education, it is appropriate that I begin with a comment on the University's relationships to that Plan.

For some years, with the encouragement of the Trustees, I have advocated state planning for Illinois higher education. The projected unprecedented enrollment demands, at all levels and in all areas of learning, in all parts of the State, coupled with the needs of the economy for specialists of all kinds and with the developing imperatives in the search for new knowledge and its applications, have clearly forecast the need for a tremendous expansion of colleges and universities within a relatively short period of time. This growth in demand for University service, which has been under way steadily since 1955, will soon accelerate sharply and this situation will develop before the accumulated deficiencies in personnel, plant, and program of the previous decades have been entirely overcome. Further, the increasing demand comes at a time when the revenue structure of the State is unprepared for the “crash” program required to meet the needs and take advantage of the opportunities which have been clearly set forth by all the spokesmen for higher education and all students of the issues and problems involved.

Assuming that Illinois, as a front rank state, in size, wealth, and opportunity, will continue to provide the resources for an adequate educational system, the task ahead is of such proportion and on such a compressed schedule that an orderly plan for development of higher education is clearly called for, one which will be based upon a measure of the needs of the people, as expressed in a variety of ways, and the capabilities of existing institutions to serve those needs. Obviously, new educa-

tional services should be projected where existing ones or their expansion are inadequate. A State system, carefully planned, with an eye to prudent investment in the future, must take the place of the previous arrangement whereby future needs were measured merely by collecting the estimates and unilateral decisions of the individual institutions.

As the Board of Higher Education has proceeded with its mandate to formulate a Master Plan (to be submitted to the Governor and the General Assembly early in 1965), the University of Illinois, with other colleges and universities of the State, has contributed staff service and professional counsel as requested. Many faculty and administrative personnel have been involved. We have also tried to keep the University community familiar with the issues and trends of discussion and to provide ways and means for reactions to reach the technical and advisory committees established by the Board of Higher Education.

As a part of this program of study and communication, the 1964 Faculty Conference (scheduled for February 28-29) will be devoted to an analysis of the preliminary recommendations of the advisory committees and the resolutions of the Conference will be presented to appropriate University committees and offices, the Trustees, and the staff of the Board of Higher Education.

A key document, from our point of view, was a report last September on "Goals and Functions of the University of Illinois" which I submitted in response to a request from the Executive Director of the Board of Higher Education. The statement has been revised in the light of suggestions received from the faculty, Trustees, and other interested groups and represents, I believe, a broad consensus throughout the University. The full text has been published and is available to all who are interested.¹

The basic thesis of the report provides a guide to educational policies which I believe to be appropriate to this institution and it is phrased in these words:

The University's distinctive character is best suggested by the term "comprehensive state university." As such, it differs in the range, magnitude and complexity of its educational functions — and especially in the scope of its public responsibilities — from all other institutions of higher education in the state. . . .

A "comprehensive state university" — such as the University of Illinois — is the most economical and the most effective institutional means whereby the state can be assured of maintaining the broad range of specialized faculties, facilities, and programs that are required to keep it abreast

of the rapidly changing technical and professional needs of modern society. This in no sense implies that the other colleges and universities of Illinois — private and public — do not now make highly significant contributions toward selected aspects of this total function or that they should not be encouraged to utilize to an optimal degree their present capabilities or to develop further their respective potentialities. . . .

What are the broad functions of the University which now give it a distinctive role in Illinois? The report defines them as follows:

1. Advanced graduate study and associated research in all the fundamental fields of learning.
2. Teaching and research in professional and technical areas closely dependent upon the fundamental fields of learning and highly important to the public welfare.
3. Selected undergraduate specialization and preparation for professional and advanced work.
4. Extension education and public service related to the teaching and research resources of the University.

It is too soon to speculate as to the form the Master Plan will take once it has been designed; however, the Board of Higher Education is likely to approve a preliminary Plan in the spring, and public reaction to it will be invited prior to its formal presentation to the Governor and the General Assembly. The total subject has great significance for all of higher education in Illinois, and more importantly, for the youth of Illinois and for the economic and cultural future of the State. All are eager that the final Plan be one of vision — with no sacrifice either of educational opportunity, or of effectiveness or quality of educational service.

PART II

Another "history in the making" preoccupation of the University in 1963-64 is the building of the new campus at Congress Circle, Chicago.

This undertaking, in scope, schedule, and importance, is a major development in the life of the University and the full magnitude of its potential for service to people and to the State cannot now be adequately assessed.

The struggle for site, funds, and implementing decisions stretched over nearly a decade, a period in which the cumulative enrollment of over 100,000 students at Navy Pier proved beyond question the need for the new campus.

The contractors are moving ahead as planned and the facilities are scheduled to be available for use in the second semester of the 1964-65 school year. This will

¹ *Faculty Letter*, No. 69, December 13, 1963.

permit the transfer of the more than 5,000 students from Navy Pier and the enlargement of the enrollment to a total of some 9,000 full-time students in four degree-granting colleges and two two-year divisions: the Colleges of Architecture and Art, Business Administration, Engineering, and Liberal Arts and Sciences; and the Divisions of Education and Physical Education. These units are now organized under permanent administrative heads, and recruiting of faculty is under way.

The Congress Circle program will continue to hold to the high academic standards of the University as a whole. As the new development unfolds, it will, of course, have the benefit of the cooperation of its older partners in the University organization. At the same time, the departments in Chicago will be encouraged to innovate and experiment, taking full advantage of the metropolitan environment and the related special opportunities of an urban university.

Contemporary in design, imaginative in concept, the new campus will be an architectural achievement as well as a landmark in educational planning. Visitors from throughout the country and from overseas are regularly making inquiries about the background of the Congress Circle development, and it will unquestionably remain a topic of importance in educational and civic circles for a long time to come. Its completion will also remain a task of the first order, and this comment suggests the importance of getting ready for the second phase of development for which capital funds should be provided in 1965.

PART III

When the Congress Circle plan is discussed, a common question is: what effect will the new campus have upon the size of enrollment at Urbana-Champaign? Behind the question is the often expressed concern as to whether the campus at Urbana-Champaign will become too large for maximum benefits to students and faculty productivity and for the best utilization of its academic resources. The same question may be applied ultimately to the University as a whole.

Whatever may be our reservations about the consequences, large numbers are now enrolled, and I believe that they will continue to be with us. The rate of increase may be modified, but there is no going back. It is our task, it seems to me, to make the numbers work for the educational purposes of the institution and its fundamental goals, extracting from the situation the inherent advantages — and there are many, as we all know — and modifying or eliminating the negative aspects.

More important than over-all size are balance among the programs, coherence within the several functions, and appropriate ratios to resources. To maintain the standards implied in these concepts, the rate of growth must be planned and controlled.

Control of Enrollments

Even with the expansion of the University in Chicago and a limited growth at Urbana-Champaign, it is clear that in the years immediately ahead the University will be unable to admit all students who meet minimum entrance or transfer standards at various levels. We thus face the question — under what conditions do we have the right — and the duty — to turn away students?

We certainly have no right to close the doors of the University to any qualified student merely because to admit him would work an inconvenience, such as causing us to alter our ways, or even imposing some hardships. The University does not exist for our convenience or any unchangeable way of doing things. Further, we certainly have no right to deny educational opportunity merely because we have failed to exercise ingenuity for increasing effectiveness or because we have failed to allocate our resources to the best advantage.

On the other hand, whenever the admission of additional students will impair the quality of our work, jeopardize our ability to support advanced instruction and research, or threaten the value of the learning experience for students, we have the plain duty then to limit enrollments, making it clear to all concerned that we have reached the limits of present capacity.

Although I am deeply concerned that our growth should be planfully managed, I do not believe that the way to effect control is by the imposition of any absolute fixed over-all numerical limit. Rather I believe that it is better to administer control in terms of educational and functional capabilities at the several levels — by insisting upon the maintenance of proper teacher-student ratios; by defining enrollment, program by program, in terms of specific measurement of capabilities in faculty, facilities and working and living conditions; by limiting new programs and by establishing priorities for expansion of existing ones in terms of their relationship to the fundamental disciplines and to the academic resources of special strength at the University.

What of those students who might normally attend this University and who may be turned away in the future? As responsible citizens and as educators, we must work with the Board of Higher Education, the State Legislature, and the people to encourage the provision of additional resources and their organization so

that the total higher educational system of the State is expanded to make it possible for all who can profit from a college education to do so and for the State of Illinois, in the future as in the past, to reap the rewards, economically, socially, and culturally, of a first-rate system of higher education.

What were formerly considered by many to be the obligations of the comprehensive state university now must be viewed as the obligations of a state system of higher education, with each part designed for maximum effectiveness.

Maintenance of Standards

This husbanding of resources, with which we are confronted, imposes difficult decisions. As we seek salary funds needed to attract the best scholars, we must be sure that we select only the best scholars. We must recruit and retain faculty who meet highest standards. If we are to remain among the best universities in the world, an ambition we all cherish, then every appointee must be among the best available for his position.

On another front, as we are urged to adopt new programs, we must insist that they be related to existing strength and the fundamental disciplines. What we cannot do well, we should not do at all. Furthermore, while high quality programs are not constructed quickly, there comes a time when we should take stock of each one to assess its performance and potential and then give serious consideration to the reallocation of resources to programs that give greater promise.

This approach governing decisions as to distribution of resources among programs and staff must also apply to admissions at all levels. Only students who can take advantage of the opportunities, and by their presence contribute to the educational environment so important to the well-being of all, should be encouraged to attend. The process of securing an education is both an individual and a community experience, and those who enter without serious purpose not only waste their time, they lower the level of the group achievement and thus detract from the best use of resources.

In turn, we must not waste the students' time. Today the demands crowding in on the curriculum are immense; the explosion of knowledge, the expansion in range, the more sophisticated skills required, make great demands upon the brief period of formal education. Some have advocated the expansion of the undergraduate program from four to five years. More to the point, I believe, is a re-examination of how we are using the students' four years. Are there activities and are there programs which do not contribute to the student's education in relationship to other claims on his time?

Are there activities and programs which give to the student what he could better acquire after his formal education — at other places? Are there better ways to help students organize their time — in independent study, in extra-class activity, in a more efficient academic calendar? Are we prepared to experiment, in the spirit of the inquiring scholar, with the newer visual, auditory, and library aids to teaching and learning?

In sum, faced with the pressure of numbers, urged to expand our programs in many areas, sought after for innumerable services, we must be prepared to make choices, for resources are not unlimited. Priorities must be properly determined. Money, faculty, and student time must be wisely allocated. Our central standard must be to do well whatever we undertake. Yet we must not use this imperative to avoid considering change and innovation, for the great university is a leader in educational enterprise, not just a conservator of past method and the experience of another time. Educational ferment is the condition most to be cherished in the university which is to grow in stature and usefulness.

PART IV

At the 1963 President's Faculty Conference, when dealing with the question of what the University should do to improve support for research, the group gave great emphasis to the need to add to the cultural and intellectual resources of the academic community. They made clear that intellectual enterprise is not limited to the classroom and the laboratory, and research-oriented scholars, young and old, need the support of a rich and varied intellectual and cultural experience. The same is true of undergraduates.

We have made much progress in providing opportunities to meet this objective: the Krannert Art Museum, the cultural events in the Assembly Hall, the soon-to-be-opened paperback book center in the Illini Union, the informal educational activities within organized housing, the increased support for the Festival of Contemporary Arts, for the Star Course, for visiting lecturers, artists, and scholars have all been pointed in this direction. For the same purpose, an extraordinary student Union facility has been made a part of the Congress Circle development and a fund-raising effort is under way for an Illini Union at the Medical Center. Further, at Urbana-Champaign, I hope that we may soon have better social facilities for members of the faculty. Here, too, plans are under way to fill the present deficiency in facilities for the performing arts.

Related to this discussion is a consideration of the

general quality of the student body. We know that student quality has a decisive influence upon the effectiveness of teaching as well as upon the intellectual environment for the total educational experience of the individual student. We may be gratified at the impressive record of change on this point over the past decade. Much credit must be given to the improved articulation with the high schools, including changes in admissions practices, the advanced placement and the honors programs, the enlargement of scholarship awards and other student financial aids, pre-orientation counseling, and the availability of improved housing. Most important of all has been the self-selection process which has resulted from the continuing public representation of the University of Illinois as a place for serious students and quality academic performance.

PART V

Last year and at the opening of the current school year, I listed a number of important items for continuing internal consideration. There is progress to report on all of them, but it is timely here to comment on three.

Salaries

During the last several years we have made considerable improvement in the level of salaries and in the procedures for the more equitable distribution of increases in accord with merit and professional achievement. As an academic institution, our highest rewards, in general, must continue to go to the most distinguished academicians. Salaries at the University of Illinois are now competitive with some of the better universities, but not with the salary leaders; and if we are to improve our position, the salary level must continue to rise. The time is past when it is possible to secure and retain professors of eminence without paying them salaries commensurate with their contributions. Salary improvement should have the highest priority among our financial concerns and all of us must continue to work toward that end.

Human Relations and Equal Opportunity

From its inception, the University of Illinois has been open equally to all persons: open in terms of student admissions and student opportunity; open in terms of employment; open in terms of services and facilities. We have a new consciousness, however, that it is not sufficient that the University be passively available to all: I believe that we must take more positive steps to help overcome the disabilities that stem from decades of inequality in our society, some of it hidden and uncon-

scious until now. I am in no way suggesting that we should alter our standards for any student or for any employee. It would be as wrong to give unfair advantage to a student or staff member because he is a Negro as to place him at a disadvantage because of his race. But, as we build ramps for our physically disabled students, without violating our standards, I believe that we must offset some of the disabilities arising from racial and social inequality by building psychological and special assistance "ramps" for young people who need them.

To advise on the over-all task of appraising what the University can and should do in the area of human relations and equal opportunity, I have recently appointed an all-University Committee. The Committee will be expected to identify the broad range of related professional competence within the University, including that in the sciences and humanities as well as the social sciences. An inventory of relevant research now in progress will be prepared, and, in consultation with appropriate agencies such as the Graduate College, the Committee will take steps to stimulate sources of research support from within and outside the University for the enlargement of present activity.

As a part of its general assignment, the Committee will be invited to suggest and to encourage ways and means of studying problems of equal opportunity within the University itself.

The Committee also will serve as a continuing advisory body and clearing house in order that officers, academic units, and other agencies of the University may be kept informed of the activities related to human relations and equal opportunity in the University. Further, the Committee will be asked to represent the University of Illinois in inter-institutional discussions of this general subject.

AAUP

Another item of unfinished business on our agenda is the removal of the censure voted by the American Association of University Professors. Whether or not the AAUP action was deserved is a point on which reasonable men may and have differed, and is not now the issue.

However, it is unlikely that removal of the censure will be entertained by AAUP until it is notified of the ultimate disposition of certain revisions of the University Statutes in the area of academic freedom and tenure which were proposed by the Senate Coordinating Council after consideration of amendments initiated by the University Senates. These proposals are now before a

committee of the Board of Trustees, together with my recommendations. Board action on these revisions is expected in the near future, but thereafter further Senate involvement may be required by our existing Statutes.

I shall continue to emphasize to the AAUP that at this institution there has been, is, and will always be academic freedom in the tradition of the great universities of the world and that we continually seek to improve procedures, conditions, and institutional posture so that there can be no doubt of our belief that academic freedom is an indispensable condition for academic excellence.

PART VI

The University as a social institution, in its search for new knowledge, in its transmission of what is known, and in its expertise for problem solving through both its faculty and the men and women whom it trains and educates, provides the generative power by which a free society adapts to change and improves. All of us — as students, faculty, and citizens — are privileged to have a part in this fundamental enterprise of a great state, one which has become a national resource and a center of influence around the world. I believe that the promise of 1964 is for another year of distinguished achievement.

NOTE

This address was presented over television stations WCIA, Champaign, WMBD, Peoria, and WTTW, Chicago on Sunday, January 12 and over WILL-TV on Tuesday, January 14. It was also broadcast on radio station WILL-AM on Sunday, January 12.

The time limitation for oral presentation required several omissions from this text.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 72, January 28, 1964

Midwest Universities Consortium

At its meeting on January 15, 1964, the Board of Trustees approved the recommendation that the University of Illinois participate in the Midwest Universities Consortium to be financed by a grant from the Ford Foundation. The following is taken from the Board's agenda:

The Ford Foundation has made a grant of \$3,500,000 to Indiana University, Michigan State University, the University of Illinois, and the University of Wisconsin for the organization and operation of a "Midwest Universities Consortium for International Activities, Incorporated." The four universities will organize and incorporate the new Consortium to receive and administer the Ford Foundation grant.

- The Consortium will enable the four universities to enter as a group into contracts for overseas operations, thus increasing the abilities of the university members to render more effective educational and technical services abroad;
- augment the supply of personnel for international services for overseas work and utilize their knowledge and experience for campus teaching and research programs, thus increasing knowledge about significant problems in less developed areas;
- offer an internship program for graduate students to assist in the work of the universities' overseas projects;
- provide research grants for faculty and graduate students at overseas project sites;
- enrich regular campus teaching and research programs through seminars and printed materials based on the knowledge accumulated in the projects abroad.

The four universities will be represented on a Council of Institutional Members which will elect a Board of Directors, which, in turn, will elect an Executive Director. The Executive Director will be charged with the administration of the affairs of the Consortium and will be responsible to the Board of Directors.

Under the Consortium each university will conduct its own international activities, but each will be assisted by the Consortium. The Ford Foundation grant will make possible programs which heretofore it has not been possible for the universities to carry on because of insufficiency of funds. The creation of the Consortium will enable the four universities to undertake tasks beyond the resources of any one of them.

Improvement in overseas operations will result from the pooling of manpower resources, and from the full exchange of information by the four universities. The member universities will underwrite the office expenses of the Consortium, including salaries of the Executive Director and his staff, by paying an annual membership fee of \$20,000.

I recommend that the Board of Trustees formally approve participation of the University of Illinois in this program, and that officers of the University be authorized to take such steps as may be necessary to provide for its representation in the Consortium and for its incorporation.

(Each of the four institutional members is a comprehensive state university with extensive instructional programs. Collectively those programs cover a wide spectrum of subject matter. Each of the four universities is working to improve its international programs, and the organization of the Consortium and the receipt of the Ford Foundation grant will greatly assist in achieving the ends sought by the universities.

(In announcing the grant, Director John Howard of the Foundation's International Training and Research Program, stated:

"A number of recent government and private studies have indicated the need for new university traditions, organization, and career patterns in the international field. They have also noted that American universities are a major source of key personnel that has not been fully tapped for the overseas development programs required by the nation's world-wide commitments.

("The Midwest Universities Consortium is a significant experiment by four universities, already involved to an impressive degree in international programs, to broaden the teaching, research, and service roles of higher education in world affairs. It will help integrate international activities as a permanent, university-wide aspect of educational programs, and not merely as an appendage. It offers new opportunities to these institutions to develop capabilities that they do not have individually. And, the Consortium is especially important because it will help to increase the number of faculty members and young persons with knowledge and interest in overseas work."

(Together the four Consortium universities now have twenty-one contracts totaling more than \$20 million with the United States Agency for International Development in nine countries of Latin America, Africa, the Near East, and Asia — or 18 per cent of all university-AID contracts. In addition,

they are carrying on a substantial number of overseas projects sponsored by other government agencies and by foundations. In 1962-63, 384 of their faculty members went abroad and each of the institutions conducted training programs for

Peace Corps volunteers. The universities together have fifteen area-studies centers on their campuses and other centers dealing with the economic, educational, political, and social aspects of overseas development and international relations.)

University Committee on Human Relations and Equal Opportunity

In a letter dated December 24, 1963, President David D. Henry wrote to the following asking them to serve on a University Committee on Human Relations and Equal Opportunity:

Martin Wagner, Director of the Institute of Labor and Industrial Relations, Chairman.

From the Urbana-Champaign Campus:

Harry S. Broudy, Professor of Philosophy of Education.

W. Ellison Chalmers, Professor of Economics.

James Crawford, Assistant Director of Housing for Undergraduate Residence Halls.

Mark P. Hale, Director of the Jane Addams Graduate School of Social Work.

Harold M. Hyman, Professor of History.

Bernard Lazerwitz, Associate Professor of Sociology.

Charles E. Osgood, Director, Institute of Communications Research.

Theodore Peterson, Dean, College of Journalism and Communications.

Eugene F. Scoles, Professor of Law and Special Assistant to the President.

Miriam A. Shelden, Dean of Women.

Herbert Sterrett, Art Editor, University Press.

Victor Stone, Professor of Law.

From the Medical Center:

Stephen B. Binkley, Professor of Biochemistry.

Theodore R. Sherrod, Professor of Pharmacology in the College of Medicine.

From the Navy Pier:

Robert E. Corley, Associate Professor of Sociology.

Nan E. McGehee, Assistant Professor of Psychology.

The letter stated:

"The general purpose of the Committee will be to stimulate continuing basic study in the University of the problems of equal opportunity in American life, with the objective of encouraging the accumulation and dissemination of new knowledge as well as exploring means of applying such knowledge.

"As a part of its general assignment, the Committee is invited to suggest, and to encourage ways and means of studying, problems of equal opportunity within the University itself.

"The Committee also will serve as a continuing advisory body and clearing house in order that officers, academic units, and other agencies of the University may be kept informed of the activities related to human relations and equal opportunity in the University. Further, the Committee will be asked to represent the University of Illinois in inter-institutional discussions of this general subject.

"In accomplishing its objectives, the Committee will be expected to identify the broad range of related professional competence within the University, including that in the sciences and humanities as well as the social sciences. An inventory of relevant research now in progress should be prepared, and, in consultation with appropriate agencies such as the Graduate College, the Committee should take steps to stimulate sources of research support from within and outside the University for the enlargement of present activity.

"While the Committee will be all-University in its responsibility, it is expected that special committees will be appointed at the Chicago Undergraduate Division and at the Medical Center, both to involve staff participation on a wider base than is possible on a central committee and to take into account unique considerations at those campuses."

President's Report of Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE SHERATON-BLACKSTONE HOTEL, CHICAGO, JANUARY 15, 1964.

FACILITIES, EQUIPMENT VALUED AT \$42,130,487 ADDED DURING YEAR

Facilities and equipment valued at \$42,130,487 were added by the University of Illinois on its three campuses during the fiscal year ending June 30, 1963, according to an annual report issued by Vice President and Comptroller H. O. Farber. Of this amount approximately 50 per cent came from capital appropriations by the State and the balance from revenue bonds, federal grants, and private gifts.

The University now utilizes a physical plant with

original cost of \$288,074,159 and rents 555,000 square feet of space at Navy Pier for the Chicago Undergraduate Division.

Income of the University was \$126,575,115 of which \$68,235,337 was from state appropriations for operations from tax revenues. This state money provided 54 per cent of the University's operating income. Another 20 per cent was from gifts, grants, and contracts, including those with the State of Illinois and the United States government.

Operations of auxiliary enterprises, including hous-

ing and union buildings, student fees, and a number of miscellaneous sources, provided the balance.

HEALTH SERVICE, MCKINLEY HOSPITAL SERVE 72,404 DURING YEAR

University of Illinois Health Service and McKinley Hospital at Urbana-Champaign, brought together for the first time a year ago, rendered services to 72,404 students, faculty, and staff (including multiple visits) during 1962-63, according to the annual report of Dr. Orville S. Walters, Director.

Visits to the Health Center totaled 60,423, tuberculin tests administered at the Armory during registration periods totaled 8,719, and outpatient care was given to 3,261.

During the year McKinley Hospital admitted 2,051 patients. Members of the medical staff also served on the faculty as teachers in six hygiene courses with enrollment of 1,701.

SIXTY-SEVEN PER CENT OF JAMES SCHOLARS AT URBANA ENROLL IN LIBERAL ARTS

The College of Liberal Arts and Sciences, largest college in the University, enrolls 67 per cent of the Edmund J. James Scholars, honors students chosen for outstanding ability and promise, according to the annual report by Professor Robert E. Johnson, Director of the Honors Programs.

Of the total of 1,457 James Scholars on the Urbana campus, 977 are enrolled in the College of Liberal Arts and Sciences, and 414 of this number have chosen the general curriculum of that college.

Other major enrollments of James Scholars by colleges are: Engineering 215; Commerce and Business Administration, 90; Fine and Applied Arts, 74; Agriculture, 67.

James Scholars are permitted to enroll in honors courses and sections organized to meet the interests and abilities of superior students.

UNIVERSITY GRANTS 49 PER CENT OF DOCTORATES AWARDED IN ILLINOIS

The University of Illinois in 1961-62 granted 48.8 per cent of all doctorate degrees awarded by degree-conferring institutions in Illinois, a recent study published by the U. S. Office of Education reveals. (Tolliver, Wayne E., *Earned Degrees Conferred 1961-62, Bachelor's and Higher Degrees.*)

In the period studied, institutions in the State granted 909 doctorate degrees of which the largest number, 444, were awarded at Illinois. Institutions which granted the second and third highest number of doctorates were the University of Chicago (228) and Northwestern University (166). In total degrees, institutions of the State conferred 26,173 — with the University granting the largest number, 5,551 or 21.2 per cent.

Northwestern University was second in the over-all total, with 2,800 (or 10.8 per cent).

Illinois was highest in each of the several categories, granting 16.8 per cent of four-year bachelor's and first professional degrees, 22 per cent of first professional degrees requiring five or more years of study, and 31.1 per cent of the second level (master's except first professional degrees).

ILLINOIS FOURTH IN NATION FOR DOLLAR VOLUME OF ENGINEERING RESEARCH

University of Illinois ranks fourth in the nation for the total volume of engineering research for the last year, the Joint Office of Institutional Research reports.

Heading the list is Illinois Institute of Technology, Chicago, with a total of \$22 millions, followed by Michigan, \$17 millions, Massachusetts Institute of Technology, \$13 millions, and Illinois, \$11 millions.

The ratings were based on the 1963 *Engineering College Research Review*, published biennially by the Engineering College Research Council of the American Society for Engineering Education.

"Ten colleges of engineering account for close to half of a national total of \$200 millions applied to engineering college research within a year period," the Joint Office notes.

UNIVERSITY STUDIES HIGHWAY DAMAGE CAUSED BY DE-ICING MATERIALS

Problems of the millions of dollars in damages caused every winter by use of de-icing materials on highways and bridges are under study at the University under a two-year \$72,500 research contract with the Highway Research Board of the National Academy of Sciences-National Research Council.

The project, sponsored by the American Association of State Highway Officials, is directed by Professor Clyde E. Kesler, Departments of Civil Engineering and Theoretical and Applied Mechanics.

NATIONAL SCIENCE FOUNDATION GRANT SUPPORTS ELECTRONICS COURSE

A second Electronics for Scientists laboratory course, pioneered at the University of Illinois in 1963, will be held on the Urbana campus next summer under a grant of \$29,200 from the National Science Foundation.

The course, developed over a decade by Professor Howard V. Mahnstadt, Department of Chemistry and Chemical Engineering, is designed to fill the needs of scientists and research students in many fields who use electronic instruments but have not been trained in electronics.

The program, started at Illinois, is being expanded in 1964 with similar course offerings at Princeton and Oregon State universities. At Illinois forty college and university professors will be accepted for the course with

stipends and travel grants from NSF. An additional twenty men from industry and doctors from private hospitals will be accepted to take the course at their own expense.

**REHABILITATION CENTER ESTABLISHED
AT RESEARCH AND EDUCATIONAL HOSPITALS**

A Rehabilitation Center for patients with disabilities best treated by a multi-disciplinary team approach has been established in the Orthopedic Building of University of Illinois Research and Educational Hospitals, Chicago.

Participating in the care of 12 patients, present capacity, is a team of physicians, nurses, physical and occupational therapists, and other specialized personnel under the direction of Dr. Harold H. Orvis, Department of Preventive Medicine, College of Medicine, who is coordinator of the Center.

**PROFESSOR ADAMS HONORED
BY AMERICAN INSTITUTE OF CHEMISTS**

Dr. Roger Adams, research professor of organic chemistry, emeritus, has been named to receive the Gold Medal of the American Institute of Chemists. The award will be made at the Institute's annual meeting May 10-12 in New York.

Professor Adams came to the University in 1916, headed the Department of Chemistry and Chemical Engineering from 1926 to 1954, and retired in 1957.

The Gold Medal Award will be the twelfth prominent award which Professor Adams has received for outstanding achievements. He is a member of the National Academy of Sciences and has received ten honorary degrees.

**ENGINEERING STAFF MEMBER HEADS
1964 NATIONAL ELECTRONICS CONFERENCE**

Professor Edward W. Ernst, Department of Electrical Engineering, has been elected president of the National Electronics Conference for 1964. As executive officer he will coordinate activities of more than 500 engineers and educators who develop the 1964 meeting.

The Conference is a non-profit educational corporation with headquarters in Chicago serving as a national forum for the presentation of authoritative technical papers on electronic research, development, and application. Sponsors include the Illinois Institute of Technology, the Institute of Electrical and Electronics Engineers, Northwestern University, and the University of Illinois.

Professor Ernst, Professor David Lazarus, Department of Physics, and Professor Murray D. Sirkis, Department of Electrical Engineering, represent the University on the 1964 Conference board of directors.

**PROFESSOR DANNER NAMED TO COMMISSION
ON STATE HIGHWAY PLAN**

Professor Ellis Danner, Department of Civil Engineering, has been named by Governor Otto Kerner to a Commission authorized by the 73rd General Assembly "to investigate, study, and formulate a highway plan for the State."

The legislation, introduced by Senator Paul Zeigler of Carui and signed by the Governor August 21, provides for a 17-member commission, which is to report to the 74th General Assembly by April 1, 1965.

**NEW YORK ACADEMY OF SCIENCES HONORS PROFESSOR
AT MEDICAL CENTER**

Professor Carolyn W. Hammond, Department of Microbiology, College of Medicine at the Medical Center, Chicago, has been designated a Fellow in the New York Academy of Sciences.

Fellowship in the New York Academy is awarded to a member who has attained outstanding recognition for scientific achievement or for the promotion of science.

**GOVERNOR NAMES PROFESSOR HUMPHREYS
TO EXAMINING COMMITTEE**

Governor Otto Kerner has named Professor Lloyd G. Humphreys, Chairman, Department of Psychology, to the State's new psychologists examining committee in the Department of Registration and Education.

**PROFESSOR MILLER APPOINTED TO
MEDICAL SCIENTIST TRAINING COMMITTEE**

Dr. George E. Miller, director of research in medical education and associate professor of medicine in the College of Medicine, Chicago, has been appointed to a Medical Scientist Training Committee of non-government scientists who will advise the NIH National Institute of General Medical Sciences.

The Institute has jurisdiction in NIH responsibilities for research and training in basic medical and biological sciences and certain clinical areas. Objective of the program, which now has 12 active training committees, is to train investigators who can bring the fundamental concepts, techniques, and knowledges of the basic sciences into clinical research.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

University of Illinois
No. 73, February 25, 1964
MAR 9 1964
LIBRARY

Study by Urbana Senate Committee on Academic Freedom and Tenure Requested

ACTION BY THE BOARD OF TRUSTEES AT ITS MEETING IN URBANA, FEBRUARY 19, 1964

Below are the statements of Mr. Howard W. Clement, President of the Board of Trustees, and President David D. Henry and the motion by Mrs. Frances B. Watkins which was unanimously adopted.

STATEMENT OF MR. HOWARD W. CLEMENT, PRESIDENT OF THE BOARD OF TRUSTEES

Publication of an article by a University professor of classics on the subject of the federal government has resulted in nationwide publicity and public reaction which have been major concerns of every member of the Board of Trustees.

In view of this widespread public reaction and because of many inquiries by citizens to individual Board members, the matter, although not on the agenda or officially before this Board at this time, must receive attention.

We have expressed our concerns to the President and he advises me that he has prepared a statement on the matter for presentation at this time.

STATEMENT OF PRESIDENT DAVID D. HENRY

During the past week, a member of the faculty in classics at the University of Illinois has been involved in nationwide publicity concerning an article on the federal government which he published.

Mr. Revilo Oliver, in this article, wrote on a subject beyond his University responsibilities, as a private citizen, for a non-university journal. Ordinarily, the University takes no notice of a professor's comment or conduct as a citizen. His right to dissent, to express unorthodox views, and to criticize is not only recognized, it is protected by the tradition of academic freedom at the University of Illinois, in the academic world, and by the Statutes governing the University.

That Mr. Oliver's views are not shared by this academic community is certain. I believe my colleagues

agree, as I said earlier, that his unsupported accusations, and his unreasoned and vitriolic attack on the character and patriotism of President Kennedy are beyond the bounds of good taste in public comment and the normal proprieties of public debate. Mr. Oliver's expression raises questions as to whether he has complied with the expectations for professional responsibility.

Some outside the university community do not understand that academic freedom and its corollary, academic responsibility, have evolved for the protection of both the student and the teacher, and are essential to the search for truth.

When, as in the case of Mr. Oliver's article, massive public reaction occurs there is a tendency for those not familiar with the concepts of academic freedom, and the reasons for its existence, to formulate judgments based on issues and standards which do not apply in the academic environment.

I would make clear, however, that observance of professional standards is expected, but by custom this is a matter for professionals to consider.

Earlier I indicated that there was nothing concerning Mr. Oliver's statement before me as President. Under the procedures of the University, there is still nothing before me. However, I plan to ask the Urbana Senate Committee on Academic Freedom and Tenure to review the situation and give me their advice.

MOTION BY MRS. FRANCES B. WATKINS

I move that the Board endorse the President's statement. It makes three points clear: (1) Mr. Oliver did not speak for the University, its faculty, the administration, or this Board; (2) the University strongly supports the principles of academic freedom and established procedures which require that no action be taken without an opportunity for prior faculty consultation; and (3) that the administration and the Board are now seeking faculty advice.

Committee on Implementation of Voluntary R.O.T.C.

President David D. Henry has appointed the following Committee on Implementation of Voluntary R.O.T.C. and Coordination of Related Actions: Paul R. Shaffer, Professor of Geology and Associate Provost for Undergraduate Affairs, Chairman; William R. Boggess, Professor of Forestry; Colonel H. L. Dorsett, Professor of Military Science; Harold W. Hannah, Professor of Agricultural Law and of Veterinary Medical Law; E. Eugene Oliver, Associate Dean of Admissions and Records, *ex officio*; and Stanley H. Pierce, Professor of General Engineering and Associate Dean of the College of Engineering.

The letter of appointment dated December 27, 1963, contained the following paragraphs:

It is my hope that the Committee will prepare a report which can be brought to the attention of the departments and colleges to describe the current status of R.O.T.C. matters as they relate to student advisement and that it will focus attention on problems where decisions are required by existing agencies and offices.

My over-all concern is that the University should make a smooth transition from required to voluntary R.O.T.C., that students have adequate opportunity to understand the place of the R.O.T.C. in the University program, and that certain decisions which should be made for these purposes should be made promptly. Related are the suggestions which have been made for improvement of instruction. I am also concerned that the historic interest of the University in the success of the R.O.T.C. program should be sustained.

Expansion of Non-Western Programs

APPROVED AT THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING JANUARY 15, 1964

The Ford Foundation has made a grant of \$800,000 for a period of five years to the University of Illinois for expansion of its non-Western programs. The grant will help the University establish an International Comparative Studies Center and assist in the development of an Asian Studies Center, and in strengthening the Latin-

American Studies Center. The fund will also help in the recruitment of additional faculty members and will provide travel expenses for overseas research.

Details of administrative organization and of curricula or of programs developed under the grant will be subject to the standard approvals as required.

Deductibility of Travel and Research Expenses

The following is an extract from Revenue Ruling 63-275, published December 30, 1963:

. . . research expenses, including traveling expenses properly allocable thereto, incurred by a professor for the purpose of teaching, lecturing, or writing and publishing in his area of competence, as a means of carrying out the duties expected of him in his capacity as a professor and without expectation of profit apart from salary, *represent ordinary and necessary business expenses* incurred in that capacity and are, therefore,

deductible under section 162(a) of the Code. . . . The responsibility rests with each professor to show that the amounts claimed are reasonable in relation to the research performed and that the research is in his area of competence; that is, that the research is directly related to the general field in which the professor is performing services as an educator.

Additional information should be obtained from the local office of the Internal Revenue Service.

President's Report of Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE ILLINI UNION, URBANA, FEBRUARY 19, 1964

DR. PHILLIPS TALBOT SPEAKS AT CONVOCATION FOR MID-YEAR GRADUATES

Dr. Phillips Talbot, Assistant Secretary of State for Near Eastern and South Asian Affairs and an alumnus of the University, spoke at the annual convocation for mid-year graduates January 21 in the Auditorium.

No formal commencement exercises are held in February but the graduates are honored at a convocation.

A total of 1,491 degrees has been approved for conferral in February, 994 of which are baccalaureate degrees and 497 graduate degrees.

Dr. Talbot, grandson of the long-time faculty member whose name is honored on the Arthur Newell Talbot Laboratory, is one of the few Americans to complete the Indian Civil Service Probationers Course at the School of Oriental and African Studies at the University of

London. He has lived, worked, studied, and traveled extensively in Asia since graduation in 1936 when he received bachelor's degrees in journalism and in liberal arts and sciences with a major in political science.

160 ATTEND CHICAGO REGIONAL MEETING OF CITIZENS COMMITTEE

One hundred sixty members of the Chicago area, University of Illinois Citizens Committee, met in the Grand Ballroom of the LaSalle Hotel January 29 to receive information and progress reports from University officials. Major Lenox R. Lohr, Chicago, chairman of the organization's executive committee, presided.

Speakers included Howard W. Clement, President of the Board of Trustees, Dean William L. Everitt, College of Engineering, and Dean Robert B. Downs, Library Administration.

UNIVERSITY RAISES POSITION AS SOURCE OF DOCTORATE DEGREES

The University of Illinois, which ranked ninth in the nation as a source of doctorate degrees in 1920-24, advanced to second position in 1960-61, a growth unsurpassed by any institution in the ten leading universities in this area. This fact is revealed in a study just published by the National Research Council of the National Academy of Sciences.

The study encompassed two five-year periods, 1920-24 and 1955-59, and a shorter two-year period, 1960-61. In 1920-24, Illinois ranked ninth and did not raise that position in the following decade, at one point dropping to twelfth. The rise since that time has been steady.

In the 1955-59 period, Illinois was third behind Columbia University and Wisconsin. In 1960-61, Illinois supplanted Wisconsin as second, with Columbia still remaining as the leading source of doctorates. Following these three institutions in 1960-61 were Harvard, California, New York University, Michigan, Ohio State, Cornell, and Minnesota.

The study also analyzed total doctorates conferred from 1920 to 1961 in which Illinois ranked fifth behind Columbia, Wisconsin, Harvard, and Chicago.

Of interest in this study was that it considered baccalaureate origins of persons earning doctorates. In each case the parent university was the largest source, but Illinois ranked as the second largest baccalaureate degree source of doctorates awarded at five other institutions, Wisconsin, Cornell, Purdue, Chicago, and Northwestern. The University of Chicago was the second largest baccalaureate source of doctorates earned at Illinois.

JAMES SCHOLARS DOMINATE UNIVERSITY AWARDS FOR ACADEMIC HONORS

Five of seven valedictorians and salutatorians recognized for highest academic achievement by the University in its last three graduating classes participated in the

James Scholars program, begun in 1959 to provide opportunity and recognition for superior students.

Miss Lorinne F. Lane of Princeton, who won a degree in three and a half years graduating in February, 1963, was co-valedictorian of her class. In June, Ronald W. Longacker, Wildwood, was valedictorian, and Miss Linda L. Turner, Tulsa, Oklahoma, was salutatorian.

The recent February convocation honored two more James Scholars, Miss Marilyn A. McCord, Arthur, as valedictorian, and Gary S. David, Big Rock, as salutatorian. It is of further interest to note that Miss McCord and Mr. David were graduates of two of the smallest high schools in the State.

UNIVERSITY AMONG TOP TEN IN SIGNED ENCYCLOPAEDIA BRITANNICA ARTICLES

The University of Illinois is fifth among American universities and eighth among all universities of the world in the number of faculty members who contributed signed articles in the 1964 edition of *Encyclopaedia Britannica*.

A published statement by the editors reports that the top-ranking American universities which supplied signed articles were University of Chicago, California, Harvard, Columbia, Illinois, Yale, and Michigan in that order. Three English universities were also among the top ten, the University of London ranking second to Chicago, Cambridge fourth, and Oxford fifth.

UNIVERSITY PRESS BOOKS WIN PRIZES IN MIDWESTERN COMPETITION

Two books published in 1963 by the University of Illinois Press have been named winners in the Eighth Annual Midwestern Books competition. Selection was based on typography, design, and quality of production.

The works were: *Symbolic Crusade: Status Politics and the American Temperance Movement*, by Professor Joseph R. Gusfield, Department of Sociology, designed by Charles T. Flora of the University Press art division; and *Contemporary American Painting and Sculpture, 1963*, with an introduction by Dean Allen S. Weller, College of Fine and Applied Arts, designed by Professor C. V. Donovan, Professor Raymond Perlman, and Mr. Osmund S. Guy, all of the Department of Art.

75 PER CENT OF AGRICULTURE GRADUATES ENTER RELATED FIELDS

Three-fourths of graduates who have earned degrees from the College of Agriculture are working directly in agriculture or in jobs closely related to the field, a survey by the alumni committee of the college reveals.

The current report was based on the fourth in a series of ten-year surveys and represented a 44 per cent reply from 6,500 alumni located in every Illinois county, forty-seven other states, and thirty foreign countries.

Agriculture business and industry had the highest percentage (31 per cent) of the number employed, edu-

cation ranked second with 22 per cent, and farming and farm management third with 21 per cent.

Agriculture graduates reported 1959 incomes averaging \$9,224, almost identical with the \$9,206 average reported for all college graduates in a nationwide study.

STUDENT ACTIVITIES MORE THAN A MILLION DOLLAR BUSINESS

Student activities at the University's three campuses, excluding intercollegiate athletics and social fraternities and sororities, was more than a million dollar business in the fiscal year ending June 30, 1963. The expenditures reflect the great diversity of student interests and the varied opportunities for student activity.

An annual report issued by the office of Vice-President and Comptroller H. O. Farber, shows that 569 different organizations on the three campuses had income from their activities of \$1,084,862 and expenditures of \$1,060,664. Excess of income over expenditures is retained by the various organizations for future needs.

Student Organizations Funds were established at Urbana-Champaign in 1923 and for the Medical Center campus in 1934. In 1946 the Chicago Undergraduate Division organization fund was included with that at the Medical Center as the Chicago Organizations Fund. A

Chicago Undergraduate Division Student Organizations Fund was authorized in 1952.

All are administered by executive boards including a representative from the office of the Vice-President and Comptroller and faculty and student representatives.

SYMPHONY ORCHESTRA ON LATIN-AMERICAN TOUR FOR STATE DEPARTMENT

The University of Illinois Symphony Orchestra of eighty students and four faculty members departed January 31 for a four-month tour of Central and South American countries as a representative of the United States State Department. Return is scheduled for June 4.

The Illinois musical unit was one of fifteen selected for cultural performing attractions at appearances in various parts of the world in 1964. Expenses of the trip are borne by the federal government.

The itinerary includes Mexico, Honduras, Ecuador, Colombia, Panama, Venezuela, Peru, Chile, Argentina, Brazil, Bolivia, and Costa Rica. The orchestra will perform primarily in university-centered areas and will participate in clinics, seminars, and workshops to be presented by Professor Bernard Goodman, director, and Professor Charles O. DeLaney, assistant director.

(Due to space limitations of this issue the full text of the "President's Report" is not included. The remainder will appear in the next issue of the *Faculty Letter*.)

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

MAR 25 1964
UNIVERSITY OF ILLINOIS
No. 74, March 20, 1964

President's Report of Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE URBANA-CHAMPAIGN CAMPUS, MARCH 18, 1964.

I. General Items

JONATHAN BALDWIN TURNER HALL DEDICATED TO STUDY OF PLANT SCIENCES

Jonathan Baldwin Turner Hall, new plant sciences building on the Urbana campus, was formally dedicated in ceremonies March 6 in the University Auditorium.

Principal speakers were Nyle Brady, Director, Division of Science and Education, United States Department of Agriculture, and Earl Hughes, Woodstock, member of the Board of Trustees and former Assistant Secretary of Agriculture.

Open house for the new structure was held March 6 and 7.

Three osage orange trees, descendant from original Turner plantings, for whose development in Illinois he was responsible, were planted near the entrance to the building.

SOUTHERN REGIONAL MEETING OF CITIZENS COMMITTEE HELD AT HERRIN

Members of the Southern Region, University of Illinois Citizens Committee, met March 10 at the Elks Club in Herrin to hear talks by Dean William L. Everitt, College of Engineering, and Miss Miriam A. Shelden, Dean of Women.

Trustee Harold Pogue of Decatur presided and local arrangements were made by Charles R. Cook of Radio Station WJPF, Herrin.

SECOND SEMESTER ENROLLMENT EXCEEDS 30,000 FOR FIRST TIME

Final University on-campus enrollment figures for the second semester exceed 30,000 for the first time in history, Dean C. W. Sanford, Admissions and Records, has reported. The total is 31,112, a numerical gain of 2,197 and a percentage increase of 7.6 as compared to 28,915 enrolled last year.

A breakdown by campuses with numerical and percentage increases or decreases follows:

Campus	Enrollment	Numerical	Percentage
Urbana-Champaign	23,984	1,494	6.64
Chicago Undergraduate Division	4,843	725	17.61
Medical Center	2,146	-6	-.28

At Urbana-Champaign enrollment in the Graduate College is 5,821 and the total of undergraduates is 17,598. Largest gain numerically by a college was in Liberal Arts and Sciences which showed an increase of 679 students over comparable figures of last year.

Undergraduates by classes are:

Freshman	4,855
Sophomore	3,500
Junior	3,795
Senior	5,178

Enrollment in extramural courses has not been completed and no figures are available at this time.

YOUR MONEY, YOUR UNIVERSITY CHRONICLES UNIVERSITY'S STEWARDSHIP

Your Money, Your University, a report of the University's stewardship of funds available to it for the fiscal year 1962-63, has recently been published by the University of Illinois Press and is available upon request to the Comptroller's Office.

This brief version of the Comptroller's Report has in recent years become more than a financial account, evolving as a capsule summation of the work of the institution. Text of the publication is based upon "The Year Ahead," issued in the fall of 1963, and "The State of the University," a review of current items of concern presented early in 1964.

ILLINOIS AMONG TOP TEN AS PRODUCER OF CIVILIAN FEDERAL EXECUTIVES

The University of Illinois ranks among the top ten universities producing civilian federal executives with

bachelor's degrees, according to a study entitled *The American Federal Executive*, recently published by Yale University Press.

The book, a product of social and psychological research by W. Lloyd Warner and three colleagues, is based on a study of 13,000 high-level federal executives. Of the ten schools, five were from the "Big-Ten" of the Middle West—Illinois, Michigan, Minnesota, Ohio State, and Wisconsin.

WEATHER STATION COMPLETES SEVENTY-FIVE YEARS OF SERVICE TO ILLINOIS

One of the State's valuable scientific resources has been compiled in records of the weather station at the University of Illinois which now cover more than a seventy-five-year span.

The station was one of the first projects of the Agricultural Experiment Station and records begin August 17, 1888. Since 1948, the operation has been taken over by the meteorology section of the Illinois State Water Survey.

In 1963, the United States Weather Bureau named the station on the Urbana campus as one of the fifteen "bench mark" stations east of the Rockies for study of past and future changes in climate of the United States.

50,000 VIEW UNIVERSITY EXHIBIT AT WORLD FLOWER SHOW IN CHICAGO

More than 50,000 visitors viewed the University of Illinois exhibit at the 1964 World Flower Show in Chicago and requested approximately 100,000 copies of University circulars and leaflets.

The exhibit is prepared by the Cooperative Extension Service and this year depicted the scope of Extension services, a display of chrysanthemums, a plastic greenhouse, lawn grasses and weeds, a chart of the principal apple-growing areas of Illinois and a display of the more common varieties grown in Illinois, and a model of the University of Illinois at Congress Circle, Chicago. Information was distributed at a general College of Agriculture booth.

II. Grants

ILLINOIS HOLDS FIRST ENGINEERING TECHNOLOGY TEACHERS INSTITUTE

The nation's first Academic Year Institute for engineering technology teachers will be given by the University of Illinois in 1964-65 with support of a \$99,000 grant from the National Science Foundation.

Fifteen teachers from junior colleges and technical institutes will be selected for training in electronics technology under the direction of Professor Jerry S. Dobrovolny, Head of the Department of General Engineering.

TOBACCO INDUSTRY FINANCES RESEARCH STUDY AT COLLEGE OF DENTISTRY

The Tobacco Industry Research Committee has made a grant of \$19,535 to the College of Dentistry at the Medical Center, Chicago, for a study of "Oral Cytology of Smokers and Nonsmokers." The work will be carried on under supervision of Professor Julia Meyer, Department of Oral Pathology.

COMMITTEE ON SCHOOL MATHEMATICS RECEIVES NEW \$505,000 GRANT

The University of Illinois Committee on School Mathematics has received a grant of \$505,870 from the National Science Foundation for continuing support of the project which was started in 1951 under the direction of Professor Max Beberman, College of Education.

The grant brings the total to \$1.2 millions which has been awarded to the University by the National Science Foundation for this work. More than 50,000 students and 350 teachers in 250 high schools in the United States now use the UICSM program.

III. Personnel Items

WOODROW WILSON FELLOWSHIPS AWARDED TO FOURTEEN SENIORS AT UNIVERSITY

Fourteen University of Illinois seniors have been designated as Woodrow Wilson Fellows for the first year of graduate study next fall, the second largest total awarded in Region IX. The University of Chicago had the greatest number of Fellows. The underlying purpose of this fellowship program is to encourage college teaching, especially in the social sciences.

PROFESSOR BOLEY HONORED FOR SERVICES TO VETERINARY MEDICINE

Professor Loyd E. Boley, Assistant Dean of the College of Veterinary Medicine and senior staff member of the Center for Zoonoses Research, has been awarded the Veterinary Service Award for 1963.

This honor was conferred by the Illinois State Veterinary Medical Association for Professor Boley's outstanding contributions to the profession.

FOUR CHEMISTS WIN ALFRED P. SLOAN FOUNDATION FELLOWSHIPS

Four members of the faculty in chemistry on the Urbana campus are among young scientists of the nation who have been granted Sloan Research Fellowships from the Alfred P. Sloan Foundation. The grants are for two years of fundamental research.

The 1964 grantees are Professor Theodore L. Brown and Professor Theron S. Piper, inorganic chemistry, Professor Willis H. Flygare, physical chemistry, and Professor James C. Martin, organic chemistry.

Three other scientists are working upon the second year of research from awards made last year. They are:

Professor Stanley G. Smith, organic chemistry, Professor Leo P. Kadanoff, theoretical physics, and Professor Miles V. Klein, experimental physics.

DIRECTOR BRYAN NAMED TO BOARD OF UNITED STATES AIR FORCE TRAINING COMMAND

Director Leslie A. Bryan, Institute of Aviation, has been named to the advisory board of the United States Air Force Air Training Command.

The eighteen-member board advises Lieutenant General Robert W. Burns, commander of the ATC, on program evaluation, personnel policies, education and training, organization and management, and sources and uses of civilian guidance.

DR. CHRISTIAN ELECTED PRESIDENT OF STATE ASSOCIATION

Dr. Joseph Christian, Professor of Pediatrics at the Medical Center, Chicago, has been elected president of the Illinois Association for Maternal and Infant Health.

Named to the Association's executive board were Mrs. Mary Morrison, head nurse in the Research and Educational Hospitals' premature nursery, and Miss Zoe Hall, supervisor of medical social services, Division of Services for Crippled Children.

DEAN EVERITT NEW CHAIRMAN OF COMMISSION ON ENGINEERING EDUCATION

Dean William L. Everitt, College of Engineering, was elected chairman of the board of directors of the Commission on Engineering Education at its annual meeting in Washington.

The Commission is an independent, incorporated organization financed initially by a grant from the National Science Foundation. Operating under direction of leaders from education and industry, its purpose is to develop and maintain engineering education at a maximum level of excellence.

PROFESSOR McCLURE PRESENTED SILVER MEDAL AWARD IN ADVERTISING

Professor Leslie W. McClure, Department of Advertising, College of Journalism and Communications, was

presented the Silver Medal Award for "long and distinguished service to the profession of advertising."

The Silver Medal Award is sponsored nationally by the Advertising Federation of America and *Printer's Ink* magazine.

POLITICAL SCIENTIST RECEIVES GRANT FROM COUNCIL OF LEARNED SOCIETIES

Professor Stuart S. Nagel, Department of Political Science, has been awarded a one-year fellowship for work at the Center for Advanced Study in the Behavioral Sciences at Palo Alto, California.

He was one of twelve winners of grants made by the American Council of Learned Societies, supported by the Ford Foundation, to help young scholars in the humanities and social sciences to study in fields outside their present areas of specialization.

PROFESSOR SCHACHT AWARDED MAGAZINE PUBLISHERS FELLOWSHIP

Professor John H. Schacht, College of Journalism and Communications, has been awarded a Magazine Fellowship by the Magazine Publishers Association.

He will undertake a "Study of Magazines of Opinion with Limited Circulation," under the MPA awards program for academic study and research relating to the magazine industry.

CIVIL ENGINEERING PROFESSOR HONORED BY AMERICAN CONCRETE INSTITUTE

Professor Chester P. Siess, Department of Civil Engineering, is the 1964 recipient of the Henry C. Turner Medal of the American Concrete Institute.

The award "for notable research and committee service on structural members and fundamental properties of reinforced concrete" was made during the Institute's sixtieth annual convention in Houston, Texas, early in March.

It is of interest to note that the first award of the Henry C. Turner Medal was made in 1928 to Professor Arthur Newell Talbot, for whom Talbot Laboratory on the Urbana campus is named.

ARCHEOLOGICAL TEAM STUDYING PRE-HISTORICAL CULTURES IN PERU

A team of University of Illinois archeologists is seeking the keys to 5,000 years of Peruvian pre-history in an expedition to the Central Andean highlands beginning February 1 under sponsorship of the National Science Foundation which has granted \$34,000 for the research.

Professor Donald W. Lathrap, Department of Anthropology, is heading the study and making his third

trip into this area of South America. Accompanying him are Harald Jensen, Chicago, and Thomas P. Myers, Wilmette, both graduate students in anthropology.

UNIVERSITY RECEIVES \$26,700 FROM DU PONT AID TO EDUCATION PROGRAM

Grants totaling \$26,700 have been made to the University in the DuPont Company's annual program of aid to education. These included grants to aid fundamental

research totaling \$15,000 in chemistry, \$5,000 in chemical engineering, and \$5,000 in physics.

Illinois also was awarded a postgraduate teaching assistant's grant in chemistry providing \$1,200 for the appointee and \$500 to the department.

NATIONAL SCIENCE FOUNDATION GRANTS TOTALING \$221,500 SUPPORT SUMMER TEACHER INSTITUTES

Two grants by the National Science Foundation totaling \$221,500 have been made to support summer institutes for secondary school teachers at the Urbana campus.

A grant of \$180,000 was made for a Summer Institute in Mathematics for Secondary School Teachers of Mathematics, June 29 to August 7, under the direction of Professor Max Beberman, College of Education.

A second grant of \$41,500 is for a Summer Institute in Economics for Secondary School Teachers of Economics under the direction of Professor Donald W. Paden, College of Commerce and Business Administration.

PROFESSOR SEEKS DEVELOPMENT OF SCIENCE OF WATERSHED HYDRAULICS

Development of a new science of watershed hydraulics is a goal of research under way in the Department of Civil Engineering at Urbana under the direction of Professor Ven Te Chow, an expert in hydrology.

The National Science Foundation has made a grant of \$171,350 for a three-year study of what happens to rainfall between the time it falls to earth until it flows down a river or other water course.

FELLOWSHIPS IN NATIONAL AERONAUTICS AND SPACE ADMINISTRATION'S GRADUATE TRAINING PROGRAM INCREASED AT ILLINOIS

Fellowships awarded at the University of Illinois in the National Aeronautics and Space Administration's graduate training program have been increased from twelve in 1963-64 to fifteen for 1964-65. This is the maximum number granted at any one of the 131 participating colleges and universities.

Objective of the program is to help meet the nation's future needs for highly-trained scientists and engineers. Fellows at Illinois now are studying aeronautical and astronautical engineering, chemistry and chemical engineering, civil engineering, electrical engineering, mathematics, mechanical and industrial engineering, physiology and biophysics, physics, and nuclear engineering.

CIVIL ENGINEERING INSTRUCTOR WINS DANFORTH TEACHER GRANT

German R. Gurfinkel, Instructor in Civil Engineering on the Urbana campus, has been awarded a Teacher Grant by the Danforth Foundation under a program to

enable full-time faculty members to complete programs of graduate study.

The grant, providing a maximum of \$4,800 plus tuition and fees, is made on nomination by deans of senior colleges and universities of the nation. Mr. Gurfinkel, a native of Cuba, was one of fifty recipients from 466 nominees.

PROFESSORS WIN AWARDS FROM AMERICAN COUNCIL OF LEARNED SOCIETIES

Professor Peter H. Hay, College of Law, and Professor Donald D. Jackson, Editor, University of Illinois Press, were among thirty-eight scholars who have been awarded grants by the American Council of Learned Societies for postdoctoral research in the humanities and related social sciences.

The Council is a private non-profit federation of thirty-one national scholarly associations devoted to the advancement of humanistic studies in all fields of learning.

Professor Hay will study federal aspects of supranational international organizations and Professor Jackson will work on a new edition of the journals and papers of the Zebulon M. Pike expeditions of 1805-07.

PROFESSOR HULSIZER CITED BY ASSOCIATION OF PHYSICS TEACHERS

Professor Robert Hulsizer, Department of Physics, was given the Distinguished Service Citation of the American Association of Physics Teachers at the organization's thirty-third annual meeting in January in New York City.

Professor Hulsizer was cited as a "stimulating teacher," for his contributions to research, and for curricular developments in the field.

CIVIL ENGINEERING PROFESSORS RECEIVE NATIONAL RESEARCH PRIZES

Professor Houssam M. Karara and Professor Mete A. Sozen on February 19 received Research Prizes of the American Society of Civil Engineers at the organization's transportation engineering conference in Cincinnati.

The awards mark the third successive year in which faculty members from the University have been recognized with multiple awards by the American Society of Civil Engineers. The Research Prizes are made to members of the society for notable achievement in research related to civil engineering.

Professor Karara was honored for outstanding contributions to the knowledge of aerotriangulation and photogrammetric engineering and Professor Sozen for his contributions to knowledge of the strength and behavior of pre-stressed concrete.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 75, March 26, 1964

Board of Trustees Endorses Master Plan for Higher Education

At its meeting in Urbana on March 18, 1964, the Board of Trustees of the University of Illinois adopted the following resolution:

The action of the Board of Higher Education on March 3, 1964, in approving a provisional Master Plan for Higher Education in Illinois, is hereby endorsed by the Board of Trustees of the University of Illinois. This Board and the officers of the University have long urged that comprehensive planning for higher education in Illinois be undertaken on a professional basis.

The provisional plan is undergoing revision, at the direction of the Board of Higher Education, and the Trustees do not have the precise language of the revised plan and its official interpretation before them. However, it is the view of the Board of Trustees that the basic recommendations are consistent with the history of higher education in this State and with the main lines

of professional opinion on the problems of higher education.

The main items of the provisional plan take into account the existing strengths of the institutions and provide flexible machinery for growth with effective planning and coordination. Moreover, the premises and guidelines are sound and the definition of the tasks incisive and accurate.

The construction inventory — including scope, costs, and priorities — requires further analysis; it appears to be inadequate for the tasks outlined. The estimates on operating costs are conservative. These reservations on the adequacy of the proposed financing, however, do not modify the essence of the plan and the Board of Trustees commends the provisional recommendations to the attention of the people of the State.

Advice from the Urbana Senate Committee on Academic Freedom Transmitted to the Board of Trustees

At the meeting of the Board of Trustees in Urbana on March 18, 1964, President David D. Henry transmitted the report of the Urbana-Champaign Senate Committee on Academic Freedom and Tenure and made a recommendation in connection therewith. The President's report which follows was approved by the Board.* (See footnote on page 3.)

TO THE MEMBERS OF THE BOARD OF TRUSTEES:

On February 19 I reported to you that Mr. Revilo Oliver's widely publicized comments on President John F. Kennedy and the Federal Government had stimulated a massive public reaction which, in my view, required official notice.

You will recall that I stated that ordinarily the University takes no notice of a professor's comment or conduct as a citizen. His right to dissent, to express unorthodox views, and to criticize is protected by the tradition of academic freedom at the University of Illinois, in the academic world, and by the Statutes governing the University.

I also indicated, however, that observance of professional standards is expected, even within the protection of academic freedom, and that, in my view, Mr. Oliver's expressions on public affairs raised questions as to whether he has complied with these expectations. I indicated further that since, by custom, the consideration of such questions is a matter for professionals, I would ask

the Urbana-Champaign Senate Committee on Academic Freedom and Tenure to review the situation and give me their advice.

The Board of Trustees, by formal action, endorsed my statement as making the following points:

- “1. Mr. Oliver did not speak for the University, its faculty, the administration, or this Board;
- “2. The University strongly supports the principles of academic freedom and established procedures which require that no action be taken without an opportunity for prior faculty consultation; and
- “3. That the administration and the Board are now seeking faculty advice.”

I now submit the report from the Urbana-Champaign Senate Committee on Academic Freedom and Tenure, unanimously adopted by that group, as follows:

March 6, 1964

PRESIDENT DAVID D. HENRY
355 Administration (W)

DEAR PRESIDENT HENRY:

In your letter of February 21 addressed to the Chairman of our Committee, you asked the Committee to review the “expressions on public affairs” contained in your statement to the Board of Trustees and to give you our advice “. . . as to whether University action of any kind concerning them or toward Professor Oliver because of them is indicated.”

We commend you for asking the faculty, as represented by this Committee, to give you its counsel, but your request poses a difficult question for the Committee. On the one hand we wish to be helpful to you and to support the policy that administrative officers of the University consult with the faculty before making decisions on issues of concern to the academic community; but on the other hand we are confronted with the fact that our current university statutes do not appear to give our Committee, or any other faculty body, the authority to consult with the President in situations of this kind. Furthermore the Committee on academic freedom must by provisions in our university statutes afford a hearing to any staff member who feels that his academic freedom is being jeopardized; and also conduct a hearing and make recommendations when asked by a staff member against whom charges have been filed by the President, when such charges relate to the academic freedom of the staff member. It can be argued therefore that any judgment made by this Committee in response to your request would impair the ability of the Committee to act impartially when and if asked by the staff member to conduct a hearing on his behalf.

Despite these considerations the Committee has decided that it should respond to your request. To do otherwise would create the impression that the academic community at the University of Illinois is not concerned and that though the President wished to have the counsel of the faculty he could not get it. We know the academic community at the University of Illinois is concerned, and we refuse to accede to the unhappy and anomalous conclusion that the President has no right to confer with a responsible faculty committee about problems of great concern to the University and on which he must make decisions. We wish there were clear channels for such consultation and we would note in passing that when the proposed statutory revisions become effective such channels will exist.

The exercise of academic freedom rights and privileges by a faculty is not without its price to a university, but the benefits greatly outweigh the costs. The public frequently does not realize why academic freedom is such a cherished value and is so zealously guarded by the academic community of scholars. In the furtherance of a university’s educational objectives of exploring new fields, developing and transmitting new ideas, pushing forward the frontiers of knowledge, in short, in the search for the eternal verities, *administrative* restraint on the scholar searching for these truths must be avoided. If, in the exercise of this protected freedom of research and expression, and despite the statutory admonition that a professor is expected to observe professional standards of “accuracy, forthrightness, and dignity befitting his association with the university and his position as a man of learning,” abuses of this privilege occur, restraints on such abuses must normally be provided by the adverse judgment of the individual’s *professional* colleagues. He must understand the full glare of critical *professional* judgment and condemnation for unprofessional, undignified, unsupported, or offensive utterances. He must have the right to be as ungloriously wrong, and suffer the *professional* consequences thereof, as to be gloriously right and receive the acclaim of his *professional colleagues* therefor. Thus when abuses occur, and the *public* image of a great university is somewhat tarnished as a result thereof, it must be recognized that the larger gain is in the brighter image of the university presented to the scholarly world of an institution dedicated to the advancement of knowledge and learning, and one willing to pay the price for strict adherence to this ideal.

In view of these considerations, therefore, our Committee advises you:

1. That it approves your statement to the Board of Trustees on February 19, 1964.
2. That action of any kind concerning these expressions or toward Professor Oliver because of them is not indicated.

BRUCE L. HICKS
 ROBERT W. JOHANNSEN
 DRIVER B. LINDSAY
 CHARLES H. BOWMAN
 ELWOOD F. REBER
 HAROLD W. HANNAH
 E. B. MCGNATT, *Chairman*

*Urbana-Champaign Senate Committee
 on Academic Freedom and Tenure*

It should be noted that my February 19, 1964, statement to the Board of Trustees, which the Committee has approved, contains the following paragraph:

“That Mr. Oliver’s views are not shared by this academic community is certain. I believe my colleagues agree, as I said earlier, that his unsupported accusations, and his unreasoned and vitriolic attack on the character and patriotism of President Kennedy are beyond the bounds of good taste in public comment and the normal proprieties of public debate.”

I concur in the advice of the Committee.

I would add that I deplore the nature and manner of Mr. Oliver’s comments which to so many appear to violate the canon that a faculty member in exercising his freedom of speech as a citizen should be mindful “that accuracy, forthrightness, and dignity befit his association with the University and his position as a man of learning.” This appraisal is widely shared but I do not believe that it is adequate grounds for my filing disciplinary charges against Mr. Oliver.

DAVID D. HENRY
President

** One dissenting vote was cast by Mr. Irving Dilliard who read the following statement and asked that it be made part of the record:*

MR. PRESIDENT: The Board of Trustees of the University of Illinois has before it at this time the most difficult, complex, distasteful, and embarrassing problem that has confronted the Board in the nearly four years since I was elected a Trustee. From coast to coast the good name of the University of Illinois has been associated inevitably with an outrageous attack on the loyalty of an assassinated President who, as it happens, almost lost his life in the heroic service of our country in World War II. After the first attack and since we took action concerning it at our February 19 meeting,

the same member of the University’s faculty has leveled a similar assault on the integrity of the Chief Justice of the United States. In each case the publication appeared in a magazine connected with the John Birch Society.

As a citizen of Illinois, as well as a member of this Board, I support fully the fundamental principle of academic freedom, founded on the historic American guarantee of freedom of mind and speech, with the widest possible latitude for every University of Illinois scholar to inquire and expound, in the light of his intelligence and of his learning, and according to his conscience. I also recognize, and, in so far as it may be my official duty to do so, I encourage the separate role of the university scholar as a participating citizen in a society of many differing attitudes and opinions. At the same time, I regard the academic man’s search for truth, with its scrupulous documentation of supporting evidence, as the indispensable hallmark of accurate and trustworthy research by the university teacher and scholar. Freedom of inquiry is both cherished right and unshirkable responsibility. Nowhere is this more true than on a university faculty dedicated to the education of citizens and the advancement of knowledge.

I appreciate, in the statement before us, the careful thought and earnest deliberation on the part of the President of the University and of its Committee on Academic Freedom and Tenure. However, the statement does not go far enough for me in three major respects:

First, it does not declare with sufficient fervor for me the devotion of the University of Illinois to free inquiry and expression.

Second, it does not sufficiently for me disavow and disassociate the University of Illinois from the disgraceful reflections against the martyred President and the sitting Chief Justice of the United States who is now conducting an investigation of that still shocking tragedy.

Third, it does not assert with sufficient force for me that a University of Illinois scholar, be his field Greek and Latin or current history and contemporary political science, has an obligation to back up his conclusions with weighed and tested facts. If there is proof let it be forthcoming in the spirit and method of true academic inquiry and scholarship. If proof is not forthcoming let that be established for all to see.

I know of no way to vote for the resolution before us and at the same time express what are to me these most important considerations which I have just enumerated.

The vote I will cast is not in any way a criticism of the quality or sincerity of the statement before us. I admire both the quality and the sincerity. Neither will my vote constitute in any way an opinion in advance on any proceeding that may or may not arise later. And so with reluctance and for the reasons stated I will vote No. I request that this account of my position be a part of the record of the vote I cast in order that there be no misunderstanding.

IRVING DILLIARD

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 76, April 16, 1964

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President's Seventh Faculty Conference: The Master Plan for Higher Education in Illinois

LAW BUILDING, FEBRUARY 28 AND 29, 1964

Report of the Recording Committee

(Committee: G. M. Almy, Chairman, H. S. Broudy, C. B. Hagan, E. B. McNeil, G. E. Miller, D. L. Nanney, E. W. Porter, Secretary, and M. B. Russell.)

The President's Faculty Conference, held on February 28 and 29 at the Law Building on the Urbana-Champaign Campus, dealt with the Master Plan for Higher Education in Illinois. One hundred sixty persons were invited from the three campuses. Prior to the conference, all were sent the reports of the ten Master Plan Study Committees and of the three advisory committees — Citizens, Faculty, and College and University Presidents. These groups were established by the Board of Higher Education for the purpose of making studies and recommendations in respect to a Master Plan for the State of Illinois.

President Henry was Chairman of the conference. Three papers were presented on Friday, February 28:

The Master Plan — Implications for the State of Illinois

Dr. Richard Browne, Executive Director, Board of Higher Education

The Master Plan — Problems and Issues

Dr. Lyman Glenny, Associate Director for Planning, Board of Higher Education

The Master Plan — Implications for the University of Illinois

Dean J. W. Peltason, College of Liberal Arts and Sciences, University of Illinois

Each paper was followed by discussion, which was organized to some extent according to elements of the

Master Plan by Professor H. E. Carter, Chairman of the Conference Steering Committee. The final session of the conference, from 9:00 a.m. to 1:00 p.m. Saturday, was devoted to discussion, including a reading and discussion of a preliminary report of the conference by the Recording Committee.

The conference was greatly benefited by the presence of Drs. Richard Browne and Lyman Glenny, who contributed valuable information, insight, and interpretation to its discussion.

It was evident that for many years the dedicated service of state commissions, governing boards, professional persons, and lay citizens has contributed to the total task of planning for higher education in Illinois. The conference was particularly impressed by the design of the current study and by the energy of the Board of Higher Education and its staff in bringing to all concerned new data, new ideas, and new perspective.

Since the subject of the conference was higher education in Illinois rather than problems of the University of Illinois, it was decided by the Steering Committee that the conference would not attempt to reach consensus on specific resolutions or conclusions, as the President's Conferences traditionally have done. Instead, the Recording Committee attempted to summarize and to some extent to interpret the major points of the conference discussion. The limits of time and space prevented coverage of every point of discussion; similarly, the conference itself could not deal with all aspects of the Master Plan.

Note: Copies of the reports of the Master Plan Study Committees, the Advisory Committees, and the Provisional Master Plan have been distributed to all deans, directors, and department heads as well as to the Library. Additional copies of the reports may be obtained from Mr. Earl W. Parler, 133 Davenport House.

REPORT ON THE CONFERENCE DISCUSSION

The point of departure in the discussion of the present crisis in higher education in Illinois is the huge increase in numbers of young people who will inevitably be seeking to enroll in the colleges and universities in the years immediately ahead. If faculties and facilities are available, enrollments will rise from 243,000 in 1963, to 390,000 in 1970, to 500,000 in 1975 — an average increase of 22,000 per year (9 per cent of the present enrollment) for the next twelve years. These increases will require about 3,000 new teachers each year as replacements and additions, even at the high ratio of sixteen students per teacher.

It was emphasized that the great pressure of rising numbers will be felt not only at the freshman level but also at the levels of specialized advanced undergraduate, graduate, and professional study. Study Committee A (College Enrollments) projects the following statewide increases in enrollment between 1963 and 1970:

- 74 per cent in freshman enrollment — first-time degree credit students (57,500 to 100,100)
- 61 per cent in total graduate enrollment (26,500 to 42,800)

At the University of Illinois enrollments at these levels have risen as follows between 1957 and 1963:

- 36 per cent in freshman enrollment (4,320 to 5,899)
- 65 per cent in total graduate enrollment (3,493 to 5,751)

At the University of Illinois, this kind of relative emphasis on graduate enrollments will continue. Graduate study is increasingly necessary as preparation for a great variety of fields of work. Perhaps the most striking demand for increased output of the graduate schools is the rising need for teachers in the colleges and universities. Since the University of Illinois is the only public institution in the State which now has comprehensive programs in many advanced undergraduate, graduate, and professional areas of study, the University has identified instruction and research at advanced levels as its major responsibility in the years ahead. The conference emphasized repeatedly the importance of recognizing the uniqueness of the University in this respect in planning the over-all program of higher education in the State.

The conference was profoundly impressed by the sheer magnitude of the problems arising from increase in enrollments. Serious doubt was expressed by many that Illinois could in anyway meet the problem in time to maintain the ideal that all high school and college graduates who can profit from further education should have the opportunity to do so. To achieve this goal will require an extraordinary effort by the people of Illinois, as manifested by the actions and appropriations of the General Assembly, to provide the necessary physical facilities and operating costs. Even more difficult is the

problem of developing a sufficient number of qualified teachers.

The conference discussion ranged widely over problems and topics raised by the Master Plan study and advisory committees. For purposes of this report, a substantial portion of the discussion which is not covered above will be summarized under the headings: Junior Colleges, Development of Graduate Education and Research, and Institutional Autonomy Versus State Planning and Control.

JUNIOR COLLEGES

The conference agreed that a rapid expansion of two-year colleges is a most urgent and immediate need. Efficiency in providing the required range of programs — terminal programs both general and technical, and college transfer — demands that junior colleges be comprehensive or multipurpose in nature and substantial in size, with enrollments of 3,000 or more in each. Suitably located, such colleges can and should retrieve scholastic talent that is not at present getting into higher education.

It was emphasized by the conference that the primary functions of the junior colleges are to provide genuinely college-level instruction in technical and transfer curricula. The colleges should be independent of the public school system, supported primarily by state appropriations, coordinated and substantially controlled as to programs and standards by a State Board of Junior College Education. The faculties should be encouraged in scholarly activities to keep their knowledge up to date, for example, by periodic leaves of absence for study, observation, and research. It is believed that such measures would help to maintain high quality and efficiency throughout the system and to increase the acceptance of junior colleges by prospective students and teachers.

A great responsibility of the universities of the State in connection with the junior colleges is the preparation of college teachers. The universities should also be concerned in an organized way in the articulation of junior college programs with university programs for the benefit of students who plan to transfer for more advanced study.

DEVELOPMENT OF GRADUATE EDUCATION AND RESEARCH

In any institution of higher learning which is performing its proper function, the acquisition, extension, and communication of knowledge are indissolubly bound together. Research or other scholarly activity, though essential for all college teachers, is of many different kinds and on many different scales. Its nature varies with the subject and its role varies with the level of teaching in which a teacher is engaged. At the beginning college level, its significance is in maintaining the vitality and knowledge of the teacher. At the graduate level research, it is closely associated with instruction and is required on a large and programmatic basis. A graduate education program can not properly be implemented

without an extensive and balanced faculty research program, often in two or more related areas. Nevertheless, graduate education should be carried on at any university in Illinois in which an adequate program can be developed. The rising need for more college teachers alone, apart from the other great demands for post baccalaureate education, requires substantial expansion of graduate education in Illinois.

Faculty research or scholarly activity is not necessarily dependent upon the existence of a graduate education program. Faculty research is, however, an essential precursor to graduate education. It does require facilities, such as libraries and laboratories, and it does require time. Faculty research develops the climate as well as the facilities essential to graduate education.

The encouragement of faculty research should be a central principle in the development of the Congress Circle campus and faculty. Although the immediate mission is to develop baccalaureate programs for a large enrollment, the building up of a good faculty in the fiercely competitive period ahead will depend upon the immediate opportunities for research or other scholarly work and clear prospects for the development of graduate programs. Fortunately, Congress Circle is located in the midst of many existing facilities for research in the Chicago area. With suitable encouragement, faculty research and graduate education can develop with relative efficiency.

The conference found much merit in a proposal by Study Committee E (Research) that the Board of Higher Education should establish a funded State Research Council to encourage faculty research and the development of graduate education. The Council would consist of experienced, scholarly, research people chosen to represent the State as a whole. It would review ongoing research, receive proposals, and make recommendations for the allocation of research funds to stimulate new projects or to provide for special needs of ongoing programs. It would have no jurisdiction over research funds that are directly appropriated to institutions. Committee E recommended that initially at least one million dollars per year should be available to the Research Council.

The Research Council would also be a valuable source of advice to the Board of Higher Education on the approval of new graduate programs because of the close relationship between graduate education and research. The conference felt that, in general, priority for support of research should go to research associated with or likely to lead to graduate education programs.

The State Board of Higher Education is charged by law with the responsibility of approving all new educational programs in the universities of the State. More than one of the Master Plan study committees, and this conference, were concerned about the Board's problem of securing expert and independent advice on the need for and quality of proposed programs, particularly at the

advanced graduate and professional levels. The Research Council described above is one device which could provide some relevant information and informal advice. A more complete and thorough procedure, proposed by the Faculty Advisory Committee, is the employment of commissions in various areas of learning, composed of experts not connected with Illinois universities. The commissions' functions would be to stimulate, evaluate, and formally advise the Board on proposals by the universities to establish doctoral and professional programs. This procedure was both supported strongly and viewed with misgivings by members of the conference. It meets an essential need of planning for quality, breadth, and efficiency in the most advanced and costly kinds of education, but it decreases the traditional role of the faculties and operating boards of the universities in initiating new programs. The Recording Committee believes that the preponderant view of the conference supported the use of such expert and disinterested commissions by the Board of Higher Education.

INSTITUTIONAL AUTONOMY VERSUS STATE PLANNING AND CONTROL

Many times discussion in the conference revolved on the merits of local initiative and control as against a statewide approach and determination of the needs for higher education. Some chafed under the negative aspects of the role and functions of the Board of Higher Education. Others pointed out that negative aspects of power are inherent in a Master Plan, are expressed in the Board's enacting legislation, and are essential to the positive ends of quality, breadth, and efficiency of educational opportunity in Illinois.

Junior Colleges. Reference was made to the strong differences of opinion held in the State on the question of local versus state initiative and control in the development of comprehensive junior colleges. A satisfactory resolution of this question is essential because of the urgent need for rapid expansion of the junior colleges.

Approval of Programs. As noted above on the question of Advisory Commissions, some members of the conference questioned the desirability of requiring the Board of Higher Education not only to establish general policies but also to exercise final judgment on each new educational program.

Admission Policies. The conference held that though it should be the intent of the State to provide higher education for all who could profit by it, individual institutions should continue to have the power to control admission on the basis of the applicant's preparation and prospect of success in the institution and program in which he wishes to enroll. This principle must be applied at freshman, undergraduate transfer, and graduate levels. In no case should institutions be expected to take students for whom they do not have faculties and facilities.

With regard to admission of students from other

states and from abroad, the pressure to give places to Illinois residents should not be permitted to increase the parochialism of Illinois institutions. If necessary, federal support of education of students from abroad, and interstate compacts on exchange of numbers of students in public institutions should be explored. As a matter of fact, since Illinois now exports a net 11,000 students, tight reciprocal restrictions on interstate exchange of students can only increase the relative numbers seeking to enter Illinois colleges and universities.

Government of Institutions of Higher Education. The Master Plan Faculty Advisory Committee has proposed that the present three boards of trustees of Illinois universities be replaced by a single unified Board of Regents. (The plan also includes a Board of Trustees for Junior Colleges and the Board of Higher Education over the two Boards.) Here again, debate in the conference was on the relative merits of individual boards strongly concerned and knowledgeable about a single institution or a relatively homogeneous group of institutions, as against a unified board with a statewide view and responsibility over all universities. The view was expressed that the present structure, in which the individual boards are represented in the Board of Higher Education, may lead to accommodations in the interest of individual institutions which might preclude developments in the best interest of higher education in the State as a whole. On the other hand, the success of the present boards of trustees in operating the universities of the State, and the problems of the current transition to include the Board of Higher Education in the governing structure, strongly suggest that a move toward a unified operating board should be postponed.

The conference repeatedly emphasized that an overriding responsibility of the Board of Higher Education, and of all who are interested in or associated with higher education, is to interpret to the people of Illinois the nature and needs of higher education in the State, and

to acquaint them with the financial realities of the needs to come and the consequences of a lack of sufficient support.

COMMENTS ON INSTRUCTION AND THE SUPPLY OF TEACHERS

The bottleneck in expanding educational opportunity to accommodate the numbers seeking education may well be the shortage of qualified teachers. At various times in the conference, suggestions were made on developments which could help to alleviate this problem.

Methods and means should be developed to increase the impact of highly qualified teachers on a larger number of students. Methods mentioned or discussed included the use of television and the use of large lecture sections for formal presentation of subject matter. Teachers of large numbers must be provided with ample help — typing, clerical, graduate assistants. The development of guided independent study programs and proficiency examinations can be both beneficial to students and efficient in use of faculty time.

Means of increasing the supply of teachers which were supported by various speakers at the conference included the following:

- The use of the better advanced undergraduate students in well-chosen teacher-supporting roles, to aid teachers and to develop their interest in teaching as a profession.
- Development of graduate programs other than the research-oriented Ph.D. program for the preparation of junior college and college teachers.
- Relaxation of nepotism rules, without sacrificing the merit principle.
- Study of and provision for the special educational requirements of able women who return to college after an absence of ten to twenty years to prepare for teaching or other productive work outside the family.

Conference Participants

URBANA-CHAMPAIGN CAMPUS

Gerald M. Almy Professor and Associate Head, Physics	William R. Boggess Professor, Forestry	Gerald C. Carter Assistant Dean, Division of University Extension	James C. Colvin Executive Director- Secretary, University of Illinois Foundation
Daniel Alpert Director, Coordinated Science Laboratory; Research Professor, Physics	Charles H. Bowman Professor, Law	Herbert E. Carter Acting Dean, Graduate Col- lege; Professor, Biochemistry; Head, Chemistry and Chemi- cal Engineering	Ralph L. Cook Professor, Ceramic Engineering
Harlan D. Bareither Director, Central Office on the Use of Space	Carl A. Brandly Dean, College of Veterinary Medicine; Director, Center for Zoonoses Research	Charles C. Caveny Assistant to the President in Charge of the Chicago Office of the President	James J. Costello Legal Counsel
George H. Bargh Administrative Assistant, President's Office	Harry S. Broudy Professor, Philosophy of Education	John B. Claar Associate Director, Coopera- tive Extension Service in Agriculture and Home Economics	Robert M. Crane Associate Dean of Men
V Lewis Bassie Director, Bureau of Economic and Business Research	Leslie A. Bryan Director, Institute of Aviation		Royden Dangerfield Associate Provost and Dean of Administration; Director, International Programs

- Jerry S. Dobrovolny
Professor and Head,
General Engineering
- Robert B. Downs
Dean, Library
Administration
- Raymond Eliot
Associate Professor, Physical
Education for Men; Assistant
Director, Athletics
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- Robert E. Gentry
Assistant Bursar
- Scott Goldthwaite
Professor, Music
- Samuel K. Gove
Professor, Institute of Gov-
ernment and Public Affairs
- Paul M. Green
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Professor, Physical Chemistry
- Charles B. Hagan
Professor and Chairman,
Political Science
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uate School of Social Work
- H. Orin Halvorson
Director, School of Life
Sciences
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Professor, Agricultural Law
and Veterinary Medical Law
- Lyle E. Hanson
Professor, Veterinary Pathol-
ogy and Hygiene
- Charles S. Havens
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for Men
- Morris S. Kessler
Assistant Comptroller
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Professor, Analytical Chem-
istry; Associate Head, Chem-
istry and Chemical Engineer-
ing
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Professor and Head,
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and Pharmacology
- Ernest M. Lyman
Professor, Physics
- Arlyn C. Marks
Director, Nonacademic Per-
sonnel and University Civil
Service System
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Professor, Food Science;
Assistant Director, University
Honors Programs
- Robert K. Mautz
Professor, Accountancy
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Chemistry
- Miodrag Muntyan
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Professor, Animal Physiology,
Physiology, and Zoology
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Professor, Zoology
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Gustav J. Froehlich
Peter P. Klassen

Committee C. Faculty Study

John E. Cribbet
Charles B. Hagan

Committee D. Collegiate Programs

Jack W. Peltason

Committee E. Research

Frederick T. Wall

Committee F. Two-Year Colleges

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Committee J. Illinois Financing of Higher Education

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 77, May 5, 1964

ILLINOIS UNIVERSITY OF ILLINOIS
MAY 7 1964

President's Report of Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE CHICAGO UNDERGRADUATE DIVISION APRIL 15, 1964

I. General Items

WEST CENTRAL AND NORTHERN REGIONAL MEETINGS OF CITIZENS COMMITTEE HELD

Members of the West Central and Northern Regions of the University of Illinois Citizens Committee met March 31 and April 2, respectively, at Peoria and at DeKalb, to hear talks by Dean William L. Everitt, College of Engineering, and Miss Miriam A. Shelden, Dean of Women.

Trustee Kenney E. Williamson of Peoria presided at the West Central meeting and Trustee Earl Hughes of Woodstock at the Northern meeting.

EIGHT FACULTY MEMBERS RECEIVE GUGGENHEIM FOUNDATION FELLOWSHIPS

Eight members of the University's faculty have received fellowships for 1964 from the John Simon Guggenheim Memorial Foundation. The total, which is regarded as one of the indices of faculty promise and productivity, was the largest made to any Big Ten institution and seventh among all colleges and universities of the nation.

Guggenheim Fellowships are given to outstanding persons in their respective fields "to carry on work that they have proposed to the Foundation."

The 1964 faculty recipients are: Professor W. Ross Ashby, electrical engineering; Professor John W. Drake, microbiology; Professor Arthur L. Hooker, plant pathology; Professor Robert E. Johnson, physiology; Professor Edith K. MacRae, anatomy; Professor Daniel D. Perlmutter, chemical engineering; Professor Jerome A. Savage, art; and Professor Jack Stillinger, English.

UNIVERSITY LEADS NATION IN CHEMISTRY AND CHEMICAL ENGINEERING DEGREES

The University of Illinois led the nation in the number of advanced degrees conferred in chemistry and chemical engineering during the 1962-63 academic year, a survey by the American Chemical Society reports.

Sixty-five doctorates and 63 master's degrees were conferred at Illinois. Ranking second for total doctorates was Massachusetts Institute of Technology and third was Purdue University. For master's degrees, the University of Michigan was second and Massachusetts Institute of Technology third.

NEW COURSE ENROLLMENT IN CORRESPONDENCE COURSES TOTALS 3,193

New course enrollments in correspondence study from the University of Illinois totaled 3,193 last year, Neil F. Garvey, director of the correspondence section, Division of University Extension, has reported.

Of this total, 2,668 persons were from the state of Illinois, 435 from other states, and 90 from foreign countries. The Division of University Extension has issued a new catalog listing 97 courses in 28 areas of academic interest currently available through correspondence.

All courses parallel similar or identical courses offered on campus, and instructors are University faculty members who offer these classes in residence. Applicants must meet regular University entrance requirements.

TELEVISION WORKSHOP DOCUMENTARY ACCORDED NATIONAL HONORS

"Pendulum," a thirty-minute documentary produced by students in the University of Illinois Television Workshop has been cited for national honors by the American

Foundation for the Blind. Recognition was accorded the program at the Foundation's annual meeting March 13 in New York City.

The show, which highlights contributions of the blind to society, was written and produced by students with blind persons taking their own roles as student, student trainee, teacher, counselor, and musician in the program.

CIC UNIVERSITIES GRANT ONE-FOURTH OF NATION'S DOCTORATES

The eleven universities in the Middle West comprising the voluntary Committee on Institutional Cooperation granted more than one-fourth of the doctoral degrees awarded in the United States in 1961-62, a study by Charles E. Harrell, registrar of Indiana University, has revealed.

Using figures for the 1961-62 academic year reported to the United States Office of Education, Mr. Harrell also found that these eleven universities — Chicago, Illinois, Indiana, Iowa, Michigan, Michigan State, Minnesota, Ohio State, Northwestern, Purdue, and Wisconsin — accounted for nearly one-seventh of the master's and first professional degrees requiring five years or more of study.

In the year studied, Mr. Harrell reported that Illinois granted 2,950 bachelor's degrees, 671 first professional, 1,486 master's, and 444 doctorates. Among the eleven universities, Illinois ranked first in doctorates, third in master's, fourth in first professional, and fifth in bachelor's.

II. Grants

UNITED STATES PUBLIC HEALTH SERVICE GRANTS TOTAL \$8,336,000 DURING YEAR

The United States Public Health Service made a total of \$8,336,750 available to the University of Illinois for a variety of programs during the 1963 fiscal year, the Service's annual report reveals.

Included were 50 training grants, 246 research grants, six building grants, 53 fellowships, seven traineeship awards, and seven research career awards.

Of the 50 training grants, 23, totaling \$1,151,401, were at the Urbana-Champaign campus, and 27, totaling \$1,015,025, were at the Medical Center, Chicago.

GRANT TO PROVIDE RESOURCE BOOK FOR NEW AGRICULTURAL UNIVERSITIES

The University of Illinois has entered into a \$25,000 contract with the Agency for International Development to prepare a "Resource Book for Agricultural Universities in Developing Countries" under the direction of

Professor Harold W. Hannah, agricultural law and veterinary medical law.

The publication is intended to take advantage of the extensive experience now available among various American universities in establishment of agricultural universities abroad. Professor Hannah was instrumental in planning and developing the Agricultural University of the State of Uttar Pradesh, India.

RESEARCH PROGRAM SEEKS MORE EFFICIENT WATER RECLAMATION SYSTEM

The United States Public Health Service has made a grant of \$30,000 for the first year of a three-year research project in the College of Engineering which will seek ways of making the contact treatment system of sewage disposal and water reclamation more efficient and more economical.

Directing the program are Professor Richard S. Engelbrecht and Professor Richard E. Speece, sanitary engineers in the Department of Civil Engineering.

PANHELLENIC COUNCIL ESTABLISHES \$6,200 STUDENT LOAN FUND

Panhellenic Council, governing body for 4,000 University undergraduate sorority women, has established a \$6,200 Panhellenic Loan Fund to assist sorority pledges and members. The fund, resulting from Panhellenic budget surpluses, will be administered by the University.

III. Personnel Items

PROFESSOR ALLEN NAMED TRUSTEE OF AMERICAN CERAMIC SOCIETY

Professor Alfred W. Allen, Department of Ceramic Engineering, has been elected to a four-year term as a trustee of the American Ceramic Society. Professor Allen, a Fellow of the Society, represents the refractories division on the board of trustees which is the governing body of the 6,000-member organization.

DR. COLE TO TOUR ARMY HOSPITALS IN EUROPEAN AREAS

Dr. Warren H. Cole, Professor and Head of the Department of Surgery, College of Medicine, at the Medical Center, Chicago, will make a one-month tour of Army hospitals in Europe beginning April 20 on behalf of the United States Army Surgeon General.

His assignment includes formal lectures, ward rounds, and participation in a formal medical-surgical conference May 19-23 in Garmisch, Germany.

PROFESSOR CORDIER HEADS PROFESSIONAL BROADCASTING EDUCATORS

Professor Hugh B. Cordier, Head of the Department of Radio and Television, College of Journalism and

Communications, has been elected president of the Association for Professional Broadcasting Education.

Announcement of his election was made April 7 at the Association's annual meeting in Chicago.

TWO STUDENTS WIN GRADUATE SCHOLARSHIPS AT CHURCHILL COLLEGE

Two University of Illinois students have been awarded 1964-65 graduate scholarships for a year of study at Churchill College, Cambridge University, England. They are among ten students so honored in the United States.

The awards, worth \$3,000, have been made to Thomas William Cusick, of Joliet, and John Arthur Johnson, of Urbana, both seniors in the College of Liberal Arts and Sciences.

BRAZILIAN JOURNAL DEDICATES ISSUE TO PROFESSOR GRIM

Ceramica, official publication of the Ceramic Association of Brazil, has dedicated an entire issue to honor Professor Ralph E. Grim, internationally known geologist of the University of Illinois.

In addition to a front cover photograph of Professor Grim and his biography, the issue contains the full text of eleven lectures which the University of Illinois geologist delivered in Brazil last summer.

STUDENT IN FINANCE RECEIVES FEDERAL RESERVE BANK FELLOWSHIP

Verlyn D. Richards, doctoral student in the Department of Finance at Urbana, has received one of four \$6,000 fellowships given by the Federal Reserve Bank of Chicago to graduate students in the Middle West.

The award, which offers one year of research at the Federal Reserve Bank, is made to students who "show exceptional analytical capacity and high levels of competence in written and oral expression."

DR. SCHULMAN APPOINTED CONSULTANT TO NATIONAL INSTITUTE

Dr. Irving Schulman, Head of the Department of Pediatrics, College of Medicine, at the Medical Center, Chicago, has been appointed as a special consultant to the National Institute of Child Health and Human Development in the United States Public Health Service.

Dr. Schulman also was recently elected president of the Association of Medical School Pediatric Department Chairmen.

PROFESSOR SCOTT HONORED FOR WORK IN NUTRITION AND FEED UTILIZATION

Professor H. M. Scott, Acting Head of the Department of Animal Science, has received a Distinguished Nutritionist Award for "outstanding service in nutrition and feed utilization research."

The award was presented March 25 by the Distillers Feed Research Council at the Nineteenth Distillers Feed Conference in Cincinnati.

PAPER BY CIVIL ENGINEERING GRADUATE STUDENT WINS FIRST PRIZE

A paper by Larry M. Sur of Effingham, a graduate student in civil engineering, has won the first prize award at the annual Great Lakes Regional Student Conference of the American Society of Civil Engineers.

Mr. Sur's work, "Behavior of Miniature Prestressed Concrete Beams," was based on work done under a National Science Foundation undergraduate grant. His faculty adviser is Professor Mete A. Sozen.

PAN-AMERICAN SOCIETY RECOGNIZES EMERITUS PROFESSOR OF MEDICINE

Dr. Oliver E. Van Alyea, Professor of Otolaryngology, Emeritus, at the Medical Center, Chicago, has been elected president of the Pan-American Society of Medicine's annual meeting which was held in Bogotá, Colombia, at the Otorhinolaryngology and Bronchoesophagology at the

Mrs. Barbara B. Batten
220-S Library

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 78, May 28, 1964

University of Illinois

JUN 22 1964

LIBRARY

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE URBANA-CHAMPAIGN CAMPUS MAY 20, 1964.

I. General Items

STEVENSON, HEINEMAN SPEAK AT ANNUAL HONORS DAY CONVOCATIONS

Adlai E. Stevenson, United States Ambassador to the United Nations and former Governor of Illinois, and Ben W. Heineman, Chairman, Illinois State Board of Higher Education, were speakers at Honors Day Convocations held May 1 at Urbana-Champaign and at the Chicago Undergraduate Division, respectively.

Honors Day each year provides all-University recognition to students who have achieved scholastic excellence. Names of all students receiving University Honors, College Honors, and Class Honors are printed in the programs. A total of 1,996 were honored at Urbana-Champaign and 456 at the Chicago Undergraduate Division.

ILLINOIS AMONG TOP FOUR UNIVERSITIES FOR DEGREES IN ENGINEERING

The University of Illinois ranked second in the nation in bachelor's degrees granted in engineering in 1963, third in engineering doctorates, and fourth in engineering master's degrees, a report in the *Journal of Engineering Education* shows.

Compilations by Harold A. Foecke, engineering education specialist in the United States Office of Education, placed Purdue first in bachelor's degrees, followed by Illinois, Michigan, and Pennsylvania State.

For doctorates, Massachusetts Institute of Technology led in total degrees with Stanford second, and Illinois and Purdue tied for third. For master's degrees, Massachusetts Institute of Technology also ranked at the top followed by New York University, Michigan, and Illinois.

UNIVERSITY LIBRARY MAINTAINS POSITION AS THIRD LARGEST IN NATION

The University of Illinois Library maintained its position as the third largest among all university libraries of the nation and largest at any state university in annual ratings of the Association of Research Libraries for 1962-63.

The top libraries in total volumes are Harvard, Yale, Illinois, Michigan, Columbia, California (Berkeley), Cornell, Stanford, Chicago, and Minnesota.

The Association reported that largest operating expenditures were, in order: Harvard, California (Berkeley), California (Los Angeles), Illinois, Michigan, Cornell, Columbia, Washington (Seattle), Yale, and Stanford.

In terms of volumes acquired during the year, the top ten were Harvard, California (Los Angeles), California (Berkeley), Cornell, Michigan, Yale, Illinois, Stanford, Columbia, and Washington.

FOUR UNIVERSITY PRESS BOOKS HONORED IN MIDWESTERN EXHIBIT

Four books published by the University of Illinois Press were named "Top Honor Books" in the fifteenth Annual Exhibit of Chicago and Midwestern Bookmaking and are now on display in the Chicago Public Library. The books are:

The Mexican Mesta: The Administration of Ranching in Colonial Mexico, by William H. Dusenberry, designed by Larry Slanker, assistant art editor of the Press.

The Minds of Robots, by James T. Culbertson; *Patterns of Good and Evil: A Value Analysis*, by D. W. Gotshalk; and *Symbolic Crusade: Status Politics and the American Temperance Movement*, by Joseph R. Gus-

field, all designed by Charles T. Flora, of the Press art division staff. *Symbolic Crusade* previously was named a winner in the eighth Annual Midwestern Books Competition.

HIGH SCHOOL SCIENTISTS EXHIBIT PROJECTS IN ASSEMBLY HALL

High school students of Illinois displayed 1,184 exhibits in the fields of science in the Assembly Hall May 8 and 9 during the annual meeting of the Illinois Junior Academy of Science.

Each exhibit had won its way through local and district competitions for the opportunity to appear at the state meeting to compete for an "outstanding" award. Exhibits covered thirteen subject fields.

Sixty-six papers reporting scientific studies were presented by members of the Junior Academy in sessions on May 9 in Gregory Hall.

UNIVERSITY SECOND IN BIG TEN AS SOURCE OF EMINENT PHYSICISTS

The University of Illinois ranks second only to the University of Wisconsin among Big Ten institutions as the source of earned doctorates by eminent physicists of the world, according to the *American Journal of Physics*.

The rankings were based on a study by Professor B. R. Siebring, University of Wisconsin, who analyzed the educational backgrounds of American Physical Society Fellows in 1962, National Academy of Sciences members between 1948 and 1960, and Nobel Prize winners, to see where each had obtained his physics doctorate.

Following Wisconsin and Illinois in the tabulations were Michigan and Minnesota. Nationally, Illinois ranked eleventh in this study behind Chicago, California, Massachusetts Institute of Technology, Harvard, Princeton, Cornell, Columbia, Cal Tech, Yale, and Wisconsin.

INSTRUMENTS MADE AT UNIVERSITY AID IONOSPHERIC PROBE BY NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

Instruments built by the University of Illinois Coordinated Science Laboratory were aboard a rocket fired into the ionosphere April 16 from Wallops Island, Virginia, in a project sponsored by the National Aeronautics and Space Administration.

Existence of an ionospheric phenomenon known as the "Z trace" has been verified in a study of records made by the instruments. The rocket shot also proved adaptability of two new ideas for the measurement of electron density in the ionosphere.

The instruments were built for a research program under the direction of Professor Sidney Bowhill, Department of Electrical Engineering.

ILLINOIS SUPREME COURT AGAIN VISITS COLLEGE OF LAW TO HEAR CASES

The Illinois Supreme Court heard two selected cases

May 19 before an audience of College of Law students on the Urbana campus, marking the second such visit to the University.

Six members of the court attended the University of Illinois and four are graduates of the College of Law.

II. Grants

NATIONAL SCIENCE FOUNDATION AWARD OF \$275,408 PROVIDES FIFTY-SIX ENGINEERING TRAINEESHIPS

Fifty-six graduate traineeships in engineering at the University of Illinois in 1964-65 will be financed by a grant of \$275,408 from the National Science Foundation.

The program is part of a nationwide effort to accelerate output of graduate students with advanced degrees in engineering, mathematics, and the physical sciences. In this first year, the National Science Foundation is financing 1,200 trainees at 109 institutions.

Illinois with 56 has the second largest number in the nation, exceeded only by Massachusetts Institute of Technology which has 79. Following Illinois are Michigan with 51, Purdue and California each with 49, and Stanford with 48.

PUBLIC HEALTH GRANTS SUPPORT FULL-TIME RESEARCH FOR UNIVERSITY OF ILLINOIS DOCTORS

Two faculty members of the College of Medicine at the Medical Center, Chicago, have received development awards from the United States Public Health Service to allow them to devote full time to research.

They are Dr. Neil S. Cherniak, who joins the faculty July 1 from the Cardiorespiratory Laboratory of Columbia Presbyterian Medical Center, New York City, and Dr. Victor E. Pollak, Research Associate Professor in the Department of Medicine.

Dr. Cherniak's research will deal with respiratory disease and Dr. Pollak's with the kidney in health and disease.

JANE ADDAMS GRADUATE SCHOOL OF SOCIAL WORK RECEIVES DAY CARE GRANT

The Jane Addams Graduate School of Social Work has received a grant of \$33,164 from the United States Welfare Administration for a program aimed at improving day care for the children of working mothers.

NATIONAL SCIENCE FOUNDATION FUNDS CONTINUATION OF NUCLEAR AND HIGH-ENERGY PHYSICS RESEARCH

Basic research in nuclear and high-energy physics, searching for better knowledge of the elementary particles and structure of matter, will be continued at the University under a grant of \$561,600 from the National Science Foundation.

The two-year grant is in support of research using the 300-million electron volt betatron under the direction of Professor Gerald M. Almy and Professor Clark S. Robinson, both of the Department of Physics. The

program is a continuation of research for which the Office of Naval Research had provided \$2,500,000 since the betatron was completed in 1950.

III. *Personnel Items*

PROFESSOR BEATY NAMED FELLOW BY AMERICAN SOCIETY OF AGRICULTURAL ENGINEERS

Professor Harold H. Beaty, Department of Agricultural Engineering, has been elected to the honorary grade of Fellow in the American Society of Agricultural Engineers. He will be honored at the Society's fifty-seventh annual meeting June 21-23 at Fort Collins, Colorado.

The Society, founded in 1907, has more than 6,000 members in the 50 states and in 70 foreign countries. The Fellow designation has been made to only about two per cent of the membership.

PROFESSOR BINKERD HONORED BY NATIONAL INSTITUTE OF ARTS AND LETTERS

Professor Gordon Binkerd, chairman of the theory-composition division in the School of Music, was awarded \$2,500 for creative work of outstanding merit by the National Institute of Arts and Letters. The award was formally presented May 20 in New York.

UNIVERSITY ARTIST WINS DIRECTORS' PRIZE AT NATIONAL ARTS CLUB SHOW

Professor Glenn Bradshaw, Department of Art at Urbana-Champaign, has been awarded the Directors' Prize in the tenth annual exhibition of painters in casein at the National Arts Club in New York.

PROFESSOR CURTIN NAMED TO NATIONAL ACADEMY; SEVENTEEN FACULTY NOW MEMBERS

Election of Professor David Y. Curtin, Department of Chemistry and Chemical Engineering, to the National Academy of Sciences brings to seventeen the number of University faculty who have received this honor.

Academy membership is limited to a selected group of American scientists foremost in their respective fields and recognition is made for achievements in original research.

Professor Curtin is an organic chemist whose research interests are in stereochemistry and mechanism of organic reactions.

Other University of Illinois professors in the National Academy of Sciences are: Roger Adams, Herbert E. Carter, Reynold C. Fuson, Herbert S. Gutowsky, Nelson J. Leonard, Carl S. Marvel, William C. Rose, and Frederick T. Wall, chemists; John Bardeen, F. Wheeler Loomis, and Frederick Seitz, physicists; Arthur B. Coble and Joseph L. Doob, mathematicians; Carl G. Hartman, zoologist; Julian H. Steward, anthropologist; and Percival Bailey, neurologist.

PEORIA SENIOR HONORED AMONG NATION'S OUTSTANDING BLIND STUDENTS

Anna L. Kauffman, senior from Peoria, will be honored by President Lyndon B. Johnson May 21 in a ceremony at the White House honoring the nation's three outstanding blind students.

A major in English education, Miss Kauffman has an academic record of 4.6, is a James Scholar, and is a member of both Phi Beta Kappa and Phi Kappa Phi. In addition, she has participated in a full program of extracurricular activities.

TWO UNIVERSITY PROFESSORS NAMED TO STATE ADVISORY COUNCIL

Professor Samuel A. Kirk, Director of the Institute for Research on Exceptional Children, and Professor Lawrence M. Stolurow, Director of the Department of Psychology's Training Research Laboratory, have been named to the newly-formed State Advisory Council on Mental Retardation.

Professor Kirk will serve on the section of the Council concerned with education and training of the mentally retarded; Professor Stolurow will work with the section dealing with research, prevention, and scientific manpower.

PROFESSOR LEACH HONORED BY AMERICAN FOUNDRYMEN'S SOCIETY

Professor James L. Leach was cited for "meritorious service and leadership in the field of education which has encouraged better programs of teaching the science of metal casting" by the American Foundrymen's Society at its sixty-eighth meeting April 27-May 1 in Atlantic City.

Professor Leach was one of three leaders in the industry recognized for general service of a nontechnical nature.

NELSON PRIZE ESTABLISHED TO RECOGNIZE OUTSTANDING BIOLOGY STUDENTS

A memorial prize to recognize outstanding biology students at the University has been established to honor Willard Omer Nelson, Professor of Dairy Bacteriology, who died last September.

The prize, to be awarded at Honors Day each year, will be presented to an outstanding undergraduate student in any department who combines breadth and excellence in biological and allied course work. The student must have undertaken original research or taken part in organized research or service projects and must show serious interest in a career in applying biology to human welfare.

The award will be financed through contributions to the University of Illinois Foundation.

**PHYSICS PROFESSOR GIVEN JAPAN ACADEMY
AWARD FOR RESEARCH**

Professor Kazuhiko Nisijima, Department of Physics at Urbana-Champaign, has been awarded the Japan Academy Award by the Japanese Emperor for distinguished contributions to research in theoretical physics. The award was made in Tokyo May 8, although Professor Nisijima was unable to attend.

**VICE PRESIDENT SEITZ NAMED AS TRUSTEE
OF ROCKEFELLER FOUNDATION**

Dr. Frederick Seitz, who has been named Dean of the Graduate College and Vice President for Research of the University, was elected April 30 to the Board of Trustees of the Rockefeller Foundation, John D. Rockefeller III, chairman of the board, announced.

Professor Seitz is currently on leave from the University serving as President of the National Academy of Sciences.

JOLIET STUDENT FIRST RECIPIENT OF FUSON AWARD IN CHEMISTRY

Thomas R. Stein, senior in chemistry from Joliet, has been named as first recipient of the Reynold C. Fuson Award in Chemistry for showing "greatest improvement in his academic record in chemistry and chemical engineering."

The award honors Professor Fuson who retired last year after a distinguished career in chemistry at the University.

**ART PROFESSOR NAMED PRESIDENT OF INDUSTRIAL
DESIGN EDUCATION GROUP**

Professor Edward Zagorski, Department of Art at Urbana-Champaign, has been elected president of the

Industrial Design Education Association, a national organization having members in forty colleges and universities.

**LANDSCAPE ARCHITECTURE STUDENTS WIN AWARDS
FOR EUROPEAN TRAVEL**

Robert Ebl, junior from Troy, and Charles Thomsen, senior from Chicago, both students in the Department of City Planning and Landscape Architecture, have received awards for travel and study in Europe next year.

Mr. Ebl earned the Garden Club of American-English Speaking Union Interchange Fellowship providing transportation and expenses of a year's study while attending a British university.

Mr. Thomsen received the Edward L. Ryerson Traveling Fellowship award of \$2,500 for study and travel in Europe.

**PHARMACY STUDENT WINS TOP AWARD
IN REGIONAL COMPETITION**

Oliver J. Glenn, sophomore in the College of Pharmacy at the Medical Center, Chicago, has received first award in the Central Region Lunsford Richardson Pharmacy Awards competition. His prize-winning essay earned a \$500 award and a matching sum for the College of Pharmacy.

**UNIVERSITY DENTIST NAMED PRESIDENT
OF STATE HYGIENISTS ASSOCIATION**

Dr. Marjorie Houston, Associate Professor of Periodontics in the College of Dentistry at the Medical Center, Chicago, assumed the presidency of the Illinois Dental Hygienists Association May 1. The Illinois organization is a section of the American Dental Hygienists Association.

Appointments to the Center for Advanced Study

At the meeting of the Board of Trustees on March 18, 1964, Professor Sol Spiegelman was appointed to the Center for Advanced Study and reappointments were made for Professor John Bardeen, Professor Joseph L. Doob, and Professor Julian H. Steward. The Center has two other members — Professor Harry G. Drickamer, chemist, and Professor Alexander Turyn, classicist. The Board's appointments were based upon the following which is an excerpt from the Board's agenda:

Upon recommendation of the Executive Committee of the Center for Advanced Study, and with the concurrence of the Acting Dean of the Graduate College and the Executive Vice President and Provost, I submit the following nominations for appointments to the Center for Advanced Study for the period indicated.

Members

New Appointment for Five-Year Term Beginning September 1, 1964

Sol Spiegelman, Professor of Microbiology. Professor Spiegelman was born December 14, 1914, in New York City and received his undergraduate education at College of the City of New York. He received the Ph.D. degree in cellular physiology from Washington University in 1943. He served as Instructor and Assistant Professor in Bacteriology in the Washington University School of Medicine, 1945-48, was a Special Fellow of the United States Public Health Service 1948-49, and came to the University of Illinois as Professor of Bacteriology (later Microbiology) in 1949. Professor Spiegelman has received several recognitions and awards including the Pasteur Award of the Illinois Society of Microbiologists in 1963 and selection as one of two United States biologists invited by the Pope to attend an international conference in

the Vatican in 1961. He is a member of many scientific societies and has served on several committees of the National Institutes of Health. He recently delivered the Jesup Lectures at Columbia University, an honor bestowed on a select group of scholars.

Reappointments for Second Five-Year Terms

John Bardeen, Professor of Electrical Engineering and of Physics

Joseph L. Doob, Professor of Mathematics

Julian H. Steward, Research Professor of Anthropology

Parking in the Inner Zone of the Campus

By action of the Executive Vice President and Provost, certain lots in the campus "inner zone" have been opened to general parking after 6:00 p.m. Monday through Friday, after 12:00 noon on Saturday, and all day on Sunday and official holidays. Students, staff members, and visitors, without regard to vehicle registration, may park in the following lots:

The Center for Advanced Study was established as a special unit of the Graduate College by the University Board of Trustees in 1959 for the encouragement of creative achievement and scholarship by providing recognition to scholars of the highest distinction and by providing incentives for the highest level of scholarly achievement. Members are appointed for renewable five-year terms by the Board of Trustees upon the recommendation of the President.

Lot C-3 806 South Sixth Street	Lot D-5 Morrill Hall
Lot C-5 Speech and Hearing Clinic	Lot D-13 1203-1205 West Oregon Street
Lot D-2 Davenport Hall	Lot E-3 University Library

Spaces in these lots which are rented on a twenty-four-hour basis are not included. They are reserved for exclusive use by those renting the spaces.

Academic Irregularities

OFFICIAL NOTICE NO. 73 (REVISION OF OFFICIAL NOTICE NO. 65)

Adopted by the Urbana-Champaign Senate, April 13, 1964

The Urbana-Champaign Senate Committee on Student Discipline has established the following regulations governing cases of academic irregularity of undergraduate students enrolled in the colleges at Urbana-Champaign. These regulations supersede those issued by the Committee on December 27, 1961.

Cases of academic irregularity shall be handled by the respective schools and colleges, except that cases recommended for suspension or dismissal from the University shall be referred to the Subcommittee on Student Discipline.

1. Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. If they fail to so conduct themselves, instructors are authorized to refuse to grade such a paper or examination and record it as an "E."

2. An instructor, on becoming cognizant of an academic irregularity which he deems sufficiently serious to warrant dropping a student from his class with a grade of "E," or dropping him with a grade of "E" and recommending his suspension or dismissal from the University, shall, in the manner approved by the instructor's college, notify the executive officer of his department and submit to him such evidence as he has gathered. The executive officer, in consultation with the instructor, shall decide which if any action to recommend to the dean of the college in which the department is located.

The dean shall notify the student that he has a right

to a hearing, but that within ten days he must notify the dean in writing that he desires such a hearing.

If the student does not so notify the dean, the college shall, after ten days, send to the Recorder a change slip recording a grade of "E" for the course. The Recorder will record the "E" grade and immediately notify the student's college, the instructor, and the Dean of Men or Women. If the decision was also made to recommend suspension or dismissal, the dean shall also forward to the University Subcommittee on Student Discipline at this time a recommendation that the student be suspended or dismissed from the University.

3. If the student denies the irregularity and requests a hearing, the dean shall appoint an *ad hoc* faculty committee, one member of which will be the dean (or his representative) of the student's college, that will review the evidence and permit the student to appear in his own defense.

If the *ad hoc* committee concurs in the judgment of the executive officer of the department, it shall so advise the dean who shall then notify the Recorder as provided in paragraph 2 above. The decision to drop a student from a course with a grade of "E" is not subject to review by the University Subcommittee on Student Discipline.

If the *ad hoc* committee concludes that the facts do not sustain the charge of an academic irregularity, it shall so advise the dean. He shall then notify the executive officer of the department and at the student's discretion

he shall either be reinstated in the course and be given whatever grade he is entitled to without regard to the charge of an academic irregularity or withdraw from the course with a grade of "W."

If the committee concurs in the recommendations for suspension or dismissal, it shall so advise the dean who shall then forward the recommendation to the University Subcommittee on Student Discipline for its action.

4. The student may be heard by the Subcommittee on Student Discipline under such rules as it may promulgate, but the decision of the college on the facts of the irregularity shall be final, the sole question before

the Subcommittee on Student Discipline to be only whether the irregularity in question is of such a nature as to warrant suspension or dismissal from the University.

5. These regulations apply only to irregularities arising in connection with academic work within a college and do not preclude other actions before the University Subcommittee on Student Discipline initiated by other constituted University agencies, such as the Senate Committee on Student English, which may refer cases of academic irregularity to the Subcommittee on Student Discipline.

Procedure for Processing Alleged Instances of Violations of the University Nondiscriminatory Housing Policy

Written complaints may be filed with the secretary of the Housing Review Committee or the Office of the Executive Vice President and Provost. On receipt of a written complaint setting forth the circumstances of the incident, the Committee shall have a preliminary investigation made by the Committee secretary, without publicity, to verify the charge. The facts obtained from this investigation shall be reviewed by the Committee.

If on the basis of this investigation the Committee concludes that discrimination probably has occurred, the Committee shall then notify the property owner or manager concerning the preliminary findings and invite the owner to appear before the Committee to show cause why his listing privileges or approved status should not be suspended.

At this hearing the Committee may consider any matter brought before it by the owner or other involved parties. After hearing the owner, or after his failure to appear, the Committee will make recommendations for

appropriate action to the Executive Vice President and Provost. If it is concluded that discrimination has occurred, listing privileges or approved status shall be suspended. If subsequently housing in the unit in question is rented to a student or staff member from the group previously discriminated against, it shall be persuasive but not necessarily conclusive evidence that the unit in question is being operated on a nondiscriminatory basis and entitled to approval status or listing privilege.

Under date of February 10, Acting Provost J. W. Peltason appointed the following persons as members of the Housing Review Committee:

William H. McPherson, Professor of Economics,
Chairman
Joel F. Handler, Assistant Professor of Law, Secretary
Eugene F. Scoles, Professor of Law, ex officio
Herbert L. Sterrett, Art Editor, University Press
George W. White, Professor of Geology and Head of the
Department

Admission to the University of Illinois at Urbana for September, 1964

NEWS RELEASE, WEDNESDAY, MAY 20, 1964

Because of the lack of housing accommodations, faculty, and academic space, coupled with an unprecedented number of applications for admission, many qualified applicants will have to be denied admission to the University of Illinois at Urbana next September.

By May 15, 1964, a total of 17,467 applications had been received; 26 per cent more than the number (13,894) received by this date last year.

Under the Progressive Admissions Program, Illinois applicants from the top quarter and nonresidents from the upper 15 per cent of their high school class were considered within Priority Period I, which ended April 14. Eligible applicants were promptly notified and asked to pay a tuition deposit of \$30 within two weeks. The

number of beginning freshmen from this group returning deposits was almost as high (4,149) as the total number of beginning freshmen (4,661) who actually registered last September.

Priority Period II extends from April 15 through May 31, and during this period Illinois applicants from the second quarter and nonresidents from the top quarter of their high school class also become eligible for admission. Shortly after this period began, it became clear that many such applicants could not be admitted in September. By May 1, deposits had been received from 4,721 beginning freshmen, 60 more than the 4,661 registered in September, 1963.

In order to be doubly sure that the University was

accepting the maximum number of students who could be accommodated, no letters of eligibility were mailed to beginning freshmen during the period from May 1 to May 15. In the light of the study conducted during this period, the University will now issue letters of eligibility to a number of additional beginning freshmen. Also, letters are being issued to several hundred applicants in the top half of their high school class, advising them that they may request to be placed on a waiting list and will be admitted if space becomes available. (They could be admitted immediately if they had secured approved non-

University owned housing.) Cancellation notices are being issued to those applicants whose admissions deposits are overdue.

The University anticipates no difficulty in the admission of qualified applicants to the second semester beginning in February, 1965. The anticipated enrollment at Urbana in September will be approximately 27,000, as compared to 25,611 last year. The 27,000 is about 1,000 students more than had been predicted for September, 1964, and for which faculty, academic space, and other resources had been provided.

Center for Asian Studies

APPROVED BY THE BOARD OF TRUSTEES, MAY 20, 1964, SUBJECT TO FURTHER ACTION BY THE BOARD OF HIGHER EDUCATION. THE FOLLOWING IS THE AGENDA ITEM PREPARED FOR THE BOARD OF TRUSTEES MEETING.

The Dean and the Faculty of the College of Liberal Arts and Sciences and the Executive Committee of the Division of Social Sciences recommend that there be established in the College a Center for Asian Studies to implement a program previously established for which funds have been provided in State appropriations for the current biennium (1963-65) and for further support of which the University has received a grant from the Ford Foundation covering a period of five years.

A supporting, definitive statement about the organization and functions of this Center is submitted herewith and a copy is being filed with the Secretary of the Board for record.

The Acting Dean of the Graduate College and the Executive Vice President and Provost concur.

I recommend approval, subject to further action by the Board of Higher Education.

PROPOSAL FOR A CENTER FOR ASIAN STUDIES AT THE UNIVERSITY OF ILLINOIS

It is now well recognized that the international dimension is a permanent feature of higher education. From this recognition has grown a steady expansion of teaching and research activity in Asian studies among various disciplines at the University. Since 1961, furthermore, a faculty committee has been engaged in the study of appropriate ways to further strengthen this work at the University. More recently the Ford Foundation provided a grant to the University for a five-year period to assist in the development of non-Western studies on the campus, including expansion of the Program in Asian Studies. It is proposed that the creation of a Center for Asian Studies, financed by a portion of the Ford Foundation funds in addition to amounts previously budgeted, will provide a major step toward this objective.

Need for the Center

As a comprehensive state university, the University of Illinois is meeting its continuing responsibility for strength-

ening instruction, research, and service programs that deal with major cultural areas of the world, particularly the non-Western areas. Among the most notable developments on the campus have been the establishment of the Russian Language and Area Studies Center in 1960 and the conversion of the Program in Latin American Studies to the Latin American Studies Center the same year. As course offerings, library holdings, and research undertakings rapidly expand in area studies, centers serve admirably to achieve planning and coordination required by the increasing interdisciplinary and interdepartmental aspects of these activities. Asian studies have now grown to the point where they require a similar agency, especially in view of additions expected to occur in the near future at the University in the Asian studies field.

The need for coordination and planning is becoming especially pressing. A dozen or more faculty members in a variety of disciplines, especially the humanities and social sciences, are now engaged in offering courses, two of them interdisciplinary, which deal specifically with the Near and Middle East, South, Southeast, East, or the total Asian area. Most of these courses were not offered at all on the campus as recently as five or six years ago. A score or more of faculty members also have begun or plan to include materials on Asian countries in a considerable number of other courses that stress comparative or cross-cultural analysis. Further additions to the faculty and to courses now planned are expected to swell these offerings, especially with the launching of instruction in Asian languages scheduled to begin in the fall semester. At the same time, faculty and graduate student research interests in the Asian areas are growing apace, supported by a concentrated effort now underway to build up the Library's Asian materials, including vernacular language collections, and to organize Library staff for these holdings. No doubt, the University's expanding involvement in overseas projects — for example, through the recently established Midwest Universities

Consortium — will also greatly stimulate on-campus needs by drawing upon University resources and by feeding back into University programs, thus increasing the desirability of a Center for Asian Studies.

Functions of the Center

A Center for Asian Studies will build upon the strength already present on the campus by providing University-wide coordination and planning of instructional and research programs. Its principal functions, therefore, will be to provide assistance to the colleges and departments in developing emphases within the area of Asian studies and to serve as a means of stimulating and enriching scholarly efforts in this field. It is not conceived as an agency divorced from the faculty. Rather, the Center will rest primarily on departmental cooperation and support with the central purpose of strengthening the established disciplines and providing a means for bringing them together around their common concern with Asian studies. While the Center may be expected to offer its own programs of general interest to the University community as a whole, it will focus chiefly on sponsoring and facilitating teaching and research in those departments that have, or will develop, a vital role in the study of Asian nations.

As a coordinating and planning instrument, the Center will engage in many activities, among them the following: (1) develop recommendations for course curricula, such as graduate and undergraduate minors and majors, interdisciplinary courses and seminars, teaching certificate programs, and summer language institutes; (2) assist the departments in recruiting appropriate faculty; (3) provide student advising and counseling; (4) advise on library collections and acquisitions; (5) sponsor and organize research colloquia and seminars; (6) seek out research opportunities and recommend support for research grants, overseas travel, faculty released time, and research publications; (7) assist in orientation and briefing of University personnel who participate in overseas projects; (8) nominate or sponsor visiting professors and research scholars; (9) provide public services such as a lectures series; (10) maintain liaison with outside agencies and provide suitable publicity; and (11) evaluate University programs in Asian studies and recommend new approaches.

Organization of the Center

It is proposed that the Center be established within the College of Liberal Arts and Sciences like the Russian Language and Area Studies Center and the Latin American Studies Center. A part-time director of the Center, together with a committee representing the faculty from the various disciplines participating in its program, will have responsibility for administering the interdisciplinary aspects of the Center's functions listed above. It is expected that the director and committee

will be composed of faculty men who have serious professional research or teaching involvement in the Asian studies field, including the Near and Middle East, South, Southeast, and East Asian areas; they will be drawn from among such departments as Anthropology, Art, Economics, Geography, History, Linguistics, Political Science, and Sociology, and the College of Agriculture, the Institute of Labor and Industrial Relations, the School of Music, and the Library. The director will also be a member of an established department or University unit participating in the Center's program.

Subject Matter Emphasis

While it is not possible at this point to define precisely the subject matter and geographical sub-areas the Center will seek to emphasize within the broad spectrum of Asian studies, certain directions appear to be emerging. Instructional and research interests have centered increasingly on the comparative analysis of processes of national modernization, e.g., economic growth, industrialization, urbanization, political transformation, social change, and so forth. The Center may be expected to develop a focus on this type of subject matter and on the expansion of the social sciences. It is hoped that new faculty in the social science departments dealing with Asian studies will be recruited especially for their competence in fields concerned with dynamic social, economic, and political change — particularly change experienced in the Asian nations since the mid-nineteenth century compared to other areas of the world.

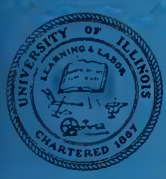
For purposes of assisting the development of undergraduate work, the Center will seek a balanced general educational program for all the major geographical areas of Asia. For graduate work and faculty research undertakings, however, development in depth will first concentrate in geographical sub-areas where the main theme of comparative change is already being most fully established. Work in other sub-areas would be expanded subsequently on the basis of available resources and growing needs.

Although the Center will place greatest stress at the outset upon the social sciences, there is no intention to neglect the humanities. The Center will also work with the departments dealing with art, literature, language, pre-modern history, and other humanities fields in order to strengthen their focus on Asian areas and to meet general education as well as area specialist interests in Asian studies.

Recommendations

The Executive Committees of the College of Liberal Arts and Sciences and of the Division of Social Sciences concur in recommending the creation in this College of a Center for Asian Studies to strengthen and coordinate our present offerings and opportunities in this field and to supplant the existing administrative structure.

El Guifa



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

THE UNIVERSITY OF ILLINOIS
JUL 6 1964

No. 79, June 26, 1964

University Operating Budget, 1964-65

APPROVED BY THE BOARD OF TRUSTEES AT ITS MEETING ON JUNE 17, 1964. THE FOLLOWING IS TAKEN FROM MATERIAL PREPARED FOR THE BOARD IN CONNECTION WITH THE BUDGET PRESENTATION.

CONDENSED ANALYSIS OF THE INTERNAL BUDGET FOR OPERATIONS, 1964-65

For the general operation of the University of Illinois for the biennium 1963-65, the Seventy-third General Assembly of the state of Illinois appropriated \$153,390,681 from general tax revenues and \$15,500,000 from the University's own income, for a total of \$168,890,681. Of this total, \$81,411,478 was allocated in 1963-64, leaving \$87,479,203 for 1964-65, which is shown as General Income in Schedule A.

In addition to the operating funds appropriated by the General Assembly, there are certain funds for operations which are handled through the University Treasurer and included in the internal budget. Such funds, all earmarked for special purposes, include gifts, contracts, endowment income, appropriations from the federal government, and income from auxiliary activities (housing, union buildings, bookstores) and other self-supporting operations. The estimated total of such restricted funds for 1964-65 is \$56,584,387.

Summary of Budget Recommended

The proposed internal operating budget for 1964-65 is \$144,063,590 of which \$79,880,203, or 55 per cent, comes from state tax funds.

Income from all operating funds for 1964-65 is estimated at \$144,063,590. Appropriations recommended total \$143,955,827, leaving an unappropriated reserve of \$107,763. The corresponding total budget for 1963-64, including changes during the year, was \$135,523,776. (See Schedule A.)

Summary of Increases

The biennial budget appropriations (general funds) contemplated an increase of \$6,067,725 in 1964-65 over the budget for 1963-64. The increases provided in the

biennial budget request, the amounts allocated, and the remainder reserved for allocation during the year are as follows:

	<i>Biennial Budget</i>	<i>Increases Proposed</i>	<i>Budget Reserve</i>
Salary Increases.....	\$2,743,725	\$2,713,757	\$ 29,968
Operation of New Buildings.....	1,190,000	1,190,000	
Increased Enrollment..	2,134,000	2,060,519	73,481
	<u>\$6,067,725</u>	<u>\$5,964,276</u>	<u>\$103,449</u>

In addition to the increase in general funds, it is estimated that the budget from restricted funds will be increased by \$2,472,089. These increases are based on estimates of additional income, especially in housing.

Thus, the total increase over the 1963-64 budget, for both general and restricted funds, is \$8,539,814.

Salary Increases

The sum of \$2,713,757 is included in the budget for salary increases to academic and nonacademic staff paid from general funds. Subject to the availability of funds, comparable adjustments have been made to persons paid from other than state funds. In accordance with established policy, salary increases have been made on the basis of merit. No increases in minimum salaries have been made, except for Assistants, whose minimum is increased from \$4,200 to \$4,400 (or \$5,150 to \$5,400 on an eleven-month service basis). A limited number of adjustments have been made in the ranges for non-academic classifications.

Increases for employees under collective bargaining agreements are shown in the budget for those adjustments which are effective July 1. Funds are reserved for increases at a later date and for anticipated changes in prevailing wage-rate groups.

Operation of New Buildings

The budget includes \$1,190,000 for the operation of new buildings. Of this total, \$331,870 is for Urbana-Champaign where these new buildings will be occupied: Commerce, Education, Administration Addition, Water Resources Addition, and Rehabilitation Center. At the Medical Center, \$28,130 is added to provide for a full year's operation of the Medical Sciences Addition. The budget is based upon the opening of the Chicago Circle Campus in February, 1965, and \$830,000 is appropriated to meet the increased cost of operating the physical plant for a fraction of a year.

Increased Enrollment

The biennial appropriations for increased enrollment provided for an additional 679 students in 1964-65 at Urbana-Champaign and the Medical Center and an additional 500 students for the second semester only at Chicago Circle. The actual enrollments at Urbana-Champaign and the Medical Center are expected to exceed the enrollment figures on which the biennial budget was based by approximately 900 students. In addition, the increase anticipated at Chicago Circle for the second semester of 1964-65 materialized at Navy Pier a year ago (i.e., September, 1963). Consequently, a deficiency in funds for increased enrollment exists in the budgets for both Urbana and Chicago Circle which will have to be met from nonrecurring funds this year.

The sum of \$1,806,497 is included for academic and nonacademic staff additions, nearly all of which are related to increased enrollment. Of this amount, \$242,000 is for the second semester only, which corresponds to a total of \$2,048,497 on an annual basis. A total of 187.76 full-time equivalent academic positions and 90.77 nonacademic positions are added. (The latter includes 11.67 for the operation of new buildings.)

Additions of \$255,672 are made in wages, expense, and equipment to provide for costs related to the increase in enrollment.

Amendments of University Statutes

THE PRESIDENT SUBMITTED THE FOLLOWING STATEMENT TO THE BOARD OF TRUSTEES AT ITS MEETING ON JUNE 17, 1964.

At its April 15, 1964, meeting, the Board of Trustees stated its tentative approval of revisions in Sections 6, 38, and 39 of the University Statutes originated by the Senates, with the exception of certain modifications thereof proposed by the Board, and directed that the advice of the University Senates be sought on the modifications.

On May 19, 1964, the Chicago Undergraduate Division Senate expressed its approval of the modifications proposed by the Board.

SCHEDULE A. COMPARATIVE SUMMARY OF INCOME AND APPROPRIATIONS

	1963-64 <i>Revised</i>	1964-65 <i>Proposed</i>
<i>Estimated Income</i>		
General.....	\$ 81,411,478	\$ 87,479,203
Restricted.....	54,112,298	56,584,387
<i>Total, Estimated Income.....</i>	<u>\$135,523,776</u>	<u>\$144,063,590</u>
<i>Appropriations by Board of Trustees</i>		
From General Income.....	\$ 81,407,164	\$ 87,371,440
From Restricted Income.....	54,112,298	56,584,387
<i>Total, Appropriations.....</i>	<u>\$135,519,462</u>	<u>\$143,955,827</u>
<i>Unappropriated Balance from General Income.....</i>		
	\$ 4,314	\$ 107,763
	<i>Proposed</i>	<i>Per Cent</i>
<i>Income by Source</i>		
State Appropriations.....	\$ 79,880,203	55.5
Federal Appropriations.....	4,594,115	3.2
Student Fees.....	4,735,000	3.3
Sales and Services.....	4,968,684	3.4
Endowments, Contracts, and Gifts.....	26,420,900	18.3
<i>Total, Educational and General</i>	<u>(120,598,902)</u>	<u>(83.7)</u>
Auxiliary Enterprises.....	21,013,688	14.6
Student Aid.....	2,451,000	1.7
<i>Total, Income.....</i>	<u>\$144,063,590</u>	<u>100.0</u>
<i>Appropriations by Function</i>		
Administration and General..	\$ 8,918,471	6.2
Retirement System.....	2,932,850	2.0
Instruction and Departmental Research.....	41,972,312	29.2
Activities Relating to Instruction.....	8,810,224	6.2
Organized Research.....	29,011,259	20.1
Extension and Public Services	12,701,169	8.8
Libraries.....	2,957,833	2.0
Physical Plant.....	12,808,421	8.9
<i>Total, Educational and General</i>	<u>(120,112,539)</u>	<u>(83.4)</u>
Auxiliary Enterprises.....	21,013,688	14.6
Student Aid.....	2,829,600	2.0
<i>Total, Appropriations.....</i>	<u>\$143,955,827</u>	<u>100.0</u>

On May 25, 1964, the Urbana-Champaign Senate defeated a motion to adopt the Board's modifications and passed motions which (a) requested an opportunity for further consultation with the Board of Trustees (or a committee thereof) for the purpose of arriving at a consensus which would reflect the principles of the amendments adopted by the three Senates; (b) designated a committee of the Senate for such purpose; and (c) suggested that the Board invite the corresponding

Committees on Academic Freedom from the other Senates to join in such consultations.

On June 3, 1964, the Medical Center Senate also defeated a motion to approve the Board's proposed modifications and passed motions requesting further consultations in essentially the manner suggested by the previous action of the Urbana-Champaign Senate.

In accordance with the request of the Urbana-Champaign and the Medical Center Senates, I recommend that further consultation be arranged with the designated committees, including the Committee on Academic Freedom of the Chicago Undergraduate Division; the liaison committee of the Senate Coordinating

Council also be requested to participate in the consultation as provided for in Section 7(d) of the University Statutes;¹ and that the matter be referred to the Committee on General Policy for further action.

¹ Section 7(d) of the University Statutes provides that: "The Council shall appoint not more than three of its members to act as a liaison committee advisory to the Board of Trustees (through the President), the President, and the respective Senates, in matters of special and extraordinary concern to the University. The special function of this committee shall be to aid in maintaining harmonious relations among such officers and units of the University. The Committee shall act only upon the express request of the Board of Trustees, the President, any one of the three Senates, or the Senate Coordinating Council."

Consolidation of Office of Instructional Research and Office of Instructional Television into an Office of Instructional Resources at Urbana-Champaign

APPROVED BY THE BOARD OF TRUSTEES AT ITS MEETING ON JUNE 17, 1964.
THE FOLLOWING IS THE AGENDA ITEM PREPARED FOR THE MEETING.

The Executive Vice President and Provost recommends that an Office of Instructional Resources be established to replace the Office of Instructional Research and the Office of Instructional Television at the Urbana-Champaign campus. The new Office will assume the responsibilities presently assigned to its two predecessors and will in addition provide a wider range of instructional services to faculty members, departments, and colleges.

The Office of Instructional Resources will be broadly concerned with the improvement of the instructional program — especially at the undergraduate level — through assisting the faculty in the increased use of newer techniques and media and through studies of the influence upon academic achievement of other factors in the University environment within and outside the classroom.

The need to improve the quality of collegiate instruction in the face of mounting enrollment, and probably without commensurate increases in faculty and funds, makes it imperative to use as fully and as effectively as possible the newer instructional resources such as television, programmed instruction, films, graphic presenta-

tion, and other audio-visual techniques. The Office of Instructional Resources will assist faculty members in the use of these media and in evaluating their effectiveness.

In addition to studies of instructional methods and course content, the new Office will sponsor research on the relationship of academic achievement and choice of vocation to the characteristics of students (geographic, educational, psychological, and socio-economic), to characteristics of instructors, and to characteristics of the extracurricular environment.

The Director of the Office of Instructional Resources at Urbana-Champaign will administer that Office under the general supervision of the Executive Vice President and Provost. He will also have University-wide staff responsibility for coordinating such functions on all campuses of the University, and for advising the Executive Vice President and Provost concerning policies and plans in this area.

It is recommended also that Professor Charles J. McIntyre, at present Director of the Office of Instructional Television, be named Director of the Office of Instructional Resources at Urbana-Champaign, with the additional responsibilities just described.

Center for Instructional Research and Curriculum Evaluation

APPROVED BY THE BOARD OF TRUSTEES AT ITS MEETING ON JUNE 17, 1964.
THE FOLLOWING IS THE AGENDA ITEM PREPARED FOR THE MEETING.

The College of Education recommends that the name of its present Office of Educational Testing be changed to "Center for Instructional Research and Curriculum Evaluation," effective September 1, 1964.

The new name would denote more accurately the interests and activities of the staff members of the Office of Educational Testing. Its functions have always been broader in scope than educational testing per se, and the

proposed designation would emphasize the major purposes for which educational and psychological tests are used in educational research.

The proposed Center for Instructional Research and Curriculum Evaluation would have a relatively small permanent staff — as the Office of Educational Testing now has — but it would have the cooperation of many faculty members in departments throughout the College of Education, and in other colleges, who are interested in curricular innovation or in the improvement of

teaching. The Center would provide the technical assistance needed for testing the effectiveness of curriculum changes in various school or college subjects, and for determining the teaching methods best suited to the presentation of such materials to students.

The Acting Dean of the Graduate College and the Executive Vice President and Provost recommend approval of the change in name and expansion in program of the Office of Educational Testing.

Center for International Comparative Studies

APPROVED BY THE BOARD OF TRUSTEES AT ITS MEETING ON JUNE 17, 1964.

THE FOLLOWING IS AN EXCERPT FROM THE AGENDA ITEM PREPARED FOR THE MEETING.

In consultation with the departments concerned, the Acting Dean and the Executive Committee of the Graduate College recommend that there be established in the Graduate College a Center for International Comparative Studies. The Center will supplement programs previously established and for which funds have been provided in state appropriations for the current biennium (1963-64). The earlier programs and the new Center will also be supported over a period of five years by a grant received from the Ford Foundation.

The purpose of the proposed Center will be to provide a framework within the University for stimulating and supporting comparative research of a functional and problem-oriented nature along cross-cultural, cross-national, and cross-regional lines. Its central function will be to develop means of encouraging such research and criteria for supporting it, including appropriate arrangements for released time for faculty research and for financing overseas travel for research scholars. Preference for support will be given to research programs that involve the training of graduate students.

A detailed description of the functions of the Center is submitted herewith and a copy is filed with the Secretary for record.

The officers on the three campuses concerned have been consulted. The Director of International Programs and the Executive Vice President and Provost, concur in the recommendation.

PROPOSAL FOR A CENTER FOR INTERNATIONAL COMPARATIVE STUDIES

In recent years the University has become increasingly committed to strengthening its international programs. The consequent need for supporting and coordinating the rapid expansion of teaching and research activity concerned with world affairs is being met in a variety of ways, among them the establishment and growth of interdisciplinary centers for the Russian, Latin-American, and Asian areas. The "center" approach has

been of great value in focusing scholarly attention upon particular world regions and cultures. As yet, however, there has been little systematic attempt to encourage scholarly concern with basic research problems that cut across different world cultures and to assure the "feedback" of such research into the ongoing work of the departments. To meet this need, and to assure that the University's many-sided experience abroad feeds into the ongoing work of the departments, it is proposed that the University establish a Center for International Comparative Studies. Such a Center would enable the University to fulfill more effectively its increasingly significant role in the international scene and may also be expected to throw new light upon domestic problems.

The purpose of the proposed Center will be to provide a framework within the University for stimulating and supporting comparative research of a functional and problem-oriented nature along cross-cultural, cross-national, and cross-regional lines. Its central function will be to develop means of encouraging such research and criteria for supporting it, including appropriate arrangements for released time for faculty research and for financing overseas travel for research scholars. Preference for support will be given to research programs that involve the training of graduate students.

While the Center will seek to encourage, coordinate, and sponsor research among the disciplines and regional studies groups, it should serve the entire University community, on all three campuses. It will assist faculty who are not associated with established regional centers as well as those who are, and will consider support for both individual and group projects. The Center will also entertain research proposals involving collaboration with scholars from other institutions in the United States and abroad. None of its funds, however, will be used for bringing scholars to the campus primarily as lecturers.

The Center will be organized as a unit of the Graduate College and will be headed by a Director responsible to the Dean of the Graduate College. The Director should be a person with broad interdisciplinary experi-

ence, since it will be his function to provide leadership for and evaluation of research efforts involving a variety of disciplines and world areas. It is expected that the Director would also be a member of the faculty of an established department.

An executive committee, appointed by the President in consultation with the Dean of the Graduate College,

will advise the Director in establishing and carrying out the Center's functions. This committee should be composed of the directors of the regional studies centers, who would be continuing members, and of four additional rotating faculty members, broadly representative of the University and distinguished for their experience in international comparative studies.

Establishment of a Survey Research Laboratory

APPROVED BY THE BOARD OF TRUSTEES AT ITS MEETING ON JUNE 17, 1964.

THE FOLLOWING IS THE AGENDA ITEM PREPARED FOR THE MEETING.

The Acting Dean of the Graduate College recommends that a Survey Research Laboratory be established by the University of Illinois as a separate unit of the Graduate College. The functions of the Survey Research Laboratory will be to:

Plan, conduct, and process survey operations for University research projects; and, to carry out this function, to create an operating survey organization with facilities for maintaining and interviewing probability samples of the population of the state of Illinois.

Conduct and promote research in survey methods.

Provide a means for training undergraduate and graduate students in survey methods.

Act as a data repository for survey and other data on the state of Illinois.

Such a laboratory will serve to coordinate and facilitate the large number of University projects which currently use survey methods and will promote research on questions which can only be answered through the use of surveys. Its need stems from the growing use of the survey method as a tool of investigation employed in many different areas of the University. Knowledge of the use of this tool and of the associated facilities has become essential if undergraduate and graduate students in most of the social sciences and related applied fields are to receive a well-rounded education.

Until now, the University has possessed no central laboratory for maintaining survey operations, for collecting survey data, or for storing research data in a form readily available to faculty members and students. This type of laboratory exists at the Universities of Michigan and Wisconsin, but there is none at present in the state of Illinois.

The operations of the Survey Research Laboratory will be conducted by faculty members who hold departmental appointments. Primary administrative responsibility will rest with a Director and an executive committee. The executive committee will consist of those faculty members directly responsible for the major sections of the Laboratory (sampling, field operations, coding, and data storage), together with additional

appointees from the faculties of the various departments of the University of Illinois most dependent upon the facilities of the Laboratory for their research activities. These additional faculty appointees will be named by the Dean of the Graduate College on recommendation of their department heads. The Director will be appointed biennially by the Board of Trustees on recommendation of the President, after nomination by the Dean of the Graduate College with the concurrence of the executive committee of the Laboratory. The Director of the Laboratory will serve as a member of the executive committee.

It is intended that the groundwork of the Laboratory will be laid during the forthcoming summer and academic year. During this period, a so-called master sample of the population of Illinois will be developed and a field force of interviewers will be established and trained in all areas encompassed by the master sample. During this same period, plans would be completed for a perpetual data repository. Such a repository would seek to develop an inventory of data needed in studies carried out by University faculty, and would maintain data relating to the business conditions and welfare of the state of Illinois.

A major function of the Laboratory will be to educate graduate and undergraduate students in survey techniques. Students will be given an opportunity to work under general faculty supervision and will be involved closely with the operational phases of a survey project. In addition, graduate students will be able to carry out dissertation projects using the resources of the Survey Research Laboratory. Faculty members will offer departmental courses drawing upon the resources of the Laboratory.

It is anticipated that the Survey Research Laboratory will be ready for regular operations by September, 1965.

This proposal has been approved by the Executive Committee of the Graduate College, the University Research Board, and the Executive Vice President and Provost.

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE URBANA-CHAMPAIGN CAMPUS JUNE 17, 1964.

I. General Items

TOTAL OF 3,886 DEGREES GRANTED IN URBANA, CHICAGO COMMENCEMENTS

A total of 3,886 degrees were granted in Commencement Exercises June 11 and June 13 at the Medical Center Campus, Chicago, and at the Urbana campus, respectively.

Commencement exercises for the Medical Center were held at the Arie Crown Theatre in McCormick Place for 402 graduates. The total included 182 from the College of Medicine, 75 from the College of Dentistry, 41 from the College of Pharmacy, 37 from the College of Nursing, 53 from the Graduate College (38 master's and 15 Ph.D. degrees), and 14 in the curriculum of Occupational Therapy.

Dr. Virgil M. Hancher, President of the State University of Iowa, delivered the main address. He also was conferred the honorary degree of Doctor of Arts.

At ceremonies held in the Assembly Hall on the Urbana campus, 3,484 degrees were awarded. This included 2,530 undergraduate degrees and 954 advanced degrees.

Professor W. Albert Noyes, Jr., distinguished chemist now at the University of Texas, delivered the commencement address. He is the son of the late Professor W. A. Noyes, Sr., who was Head of the University of Illinois Department of Chemistry and Chemical Engineering 1907-26.

Honorary degrees were conferred on Professor Noyes, Miss Marian Anderson, and Mies van der Rohe. Illini Achievement Awards were presented to Stewart D. Owen, Mark Van Doren, and Leslie B. Worthington.

MAJOR LOHR, FORMER TRUSTEES HONORED AT CITIZENS COMMITTEE MEETING

The biennial meeting of the University of Illinois Citizens Committee was held on the Urbana campus May 22 at which members heard discussions of the "Provisional Master Plan for Higher Education in Illinois" by the President and by Howard W. Clement, President of the Board of Trustees, an ex officio member of the State Board of Higher Education.

Major Lenox R. Lohr of Chicago received a special citation from the Board of Trustees for distinguished public service and in recognition of his contributions to the University as a member and chairman of the executive committee of the Citizens' organization for twenty years.

Judge Richard A. Harewood of Chicago and George T. Wilkins of Edwardsville were given "Trustee-

Emeritus" awards by Mrs. Frances B. Watkins, member of the Board.

GIFT AUGMENTS LIBRARY COLLECTIONS IN AMERICAN HISTORY, BIOGRAPHY

Gift of her personal library to the University of Illinois by the late Mrs. Marion D. Pratt, will enrich the University of Illinois Library in the field of American history and biography, with special emphasis on Lincoln and the Civil War.

Mrs. Pratt left to the Library the privilege of selecting from her collection all books which can be used in the Horner Lincoln collection and in general library collections. More than 1,400 volumes, as well as pamphlets, notes, prints, photographs, and periodicals are now being studied for selection by the Library.

Her husband, Dr. Harry E. Pratt, who died in 1956, was Illinois State Historian and head of the Illinois State Historical Library. Mrs. Pratt, a dedicated historian and archivist, succeeded her husband after his death and later was an archivist with the Illinois State Archives in Springfield.

ILLINOIS, COLORADO LAUNCH COOPERATIVE ENGINEERING EDUCATION PLAN

The University of Illinois and the University of Colorado have launched a cooperative program unprecedented in American engineering education under the sponsorship of the Commission on Engineering Education with financial assistance in a \$200,000 grant from the Charles F. Kettering Foundation.

The program is labelled "Bi-University Institutional Liaison for Development" and seeks to use the strengths of each institution to help develop potential strengths of the other.

The two universities will exchange senior faculty members for research and teaching at both undergraduate and graduate levels, join in cooperative research utilizing unique facilities, and ultimately will exchange graduate students who may be enrolled in one institution and take courses in the other.

ASSEMBLY HALL RECEIVES AWARD OF MERIT FROM INSTITUTE OF ARCHITECTS

The University of Illinois Assembly Hall received the Award of Merit in the American Institute of Architects' 1964 Honor Awards Program. Announcement of the award was made June 15 in Washington, D.C., by William H. Scheick, Executive Director of A.I.A.

The multi-purpose structure, designed by alumnus Max Abramovitz of the architectural firm of Harrison

& Abramovitz, New York, has attracted international attention. Since opening March 2, 1963, more than 750,000 people have attended events in the building or toured its facilities.

ILLINOIS RANKS FOURTH IN GIFTS, BEQUESTS AMONG PUBLIC UNIVERSITIES

The University of Illinois ranks fourth among public universities for the total of gifts and bequests over a forty-three-year period from 1920 through 1963, a survey made by John Price Jones Company, Inc., reports.

The Illinois total for that period, \$56,907,000, places the University behind only California, Minnesota, and Texas. For the last three years, Illinois ranked sixth and for 1962-63 fourth.

Breaking down the various types of giving in 1962-63, Illinois ranked sixth in bequests, fourth in grants from foundations, fourth in private giving, and first in corporate giving.

UNIVERSITY HOLDS INTERNATIONAL CONFERENCE ON JET, ROCKET THRUST

Sixty-two engineers representing government agencies, the nation's leading aerospace companies, French and British governments, and the University faculty met May 27 and 28 to discuss research progress in ways to increase the thrust of jet aircraft and rockets without adding more power.

Basic research in this area has been carried on at the University for ten years and Illinois has been credited with major advances in the field of multi-jet and multi-phase thrust augmentation systems.

ARMED FORCES OFFICERS ATTEND UNIVERSITY FOR ADDITIONAL TRAINING

More than one hundred Army, Navy, and Air Force officers currently attend the University of Illinois as full-time students under service orders to broaden backgrounds and fit special needs, including training of nuclear engineers and teachers for the service academies.

The group now includes thirty-two from the Army, three from the Navy, one from the Marine Corps, and sixty-seven from the Air Force branches of the service. Twenty-nine received graduate degrees at the June 13 Commencement and another thirteen will be candidates for post-baccalaureate degrees in August.

FORD FOUNDATION RENEWS PROGRAM TO ENCOURAGE TEACHING OF ENGINEERING

The Ford Foundation has announced a \$75,000 grant to the University in the third round of awards to thirty-four universities to be used for forgivable loans of up to \$10,000 to qualified engineering graduate students who commit themselves to teaching careers.

II. Grants

INSTITUTE TO STUDY FINANCIAL NEEDS AND RESOURCES OF MUNICIPALITIES

An extensive study of financial needs and resources of Illinois' municipal governments will be conducted by the University's Institute of Government and Public Affairs under a contract for \$20,000 provided by the Illinois Cities and Villages Municipal Problems' Commissioner.

Professor Gilbert Y. Steiner, Director of the Institute, said the study, to be headed by Professor Glenn W. Fisher, will focus on three areas, services performed by municipalities, fiscal resources financing these services, and legal, political, and administrative factors affecting resources and the kind and level of services provided by municipalities.

NATIONAL INSTITUTE GRANT SUPPORTS TRAINING PROGRAM ON FAMILY STRUCTURE

The University of Illinois Department of Sociology has received a \$115,850 grant from the National Institute of Mental Health to establish a graduate training program on family structure under the direction of Professor Bernard Farber.

Professor Louis Schneider, Head of the Department of Sociology, said the program was "an analytical approach to family and kinship structure in the United States and other parts of the world."

PSYCHOLOGY PROFESSORS RECEIVE PUBLIC HEALTH SERVICE RESEARCH AWARD

Professor Morton W. Weir and Professor Harry L. Munsinger, both of the Department of Psychology, have received a Public Health Service award from the National Institutes of Health of \$20,000 per year for three years of research on "Predictability and Uncertainty in Development."

Primary focus of the project will be on developmental changes in children's learning, problem solving, and information processing. Mobile laboratories will be provided to test children in various areas of the State.

III. Personnel Items

ARCHITECTURE STUDENT WINS TOP PRIZE IN NATIONAL DESIGN COMPETITION

Charles A. Albanese, a senior in the College of Fine and Applied Arts from Buffalo, New York, won a \$1,000 prize in the Seventh Annual National Architectural Student Design competition sponsored by Koppers Company, Inc., of Chicago.

His design of a cooperative housing project was one of seven awarded top honors in the competition.

**ELECTRICAL ENGINEERING PROFESSORS CHOSEN
FOR AIR FORCE SEMINAR**

Professor W. Ross Ashby and Professor Heinz von Foerster, both of the Department of Electrical Engineering, are among fourteen scientists who are participating in the Scientific Seminar on Communication Cybernetics conducted by the Air Force Office of Scientific Research.

Approximately 150 top scientists of the Armed Forces are meeting June 15-26 at Cloudcroft, New Mexico, to study with specialists new developments in the processes through which humans communicate.

**PROFESSOR CARTER NAMED TO SIX-YEAR TERM
ON NATIONAL SCIENCE BOARD**

Professor Herbert E. Carter, Acting Dean of the Graduate College and Head of the Department of Chemistry and Chemical Engineering, was named May 22 by President Lyndon B. Johnson to a six-year term on the National Science Board, governing board of the National Science Foundation.

Professor Carter, a noted biochemist, joins seven other prominent educators named by the President as new appointees to this board of twenty-four members.

**TWO UNIVERSITY OF ILLINOIS PSYCHOLOGISTS ELECTED
TO AMERICAN ACADEMY**

Professor Lee J. Cronbach and Professor Charles E. Osgood, both psychologists, have been elected to the American Academy of Arts and Sciences, the nation's oldest organization of its kind. The Academy was founded during the American Revolution under leadership of John Adams to honor intellectual distinction.

The elections bring to twelve the number of members in the Academy from the University's faculty. Others are: Roger Adams, Carl S. Marvel, and Nelson J. Leonard, chemists; John Bardeen, Frederick Seitz, physicists; Eugene Rabinowitch, physicist and botanist; Leigh E. Chadwick, entomologist; C. Ladd Prosser, physiologist; Maurice H. Heins, mathematician; and Nathan M. Newmark, civil engineer.

Professor Cronbach is a member of the University's Bureau of Educational Research and Professor Osgood is Director of the Institute of Communications Research.

**FACULTY MEMBERS HELP TO ORGANIZE NATIONAL ACADEMY
OF ENGINEERING**

Dean William L. Everitt, College of Engineering, and Professor Nathan M. Newmark, Head of the Department of Civil Engineering, are members of a "Committee of Twenty-Five" national leaders in the engineering profession who are seeking a congressional charter for a National Academy of Engineering.

The Committee was named by Professor Frederick Seitz as President of the National Academy of Sciences. The new organization in engineering will be a companion organization to the National Academy of Sciences.

**ENGINEERING PROFESSOR NAMED TO NEW FORD FOUNDATION
PROGRAM**

Professor William L. Gamble, Department of Civil Engineering, is one of eight professors who will leave classes for twelve to fifteen months to gain high-level experience in industry in a project announced June 10 by the Ford Foundation.

Professor Gamble will work at Bechtel Corporation in San Francisco as a personal assistant to a senior engineer whose position involves planning and execution of engineering work which is strongly influenced by economic considerations. The Ford Foundation project is aimed at counterbalancing abstractness in technological education.

**DEAN GRACE DECORATED FOR SERVICES TO FEDERAL REPUBLIC
OF GERMANY**

Dean Alonzo G. Grace, College of Education, has received the Service Cross First Class, Order of Merit of the Federal Republic of Germany, for "meritorious services achieved for the Federal Republic of Germany."

The citation and decoration by President Heinrich Luebke were conferred on Dean Grace in Chicago by German Consul-General Eugen Betz. Dean Grace was the first civilian director of education and cultural relations for the American government in Germany in 1948-50, a period in which many educational and cultural achievements were made including establishment of the Free University of Berlin.

The German government has invited Dean Grace to return at his convenience for a two-week tour of the country.

**HONORARY SOCIETY IN JOURNALISM NAMED
FOR PROFESSOR MURPHY**

The Kappa Tau Alpha chapter at Illinois has been named the Lawrence W. Murphy chapter in honor of a professor who retired June 15 following forty years on the University faculty and fifty years in the profession of journalism.

Professor Murphy played a dominant role in establishing Kappa Tau Alpha as a national journalistic honor society and was first national president of the organization from 1931 to 1934.

**PROFESSOR SARGENT NAMED TO COMMISSION
ON ATMOSPHERIC SCIENCES**

Professor Frederick Sargent II, Acting Head of the Department of Physiology and Biophysics, has been named to represent the life sciences on a twelve-man Inter-Union Commission on Atmospheric Sciences.

The commission will plan for international programs in atmospheric sciences and an international biological program. Professor Sargent represents the International Unions of Biochemistry, Biological Sciences, and Physiological Sciences.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

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UNIVERSITY OF ILLINOIS

No. 80, August 6, 1964

Board of Trustees Endorses Master Plan

At its meeting in Urbana on July 22, 1964, the Board of Trustees of the University of Illinois endorsed the Master Plan for Higher Education in Illinois in the following words:

The Board of Trustees endorses the Master Plan for Higher Education in Illinois, as adopted by the Board of Higher Education on July 7, 1964. The Plan as a whole reflects professional analysis of a high order. There is due regard to the need for flexibility and initiative. The Master Plan gives the State of Illinois a framework within which to build for the future.

The Board earnestly expresses the hope that citizens un-

derstand that the Plan solves no problems unless adequately implemented, especially in regard to the provision of the additional resources needed.

It is evident now that facilities for higher education in Illinois already are strained, a year earlier than had seemed likely. The Board of Trustees of the University of Illinois calls upon all citizens and officers of the State to join in support of the Master Plan and in its prompt implementation to the end that opportunity for advanced education should continue to be widely available to Illinois youth and that the research and professional contributions of the State universities to the public welfare be strengthened and enlarged.

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE URBANA-CHAMPAIGN CAMPUS, JULY 22, 1964

I. General Items

ILLINI UNION BOOK CENTER OPENS JULY 15 — 9,300 TITLES DISPLAYED

The Illini Union Book Center, one of the largest college bookstores devoted exclusively to quality paperback publications, was officially opened July 15 on the Urbana campus.

The Center, located in two west side rooms on the first floor of Illini Union (North), has 9,300 titles displayed by subject matter, face out in specially designed cases occupying 3,000 square feet of space.

Dr. Robert B. Downs, Dean of Library Administration, has served in an advisory capacity in the selection of titles which include American and foreign publications, University of Illinois Press publications, and a small number of periodicals of limited circulation.

SUMMER SESSION ENROLLMENT REACHES ALL-TIME HIGH OF 11,745 STUDENTS

The University of Illinois Summer Session enrollment in 1964 has reached an all-time high with 11,745 registered for classes on the three campuses, Dr. C. W. Sanford, Dean of Admissions and Records, has reported.

The totals by campus are: Urbana — 9,066, up 9

per cent; Chicago Undergraduate Division — 1,955, up 9.7 per cent; Medical Center — 724, up 3 per cent.

None of the totals include extramural students.

RESEARCH ROCKETS PROBE IONOSPHERIC CHANGES FROM DAYLIGHT TO DARK

The first series of rockets sent into the ionosphere were fired July 15 from Wallops Island, Virginia, and involved scientific exploration by the Department of Electrical Engineering and the Coordinated Science Laboratory of changes in electrons which occur between daylight and dark.

The research is sponsored by the National Aeronautics and Space Administration during the International Quiet Sun Years to determine the effect of electronic changes on radio communications. Professor Sidney A. Bowhill heads the project for the University.

URBANA CAMPUS TOURS OFFICE SERVES MORE THAN 4,000 VISITORS

More than 4,000 citizens have utilized services of a new campus tours office which began operations November 1, 1963, a report by R. E. Lumsden, supervisor, indicates.

In the period from November 1 to June 15, a total

of 267 groups totaling 4,113 people were provided with conducted tours. Informational materials, including maps, totaling 66,700 copies were distributed during the seven and one-half months.

**BOOK BY UNIVERSITY PRESS WINS AWARD
FOR LIBRARY LITERATURE**

Charles Evans, American Bibliographer by Edward G. Holley, a publication of the University of Illinois Press, received the Scarecrow Press Award for Library Literature at the eighty-third annual conference of the American Library Association in St. Louis.

The award is made for an outstanding contribution to library literature by an American librarian. The biography of Charles Evans deserved "signal recognition," according to the award citation.

**WILL RECEIVES AWARD FOR BEST PROGRAM
ON COLLEGE AUTHOR'S FORUM**

Radio Station WILL has been recognized by the Intercollegiate Broadcasting System for producing the best program of 1963-64 on the College Author's Forum.

The award was given for WILL's production of an interview by Charles Conrad, staff member, with Professor O. Hobart Mowrer, Department of Psychology, based on Professor Mowrer's book *The Crisis in Psychiatry and Religion*.

**MEDICAL CENTER PUBLICATIONS RECEIVE
HELEN CODY BAKER AWARDS**

Publications of the Office of Public Information at the Medical Center, Chicago, have received two Helen Cody Baker first place awards for 1964 for general excellence.

The annual competition is sponsored by the Welfare Public Relations Forum of Metropolitan Chicago. In the last four years, six such awards have been given to Medical Center publications for interpretation of scientific materials and excellence of publication.

**HIGH PERCENTAGE OF BACCALAUREATE DEGREE
HOLDERS CONTINUE STUDY**

That increasingly high percentage of graduates who receive bachelor's degrees are continuing in graduate study is illustrated by a recent survey in engineering, chemistry, and chemical engineering.

Among 1964 College of Engineering degree recipients, 40 per cent will remain in the University for advanced work. In chemistry, 64 per cent plan to continue study for higher degrees and in chemical engineering, 31 per cent.

**JAMES SCHOLARS PROGRAM ACCEPTS
606 NEW FRESHMEN STUDENTS**

A total of 606 new freshmen students, more than double the number ever before accepted, have been named participants for 1964-65 in the Edmund J. James honors program for superior undergraduates, Director R. E. Johnson has announced.

The high number is due to marked increase in the scholastic quality of applicants, Professor Johnson said. Only 291 were accepted a year ago.

Designation as a James Scholar is the highest academic honor that can be conferred on a freshman entering the University. Scholars are given opportunity to enroll in special courses and sections designed to let them use their full academic capabilities.

II. Grants

**GRANTS OF \$750,000 SUPPORT RESEARCH,
GRADUATE TRAINING ON DEAFNESS**

Two grants, totaling approximately \$750,000, have been received by the University for research and graduate training on deafness by the Institute for Research on Exceptional Children.

The grants from the United States Vocational Rehabilitation Administration will support two programs under the direction of Professor Stephan P. Quigley, Department of Special Education. One grant will support a five-year research program on behavioral aspects of deafness and the other a five-year program of long-term and short-term training.

**NATIONAL SCIENCE GRANT PROVIDES CONVERTER
FOR UNIVERSITY COMPUTER**

A \$375,000 grant from the National Science Foundation will provide equipment to the University which will double the capabilities of the large IBM computer in the Digital Computer Laboratory.

Funds will provide for conversion of the IBM 7090 computer to the more advanced model 7094 and purchase of an IBM 1401 computer which is used to process information into and out of the big machine.

More than fifty departments of the University utilize facilities of the Laboratory in teaching and research.

**PUBLIC HEALTH SERVICE MAKES GRANT
FOR CHILDREN'S RESEARCH CENTER**

A grant of \$1 million has been received from the Division of Research Facilities and Resources, United States Public Health Service, for construction and equipment of the Children's Research Center which is to be completed by early 1966 on the University's Urbana campus. The University will provide an additional \$500,000.

The Center will be part of a \$3.5 million facility which will study and treat emotionally disturbed and mentally retarded children. Included will be the Herman Adler Clinic of the State Department of Mental Health.

**UNIVERSITY OPENS NATION'S FIRST CENTER
TO STUDY MEDICAL EDUCATION**

Grants totaling \$429,960 have been received by the University from the Commonwealth Fund to support the nation's first Center for the Study of Medical Education

by the College of Medicine at the Medical Center. Development of the Center is an outgrowth of research in the field of medical education which has been carried on during the last five years.

The Center, under direction of the University's Office of Research in Medical Education, will include staff offices, conference space, a library, and a learning laboratory.

The first of a series of six-week courses in educational practice for medical faculty members will be offered during the 1964-65 academic year. Dr. George E. Miller is Director of the Center.

The grants provide funds for remodeling and equipment and underwriting operating expenses for three years.

UNIVERSITY RECEIVES GRANT OF \$100,000 FOR PROGRAMS IN CITY PLANNING

The University of Illinois is one of ten universities in the nation selected to receive grants of \$100,000 for programs in city planning and urban renewal the Richard King Mellon Charitable Trusts announced July 1.

The grants are payable in annual installments of \$20,000 over a five-year period. Half of the sum is for fellowship aid to graduate students and half for faculty salaries to support the fellowship programs.

The fellowships are designed to improve professional qualities of persons now involved in city planning, urban renewal, or closely related fields, and to encourage a greater number of talented persons to achieve excellence in urban development.

AERONOMY FIELD STATION TO BE ESTABLISHED TO STUDY RADIO SIGNALS

An aeronomy field station to study radio signals sent straight into the ionosphere and to record reflection of these signals will be built by the University's Department of Electrical Engineering with a \$64,000 grant from the National Science Foundation.

Two giant antennas will be constructed to transmit frequencies into the D and E regions of the ionosphere, the former forty to sixty miles into the atmosphere and the latter sixty miles above the earth.

PROFESSOR GERSTNER RECEIVES GRANT FOR STUDIES OF STRESS DISTRIBUTION

Professor R. W. Gerstner, Department of Civil Engineering, Chicago Undergraduate Division, has received a grant of \$16,400 from the National Science Foundation for research in stress distribution.

The project will deal with layered and sandwich systems such as are used in missile construction and pavement design.

NATIONAL SCIENCE FOUNDATION GRANT PROVIDES NEW ELECTRON MICROSCOPE

A grant of \$40,000 by the National Science Foundation will provide for the purchase of an electron micro-

scope in the Department of Microbiology for research in cell walls, genetics, and related fields.

Professor L. Leon Campbell, Head of the Department, says the new facility in Burrill Hall will provide for improved research opportunity for all faculty members in the department.

GRANTS PROVIDE FUNDS FOR NEW PROGRAM IN URBAN LIVING FOR CHICAGO

A program for expanding adult education in home economics and family living has been announced by the Cooperative Extension Service of the College of Agriculture.

Funds have been provided by grants from two major civic organizations. An annual grant of \$20,000, subject to yearly review, has been authorized for a three-year period by the Sears Roebuck Foundation. The Chicago Community Trust has provided a similar annual grant of \$10,000 for the three years.

One phase of the program will be directed to providing information and instruction to newcomers to Chicago to help them adjust to urban living, Associate Director J. B. Claar said.

RESEARCH STUDIES OF METEOROLOGICAL PUZZLE OF SOUTHERN ILLINOIS

Why a small region of Southern Illinois centering on the city of Anna-Jonesboro gets 11 per cent more rain than areas even a few miles away is being studied under a \$19,300 grant from the National Science Foundation to the University.

Work on this meteorological puzzle is being carried on by Stanley A. Changnon, Jr., climatologist of the Illinois State Water Survey on the Urbana campus. The result will determine the extent and process by which surface features increase precipitation.

UNIVERSITY OF ILLINOIS TEAM STUDIES CONTRIBUTIONS OF WOMEN HOLDING PH.D. DEGREES

Professor Rita James Simon, Department of Sociology, and Professor Shirley Merritt Clark, Department of Home Economics, will undertake a twelve-month study to determine the professional contributions of women who hold the Ph.D. degree.

The research will be financed by a \$7,853 contract from the Department of Health, Education, and Welfare to "find out how much of the education investment in women is lost to society and to the women themselves."

III. Personnel Items

TWO NAMED AS FELLOWS IN AMERICAN SOCIETY OF MECHANICAL ENGINEERS

Professor Thomas J. Dolan, Head of the Department of Theoretical and Applied Mechanics, and Professor Kenneth J. Trigger, Department of Mechanical and Industrial Engineering, have been elected as Fellows in the American Society of Mechanical Engineers.

**PROFESSOR BARDEEN HONORED BY BENDIX AWARD
FOR OUTSTANDING RESEARCH**

Professor John Bardeen, Department of Physics and Department of Electrical Engineering, received the Vincent Bendix Award for outstanding contributions by an engineering educator at the annual meeting of the American Society for Engineering Education at the University of Maine.

His citation was "for the development of the first successful microscopic contributions to fundamental theory of engineering materials and to advanced materials research, and for his sustained contribution to engineering college research through international lectures and a continual flow of research publications over a period of twenty-eight years."

Professor Bardeen was co-recipient of the Nobel Prize in Physics in 1956 for his work in the invention of the transistor. He is the second University of Illinois faculty man to receive the Bendix Award, established in 1956. Professor Nathan M. Newmark, Head of the Department of Civil Engineering, was cited in 1961.

Professor Bardeen also has been named to an eleven-man special Commission of Weather Modification by Director Leland J. Haworth, National Science Foundation. The group will advise on matters of national weather modification policy within the governmental structure.

**DEAN DOWNS RECEIVES LIPPINCOTT DISTINGUISHED
SERVICE AWARD**

Dr. Robert B. Downs, Dean of Library Administration, has been awarded the Joseph W. Lippincott Award Medal for "distinguished service in the profession of librarianship."

The \$1,000 award was made at the American Library Association's annual meeting in St. Louis and recognizes outstanding participation in the activities of professional library associations and notable published professional writing.

**DEAN EVERITT NEW CHAIRMAN OF COMMISSION
ON ENGINEERING EDUCATION**

Dean William L. Everitt, College of Engineering, has been elected chairman of the board of directors of the Commission on Engineering Education. The Commission is made up of a group of leaders from universities and industry who are deeply interested in the quality of engineering education and its advancement.

The Commission originates and seeks support for action programs to implement needs which have been recognized by government, industry, and education.

**PROFESSOR HOFFMEISTER NAMED PRESIDENT
OF MAMMALOGISTS SOCIETY**

Professor Donald F. Hoffmeister, Curator of the University's Museum of Natural History, was elected

president of the American Society of Mammalogists, international organization of 2,300 members, at its annual meeting in Mexico City.

At the same meeting Professor M. Raymond Lee, Department of Zoology, was named editor of the Society's journal, the world's leading publication in this field.

Professor Hoffmeister also currently is serving as president of the Midwest Museums Conference of the American Association of Museums.

**PROFESSOR PLANTY TO AID NEW COLLEGE
AT ADDIS ABABA, ETHIOPIA**

Professor Earl G. Planty, College of Commerce and Business Administration, has been granted a two-year leave from the University to serve as Dean of a new College of Business Administration at Haile Sellassie I University, Addis Ababa, Ethiopia.

The new University is supported by the Ford Foundation and the United States and Ethiopian governments. Professor Planty will recruit and train African teachers and direct establishment of the College.

**SECURITY OFFICER PRESIDES AT NATIONAL
ASSOCIATION CONFERENCE**

Thomas W. Morgan, security officer at the Urbana campus, was presiding officer at the National Association of College and University Traffic and Security Directors June 24-26 at the University of Kansas. He has served as president of the organization for the last year.

**EXTENSION EDITORS RECEIVE AWARDS
FROM NATIONAL ASSOCIATION**

Victor R. Stephen and H. Dean Nosker, assistant extension editors, received national awards at the forty-eighth annual meeting of the American Association of Agricultural College Editors July 13-15 in Las Cruces, New Mexico.

Mr. Stephen received the Professional Improvement Award sponsored by the National Plant Food Institute of Washington "in recognition of the most notable growth in competence and achievement in agricultural communications during the year 1963."

Mr. Nosker was given the Pioneer AAACE Award which is given to younger members of the profession whose past performance and promise of future achievement make them worthy of special recognition.

**PROFESSOR WITTER NAMED FELLOW IN ACADEMY
OF MICROBIOLOGY**

Professor Lloyd D. Witter, Department of Food Science, has been elected a Fellow in the American Academy of Microbiology. He has made significant contributions to the field of microbiology with research in the area of kinetics of the surface growth of bacteria and with studies of psychrophilic bacteria.



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

NOV 15 1964

No. 81, September 21, 1964

"The Year Ahead"

PREPARED AT THE REQUEST OF THE ALUMNI ASSOCIATION BY PRESIDENT DAVID D. HENRY

The new academic year opens under the shadow of the grim fact that for the first time in its history, and at a time when the need for educated people is at its greatest, the University of Illinois has denied enrollment to several thousand qualified students. Thus comes to reality the forecasts of the past decade. Indeed, the predictions of enrollment demand have been conservative, both as to the tempo of the acceleration and in the total numbers involved.

ENROLLMENT PROSPECTS AND THE MASTER PLAN

At Navy Pier, the previously estimated capacity has been stretched by nearly 10 per cent to a total figure of some 5,100. At the Medical Center a new high of 2,275 will be reached. At Urbana-Champaign, a thousand more than planned for in this biennium have been squeezed in, but even with 27,000 admitted, many have been left outside. Shortages in faculty, laboratory space, offices, and housing have combined to force a step reluctantly taken. Other universities, public and private, across the Nation as well as in Illinois, have been confronted with a similar condition.

It should be noted, too, that the enrollment demand is spread over all levels and most fields—not concentrated at the freshman year or in a limited number of departments. Students previously enrolled in the University are staying longer, both because they are better qualified and because they are more highly motivated. Transfer students from junior colleges are increasing, and the percentage of students going on to graduate work continues to rise.

The enrollment pressure makes the opening of the Chicago Circle campus in 1965 an event of great importance. Students from Navy Pier will move to the new setting in the spring semester and junior-senior work will be available in the fall of 1965. The capacity will rise at that point by over 3,000, and a total of from 9,000 to 10,000 can be registered in 1966-67.

These numbers, however, will fall short of the anticipated demand upon the University of Illinois.

While we must measure the enrollment problems in statistical terms, we are deeply sensitive to the disappointment and the broken aspirations of those who have not been allowed to enter the University and of those who will not be able to enroll in the years ahead. The situation has grave overtones for our State and Nation, as well. At a time when society demands more skills and

knowledge on the part of more and more people, a condition of limitation on the development of human resources is a condition of limitation on the economic, social, and cultural health of our country.

Since 1965 is a budget year, the State will have an opportunity to deal with the problem. The restriction on educational opportunity cannot now be prevented for the years 1964-67 but new plans can be formulated and implemented for succeeding years. The Board of Higher Education has given high priority to the completion of the Chicago Circle campus. By our estimates, this will mean a building requirement costing some \$34,500,000 for 1965-67 and another \$40,500,000 in 1967-69 (in addition to the capital expenditures needed for the Urbana and Medical Center campuses). At that point, the capacity at Chicago Circle will be some 20,000 students in four colleges and two divisions.

Meanwhile, the campus at Urbana-Champaign will be expected to grow in enrollment, especially in the junior-senior years, in the professional colleges, and at the graduate level. To meet the over-all enrollment demand, expansion should not be limited to the freshman-sophomore years. To follow this course would be to confront the universities with an increasing number to be blocked at midpoint in their college careers because of lack of facilities and staff for advanced training. Therefore, along with provision for junior colleges, attention must be given simultaneously to enlarging facilities and programs for juniors, seniors, and graduate students, in all the areas of technical and professional specialization, and especially to provide for more college teachers without whom there can be no material increase in enrollment, with present standards, at any level.

At the Medical Center, new facilities for Nursing and Pharmacy are prerequisite to growth, and the building deficiencies in the hospitals, the library, and in Medicine and Dentistry remain a serious problem.

The responsibilities and needs of the University of Illinois, in meeting demand for growth, will be appraised within the context of the Master Plan as adopted recently by the Illinois Board of Higher Education. The resolution of the Board of Trustees on July 22, 1964, sets our keynote in our relationship to this statewide planning effort:

The Board of Trustees endorses the Master Plan for Higher Education in Illinois, as adopted by the Board of Higher Education on July 7, 1964. The Plan as a whole

reflects professional analysis of a high order. There is due regard to the need for flexibility and initiative. The Master Plan gives the State of Illinois a framework within which to build for the future.

The Board earnestly expresses the hope that citizens understand that the Plan solves no problems unless adequately implemented, especially in regard to the provision of the additional resources needed.

It is evident now that facilities for higher education in Illinois already are strained, a year earlier than had seemed likely. The Board of Trustees of the University of Illinois calls upon all citizens and officers of the State to join in support of the Master Plan and in its prompt implementation to the end that opportunity for advanced education should continue to be widely available to Illinois youth and that the research and professional contributions of the State universities to the public welfare be strengthened and enlarged.

Meanwhile, looking ahead to the increasing statewide enrollment demand, the University will measure its potential for increased service. Studies of the means by which its capacity may be expanded, particularly for commuting students, will be accelerated. The University has the "know how" to build institutional capacity quickly, including its ability to recruit faculty and supporting staff. Within the coming months, we shall place recommendations on this subject before the Board of Trustees and the Board of Higher Education.

SOME CONTINUING ADMINISTRATIVE TASKS

A chief responsibility of the year will be the preparation and interpretation of the biennial budget request, which will encompass planning for expansion of capacity both in programs and in buildings to meet enlarged and increased obligations. A vital part of the budget will be the request for funds for improvement of faculty and staff salaries. The University of Illinois is below the mid-point in the averages of academic salaries by rank among the institutions of like mission and function with which we believe this institution should be compared. The principle of comparable salaries for comparable institutions is a central item in the Master Plan. Illinois should be a leader in such comparisons in order to maintain the present tempo of academic progress and the quality of its program at a time of severe competition for faculty. This point will be a crucial one in the budget decisions that lie ahead.

Another subject for continuing attention has to do with internal communication. As the University grows in size and complexity, new ways must be found to gain the vitality of sharing ideas and the stimulation of broad participation. New efforts have been made and will be made to increase the devices for consultation in the planning of future programs and policy change and to improve communication among administrative officers, faculty, students, alumni, and the general public. To help achieve this goal, special and continuing committees of the faculty have been increased, and extended staff time is given to faculty conferences on a wide variety of subjects. Student memberships on University committees have been increased. Visiting consultants are employed in a number of areas. The *Faculty Letter*, the *Student Letter*, and other publications have been used to supplement personal discussions. Student forums on University affairs have been organized. Under recommendations

from the University Senates, an enlarged role will be given to the Faculty Advisory Committees.

There is a particularly complex task in Chicago to make sure that the University's several channels of service to the State's largest metropolitan area are coordinated and that the community is aware of the nature and significance of the University's work. To focus on this problem, a new Council on University Relations in Chicago will begin its activities this fall.

Another important objective for the year is the completion of the revision of sections of the University Statutes, proposed by the Senates and under consideration by the Board of Trustees. Conferences of Senate representatives with the Board of Trustees Committee on General Policy have been planned.

The improvement and enrichment of teaching remain a continuing concern and a central point of attention. At Urbana-Champaign, supervision of graduate assistants has been increased and an organized effort is under way to involve a greater proportion of senior faculty in undergraduate instruction. In the College of Liberal Arts and Sciences, which conducts half of the instruction at the Urbana-Champaign campus, the Division of General Studies is undertaking a program of experimentation with new approaches to the improvement of undergraduate teaching. It is hoped that the Division will become an exciting center for disciplined study of instructional methods, including measurement of the effectiveness of various means of teaching. A laboratory is being designed especially for this work. The Offices of Instructional Resources, both at Chicago Circle and Urbana-Champaign, will be centers for new ideas and suggestions for experimentation with new devices and methods. At Chicago Circle, the planning of degree curriculums and course arrangements will match the newness of the campus and the changes of an urban environment. Teaching and curriculums are under special analysis and study in the colleges at the Medical Center.

At the three campuses, in ways too numerous to mention here, the enlargement of the educational experience of the student beyond the formal classroom and laboratory experience — in residence halls and special study areas, through independent study, and from informal association in extracurricular organization — will continue to have heavy emphasis in planning and administration.

SOME NEW UNDERTAKINGS

The Krannert Center for the Performing Arts

The most important single new undertaking will have to do with advancing the plans for the Krannert Center for the Performing Arts at Urbana-Champaign, made possible by a major gift by Mr. and Mrs. Herman C. Krannert of Indianapolis. Mr. Krannert, an alumnus and member of the University of Illinois Foundation, is Chairman of the Board of Inland Container Corporation.

The educational record of the University of Illinois faculty and students in music, theatre, and dance is a noted one. The achievements are the more remarkable in view of the present inadequacy of facilities for their work. The new Center will provide these groups for the first time with adequate auditoriums, workshops, rehearsal rooms, offices, and related facilities.

The Krannert Center for the Performing Arts will fill a great need at the Urbana-Champaign campus and provide a magnificent educational opportunity as well.

Bringing the groups of the performing arts together in one setting will encourage mutual support and creative cooperation. The facilities will attract visiting artists and groups so essential in the education of students who are majoring in these fields. The programs will also be an educational feature for the general student body, the faculty, and the area.

The enhancement of the humane and creative aspects of our society through education in the arts is basic to the very purpose of the University. With the new Center, the University of Illinois for the first time in its history will have the opportunity to fulfill its potential in these areas of education. This combination of superb facilities will enable the University to achieve this end in a uniquely comprehensive way among the universities of the country, and it will become a nationally noted cultural asset.

The Center will stand on a two-block, man-made rise of ground on east campus. Providing educational facilities for instruction, experimentation, and public performance in music, theatre, and dance, programs in which 1,700 students are currently enrolled, four separate theatres will be connected by carefully planned functional areas and unified by architectural design.

The cost of the Krannert Center for the Performing Arts will be \$14,325,000, with \$10 million coming from gifts. Already available in University appropriations is \$630,000, and the remainder will be requested from the State as part of the capital funds required for 1965-67. This money will be used for land purchases and for construction of the classroom and other areas adjoining and underneath the theatres.

Jane Addams Memorial; Illini Union at Medical Center

It is expected that two other programs which have required volunteer contributions will be brought to completion in the months ahead.

The restoration of the Hull Mansion at the Chicago Circle campus, as a memorial to Jane Addams, has engaged the imagination of the public, and it is destined to become an important historic landmark. The campaign for funds for the reconstruction is well along, and contracts have been let for the work on the exterior of the buildings. It is expected that the full amount necessary for completion will be in hand before the exterior work is completed.

To remedy a serious deficiency in the facilities at the Medical Center, plans have been developed to provide a Union Building which will be the center of student and staff life and will bridge the gap between formal education and informal association, through recreation, food service, and organized professional and cultural activities. The new facilities, including a residence hall, will strengthen the recruitment, education, and well-being of students and staff at the Medical Center. There will also be new opportunity for continuing education in the health professions. Every effort will be made to complete the financing of this project in the months ahead.

Human Relations and Equal Opportunity

In the year 1964-65, every institution must seriously

consider its relationship to the question upon which the concern of the American people is focused, the improvement of human relations and equal opportunity. The University of Illinois has pioneered in the development of non-discriminatory operating policies and procedures but their application requires, and will receive, continuous appraisal. In addition, the University has a responsibility to apply its academic resources to the illumination of the social problems underlying the central issue of equal opportunity in American life. To advise on institutional planning in this area and to encourage professional activity in the accumulation and dissemination of new knowledge as well as exploring means of applying such knowledge, a new University committee has vigorously set about its work.

The Committee on Human Relations and Equal Opportunity will be expected to identify the broad range of related professional competence within the University, including that in the natural sciences and humanities as well as the social sciences, which can make a contribution to research and problem-solving in this area. An inventory of relevant research now in progress is being prepared, and, in consultation with appropriate agencies such as the Graduate College, the Committee will take steps to stimulate sources of research support from within and outside the University for the enlargement of present activity. An important outcome will be consideration of ways and means of assisting and encouraging greater numbers of "disadvantaged" students to enroll in the University.

The Midwest Universities Consortium

Greatly exciting are the prospects for the Midwest Universities Consortium. The Ford Foundation has made a grant of \$3,500,000 to Indiana University, Michigan State University, the University of Illinois, and the University of Wisconsin for the organization and operation of a "Midwest Universities Consortium for International Activities, Incorporated." The formal incorporation has been completed and the office is at Urbana-Champaign.

The Consortium will enable the four universities: (1) to enter as a group into contracts for overseas operations, thus increasing their abilities to render more effective educational and technical services abroad; (2) to augment the supply of personnel for international services for overseas work and utilize their knowledge and experience for campus teaching and research programs, thus increasing knowledge about significant problems in less developed areas; (3) to offer an internship program for graduate students to assist in the work of the universities' overseas projects; (4) to provide research grants for faculty and graduate students at overseas project sites; and (5) to enrich regular campus teaching and research programs through seminars and printed materials based on the knowledge accumulated in the projects abroad.

Each university will conduct its own international activities, but the Consortium will enable the four universities to undertake tasks beyond the resources of any one of them. Improvement in overseas operations will result from the pooling of manpower resources and from the full exchange of information by the four universities.

Together the four Consortium universities now have twenty-one contracts totaling more than \$20 million with the United States Agency for International Development in nine countries of Latin America, Africa, the Near East, and Asia — or 18 per cent of all university-AID contracts. In addition, they are carrying on a substantial number of overseas projects sponsored by other government agencies and by foundations. In 1962-63, 384 of their faculty members were serving abroad and each of the institutions conducted training programs for Peace Corps volunteers. Together the group has fifteen area-studies centers on the several campuses and other centers dealing with the economic, educational, political, and social aspects of overseas development and international relations.

The University and World Affairs is now a theme of broad interest to the American people and the University of Illinois has taken a place of leadership in its development on many fronts.

Other New Facilities and Programs

A listing of a few of the other programs now coming to full implementation reveals the enormous reach of the University's service.

An important resource for the study of many social problems will be the Survey Research Laboratory — a new facility organized within the Graduate College which is beginning its first full year of operation. It provides to faculty members and graduate students in the social and behavioral sciences the means for conducting statewide sampling studies of social and economic problems that normally lie beyond the resources of the individual investigator.

Funds are now in hand from the State and from the Federal Government for the building of a research facility in mental health. Behavioral and educational problems of children will be studied at the Children's Research Center to be completed by early 1966 on the University's Urbana-Champaign campus. The University Center is being built with a \$1 million grant from the Division of Research Facilities and Resources, United States Public Health Service, for construction and equipment, and \$500,000 from University funds. The Center will be part of a \$3.5 million facility which will study and treat emotionally disturbed and mentally retarded children. Included will be the University's Center and the Herman Adler Clinic of the State Department of Mental Health.

The Materials Research Laboratory Building is under construction and it will enable several departments in the physical sciences and engineering to expand an interdisciplinary program that has brought great distinction to the University. The entire cost of this facility will be met by grants from the Department of Defense and the Atomic Energy Commission.

Construction has been started or will soon begin on new facilities for chemistry, civil engineering, the life sciences, and veterinary medicine. Expanded quarters will soon be available for the Computer Laboratory and the Coordinated Science Laboratory. New space and facilities are available this year for agriculture, commerce, education, the general Library, and medicine.

There will also be some new residence halls, administrative offices, and classrooms.

But a large physical plant deficit will remain, both at Urbana-Champaign and at the Medical Center. It arises from the years long past and recent, when enrollments and programs increased beyond the growth in physical plant. It arises, too, from the new opportunities in research, with incentives provided by industry, business, and the State and Federal Governments. The capital budget request for 1965-67 will array the scope of what urgently needs to be done.

On the program side, a grant from the Commonwealth Fund will enable the University to open the Nation's first center for the study of medical education. New support will make possible expansion of research in city planning, space science, cancer detection, and school mathematics — to name but a few of the fronts on the ever-expanding frontiers of knowledge where the University of Illinois is a leader.

Three significant developments in support of non-Western programs were made possible by a grant of \$800,000 from the Ford Foundation. These are the strengthening of the Center for Latin-American Studies, the Center for Asian Studies, and the Center for International Comparative Studies. The first two centers are in the College of Liberal Arts and Sciences at Urbana-Champaign and the third is being established in the Graduate College.

CONCLUSION

"The Year Ahead" statement is but an outline and a sketch. Space limitations will not allow the presentation of a full inventory of the exciting developments at the University of Illinois. The period is truly a time of achievement and progress, of challenge and opportunity, of planning for and dedication to the fulfillment of the basic goals of the contemporary comprehensive state university — a mission which provides educational service to youth and to the people of the State and at the same time serves as a cultural and scientific resource for the Nation and the world.

The University is strengthened in its work by the growing realization across the Nation that the support of education is to be regarded as an investment for society, not solely as an expenditure for services rendered to individual students or groups of people. Professional economists are beginning to measure human capital as a part of our economic resources. The past assessment of educational values and social benefits has been based largely upon faith, validated by experience, which has resulted in our deep-rooted consensus as to the importance of education. Now we are beginning to see more clearly the true and broadly significant meaning of the faith in the education of the individual and in the contribution of the return from education to the life and strength of the Nation.

The University of Illinois faces the new year with pride in its achievements, but inspired also by its opportunities. With the understanding and support of all whom it serves, and with the continued dedication of its people, the University will meet the new challenges ahead and will rise to new levels of educational distinction and public service.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 82, September 23, 1964

Coordination of University Programs Under the Economic Opportunity Act of 1964

In August the Economic Opportunity Act of 1964 (the so-called "Anti-Poverty Bill") was passed by the Congress and approved by the President. Designed "to mobilize the human and financial resources of the nation to combat poverty in the United States," this legislation creates an Office of Economic Opportunity in the Executive Office of the President to administer youth programs, urban and rural community action programs, and employment and investment incentives.

Although the primary intent of the legislation is to assist communities in human-resource development, the Act contains several provisions that affect institutions of higher education. For example, a Work-Study Program is authorized to stimulate part-time employment of college and university students who are from low-income families and who are in need of employment in order to continue their education. Steps have been taken on all three campuses to secure from administrative officers estimates of the additional jobs that might be created

under the Work-Study Program. As soon as information has been received from Washington concerning the administrative procedures to be followed in the implementation of the Act, it will be sent to all officers concerned. Furthermore, the Office of Economic Opportunity may contract with institutions of higher education for the conduct of research, training, and demonstrations relating to community-action programs.

The programs to be undertaken will affect the University of Illinois through the Chicago Circle campus and the Medical Center, as well as through units at Urbana-Champaign. Therefore, it seems desirable to have a central point of information and coordination for the University as a whole. The Executive Vice President and Provost has designated the Office of Community Development to assume this responsibility. Additional information can be obtained from James G. Coke, Director of the office.

Inventory of New Programs Approved by State Board of Higher Education Provides Measure of Institutional Growth

In the two and one-half years since the Illinois Board of Higher Education has been fully operative, the Board has approved some two dozen new programs of instruction, research, and public service submitted by the University of Illinois. These have varied from baccalaureate curricula to Ph.D. programs and include such large scale research and public service activities as the Materials Research Laboratory and overseas endeavors in Thailand and Sierra Leone. During most of the 1963-64 academic year a moratorium was placed upon the submission of new programs in order that the Board and its staff might devote full attention to the Master Plan for Higher Education in Illinois. Last July the moratorium was lifted and the University now is waiting for the approval of an additional six new programs.

The following have been approved since the Board began to review new programs in the spring of 1962:

- Doctorates* (Ph.D.'s) in Russian, Genetics, Comparative Literature, Pharmacy, and Biology.
- Master's* in Comparative Literature (A.M.), Forestry and Nursing (M.S.), and Master's in (Cooperative) Extension Education.
- Bachelor's* in Sculpture (B.F.A.), Medical Art (B.S.), and baccalaureate curricula in Municipal Park Administration and in Dance.
- Certificates* for Advanced Study in Librarianship, and in Aviation Electronics.

In addition, a variety of other institutional activities, involving new research and public service commitments, have been initiated and approved during the period. These are: Materials Research Laboratory, Midwest Electronics Research Center, Production Engineering Education and Research Center, School of Associated Medical Sciences, professional services overseas (Thai-

land and Sierra Leone), School Mathematics Project, Digital Computer Laboratory research in High Energy Particles, and research in Elementary Particle Physics.¹

¹ A contract renewal. Revised rules of the Board make it necessary for renewals of existing contracts to be submitted only if the renewal is for a period beyond two years and if less than \$50,000 of operating funds in State appropriations is involved.

Report on the University Parking Program at Urbana-Champaign

PREPARED BY MORRIS S. KESSLER, ASSISTANT COMPTROLLER

FACULTY-STAFF PROGRAM

During the first year in which fees were charged for the registration of faculty and staff automobiles, 5,015 persons registered cars. In addition, 933 persons registered a second car, making a total of 5,948 vehicles registered. This compares with 7,800 vehicles registered the year before. Income from vehicle registration was \$76,205. The registration fee for a full year is \$15, plus \$5 for a second car. Fees for the second semester or summer only are proportionately less. Some cars were registered only for the second semester or the summer at reduced amounts.

By the end of the fiscal year (June 30, 1964), a total of 1,814 spaces had been rented to staff members and departments for varying periods of time. Forty spaces were rented to departments on a 24-hour basis and 66 spaces on a 12-hour basis. Only 17 spaces were rented to staff members on a 24-hour basis. Total income from rental spaces was \$81,851, compared with \$49,551 a year ago when 751 spaces were rented. Rentals are \$45 a year from 6:00 a.m. to 6:00 p.m. Monday through Friday, and 6:00 a.m. to 12:00 noon Saturday. Rentals for 24 hours, seven days a week, are \$90 a year.

Parking meter collections amounted to \$14,885 and fines were \$28,185, bringing the total income of the parking fund to \$201,126. Operation and maintenance costs of the parking lots, such as striping, repairs, snow removal, and purchase and installation of signs, as well as forms and printing costs relating to the parking program, totaled \$32,145. No administrative salaries were charged to the parking program. Debt service on the parking lots amounted to \$57,535, and \$15,000 was applied toward the cost of Illi-Bus operation. All staff members registering their vehicles are given a free pass to ride the Illi-Bus. Total expenditures were therefore \$104,680, leaving \$96,446 for parking lot improvements.

Of this amount, \$12,696 was used for the purchase of parking meters and \$19,441 for the construction of 157 spaces in lots at 1111-13 West Springfield Avenue, 1114 West Oregon Street, and 1113 and 1118 West Illinois Street. An additional \$47,000 has been set aside

The six new programs now before the Board of Higher Education awaiting action are: Department of Linguistics, Center for Asian Studies, Center for International Comparative Studies, Survey Research Laboratory, Ph.D. in Agricultural Engineering, and Master of Science in Orthopaedic Surgery.

for construction of lots at 509 and 605 East Daniel Street, 507-9 East John Street, 1210 West California Avenue, expansion of the lot at Fourth Street and Pennsylvania Avenue, and purchase of additional meters for University streets. These lots are scheduled to be completed during October. The balance of the fund is being held for future construction.

In addition to the parking spaces provided from the faculty-staff income, 87 spaces were constructed in the vicinity of the Commerce and Education Buildings from capital appropriations. Including the spaces scheduled for construction this fall, the University has a total of 4,460 spaces in faculty-staff parking lots. This includes 431 spaces added during the year. There are also 3,060 spaces in the Assembly Hall and in lots operated by the Housing Division, plus 712 spaces in the Student Parking Compounds. These figures refer to off-street spaces only and do not include University streets and drives.

STUDENT PROGRAM

Income from the student registration fee of \$7.50 a semester was \$75,509 in 1963-64. Of this amount, \$5,169 was used for operation and maintenance expenses of the Student Parking Compounds, \$34,149 for that portion of cost of the Motor Vehicle Office allocable to the student program, \$35,000 for interest and principal on the parking loan, and the balance of \$1,191 was applied to the deficit of \$15,538 carried forward from previous years.

STATUS OF PARKING LOT LOAN

The University earlier had borrowed \$580,000 for the construction of faculty-staff parking lots and storage compounds for student cars. To date, \$523,590 has been paid as interest and principal on the loan and \$113,498 (interest and principal) remains to be paid. The present loan will have been paid off in full as of October, 1965. Future policy relative to a reduction in the student registration fee after that date will be formulated in the spring of 1965.

Midwest Universities Consortium for International Activities

The Midwest Universities Consortium for International Activities was organized by the University of Illinois, Indiana University, Michigan State University, and the University of Wisconsin to enable the four institutions to render more effective technical assistance

abroad and to gain from their overseas activities the maximum of academic benefit on their respective campuses. To make possible these objectives, the Ford Foundation has awarded to the Consortium a five-year grant of \$3,500,000.

In the Ford Foundation announcement of the grant to the Consortium, Mr. John Howard, Director of the Division of International Training and Research, summarized the purpose of the Consortium as follows:

A number of recent government and private studies have indicated the need for new university traditions, organization, and career patterns in the international field. They have also noted that American universities are a major source of key personnel that has not been fully tapped for the overseas development programs required by the nation's worldwide commitments.

The Midwest Universities Consortium is a significant experiment by four universities, already involved to an impressive degree in international programs, to broaden the teaching, research, and service roles of higher education in world affairs. It will help integrate international activities as a permanent, university-wide aspect of educational programs, and not merely as an appendage. It offers new opportunities to these institutions to develop capabilities that they do not have individually. And, the Consortium is especially important because it will help to increase the number of faculty members and young persons with knowledge and interest in overseas work.

The Consortium is organized and in operation. Its office address is 377 Administration Building, University of Illinois, Urbana. Its officers are: President and Executive Director, Royden Dangerfield; Vice President, Robert L. Clodius; Secretary, Ralph Smuckler; Treasurer, H. O. Farber; and Assistant Treasurer, Sidney M. Stafford.

The Consortium is administered by a Board of Directors composed of three members from each of the four campuses. The Board of Directors is elected by the Council of Institutional Members composed of the Presidents of the four universities.

CONSORTIUM PROGRAMS

The Ford Foundation grant makes it possible for the Consortium to provide funds for the following programs:

1. *Manpower Inventory.* The Consortium staff will develop and maintain a personnel file of faculty members of the four universities who are qualified by training, experience, and interest for overseas assignments.

2. *Studies and Reports of Returning Faculty Members.* The Consortium may make grants to pay salaries, for short periods of time, of faculty members returning from overseas assignments to permit completion of studies and reports and to lecture on the four campuses, as invited.

3. *Stockpiling of Manpower.* To facilitate recruitment for overseas projects, the Consortium may assume responsibility for the salaries of permanent replacements for staff members going on overseas assignments upon the return of the staff members to their campuses. The guarantees must be for limited periods.

4. *Orientation Seminars.* To better prepare staff members for overseas service, the Consortium may finance orientation seminars or other programs.

5. *Graduate Student Interns.* It is desirable that graduate students being trained in foreign area subject

matter have an opportunity to work abroad. The Consortium may make grants to finance advanced pre-doctoral students to do their dissertation research at the overseas locations of any of the four universities and at the same time to participate in and become acquainted with the administration of an overseas project. Those proposals which best promise to promote research on problems related to an overseas project and to provide maximum assistance in the development of international programs on the home campus will be given priority.

6. *Library Materials.* The Consortium may grant funds to procure government documents and other materials in countries of overseas operations for the libraries of the four universities.

7. *Overseas Research Centers.* The Consortium may grant funds to enable the four universities to establish and maintain research centers in connection with their overseas projects. It may also allocate funds for partial staffing at such locations.

8. *Evaluation Studies.* The Consortium may assign funds to the universities for the financing of evaluation studies of their overseas projects.

9. *Publication.* Funds may be allocated by the Consortium for the publication and dissemination of studies and materials dealing with overseas projects.

10. *Exploratory Studies.* The Consortium may make grants to finance exploratory studies designed to determine the feasibility and advisability of overseas projects.

UNIVERSITY PROPOSALS

University requests for Consortium support must of necessity have their origin in proposals prepared by faculty members, as individuals or in groups. Proposals from staff members are invited. All proposals to be transmitted from the University of Illinois should be submitted to

Royden Dangerfield
Director of International Programs
377 Administration Building

who is the University liaison with the Consortium. He will be pleased to assist individuals in the preparation of proposals and will be responsible for obtaining University clearances.

Assisting the Director is the following all-University Advisory Committee on International Programs:

Joseph B. Casagrande, Chairman
Kenneth E. Harshbarger
Donald R. Hodgman
Ralph B. Peck
Harold R. Snyder
Glenn Terrell
R. J. Winzler

Approved proposals will be submitted to the Consortium as official requests of the University of Illinois. Grants will be made to and administered by the University.

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE URBANA-CHAMPAIGN CAMPUS, SEPTEMBER 16, 1964

I. General Items

UNIVERSITY AWARDS TOTAL OF 6,772 DEGREES DURING 1963-64

The University of Illinois conferred a total of 6,772 academic degrees in the period from September 1, 1963, to September 1, 1964, at the Urbana-Champaign campus and at the Medical Center, Chicago.

At Urbana-Champaign, the total of 6,352 degrees included 3,975 baccalaureate and 2,377 advanced degrees. Degrees are conferred at four times during each year, in October, February, June, and August.

At the Medical Center, Chicago, 420 degrees were conferred in June, the only occasion when degrees are awarded. Included were 99 baccalaureate, 38 master's, 15 Ph.D.'s, 79 D.D.S.'s, and 189 M.D.'s.

UNIVERSITY LIBRARY PASSES FIVE MILLION MARK IN CATALOGUED ITEMS

The University of Illinois Library, largest among the nation's state universities, now has catalogued 5,111,930 items on the three campuses, Dean Robert B. Downs states in his annual report.

Increase in the total is 176,169 items added during the year. Of the new total, 4,778,557 volumes and other resources are in the Main Library at Urbana-Champaign, 159,789 at the Medical Center, Chicago, and 173,584 at the Chicago Undergraduate Division.

Use of library resources also continued to climb, Dean Downs reported. Circulation of books at Urbana-Champaign rose to a new high of 1,467,873, a gain of 45,643 or 3 per cent over the previous year.

At the Medical Center, circulation increased by 10 per cent to a total of 128,664, while at the Chicago Undergraduate Division circulation was up 8 per cent to a total of 65,441.

Public service departments of the Library maintained schedules of 100 hours per week during the year to meet demands, Dean Downs said.

UNIVERSITY RECEIVES NINE MILLION DOLLARS IN PUBLIC HEALTH GRANTS

The University of Illinois received \$9,065,692 in grants from the United States Public Health Service during the fiscal year 1962, according to the Service's annual report.

The total was twelfth largest in the nation for that year. Units at the Urbana-Champaign campus received \$3,859,415, and units at the Medical Center, Chicago, received \$5,206,277. Included were 243 research grants, three for construction, 52 training grants, and 63 traineeships, fellowships, and research career program awards.

47 PER CENT OF LIBERAL ARTS GRADUATES PLAN FURTHER STUDY

Forty-seven per cent of the June bachelor degree holders from the College of Liberal Arts and Sciences

at the Urbana-Champaign campus plan further study during the coming year, a report by G. W. Peck, Coordinating Placement Officer, shows.

Virtually all planned to enter graduate and professional schools this fall, Mr. Peck said. Of the remaining graduates, 38 per cent were employed or seeking employment, and 15 per cent had a variety of plans, predominantly military service for men and marriage and housekeeping for women.

80 PER CENT OF CONTINUING STUDENTS COMPLETE ADVANCE ENROLMENT

Approximately 80 per cent of the anticipated continuing student total of 18,054 for the fall semester at Urbana-Champaign participated in the advance enrolment program conducted by the Office of Admissions and Records.

Success of the program is indicated by the fact that 13,192 of 14,259 students participating received complete class schedules in advance. An additional 492 students were able to complete schedules for all classes except one.

The 49 students who had conflicts in two or more courses requested were given pre-registration privileges.

UNIVERSITY OF ILLINOIS PRESS BOOKS RECEIVE AWARDS FOR EXCELLENCE

Two books published by the University of Illinois Press have been awarded certificates of excellence in the Fourth Nonresident Members Exhibition of the Society of Typographic Arts.

The Future of the Research Library, by Verner W. Clapp and designed by Larry Slanker, and *The Minds of Robots*, by James T. Culbertson and designed by Charles T. Flora, were the award winners. Mr. Slanker and Mr. Flora are members of the Press art division staff.

8,000 PARTICIPATE IN STUDENT-PARENT MEETINGS OF DADS ASSOCIATION

Approximately 8,000 persons attended sessions for students and parents in cities throughout the State and on the Urbana-Champaign campus in programs sponsored by the University of Illinois Dads Association with cooperation of the Mothers Association.

A total of 2,951 participated in meetings held in twelve different cities of the State, while more than 5,000 took advantage of the program on campus for parents whose sons or daughters are entering as freshmen this fall.

II. Grants

ADDITIONAL NATIONAL SCIENCE FOUNDATION GRANTS MADE TO UNIVERSITY OF ILLINOIS MATHEMATICS PROJECTS

The National Science Foundation has made grants of \$754,460 and \$169,560 to the University for contin-

using support of programs in mathematics under the direction of Professor Max Beberman, College of Education.

The larger grant is to the University of Illinois Committee on School Mathematics and brings the grand total of National Science Foundation support for this project to \$2,018,150.

The grant of \$169,560 gives further support to a "Series of Films for Training of Ninth Grade Algebra Teachers," raising the total for this project to \$365,540.

MEDICAL CENTER REPORTS 51 RESEARCH, TRAINING GRANTS SINCE JULY 1

Units at the Medical Center campus, Chicago, have reported 51 different research and training grants totaling \$1,560,037 since July 1.

Forty-four grants totaling \$1,284,846 were received by the College of Medicine, three grants totaling \$155,916 by the College of Nursing, three grants for \$96,235 to the College of Dentistry, and one grant of \$23,040 to the College of Pharmacy.

THREE FEDERAL GRANTS MADE FOR STUDIES IN FOOD SCIENCE DEPARTMENT

The United States Department of Health, Education, and Welfare has made three research grants totaling \$60,676 to the University's Department of Food Science.

Professor Edward G. Perkins will direct a study of "The Factors Involved in Heat Damage of Oils" with a grant of \$25,023; Professor Lloyd D. Witter is principal investigator for research on "Growth and Activity of Psychophilic Bacteria" with a grant of \$19,594; and Professor Robert Whitney will direct study of "Physical-Chemical State of the Proteins in Milk" with a grant of \$16,059.

NATIONAL SCIENCE FOUNDATION GRANT OF \$59,000 AIDS NEW TECHNIQUE IN IONOSPHERIC RESEARCH

The University of Illinois has received a \$59,000 grant from the National Science Foundation for research on a pulse compression technique used in radar as applied to ionospheric sounding.

Professor Sidney A. Bowhill, Department of Electrical Engineering, who heads the research, says the technique will increase by 100 times the effective power of a transmitter the University is building under a previous National Science Foundation grant of \$64,000 as reported in July.

The transmitter will be used to study daily, seasonal, and yearly changes in the radio-reflective layer which surrounds the earth and, under influence of daylight, sunspots, and other factors, affects radio communications.

MARCH OF DIMES FUNDS AID MEDICAL CENTER STUDY OF INFANT DISORDERS

A new grant of \$31,371 and a renewed grant of \$15,399 will provide for further investigation of the reproductive process and study of infant disorders at the Medical Center campus, Chicago. The grants were

made by the National Foundation of the March of Dimes.

Principal investigators are Dr. Marvin Cornblath, Professor of Pediatrics, and Dr. Georgiana Jagiello, Assistant Professor of Medicine.

TRAFFIC SAFETY CENTER STUDIES STANDARD VEHICLE ACCIDENT REPORT

The University of Illinois Traffic Safety Center is seeking to perfect a standard vehicle accident reporting system which will meet the informational needs of police, insurance, and governmental agencies under direction of Professor John Baerwald. The research involving the Colleges of Law, Engineering, Physical Education, Commerce and Business Administration, and the Division of University Extension, is financed by a \$20,000 grant from the United States Bureau of Public Roads and the Automotive Safety Foundation.

ROCKEFELLER FOUNDATION SUPPORTS INDIA, LIBRARY PROJECTS

Two grants of the Rockefeller Foundation to University projects are reported in the Foundation's annual summary for 1963.

A \$7,500 grant for a three-year period enables graduates of Uttar Pradesh Agricultural University of Radrapur, India, to undertake graduate training at University of Illinois.

A second grant of \$2,240 was made to sponsor a trip to Medellin, Colombia, by Dean Robert B. Downs and Professor Herbert Goldhor, Graduate School of Library Science, to advise on organization and curriculum of the Inter-American School of Library Science at the University of Antioquia.

DODDS MEMORIAL FELLOWSHIP IN EDUCATION ADMINISTRATION ESTABLISHED

Alumni of the College of Education have established a B. L. Dodds Memorial Fellowship in Educational Administration to recognize and support an outstanding student in advanced degree study each year. The award provides a stipend of \$1,000.

Honored is the memory of Dean B. L. Dodds who headed the College of Education from 1953 until his death in 1959.

First recipient is William Schreiner of Cincinnati, a doctoral candidate in the Department of Educational Administration and Supervision.

III. Personnel Items

DR. HARVEY HEADS PROGRAM FOR FIFTH NATIONAL CANCER CONFERENCE

Dr. Roger A. Harvey, Head of the Department of Radiology at the College of Medicine, Chicago, is directing the program for the Fifth National Cancer Conference September 17-19 in Philadelphia.

The conference, co-sponsored by the American Cancer Society and the National Cancer Institute, will bring together 100 of the nation's most eminent physicians, surgeons, and scientists. Dr. Harvey is a member

of the national board of the American Cancer Society and vice president of its Illinois Division.

**PROFESSOR KENDEIGH REAPPOINTED TO ILLINOIS
NATURE PRESERVE COMMISSION**

Professor S. Charles Kendeigh, Department of Zoology, and first chairman of the Illinois Nature Preserve Commission, has been reappointed by Governor Otto Kerner to serve a three-year term on the commission.

He was named to a one-year term when the commission was established by the State legislature in 1963. Professor Kendeigh has long been a leader in concern over acquisition and preservation of natural areas.

Professor Kendeigh with his predecessor and teacher, Professor Emeritus V. E. Shelford, was largely responsible in the 1940's for establishment of the Nature Conservancy. It developed into a national organization and led to establishment of nature preserves commissions throughout the United States.

**PROFESSOR MAUTZ ELECTED PRESIDENT
OF AMERICAN ACCOUNTING ASSOCIATION**

Professor Robert K. Mautz, Department of Accountancy, has been elected to a one-year term as president of the American Accounting Association. He is the fifth faculty member from Illinois to serve in this capacity. In 1920, the late Professor Hiram T. Scovill served; in 1926, the late Professor Edward J. Filbey; in 1943, Professor A. C. Littleton; and in 1957, Professor C. A. Moyer, present head of the department.

Professor Mautz received national recognition last year when his "Personal Code of Business Ethics" won first place in a contest by Alpha Kappa Psi Foundation. He also has served as editor of the *Accounting Review*.

**DEAN PETERSON NAMED PRESIDENT
OF AMERICAN ASSOCIATION OF JOURNALISM**

Dean Theodore B. Peterson, College of Journalism and Communications, was elected president of the American Association of Schools and Departments of Journalism August 29 at the organization's annual meeting in Dallas, Texas. AASDJ is composed of more than forty schools and departments of journalism accredited by the American Council on Education for Journalism.

Dean Peterson was president of the Association for Education in Journalism in 1963 and currently is on its Council on Communications Research and chairman, Council on Magazine Journalism. He also is a member of the American Council on Education for Journalism's accrediting committee.

**TWO ILLINOIS PROFESSORS WIN HIGHEST AWARDS
IN ANIMAL SCIENCE**

Professor G. W. Salisbury, Head of the Department of Dairy Science, and Professor A. V. Nalbandov, Department of Animal Science, were awarded the two highest prizes in the animal science field August 14 at the fifty-sixth annual meeting of the American Society of Animal Science in Knoxville, Tennessee.

Professor Salisbury received the \$2,000 Morrison Award for outstanding research in livestock production. He has made outstanding research contributions in the artificial insemination of dairy cattle. The award is named for the late Frank B. Morrison of Cornell University, noted author and animal nutritionist. Professor Salisbury received his doctorate under Dr. Morrison and is the first of his former students to receive the award.

Professor Nalbandov was presented the \$1,000 Award in Animal Physiology and Endocrinology for outstanding research contributions in animal physiology. Professor Nalbandov's major research contributions have dealt with problems connected with reproductive failure and sterility in farm animals.

IV. From the Board's Agenda

DEAN DANGERFIELD HEADS MIDWEST UNIVERSITIES CONSORTIUM

Royden Dangerfield, Dean of Administration and Associate Provost of the University, has been appointed Executive Director of the Midwest Universities Consortium for International Activities, Inc.

The Consortium has been organized by the University of Illinois, Indiana University, Michigan State University, and University of Wisconsin to assist the four universities in carrying on overseas activities and to strengthen international programs on each of the four campuses.

To enable the Consortium to carry on its activities, the Ford Foundation has made a grant of \$3,500,000 for a five-year period.

Under a contract with the University of Illinois effective September 1, 1964, headquarters of the Consortium will be officed in 377 Administration Building, Urbana.

Dr. Dangerfield will serve as half-time officer of the Corporation and will continue to serve on a half-time basis as Associate Provost, in charge of the Summer Session, and Director of International Programs. His other duties as Associate Provost and Dean of Administration are being assigned to other staff members.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 83, October 28, 1964

Applications for Associate Membership in the Center for Advanced Study

The Graduate College is now accepting applications for a limited number of Associate Memberships in the Center for Advanced Study for 1965-66. The Center, established as a special unit of the Graduate College in 1959, is among the most important of the University's means for recognizing and encouraging outstanding research, creative achievement, and scholarship by faculty members.

There are two types of affiliation with the Center for Advanced Study:

1. *Memberships.* These appointments are made in recognition of extraordinary scholarly achievement and are renewable for five-year terms. There are at the present time six full Members.

2. *Associate Memberships.* Currently open for applications for 1965-66, these appointments are made to assist faculty members in their creative and research endeavors.

Applications for Associate Membership may be made directly by any member of the faculty or by departmental nomination, and should be in the form of a letter to the Dean of the Graduate College. The letter should provide a description of the research to be undertaken, and should indicate the desired period of appointment to the Center as well as the fraction of time for which support is sought. Substantiating documents should include a vita and three or four letters of endorsement from colleagues at the University of Illinois or elsewhere.

Ten copies of each application of nomination, including all supporting papers, should be submitted. However, if letters of recommendation are sent directly to the Graduate College, single copies will suffice. All applications should be received by the Graduate College no later than January 4, 1965. Awards will be announced by February 16, 1965.

Upon appointment, an Associate Member may, with the approval of his department and college, be freed from all or part of his teaching duties to devote himself more fully to research or creative undertaking. An applicant may request that he be permitted to carry on some or all of his research at off-campus locations. Asso-

ciate Members who leave the campus under these conditions shall not thereby lose sabbatical leave credit.

Scholars from other locations may also be appointed as Associate Members. Such appointments are used to bring visitors to assist in established research programs, to bring creative artists to the campus, and for similar purposes. Nominations of off-campus candidates should be routed by department heads and chairmen to the Dean of the Graduate College.

At the present time, the six full Members are:

John Bardeen, Professor of Electrical Engineering and of Physics

Joseph Doob, Professor of Mathematics

Harry Drickamer, Professor of Chemical Engineering and of Physical Chemistry

Sol Spiegelman, Professor of Microbiology

Julian Steward, Research Professor of Anthropology

Alexander Turyn, Professor of the Classics

The following Associate Members have been appointed for 1964-65:

Alfredo Ang, Professor of Civil Engineering

Arthur E. Barker, Professor of English

Margaret Chandler, Professor of Sociology, Chicago Undergraduate Division

Evelyn Frank, Professor of Mathematics, Chicago Undergraduate Division

Georgiana Jagiello, Assistant Professor of Medicine, Medical Center

J. Robert Kelly, Professor of Music

David Lazarus, Professor of Physics

Lee A. Rubel, Associate Professor of Mathematics

Sundaram Seshu, Professor of Electrical Engineering and Research Professor, Coordinated Science Laboratory

Michio Suzuki, Professor of Mathematics

Nelson Wax, Professor of Electrical Engineering and Research Professor, Coordinated Science Laboratory

In addition to those named above, Donald R. Hodgman, Professor of Economics, is serving as an Associate Member for the final year of a two-year appointment.

President's Report on Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE URBANA-CHAMPAIGN CAMPUS, OCTOBER 21, 1964

I. General Items

DR. SACHAR SPEAKS AT SECOND ANNUAL NEW YEAR CONVOCATION

Dr. Abram L. Sachar, president of Brandeis University, was the "keynoter of our new year" September 20 when more than 4,500 gathered in the Assembly Hall for the second University of Illinois New Year Convocation.

The event included a full academic procession with approximately 500 members of the faculty participating and was climaxed by the awarding of an honorary Doctor of Literature degree to Dr. Sachar, formerly a professor of history and later director of Hillel Foundation on the Urbana-Champaign campus.

109 EXTENSION CREDIT CLASSES SCHEDULED IN 42 ILLINOIS COMMUNITIES

One hundred nine extension credit classes in a wide range of subjects have been scheduled for the fall semester in 42 Illinois communities by the Division of University Extension.

This is the first group of off-campus courses which will total approximately 500 by the time the academic year ends, Dean Stanley C. Robinson reports. Last year, the University conducted 495 credit and non-credit courses in 97 cities.

JAMES SCHOLARS PROGRAM ENROLS 536 FRESHMEN ON TWO CAMPUSES

A total of 536 University of Illinois freshmen, including 96 high school valedictorians and 39 salutatorians, has been enrolled in the Edmund J. James honors program for superior undergraduate students at the Urbana-Champaign campus and at the Chicago Undergraduate Division.

Of this number, 473 are at Urbana-Champaign, and 63 at Navy Pier.

These students were selected from a total of 1,458 high school nominees who applied for admission to the program.

Designation as a James Scholar is the highest academic honor which can be conferred on a freshman entering the University. James Scholars are chosen on the basis of academic records, tests, and recommendations of high school principals, guidance counselors, and teachers.

They are given opportunity to work harder and learn more by enrolling in special courses and sections designed to let them use full academic capabilities.

STUDENT LOANS TOTAL \$9 MILLIONS IN 65 YEARS; 99.92 PER CENT REPAID

University of Illinois students have been aided by \$9,264,547 in loans from funds started in 1899 with a \$12,000 gift from a member of the first faculty of the University. Repayment over the 65-year period has been 99.92 per cent, Vice-President and Comptroller H. O. Farber reports.

The first loan fund was a gift from Captain Edward Snyder, who joined the faculty in 1868, and made \$12,000 available in 1899 for loans "to aid in the maintenance and education of deserving and meritorious students."

Loan funds now total \$3,079,778, C. C. DeLong, Bursar, states in his annual report. Last year \$1,160,673 was loaned to 4,404 students and \$458,403 was repaid during the fiscal period. Cancellations amounting to \$41,234 have been made for teacher service as provided under the National Defense Education Act and the Ford Foundation loan programs.

Increases in loan funds during 1963-64 consisted of \$80,166 from private gifts, \$643,551 received under Title II of the NDEA, \$3,500 transferred from student organizations accounts, and \$10,000 as a grant from the University of Illinois Foundation to be advanced to the United Student Aid Fund.

UNIVERSITY LIBRARY FOURTH IN NINETEENTH CENTURY FICTION HOLDINGS

The University of Illinois Library ranks fourth among 29 libraries known to be outstanding in holdings of nineteenth century English fiction, according to a publication issued by the University of California School of Library Service at Los Angeles.

The report, written by Gordon N. Ray, president of the John Simon Guggenheim Foundation and former Provost of the University of Illinois, was based on Dr. Ray's investigation of the 25 institutional and four private libraries.

Illinois' rank of fourth for total number of titles held — 97 of a possible 130 — placed it behind only the British Museum, the Bodleian Library at Oxford University, and the University of California at Los Angeles.

GENETICISTS OF EIGHT NATIONS ATTEND SPORE CONFERENCE AT ILLINOIS

Approximately 100 authorities from eight nations in the field of genetics of spores — the highly resistant reproductive cells of certain bacteria — came together at Allerton House Conference Center October 2-4 for the third University of Illinois Spore Conference.

The meeting was organized by Professor H. Orin

Halvorson, Director of the School of Life Sciences and a pioneer in modern research on spores, minute organisms important to food preservation and to biological insecticides.

In addition to United States scientists, delegates attended from France, England, Australia, Canada, Czechoslovakia, India, and Israel.

UNIVERSITY FACILITIES DRAW MEETING OF INTERNATIONAL RADIO UNION

More than 500 of the nation's leading scientists and engineers in electronics came to the Urbana-Champaign campus October 12-14 for a meeting of the United States National Committee of the International Scientific Radio Union.

In addition to presentation of 94 papers on technical and scientific aspects of radio, the visitors toured Illinois' distinctive facilities in this field, including the electrical engineering laboratories, the Wullenweber radio direction finder, and the giant radio telescope at Vermilion River Observatory near Danville.

Professor E. C. Jordan, Head of the Department of Electrical Engineering, was host for the meeting which was sponsored jointly by the University and the Institute of Electrical and Electronics Engineers.

II. Grants

UNIVERSITY COOPERATES IN CIC PROJECT FOR SOCIAL SCIENCE EDUCATION

The University of Illinois is cooperating in a project designed to improve social science education through the efforts of a group of scholars from Midwestern universities and public school educators.

The program is financed by a grant of \$115,697 from the United States Office of Education to the Social Science Education Consortium of Midwest Universities. The Consortium was formed in 1963 through the sponsorship of the Committee on Institutional Cooperation, an agency of the Council of Ten universities and the University of Chicago.

Professor Joseph B. Casagrande, Head of the Department of Anthropology, represents the University on the Council of the Consortium. Efforts of the program will be directed to remedying defects in the current teaching of history, economics, political science, geography, sociology, psychology, and anthropology in elementary and secondary schools.

PROJECT SEEKS TO DEVELOP NEW MATERIALS FOR TEACHING SCIENCE

The National Science Foundation has announced a grant of \$78,200 to the University of Illinois for support of a program to develop new materials for teaching science in elementary and junior high school.

Richard Salinger, Research Associate in Secondary and Continuing Education, is acting director of the pro-

gram which was started in 1963 by the late Professor Gilbert Finlay. The current grant brings the total of National Science Foundation support for this project to \$306,400.

NATIONAL SCIENCE FOUNDATION CONTINUES SUPPORT OF ELEMENTARY SCHOOL SCIENCE PROJECT

The National Science Foundation has awarded a grant of \$246,000 to the University of Illinois for continuing support of an elementary school science project. The grant brings to \$569,880 the total which the National Science Foundation has made available for the project and extends the program through August, 1966.

The study involves production and trial of experimental instructional materials in astronomy for use in upper elementary grades. Professor J. Myron Atkin, College of Education, and Professor Stanley P. Wyatt, Department of Astronomy, are co-directors.

MATCHING GRANT OF \$300,000 MADE TO IMPROVE EDUCATIONAL TELEVISION FACILITIES

A grant totaling \$300,000 for improving the educational television facilities of the University at Urbana-Champaign has been approved by the United States Department of Health, Education, and Welfare. The grant, which will be made on a matching basis, will make possible service to more than four times the present potential audience in central Illinois. Plans call for moving the WILL-TV transmitter and antenna to a new site on an Allerton farm west of Monticello, increasing power, and constructing a new tower. The improvements will take approximately a year.

MICROBIOLOGIST RECEIVES RESEARCH GRANT FROM CANCER SOCIETY

Professor John W. Drake, Department of Microbiology, was awarded an \$11,916 grant for research by the Illinois Division of the American Cancer Society at its eighteenth annual conference in Chicago.

This is a renewal of financial support for studies of virus growth and genetics which Professor Drake has received each year since 1958 from the Society.

RESEARCH SCIENTISTS AT MEDICAL CENTER STUDY MAZE OF THE BRAIN

A new trail into the biochemical maze of the brain is being charted by two research scientists in the Department of Anatomy of the College of Medicine at the Medical Center, Chicago.

Observers of the work being carried on by Dr. Arthur LaVelle, a neuro-embryologist, and Dr. Pierson J. Van Alten, an immuno-biologist, feel it will lead to more specific knowledge about the causes of cerebral palsy and other disabilities arising from brain damage in children before, during, and after birth. Research is being carried on in part under a grant of \$17,810 from the United Cerebral Palsy Research and Education Foundation.

**VOCATIONAL REHABILITATION GRANT
PROVIDES TRAINING FELLOWSHIPS**

The Department of Health, Education, and Welfare's Office of Vocational Rehabilitation has made a grant of \$9,430 to the University of Illinois for fellowships in the graduate therapeutic recreation professional training program.

This program in the Department of Recreation and Municipal Park Administration trains personnel in therapeutic recreation and in skills and techniques for providing recreation services to those who are ill or physically handicapped.

**AIR FORCE EXTENDS STUDY OF BEHAVIORAL
SCIENCE AT ILLINOIS**

The United States Air Force Office of Scientific Research, Behavioral Science Division, has made an additional grant of \$41,790 to the University for continuation of a study of "Negotiation and Decision-Making in Complex Organizations."

The project is under the direction of Professor Joseph E. McGrath, Department of Psychology, and involves the development and testing of a theoretical model of the personal and situational factors which influence the negotiation process and its outcome.

The present grant is in addition to an original sum of \$66,762 and continues the study until June, 1966.

III. Personnel Items

**THREE COLLEGE OF EDUCATION FACULTY MEMBERS
CITED BY PRINCIPALS**

Three College of Education faculty members, Professor Charles M. Allen, Associate Dean of the College, Professor M. Dale Baughman, educational administration, and Professor Harold C. Hand, Emeritus, secondary and continuing education, were honored by Illinois school principals at annual meetings on the Urbana-Champaign campus October 5-7.

Professor Allen and Professor Hand were cited by the Illinois Association of Secondary School Principals for "service and leadership in the field of secondary and continuing education and for valued services to the program of the Association." Professor Baughman was recognized by the Illinois Junior High School Principals Association for his services as consultant for the first ten years of the organization.

**PROFESSOR BABBITT HONORED BY WATER
POLLUTION CONTROL FEDERATION**

Harold E. Babbitt, Professor Emeritus of Sanitary Engineering, was cited September 29 by the Water Pollution Control Federation for his fifty-year career and "international reputation for engineering excellence in the many aspects of sanitary engineering."

He was awarded an Honorary Membership certificate at the thirty-seventh annual conference of the

organization which has 49 affiliated member associations in the United States and foreign countries and a total of more than 12,000 members.

**THREE COUNTY FARM ADVISERS EARN 1964
DISTINGUISHED SERVICE AWARDS**

Three University of Illinois county farm advisers were named winners of 1964 Distinguished Service Awards at the forty-ninth annual meeting of the National Association of County Agricultural Agents October 4-8 in New Orleans.

Recipients were: Ralph C. Broom, Greenville, Bond County farm adviser with sixteen years of service; A. Boyd Lahr, Robinson, Crawford County farm adviser with fifteen years of service; and Wilbur D. Smith, Nashville, Washington County farm adviser with seventeen years of service.

The award is made on basis of years of service, merit, outstanding achievement, and professional improvement.

**PROFESSOR BRYAN HEADS NATIONAL
AEROSPACE EDUCATION COUNCIL**

Professor Leslie A. Bryan, Director of the University of Illinois Institute of Aviation, has been elected president of the National Aerospace Education Council. He previously has served as the Council's president in 1952-53.

Professor Bryan is currently (October 19-23) serving as a member of the United States delegation to the International Aviation Federation meeting in Tel Aviv, Israel. The federation is the governing body for international civil aviation.

**AMERICAN CHEMICAL SOCIETY AWARDS NICHOLS
MEDAL TO PROFESSOR CARTER**

Professor Herbert E. Carter, Head of the Department of Chemistry and Chemical Engineering, has been named fifty-seventh recipient of the William H. Nichols Medal of the American Chemical Society. The award will be formally presented at the New York Section meeting March 12.

Professor Carter was unanimously selected in recognition of his original research on antibiotics and on the complex lipids of plant and animal tissues.

He is the fifth University of Illinois faculty member to earn this honor. Former winners were: William A. Noyes, 1909, Roger Adams, 1927, Carl S. Marvel, 1944, and Reynold C. Fuson, 1953.

**SOCIETY OF PROTOZOOLOGISTS NAMES
PROFESSOR CORLISS PRESIDENT**

The Society of Protozoologists, an international organization of more than 1,000 members, has elected Professor John O. Corliss, Head of the Department of Biological Sciences at the Chicago Undergraduate Division, as president for the coming year.

Professor Corliss was named at the Society's annual

meeting held in conjunction with the American Institute of Biological Sciences.

PROFESSORS OF FINANCE RECEIVE AWARD FOR NEW PUBLICATION

Professor Robert A. Hedges and Professor Robert I. Mehr, both of the Department of Finance in the College of Commerce and Business Administration, have been named to receive the Elizur Wright Award for 1964 for their new publication, *Risk Management and the Business Enterprise*.

The Elizur Wright Award is made by the American Risk and Insurance Association for an "outstanding original contribution to the literature of insurance." The citation recognizes the work of Professor Hedges and Professor Mehr as "noteworthy for its pioneering in fundamental principles of risk management, particularly in bringing matters of business financial policy to bear on problems of insurance purchase and use."

Professor Mehr is the first person to receive the award twice. He was honored in 1957 as co-author of *Modern Life Insurance*, with Robert W. Osler.

GRADUATE STUDENT NAMED AMONG OUTSTANDING YOUNG MEN OF AMERICA

Captain Frazier E. Hemphill, United States Air Force veterinarian assigned to do graduate work at the College of Veterinary Medicine, has been selected by the United States Junior Chamber of Commerce on its 1965 list of "Outstanding Young Men in America."

Captain Hemphill won wide recognition for his outstanding work in relieving the rabies problem in Alaska when he was assigned to the Elmendorf Air Force Base near Anchorage. In 1962-63 he inaugurated an immunization program to attack the incidence of rabies in Alaska which was highest on the North American continent.

At Illinois he is working toward a master's degree in the field of virology.

MEMBER OF ART FACULTY WINS FURNITURE DESIGN PRIZE AT WORLD'S FAIR

Professor Leonard H. Price, Department of Art, was awarded first prize in a furniture design competition sponsored jointly by the Fine Hardwoods Association and the Pavilion of American Interiors at the New York World's Fair.

Professor Price receives an award of \$1,000 and a trip to New York to receive the award in 1965. His full-scale model will be exhibited in the American Interiors Pavilion during the 1965 Fair season.

PROFESSOR SALISBURY RECEIVES MERIT AWARD AT INTERNATIONAL CONGRESS

Professor Glenn W. Salisbury, Head of the Department of Dairy Science, received a special Award of Merit at the Fifth International Congress on Animal Re-

production and Artificial Insemination held in Trento, Italy, in September.

The award recognized his leadership in research in the field of animal reproduction.

NATURE CONSERVANCY HONORS ACCOMPLISHMENTS OF PROFESSOR SHELFORD

The Nature Conservancy, a national organization devoted to the preservation of natural areas of the United States, honored Dr. Victor E. Shelford, Professor Emeritus of Zoology, at its annual meeting on the Urbana-Champaign campus.

Professor Shelford was cited for his twenty years as chairman of the Ecological Society's Committee on the Preservation of Natural Conditions, his establishment in Trelease Woods of the first University ecological research area in America, his founding of The Nature Conservancy, and for his scholarly writings.

The Conservancy now has more than 6,000 members.

PRESIDENT OF TRUSTEES CHOSEN FOR COMMERCE ADVISORY BOARD

Howard W. Clement, president of the University of Illinois Board of Trustees, has been appointed to the Commerce Technical Advisory Board, which has been established by the United States Secretary of Commerce.

Purpose of the board is to assist in expansion of the nation's scientific and technological capabilities and to stimulate their use in industry and commerce.

BOOK HONORS PROFESSOR STEWARD'S CAREER IN ANTHROPOLOGY

Patterns and Processes in Culture: Essays in Honor of Julian H. Steward, has been published by Aldine Press of Chicago to pay tribute to the career of Professor Steward, who is research professor of Anthropology and a Member of the Center for Advanced Study at the University of Illinois.

The work is edited by Professor Robert A. Manners of Brandeis University, a former student of Professor Steward. It contains twenty-three essays ranging from theoretical to ethnographic and historical subjects, a bibliography of Professor Steward's writings, and an essay on his work which was prepared by Demetri B. Shimkin, Professor of Anthropology and of Geography.

NATIONAL ELECTRONICS CONFERENCE HONORS PROFESSOR TYKOCINER

Professor Joseph T. Tykociner, emeritus member of the Department of Electrical Engineering faculty, received the Award of Merit of the National Electronics Conference October 19 in McCormick Place, Chicago.

The inventor of sound-on-film movies in 1922 was cited for "many significant contributions during a career that spans half a century to education and research in electrical and electronic engineering."

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 84, November 20, 1964

Nominating Committee for the Deanship of the Graduate College

Under date of November 6, the Executive Vice President and Provost, Lyle H. Lanier, named the following persons as members of a Nominating Committee for the Deanship of the Graduate College:

- Nathan M. Newmark, Professor of Civil Engineering and Head of the Department, Chairman
- John Bardeen, Professor of Electrical Engineering and of Physics; Member of the Center for Advanced Study
- Joseph B. Casagrande, Professor of Anthropology and Head of the Department
- Max H. Fisch, Professor of Philosophy
- Herbert S. Gutowsky, Professor of Physical Chemistry
- H. Orin Halvorson, Professor of Microbiology and Director of the School of Life Sciences
- Morell B. Russell, Professor of Soil Physics and Associate Director of the Agricultural Experiment Station
- Richard J. Winzler, Professor of Biological Chemistry and Head of the Department, College of Medicine

The letter of appointment reads as follows:

President Henry has asked me to report to you that Dean Seitz has submitted his resignation as Dean of the Graduate College and Vice President for Research, effective July 1, 1965. He has decided to accept a full-time appointment as President of the National Academy of Sciences for a six-year term. Both the President and I greatly regret this decision, a feeling that will undoubtedly be shared by the entire faculty. But we recognize the strong claims exerted by the newly-defined position at the National Academy of Sciences upon the undivided time and effort of a scientist of Dean Seitz's unique distinction. Although on a personal basis Dr. Seitz would have chosen to continue in his University position, his dedication to the national and international interests of science and its relation to public policy has understandably dictated another course.

It becomes necessary, therefore, to take steps immediately to seek a successor to Dean Seitz. With President Henry's concurrence, I ask you to serve as a committee to make nominations of suitable candidates for the deanship of the Graduate College. As you see, the membership of the present committee consists mostly of the members of the committee appointed on July 3, 1963, to nominate a successor to Dean Wall, the two changes being due to an absence on sabbatical leave and to the unavailability of one individual because of his subsequent appointment to another deanship. Professor Newmark again has agreed to serve as chairman of the committee.

For your information, I enclose a copy of *Faculty Letter* No. 62 (July 16, 1963) in which President Henry's letter of July 3, 1963, appointing the committee that nominated Dean Seitz is reproduced. That letter can serve substantially unchanged as a definition of the present committee's responsibility and of the general nature of the position in question. It perhaps should be emphasized that the position to be filled is that of Dean of the Graduate College. The second title held by Dean Seitz, that of Vice President for Research, would not necessarily be associated with the deanship in the new appointment — indeed, it would not necessarily be continued at all.

I should like to assure you of President Henry's willingness, and my own, to assist the committee in its work in any way possible. In the near future, this letter will be reproduced in the *Faculty Letter*, together with a concluding note inviting faculty members to send suggestions and comments to the chairman of the committee. At an appropriate time, the President and I should like to meet with the committee, and I shall discuss the timing with Professor Newmark as your work proceeds.

Unless I hear from you to the contrary within a week, I shall assume that you are willing to serve on the committee.

Note: The Nominating Committee, through its chairman, invites suggestions and comments from all members of the faculty concerning candidates for the deanship of the Graduate College.

Joint Advisory Committee on Graduate Programs at Chicago Circle

At the proposal of Frederick Seitz, Dean of the Graduate College, a Joint Advisory Committee on Graduate Programs at Chicago Circle has been established.

Its general function is to assist in the orderly development of sound graduate programs at Chicago Circle. In so doing it will study the needs for graduate programs and the qualifications and conditions for the initiation of such programs in the various departments at Chicago Circle. The committee will be available to advise de-

partments considering graduate programs and may wish to formulate some basic guidelines for such developments.

When appropriate, it will take the initiative in recommending graduate work in particular areas, encouraging cooperation and coordination among the three campuses. In general, it is hoped that the knowledge and understanding resulting from the committee's activities will prove valuable to graduate programs on each of the three campuses.

It is expected that master's degree programs will be initiated at Chicago Circle in selected areas in the fall of 1967 (subject to favorable action by the University's Board of Trustees and by the Board of Higher Education and the availability of funds). To meet this timetable it is necessary to start initiating plans and taking such steps necessary in the procurement of the necessary approvals, program by program. Catalogs, timetables, and announcements also require substantial "lead time."

It is expected that the Joint Advisory Committee on Graduate Programs at Chicago Circle will replace the Chicago Undergraduate Liaison Committee, which in the past has worked on problems and issues related to graduate work at the new campus.

It is the administrative policy of the University to encourage the development of graduate work at the Chicago Circle as suitable resources for that work become or may be made available.

Obviously, the formal launching of a master's degree program can not precede the implementation of the bachelor's degree program. Orderly procedure suggests, therefore, that the earliest the formal programming can take place will be for the year 1967-68 with master's degrees to be conferred in 1968. This is not to mean, however, that in individual cases, as appropriate course work may be available in combination with undergraduate programs and in collaboration with the Medical Center or Urbana or other institutions, individuals might not complete their requirements for the master's degree prior to 1968.

It is emphasized here that approvals of degrees and programs must be procured in advance of enrolment of

students by the Board of Trustees and the Board of Higher Education.

In encouraging the development of graduate work at the Chicago Circle, such development can not take place at the expense of undergraduate capacity, formally announced as planned for about 20,000 by 1970. Neither facilities nor operating funds can be diverted from the fulfillment of this premise for the purpose of early promotion of graduate work.

On the other hand, where graduate work can be developed within these boundaries, it is important that such work be encouraged and undertaken. Further, it is important that planning be done for the post-1968 period.

Dean Seitz will serve as member ex officio and preside at the meetings of the committee. The committee will select a vice chairman to preside in the absence of the chairman. William Otting, Department of Physics, Chicago Undergraduate Division, is executive secretary of the committee.

Members of the committee are Murray Edelman, Professor of Political Science; John T. Flanagan, Professor of English; M. E. Van Valkenburg, Professor of Electrical Engineering; and Peter E. Yankwich, Professor of Physical Chemistry, all of the Urbana Campus; John Corliss, Professor of Biology; Lucile Derrick, Professor of Economics; I. E. Farber, Professor of Psychology; and Robert E. Machol, Professor of Systems Engineering, all of the Chicago Circle Campus; and Stephen B. Binkley, Professor of Biological Chemistry, and Arthur LeVelle, Associate Professor of Anatomy, of the Medical Center Campus.

Illinois Board of Higher Education

1. Reasonable and Moderate Extensions of Existing Programs.

The summary below is extracted from the September 24, 1964, report of the Executive Director of the Board of Higher Education, Dr. Richard G. Browne. The reference is to semi-annual reports of new courses, research contracts, and public services initiated by each of the public universities in Illinois within six-month periods, innovations that do not require the approval of the Board of Higher Education but are reported for record:

This is the fifth report on the "reasonable and moderate extensions" of existing programs that have been instituted by the universities and have not required Board approval. This report covers the period from January 1, 1964, to June 30, 1964.

Courses Added and Dropped

	Course changes		
	Jan. 1, 1964-June 30, 1964		
	Added	Dropped	Net Change
University of Illinois.....	176	81	95
Southern	108	158	(50)
Eastern.....	45	19	26
I.S.U. at Normal .....	..	..	..
Northern	39	22	17
Western	34	3	31
	<u>402</u>	<u>283</u>	<u>119</u>

During the three years since the Board was established the universities have added a net total of 1,210 courses, an average of more than 60 per year at each institution. The cumulative totals for each university are:

	Net courses added Aug. 22, 1961-June 30, 1964
University of Illinois.....	339
Southern	177
Eastern.....	136
I.S.U. at Normal.....	178*
Northern	249
Western	131*
	<u>1,210</u>

* Deletions were not reported for period ending June 30, 1962.

The addition of new courses at the University of Illinois in 1964 occurred chiefly in Engineering, Geography, History, Foreign Language, Mathematics, Political Science, and Physical Education. At Eastern the new courses were chiefly in Botany and Foreign Language. At Northern they were largely in Home Economics, Sociology, and Special Education. Western added 18 additional courses in Business.

Southern also reported a large number of courses which have been consolidated and modified by re-titling or re-numbering. These merely represent reorganization of existing courses.

New Research and Public Service Contracts

The new contracts for research and public service for the six-month period were as follows:

	<i>No. of Contracts</i>	<i>Dollar Amounts</i>
University of Illinois	190	\$6,656,390
Southern	55	2,134,321
Eastern .....	..	.....
I.S.U. at Normal .....	..	.....
Northern	27	621,270
Western	6	36,240
	<u>278</u>	<u>\$9,448,221</u>

This is the largest volume of research and public service contracts reported for any six-month period.

Southern also listed 45 research projects which have been authorized without outside financial support. The volume of such authorizations in the other universities will be identified in the long range "unit cost" study.

First Intercampus Administrative Conference

Almost 250 people gathered in the Illini Room of the Illini Union on the Urbana Campus November 4 for the first Intercampus Administrative Conference. Purpose of the meeting was to bring together chief administrative officers of the three campuses to discuss leading questions shared by all, the handling of which influences the quality of the University's work.

To the three-hour conference were invited deans, directors, and department heads from the Urbana Campus, members of the University Council, including Associate Members and Budget Representatives, members of the Vice President's Advisory Council of the Chicago Medical Center, members of the Vice President's Advisory Council of the Chicago Undergraduate Division, members of the Senate Coordinating Council, members of the Faculty Advisory Committees and Senate Educational Policy Committees at the three campuses, members of the Board of Trustees, chairmen of the Illini Board

Annual Report of the Library

In part the following report of the University Library for 1963-64 was submitted by the Senate Committee on the Library:

At the end of the fiscal year, June 30, 1964, the Library held 3,473,345 volumes cataloged or otherwise prepared for use in Urbana, and 274,526 in the two Chicago divisions, a total of 3,747,871 volumes, or a net increase of 109,982 volumes for the year. The total cost of materials purchased on the three campuses was approximately \$1,008,000, to which should be added extensive collections of books, journals, pamphlets, maps, music scores, manuscripts, and others items received by gift and exchange.

The outstanding purchase of the year was the Lloyd F. Nickell collection of eighteenth-century English literature. Other notable acquisitions include a rare complete set of first editions of the nine volumes of Laurence Sterne's *The Life and Opinions of Tristram Shandy, Gentleman*, twenty books printed before 1501, several

2. New units of instruction, research, and public service recently approved by the Board of Higher Education are as follows: Department of Linguistics, Center for Asian Studies, Center for International Comparative Studies, Survey Research Laboratory, and Ph.D. in Agricultural Engineering.

3. A broad general distribution among the faculty of the *Master Plan for Higher Education in Illinois* was undertaken early in the fall. A limited supply remains for those who do not have copies; these may be obtained at 133 Davenport House.

of Control and of the All-University Committee on Admissions, and all assistants to the President.

Three topics were discussed. President David D. Henry spoke on "Communication and Consultation Within the University," Executive Vice President and Provost Lyle H. Lanier on "Some Aspects of the Analysis, Evaluation, and Planning of University Programs," and Vice President and Comptroller Herbert O. Farber on "The University in a Budget Year."

Lively discussion following each address dealt with the structure of the University Senate, effective methods of horizontal communication, exchange of ideas between administrators and faculty, need for improvement of undergraduate instruction, self-examination by colleges and departments of their own programs, retirement benefits and social security, and participation of faculty and staff in planning. Copies of a summary report of the conference can be obtained on request from the President's Office.

pieces for the Library's notable collection of geographical works and atlases issued during the period of early explorations, and a sizable number of volumes for the development of the Slavic collection.

Almost 750 gifts of books, pamphlets, periodicals, and other material were given to the University Library during 1963-64. Alumni presented a number of interesting and useful individual items and collections. Ernest Ingold '09 added 14 volumes for the Ingold Shakespeare Collection, among several gifts.

From the estate of Marion D. Pratt, A.M. '29, came some 1,400 volumes as well as pamphlets, notes, prints, and photographs, and substantial runs of periodicals, a collection rich in American history and biography, with special emphasis on Lincoln and the Civil War. Four albums of photographs of H. G. Wells, his family and his friends, were given by Frank Wells, his younger son, to be added to the Wells Collection.

Several funds to buy books in selected subject areas

were received, including a grant of \$1,000 from the Board of Trade of the City of Chicago, to purchase publications in the field of grain marketing and policy.

More than 200 members of the faculty and staff made gifts to the Library. Gifts also were contributed by a wide range of individuals and organizations — from the Academia Sinica, Abbott Laboratories, and Alanar Book Processing Center to the Royal Danish Consulate General, Rockefeller Foundation, and Industrial Union of Marine and Shipbuilding Workers of America.

As of June 15, 1964, the Library maintained exchange relations with 3,092 institutions in the United States and foreign countries. To these universities, learned societies, academics, observatories, museums, and similar organizations around the world were sent 42,075 copies of University of Illinois publications, issued by the University Press, the Agricultural and Engineering Experiment Stations, and other divisions, in exchange for their publications.

Total recorded use of library materials increased by 45,643 on the Urbana campus in 1963-64, to reach a new high of 1,467,873, approximately 3 per cent over the previous year. Total general circulation was 815,355 and reserve book circulation 635,238. Student general circulation was 656,831 and faculty circulation totaled 119,642. These figures represent a 45 per cent increase over five years ago and a 90 per cent increase over totals recorded ten years ago.

Eighteen of the Library's public service divisions reported increases in use, ranging up to 26 per cent. In terms of formally recorded circulation, the busiest places in the Library system were, in order, with circulation figures ranging from 246,185 to 44,374, General Circulation, Commerce, Music, Undergraduate, Education, Biology, Engineering, Agriculture, Architecture, and Reference. The first five of these units reported circulation of more than 100,000 each.

Statistics of use, however, represent only a part of the services performed by the Library. Much use is by direct, unrecorded consultation of open-shelf collections and through reference and research assistance given in person, by telephone, and by mail in all public service divisions. Indicative of this fact is that turnstile readings of 319,590 in the Education Library, 474,301 in the Undergraduate Library, and 273,786 in the Commerce Library were about three times the recorded use of those libraries, and probably a more accurate reflection of the actual use of the collections.

Changes in Issuing Traveler's Checks

Heretofore the First National Bank of Chicago made available its traveler's checks to University staff without service charge. Effective October 31, 1964, the Bank discontinued the issuance of such checks.

The Bursar's Office at Urbana and the Business Offices at the Medical Center and at the Undergraduate Division will hereafter make available to the University

The public service departments are continually called upon for assistance of a reference and research nature. The various units of these departments maintained schedules ranging from 100 hours per week in the Undergraduate Library to thirty-eight hours in the Rare Book Room.

Six units — Law, Chemistry, Circulation, Reference, Commerce, and Education — were open from eighty to ninety-three hours weekly. Hours were added, in response to demands, to the schedules of the Undergraduate, Agriculture, Mathematics, and Music Libraries.

In Chicago the Library of Medical Sciences added 5,615 volumes during the year to bring its total holdings to 159,789 volumes, ranking it among leading American university medical libraries. Current periodical subscriptions numbered 2,156, with the addition of eighty-seven new subscriptions. Because of heavy demands, emphasis was placed on the purchase of up-to-date publications, including in some instances multiple copies. In view of plans for establishing a computer center on the Medical Center Campus, the Library's resources in mathematics and applicable technology were strengthened.

For the Chicago Undergraduate Division Library staff, the past year was a period of preparation for the changes ahead, when the new library building at Chicago Circle will be occupied and the Division becomes a four-year instead of a two-year institution. At the end of the year, the Library contained 114,737 volumes, a net gain of 5,654 volumes. Other materials in the collection included 7,326 pamphlets, 15,312 microreproductions, 33,423 maps, 2,301 sound recordings, and 45,337 government publications. Periodical titles currently received numbered 1,177.

The circulation of books totaled 65,441 (compared to 60,489 the previous year), divided between 54,391 general and 11,050 reserve book circulation. The Reference Department reported 10,142 reference questions received and answered.

At the end of 1963-64 there were 322 full-time equivalent professional and nonacademic positions on the Urbana and two Chicago campuses: 278 at Urbana, 16 at the Library of Medical Sciences, and 28 at the Chicago Undergraduate Division Library. Of the total, 160 were classified as academic and 162 as nonacademic. In addition, an average of 240 to 250 student assistants were employed on a part-time basis on the three campuses.

Copies of the complete Library report are available upon request from Dean Robert B. Downs, 222 Library.

staff American Express Company traveler's checks. It will be necessary to charge 33 cents per \$100 for issuing such checks, which may be used for travel identified with the interests of the University.

The checks will be issued in denominations of \$20, \$50, and \$100 but only in amounts of \$100 or multiples thereof.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 85, December 2, 1964

University of Illinois Biennial Budget for Operations and Building Program, 1965-67

The Board of Trustees, at its meeting November 24, 1964, approved the biennial budget for operations and the building program. These estimates for the operating budget were prepared by the Executive Vice President and Provost and the Vice President and Comptroller in consultation with the University Budget Committee, with the deans, directors, and other administrative officers. The University Council also was consulted.

The following is taken from material prepared for the Board in connection with the budget presentation.

Budget for Operations

SUMMARY

The overriding fact about the 1965-67 budget request for the operation of the University of Illinois is the provision for enrollment increases of 21 per cent—a total increase of some 7,400 students in the two-year period, a figure greater than the total present enrollment of a number of prominent universities.

Additional funds are also requested to provide salary increases for faculty and other staff members, to meet higher operating costs, to compensate for earlier enrollment increases in excess of budgetary provision, to support for two full years the budget increases made in the second year of the present biennium, and to provide the increase required by statute in contributions to the State Universities Retirement System.

For all of these purposes, the University requests a total increase of only 29 per cent in its legislative appropriation for 1963-65. In spite of the enrollment increase of 21 per cent and the opening of a new campus, the proposed increase compares quite favorably with the following percentages requested for the four immediately-preceding biennia when enrollment was rising less sharply: 21.4, 25.1, 25.8, and 27.2. It has been possible to hold the present increase so close to the percentages for these earlier years partly because the present request includes no provision for the expansion of public-service and organized-research programs, and asks

very little for new instructional programs except those required for the expansion of work at the new Chicago Circle campus to four-year status.

THE PRESENT (1963-65) BIENNIAL BUDGET

The Seventy-third General Assembly appropriated the sum of \$168,890,681 for the operation of the University of Illinois during the present biennium. The following is a breakdown of this total by fiscal year and source of funds:

Source of Appropriated Funds	1963-64	1964-65	1963-65 Total
General revenue funds.....	\$73,661,478	\$79,729,203	\$153,390,681
University income funds.....	7,750,000	7,750,000	15,500,000
Total.....	\$81,411,478	\$87,479,203	\$168,890,681

The funds appropriated by the General Assembly ("general funds") constituted only 60 per cent of the estimated total income of the University for 1963-65 (\$279,587,366). The remaining 40 per cent ("restricted funds") came from gifts, contracts, endowment income, Federal appropriations, income from auxiliary enterprises (residence halls, Illini Union, bookstores), and other self-supporting operations.

It should be noted also that State-tax funds provided only about 55 per cent of this total operating budget from all sources, with an additional 5 per cent coming from the University's earned income which must be appropriated by the General Assembly.

A summary of the proposed increases in appropriations follows. Over 50 per cent of the increase is directly attributable to the costs of expanded enrollment¹ (bringing the University's total on-campus enrollment to 42,033), another 9 per cent to the cost of operating new buildings (used partly for the increased enrollment), some 32 per cent to salary and wage increases, and the remainder to higher costs of certain existing operations and to a small sum (less than one per cent of the total) for new and improved programs.

¹ Items IV, V B-1, V B-2, and a portion of II. Other percentages listed in this paragraph also reflect components of II.

SUMMARY OF INCREASES REQUESTED

(All amounts are for two years except as noted)

I. Contributions to State Universities Retirement System (includes increase of \$544,300 for second year only)			\$ 1,089,600
II. To Continue for a Full Biennium Funds Required for Second Year Only in the 1963-65 Biennium			7,081,519
III. Salary Adjustments for Staff			
A. 1965-66 (funds for two years)	\$ 8,458,800		
B. 1966-67 (funds for one year)	<u>4,634,700</u>		13,093,500
IV. To Provide for Increased Enrollment			
A. 1965-66 (funds for two years)			
1. Urbana-Champaign	\$ 4,336,920		
2. Chicago Circle	5,832,080		
3. Medical Center	555,550		
4. Summer Session — Urbana	868,380		
5. Summer Session — Chicago Circle	280,520		
6. Summer Session — Medical Center	38,950		
		(\$11,912,400)	
B. 1966-67 (funds for one year)			
1. Urbana-Champaign	\$ 1,459,600		
2. Chicago Circle	2,529,620		
3. Medical Center	189,650		
4. Summer Session — Urbana	368,400		
5. Summer Session — Chicago Circle	249,680		
6. Summer Session — Medical Center	22,550		
		<u>(\$ 4,819,500)</u>	16,731,900
V. To Meet Increased Costs of Operations			
A. Operation of new buildings			
1. 1965-66 (funds for two years)			
a. Urbana-Champaign	\$1,379,830		
b. Chicago Circle	337,100		
c. Medical Center	<u>115,170</u>	\$ 1,832,100	
2. 1966-67 (Urbana — funds for one year)		463,400	
		(\$ 2,295,500)	
B. Other increased costs (all items for two years except as noted)			
1. To provide for 957 more students (807 FTE) than budgeted for in 1964-65 (Urbana)	\$ 4,130,900		
2. For incremental costs at Chicago Circle	1,300,000		
3. Increased student loan matching funds	154,000		
4. For price increases in equipment, materials, and services			
a. 1965-66 (2 per cent)	\$ 550,000		
b. 1966-67 (2 per cent) (for one year)	<u>275,000</u>	825,000	
5. For more adequate support of the Research and Educational Hospitals		1,500,000	
6. To provide more adequate book purchase funds at Urbana and Medical Center (beyond amounts provided in increased enrollment formula and 2 per cent price increase)		500,000	
7. Increase in refunds		55,000	
		<u>(\$ 8,464,900)</u>	\$10,760,400
VI. New and Improved Programs (funds for two years except as noted)			
A. Systems engineering (includes \$14,500 for one year only)	\$ 86,000		
B. Teacher education in engineering technology	46,000		
C. Krannert Art Museum	20,000		
D. Survey Research Laboratory	88,000		
E. Department of Meteorology	<u>83,000</u>		323,000
Total Increase			<u>\$49,079,919¹</u>

FUND DISTRIBUTION	General Revenue	University Income	Total
Present budget	\$153,390,681	\$15,500,000	\$168,890,681
Proposed increase	<u>47,979,919</u>	<u>1,100,000</u>	<u>49,079,919</u>
Total	\$201,370,600	\$16,600,000	\$217,970,600

¹ Includes \$10,751,400 for 1966-67 only.

EXPLANATION OF BUDGET INCREASES REQUESTED

I. CONTRIBUTIONS TO STATE UNIVERSITIES

RETIREMENT SYSTEM..... \$1,089,600

This increase for the biennium is required to continue the benefits provided under State law.

II. TO CONTINUE FOR A FULL BIENNIUM THE FUNDS REQUIRED FOR SECOND YEAR ONLY IN THE 1963-65 BIENNIUM.....

\$7,081,519

For the current year of the biennium 1963-65, the University's legislative appropriation included \$6,067,725 for increases in 1964-65 above the level for 1963-64. This was shown above where the funds appropriated for 1963-64 are given as \$81,411,478 while those for 1964-65 are \$87,479,203. But the 1964-65 budget for the Chicago Circle campus includes funds for only a portion of 1964-65 for operation of new buildings and increased enrollment. In these cases, funding for longer than one year is required to continue this level of expenditure through a full biennium. As a result, an additional sum of \$1,013,794 is needed, bringing the total to \$7,081,519.

III. SALARY ADJUSTMENTS FOR STAFF..... \$13,093,500

Academic salary increases. Recommendation 15 of the Master Plan proposed by the Illinois Board of Higher Education provides the frame of reference for the University's request for salary-increase funds for faculty members, as follows:

"15. Salaries and perquisites of faculty members of the several state-supported colleges and universities be kept high enough to compete for staff with other institutions having educational, service, and research programs of similar breadth, level, and quality. The salaries and fringe benefits offered by industry to persons also qualified for college teaching or research be taken into consideration in arriving at competitive salary levels."

After careful consideration, the following eight institutions as a group were selected as being essentially comparable to the University of Illinois in terms of the criteria listed: University of California, Cornell University, Indiana University, University of Michigan, University of Minnesota, Northwestern University, Stanford University, and the University of Wisconsin. Yet the University's standing among the nine institutions (including the University of Illinois) is as follows, for the four regular academic ranks: full professor, 7th; associate professor, 8th; assistant professor, 8th; instructor, 8th. Clearly, the University is in an unfavorable competitive position, and the primary aim of the proposed budget increase for faculty salaries is to make possible some improvement in the University's standing among these institutions.

It was decided to request funds sufficient to increase the University's average salary for regular faculty members to the median for each of the four academic ranks. Calculations were made of the amounts needed to achieve the desired salary levels over the two-year period, rather than in a single

jump. The total arrived at by this approach constitutes the first component of the increases sought for faculty salaries.

Funds are also needed, however, for the increases required to keep the University abreast of the steady upward trend in academic salaries. Virtually all institutions are increasing salaries regularly, and the upward trend is expected to accelerate in view of increasing shortages of academic personnel. [The Master Plan states that in order to maintain the present ratio of staff members holding doctorate degrees: "Illinois must recruit one-fourth of all doctorate holders who enter the teaching profession. It appears inevitable that Illinois will be able to employ fewer doctor's degree holders than it needs."] In addition a special element in the competitive situation is the growing practice among lower-ranking institutions of offering quite high initial salaries at the lower ranks.

During the past biennium, six of the eight universities in the comparison group of institutions increased average salaries in every rank by a higher percentage than did the University of Illinois. In some instances, the increases were twice those at Illinois. Two schools in the group granted increases of nearly the same magnitude as the University of Illinois. Thus, our relative position has declined during the past biennium.

The funds requested to improve the University's standing among the eight comparable universities are approximately 2½ per cent of the academic salary base. In addition, a sum equal to approximately 4 per cent of the salary base is requested for each year. This is the minimum amount by which salaries were increased at any of the eight mentioned universities during the past biennium, and therefore the University will not be able to maintain the median position if the other universities improve their salaries at the same rate they did during the last biennium. Studies of recent salary increases and requests currently in preparation at other universities clearly reinforce the view that the funds requested are the minimum amount needed to maintain the University's competitive position among these comparable institutions.

Nonacademic salary increases. Salary and wage scales of nonacademic personnel fall chiefly into three categories: prevailing rates, negotiated rates, and rates within established ranges for each classification. The prevailing rates are established through collective bargaining by organized employees and employers in a local community. While the University has no control or influence over such rate adjustments, it is expected to meet them. Negotiated rates are set by collective bargaining by the University and unions representing University employees. All other rates are established as ranges for each classification by the Merit Board of the University Civil Service System of Illinois.

The primary considerations in determining requests for salary increases are these: (a) the need to maintain parity between University rates and corresponding rates in the community; (b) the need to avoid or overcome inequities among groups of University employees.

The University already knows what the increases will be for many prevailing rate groups. It is almost inevitable that increases for all prevailing rate groups during each of the next two or three years will amount to 4 to 5 per cent in cash plus an improvement in fringe benefits, which in many instances will be very substantial. The University will find it very difficult to negotiate agreements that depart from this pattern. Likewise, the University feels compelled to provide comparable adjustments for all other employees. Consequently, funds equal to approximately 4.6 per cent of the 1964-65 nonacademic salary and wage budget are requested for salary adjustments in each year of the biennium. Additional funds are also requested for 1966-67 to cover new positions to be added in the first year of the biennium.

For certain job categories, additional funds totaling \$483,600 are needed over and above those required for average increases, in order to provide a fair and equitable salary-wage structure that will be competitive in the local community. After careful studies by the Office of Nonacademic Personnel, it was found that clerical salaries paid by the University at Urbana-Champaign presently are at levels that make it difficult to employ and retain sufficient numbers of competent clerical personnel. Salaries paid at Chanhute Air Force Base and in cities as far away as Bloomington, Decatur, and Danville have a direct bearing upon the employment situation in Urbana-Champaign. Furthermore, the competition for clerical employees includes industrial production jobs as well as other clerical occupations. In addition, clerical salary levels at the University are low in comparison with other nonacademic rates. At the Medical Center in Chicago, the salaries for food-service personnel and nursing assistants at the Research and Educational Hospitals were found to be disproportionately low.

IV. TO PROVIDE FOR INCREASED ENROLLMENT. . . \$16,731,900

In general, the enrollment figures presented below for 1965-67 are based on estimates of capacity at each of the three campuses rather than on "demand." Far more students will apply for admission during the next biennium than can be accommodated—an overall excess that probably will be greater than that for 1964-65, in spite of the opening of the new campus at Chicago Circle. In this connection, it should be emphasized that the enrollment estimates and corresponding budget requests for 1963-65 were also based primarily on estimates of capacity, relative to defensible standards as regards academic space. Enrollment beyond these limits was accepted, in view of the unexpectedly large number of highly qualified applicants, but the result has been further overcrowding and overload for regular faculty members—especially in the College of Liberal Arts and Sciences at Urbana-Champaign.

The following table presents enrollment figures for 1964-65 and estimated enrollment for 1965-67, for all three campuses. The figures shown outside parentheses are head counts; those inside parentheses are "full-time-equivalent" numbers of students. (The latter values are used in the calculation of funds needed, as noted below.)

Year	Chicago Medical			Total
	Urbana	Circle	Center	
1964-65 (actual)	27,020 (25,435)	5,214 (5,136)	2,400 (2,325)	34,634 (32,896)
1965-66	28,125 (26,419)	8,200 (8,069)	2,540 (2,459)	38,865 (36,947)
Increase over 1964-65	1,105 (984)	2,986 (2,933)	140 (134)	4,231 (4,051)
1966-67	28,900 (27,130)	10,500 (10,315)	2,633 (2,547)	42,033 (39,992)
Increase over 1965-66	775 (711)	2,300 (2,246)	93 (88)	3,168 (3,045)

The basis for calculating the funds needed for increased enrollment was developed by a special committee working under the chairmanship of the Executive Director of the Illinois Board of Higher Education. Representatives of the six state-supported universities were members of the committee. Differentiation among four educational levels is recognized, and differential cost estimates are allowed within each level for differences between low-cost and high-cost programs.

The estimate of funds needed for teaching staff has been based on the following standards: freshman-sophomore level, 18 full-time-equivalent (FTE) students per FTE instructor; junior-senior level, 12 FTE students per FTE instructor; first-year graduate-professional level, 9 FTE students per FTE instructor; and advanced graduate level, 4 FTE students per FTE instructor.

Average salaries of \$8,000, \$9,000, \$10,000, and \$11,000 have been assumed for these four levels, respectively, in calculating the teaching-salary funds needed. The budget formula also makes provision for major indirect costs such as nonteaching staff, supplies, and equipment. Somewhat higher costs are expected at the Chicago Circle campus than at Urbana-Champaign, and agreement was reached that the budget formula would be adjusted to reflect them. The following table presents the average cost per full-time-equivalent student allowed under the budget formula, by campus and by educational level:

Educational level	Amount per full-time-equivalent (FTE) student	
	Urbana and Medical Center	Chicago Circle
Freshman-sophomore	\$ 808	\$ 869
Junior-senior	1,273	1,368
First-year graduate-professional	1,858	
Advanced graduate-professional	4,476	

V. TO MEET INCREASED COSTS OF OPERATIONS \$10,760,400

Funds are requested under this category to meet the costs of operating new buildings now under construction and increased costs required for several types of continuing operations.

A. *Operation of new buildings*..... \$2,295,500

The costs of operating new buildings obviously vary with the type of structure, the utilities and equipment involved, the duration of daily and weekly use, and other special conditions. It has been necessary, therefore, to develop individual estimates for each structure or facility, based upon experience with similar facilities and the unique pattern of operating conditions specified by the using departments. Such estimates have been prepared by the Physical Plant Department after careful and prolonged analysis.

B. *Other increased costs*..... \$8,464,900

1. *To provide funds for the enrollment at Urbana-Champaign in September, 1964, in excess of budgetary provision (\$4,130,900)*. It has already been explained that the enrollment estimates on which the University's 1963-65 budget request was based were set primarily by estimates of available academic space.

When it developed that the number of well-qualified students seeking admission in September, 1964, far exceeded even the original estimate of the Bureau of Institutional Research, it was decided to go as far as seemed reasonably possible towards meeting the emergency. Hence, some 957 students (807 FTE) in excess of the budget estimate were admitted. This has had several adverse consequences, notably: (a) further overcrowding of facilities, especially those of the College of Liberal Arts and Sciences and of the Library; (b) continuing excessive use of graduate students as instructors; (c) drawing upon reserve funds normally used to offset deficiencies in the regular operating budget for plant repair and remodeling, new equipment, supplies, and other costs; (d) undue increase in teaching load in certain areas.

The estimate of funds needed to offset this unbudgeted increase in enrollment has been calculated by applying the budget formula described above to the excess enrollment as distributed over the four educational levels.

2. *Incremental costs at Chicago Circle (\$1,300,000)*. This item represents increases in costs anticipated when the Chicago Undergraduate Division moves to Chicago Circle from Navy Pier — costs which can not be met from the present budget or from funds provided under the budget formula for increased enrollment. The following three items are included in the total requested: (a) \$640,000 for the Library, mainly to permit the addition of staff and the acquisition of books and other materials needed for satisfactory junior-senior work; (b) \$400,000 for a new Statistical Service Unit to provide data-processing facilities (none now exists at Navy Pier, which has relied upon the Business Office at the Medical Center for services that would be entirely inadequate for the Chicago Circle campus); (c) \$260,000 for the new Office of Instructional Resources, to provide instructional television, visual aids, and other types of assistance to faculty members for the improvement of instruction and to encourage economies in staff time.

3. *Increased student loan matching funds (\$154,000)*. The National Defense Education Act requires that each insti-

tution provide funds equal to one-ninth the contribution by the Federal government for student loans. Previously, each institution was limited to \$250,000 in Federal funds per year, and the University's present appropriation of \$56,000 for the biennium was based upon that limitation. The ceiling has now been removed, and, based upon the applications currently being received, it is estimated that an additional \$154,000 in matching funds will be required for 1965-67.

4. *For price increases in equipment, materials, and services (\$825,000)*. The University estimates that an increase of 2 per cent in each year of the biennium will be necessary to meet rising costs of equipment, materials, and services. The prices of some commodities have remained fairly stable during the past biennium, but many things that the University buys have risen sharply in price, and the continuation of this trend is anticipated. Increases averaging about 5 per cent in the prices of chemical and scientific equipment were announced on October 15. Laboratory chemicals have increased by 10 per cent within the last year, and certain nonferrous metals used heavily in laboratories from 7 to 9 per cent. Some other percentage increases in the past biennium have been: office machines, 4½-6; paper, 5; office furniture, 3. Costs of services have increased even more than materials. Maintenance contracts on office machines, for example, are scheduled to increase in price by 11 per cent in July, 1965, while those on scientific equipment are up from 19 to 40 per cent.

5. *Research and Educational Hospitals (\$1,500,000)*. A new and enlarged building for the Illinois Eye and Ear Infirmary will be completed in the spring of 1965. Operation and maintenance of this new facility will be provided by the State Department of Children and Family Services. However, the Research and Educational Hospitals must provide all professional service, including nursing. The funds requested will support the modest increase in staff needed to bring this new facility into full operation.

Insufficient expense appropriations have led to a serious underfinancing in those areas where the hospitals have little or no control over cost. Telephone and laundry services are examples of these essential functions. In the equipment category, the Hospitals have been unable to keep abreast of the continuing needs either for replacement of obsolete apparatus or for additions required to keep pace with modern medicine.

An index of costs frequently used by hospitals is based on the overall costs of operation divided by the number of patient days served. On this per diem basis, costs at the Research and Educational Hospitals have increased just slightly less than 40 per cent since 1956, while the average cost of all general hospitals in the country was increasing by 52.2 per cent and those for major teaching and research hospitals have increased substantially over 50 per cent. Despite austere management, this relatively lower level of support has resulted in the continued use of obsolete equipment and in other unsatisfactory forms of medical practice that are especially undesirable in a teaching and research hospital.

6. *Addition to Library book funds (\$500,000)*. The cost of books and technical journals has increased far more rapidly than general price increases, and hence the regular biennial

budget additions for this purpose have become increasingly inadequate. Moreover, several new areas into which the University has entered also have a direct impact on funds for Library additions. These include Slavic studies, Asian studies, and foreign law — fields in which a few years ago the Library's expenditures and activities were negligible. To a limited extent, emergency funds have been allocated to these areas from time to time on a temporary basis, but the Library has been losing ground nationally in its relative standing as regards annual acquisitions — a situation that takes on added significance in the light of the relatively more rapid increase in graduate enrollment in recent years.

7. *Increase in refunds (\$55,000)*. Student fees are deposited in the University Income Fund in the State treasury. When a student withdraws or receives a scholarship after paying his fees, a refund must be made. With the increase in enrollment, it is estimated that an additional \$55,000 in fees will be refunded, thus requiring an increase in appropriations.

VI. NEW AND IMPROVED PROGRAMS..... \$323,000

Slightly more than \$3,000,000 on a biennial basis was originally requested by deans and directors for new and improved programs. The reduction to about 10 per cent of this amount reflects the policy initiated two years ago of proposing only a small number of such programs for support in a given biennium. All of the following projects were given very high priority within their respective colleges, and they represent the residue of further rigorous selection by the University Budget Committee.

Some of the funds needed for the instructional programs recommended would be available from budget increases requested to meet the costs of additional enrollment. Allowance for such funding has been made in developing the estimates presented for the three instructional programs in the list. It is primarily the "incremental" costs involved in the initiation of programs that require special budgetary provision beyond the amounts that would come from the budget additions requested for increased enrollment. Examples would be the costs associated with the establishment of a new department (such as the salary of the department head, his secretary, supplies, telephones, etc.).

A. *Systems engineering*..... \$86,000

Increasingly, modern engineering emphasizes synthesis rather than analysis, and this requires the development of new techniques for organizing engineering equipment and operations (often including men) into complex systems. Although this general approach is cultivated to a limited degree in certain of the specialized departments of the College of Engineering, it is desirable to encourage more systematic and comprehensive efforts in this direction. The College has strongly recommended increased budgetary support in 1965-67 for studies in systems design as related to information-processing and decision-making, to be conducted by the Coordinated Science Laboratory. This Laboratory is, in effect, an interdisciplinary department of the College, whose senior members also have appointments in the regular departments.

Because of its special status, and because of its expertise in various aspects of systems design, the Laboratory is well qualified to develop a formal instructional program in this area. Several courses would be developed in addition to research training for graduate students. (Additional funds are needed because virtually all of the Laboratory's budget comes from outside research contracts and grants.)

B. *Teacher education in engineering technology*.... \$46,000

With the increasing development of technical institutes and two-year colleges, the demand for the technically-trained teachers of engineering technology is increasing. Moreover, the rapid expansion of knowledge requires that in-service teachers return periodically to a training institution for refresher courses. This program would provide a means through which the University of Illinois would educate teachers and also give refresher training to individuals now engaged in teaching.

The program will be administered by the Department of General Engineering, but the specialized courses required will be offered in several departments.

C. *Krannert Art Museum*..... \$20,000

In order for a university museum to function properly, it must develop an adequate teaching collection. The improvement of the Krannert art collection at the University of Illinois would not only serve to improve and support the teaching program in the College of Fine and Applied Arts, but also would serve to enrich the cultural resources of the University and the State. The funds requested (\$10,000 per year) would bring the acquisitions budget of the Museum up to a more nearly adequate level.

D. *Survey Research Laboratory*..... \$88,000

The funds requested will allow the University to implement a new program already approved by the Illinois Board of Higher Education. The functions of the Survey Research Laboratory will be as follows: (a) to plan, conduct, and process survey operations for University research projects, and, to carry out this function, to create an operating survey organization with facilities for maintaining and interviewing probability samples of the population of the State of Illinois; (b) to conduct and promote research in survey methods; (c) to provide a means for training undergraduate and graduate students in survey methods; (d) to act as a data repository for survey and other data on the State of Illinois.

The Laboratory will serve to coordinate and facilitate the large number of University projects which currently use survey methods and will promote research on questions which can only be answered through the use of surveys. Its need stems from the growing use of the survey method as a tool of investigation employed in many different areas of the University. Knowledge of the use of this tool and of the associated facilities has become essential if undergraduate and graduate students in most of the social sciences and related applied fields are to receive a well-rounded education. A major function of the Laboratory will be to educate graduate and under-

graduate students in survey techniques. Students will be given an opportunity to work under general faculty supervision and would be involved closely with the operation phases of a survey project. In addition, graduate students will be able to carry out dissertation projects using the resources of the Survey Research Laboratory. Faculty members will offer departmental courses drawing upon the resources of the Laboratory.

E. Department of Meteorology..... \$83,000

It is proposed to establish a new department of meteorology in the College of Liberal Arts and Sciences, to meet several types of growing demand. Courses in this field are needed, for example, by students in human ecology, bioclimatology, geography, environmental health, and engineering. This program will include both descriptive meteorology and also the more advanced mathematical approaches to atmospheric science.

The Illinois State Water Survey has repeatedly expressed its interest in the initiation of a strong University-sponsored program of instruction and research in meteorology. Many of the water-resources problems that face the State can be solved through an increased understanding of the atmosphere. Meteorology is important also in aspects of public health, industrial education, mass transportation, and building-code formulation. No state-supported university in Illinois now has a program in meteorology of sufficient depth to satisfy these needs.

There is also national need for the expansion of instruction and research in meteorology. The American Meteorological Society, the National Academy of Sciences, and the National Science Foundation all recognize this need and are actively encouraging the establishment of new programs. Both military and non-military agencies of the Federal government need trained atmospheric scientists. The Air Force conducts technical training programs in applied meteorology at Chant Air Force Base, and has expressed interest in having certain of its trainees take courses in basic atmospheric science at the University of Illinois.

Budget for Building Program

The buildings and other capital improvements listed in the Building Program for 1965-67 were recommended by the University Building Program Committee after receiving recommendations from the auxiliary campus planning committees, and after consultation with the deans, directors, and other administrative officers. The University Council also was consulted.

GENERAL SUMMARY

The University of Illinois has prepared its 1965-67 request for capital appropriations in the light of these main considerations: (a) the facts, projections, and recommendations included in the Master Plan proposed by the Illinois Board of Higher Education; (b) the unusual enrollment demand that materialized in the State of Illinois for September, 1964, and the probability that earlier predictions will

continue to have been underestimates of demand; (c) the likelihood that new institutions in centers of population — including new junior colleges — will not be developed fast enough during the years immediately ahead to overcome deficiencies and to keep up with increasing demand; (d) the need for continuing expansion of degree-granting institutions, along with junior colleges, since 40 per cent of all higher-education enrollment is at junior-senior and graduate-professional levels; (e) the basic premise that existing institutions with the capability and willingness to add facilities for increased enrollment in the immediate future — at any one or all educational levels — should be given the encouragement and financial support to do so.

Concerning enrollment, unofficial figures show that the number of degree-credit students in Illinois institutions of higher education in the fall term of 1964-65 (275,209) almost equals the number predicted in the Master Plan for 1965-66 (276,101). A further sharp increase in demand can be expected for September, 1965, due partly to the large increase over the preceding year in the population of the eighteen-year age group. Other factors will be the steadily growing percentage of high school graduates seeking college education and of college graduates seeking graduate-professional education.

The Master Plan gives priority to the expansion of higher-education facilities in centers of population, partly because such facilities are less costly to build and maintain than residential facilities. It is also less expensive for the student to attend a commuter-type institution; hence, if such schools could be made widely accessible, the college-going rate would be proportionately increased. In accordance with this policy, top priority has been given in the University's 1965-67 capital request to funds for Phase II of the Chicago Circle campus (approximately half of the State appropriations requested are for this purpose).

Funds are also requested for expanded facilities at the other two campuses, in part to permit further increase in undergraduate enrollment and to permit continuing growth of graduate and professional education. It would be a blow to the people of the State and its progress if a program of expansion at these advanced levels could not be carried out, in view of the sharp increase in population and the growing needs of society for highly-trained individuals.

Such needs obviously can not be met by the expansion of junior colleges alone, and Illinois should be prepared to meet its proportionate share of the national requirement in these areas. Adding junior colleges without a parallel increase in the enrollment capacity of degree-granting institutions would mean unjustified denial of adequate educational opportunity to growing numbers of deserving students, as well as great damage to the State in the form of underdevelopment of its human resources.

SUMMARY OF 1965-67 REQUESTS FOR BUILDING PROGRAM

Chicago Circle Campus.....	\$34,500,000
Medical Center Campus.....	7,697,000
Urbana-Champaign Campus.....	29,973,500
<i>Grand Total</i>	<u>\$72,170,500</u>

Chicago Circle Campus

1. Buildings (Phase II)	<i>Amount</i>
a. Classroom complex.....	\$ 1,300,000
b. Engineering and Sciences Laboratory.....	9,565,000
c. Engineering and Sciences Offices.....	5,280,000
d. Library.....	4,990,000
e. Art and Architecture Laboratory.....	3,645,000
f. Physical Education Building.....	4,735,000
2. Books for Library.....	500,000
3. Planning Funds (Phase III).....	1,295,000
4. Campus Improvement Projects.....	1,260,000
5. Heating Plant Addition and Utilities Distribution System.....	1,930,000

Medical Center Campus

1. Buildings	
a. College of Nursing.....	2,800,000
b. East DMP Building Addition.....	2,400,000
c. Medical Sciences Addition.....	920,000
2. Remodeling, Rehabilitation, and Minor Additions.....	1,183,000
3. Protection of Life and Property.....	324,000
4. Public Improvement Projects.....	70,000

Urbana-Champaign Campus

1. Buildings (not in priority order)	
a. Civil Engineering Building (Phase IIa)...	1,630,000
b. Classroom-Office Building.....	5,000,000
c. Psychology Department Building.....	4,040,000
d. Undergraduate Library Building.....	3,700,000
e. Center for the Performing Arts.....	2,400,000
f. Physical Education Building and Women's Gymnasium Addition.....	1,480,000
2. Remodeling, Rehabilitation, and Minor Additions.....	2,000,000
3. Land Acquisition	
a. Land for Educational Buildings	
(1) Civil Engineering Building.....	170,500
(2) Television Studio Expansion.....	45,000
(3) Center for the Performing Arts.....	1,294,000
(4) Campus Expansion.....	1,500,000
b. Land for Parking.....	265,000
c. Land for Housing.....	80,000
4. Protection of Life and Property.....	285,900
5. Public Improvement Projects.....	1,427,400
6. Campus Improvement Projects.....	230,000
7. Utilities Distribution System.....	3,896,000
8. Equipment for 1963-65 Buildings.....	529,200
<i>Grand Total</i>	<u>\$72,170,500</u>

Totals for the three campuses are as follows—with a breakdown to show the amounts of the total costs of buildings, of the State funds requested, and of the non-State funds:

	<i>Total Cost</i>	<i>State Funds</i>	<i>Non-State Funds</i>
Chicago Circle Campus.....	\$34,500,000	\$34,500,000	...
Medical Center Campus.....	10,997,000	7,697,000	\$ 3,300,000
Urbana-Champaign Campus.....	47,963,500	29,973,500	17,990,000
<i>Grand Total</i>	<u>\$93,460,500</u>	<u>\$72,170,500</u>	<u>\$21,290,000</u>

Chicago Circle campus. The University is now completing Phase I in the development of the new campus in Chicago, at a total expenditure of approximately \$50,887,000 in State funds—plus some \$10,000,000 from non-State revenue bonds for the construction of the Student Union building. Originally, Phase I was designed to accommodate 6,000 students at the freshman-sophomore level; but by omitting the construction of a physical education building, by use of part of the Student Union building for faculty offices, and by the purchase of a bank building located on the site, it will be possible on an emergency basis to accommodate 10,500 students in 1966-67.

The present request for \$34,500,000 would provide the funds needed to complete Phase II of the construction program, including projects omitted from the original plan for Phase I. These additional facilities would increase the estimated capacity of the campus to 15,000 students—the number expected in 1968-69. They would also make it possible to extend the programs of the College of Engineering and of the College of Architecture and Art to four-year level. (For lack of laboratory and other facilities, degrees will not be awarded initially in these two colleges.)

Special attention is directed to the item of \$1,295,000 which would provide funds for the planning of Phase III at Chicago Circle during 1965-67. Funds would then be sought for the construction of the facilities included in Phase III, during the biennium 1967-69. With the completion of Phase III, the enrollment capacity at Chicago Circle would be increased to 20,000 students—a level expected by 1970-71.

Medical Center campus. Federal matching funds will be sought for all three of the building projects proposed for the Medical Center campus. For this reason, and also because these facilities are badly needed, the University strongly urges that these projects be supported. All three are related to the expansion of enrollment and would greatly alleviate serious space shortages.

The *College of Nursing* has never had a building of its own. Its faculty are housed and its teaching functions are conducted in space designed for use by other colleges and widely scattered over the Medical Center campus. Furthermore, so little space is presently available that enrollment must be limited far below the level of prospective demand. In particular, enrollment in the new graduate program for the training of teachers of nursing will have to be sharply limited unless more space is provided. With the new building proposed, undergraduate enrollment will probably double within five years and might reach a threefold increase by 1975 (i.e., from 200 to 600 students). Graduate enrollment would also increase rapidly—from about 20 students in 1964-65 to an estimated total of about 300 by 1975.

In part, the *addition to the East Dentistry-Medicine-Pharmacy Building* would remedy a deficiency that has existed since the present building was planned in 1951. Because the bids on the structure originally planned were substantially higher than the appropriation, it became necessary to reduce very considerably the size of the building.

Priority was given to undergraduate laboratories and classrooms, at the expense of faculty offices and research space. The proposed addition would relieve shortages in these areas, would provide space for future expansion of enrollment in Pharmacy, and would provide space for an auditorium at the Medical Center campus (no such facility is now available). It is believed that some \$500,000 in Federal funds for this facility can be secured under the new Health Professions Educational Assistance Act.

The *Medical Sciences Building* was originally designed as an eight-story building, but for lack of funds only six stories were completed during the biennium 1961-63. The proposed project would add the last two floors at a cost of \$1,530,000, of which \$300,000 in Federal funds will be sought. Departments sharing in the use of this space would be Anatomy, Microbiology, Preventive Medicine, and Public Health. The Departments of Anatomy and of Microbiology have heavy teaching obligations outside the College of Medicine, and these will grow as enrollments in Nursing, Pharmacy, and paramedical curricula increase. Additional space is needed both to overcome existing shortages and to accommodate the staff needed for increased enrollment. Some additional space would become available to relieve overcrowding in the College of Dentistry.

The item for *remodeling, rehabilitation, and minor additions* is particularly important for all of the colleges at the Medical Center and for the Research and Educational Hospitals. The latter, in particular, are in such serious need of modernization that all of the funds listed for this purpose could well be assigned to the Hospitals alone, without bringing these facilities up to the standards desirable in a modern teaching hospital.

Urbana-Champaign campus. Most of the State funds requested for new buildings at the Urbana-Champaign campus would provide academic facilities needed to accommodate increased enrollment—including recent heavy increases in certain areas. In addition, recreational and educational-cultural facilities would be constructed—the lack of which at Urbana-Champaign has become increasingly serious as enrollments have mounted during the past decade. Of the total of \$36,240,000 requested for the six building projects at Urbana-Champaign, almost 50 per cent (\$17,990,000) would come from non-State funds.

The space deficiency at Urbana-Champaign is most acute in the *College of Liberal Arts and Sciences*, where enrollment increases in recent years have produced serious shortages of offices and laboratory space. In addition to the excess in number, there has been a progressive shift in enrollment towards more advanced educational levels, which has sharply increased the space requirements. In terms of University standards, the College now has some 2,879 full-time-equivalent (FTE) students in excess of the enrollment it should have for its available space. In terms of space units, the deficit is 154,026 net sq. ft. The two buildings proposed this biennium for the College of Liberal Arts and Sciences—the *classroom-office building* and the *Psychology Department building*—would serve to reduce this deficit very substantially while at

the same time allowing for a considerable expansion in enrollment.

The proposed *addition to the Civil Engineering building* would add part of the space originally planned for Phase II, which would provide badly-needed facilities for that Department's work in hydraulics, water resources, and transportation. This Department's work is currently housed in several buildings, some of them temporary structures and quite inadequate for modern laboratory work. Informal assurances have been received that a Federal grant of \$1,500,000 would be available.

There have been only two additions to the *University Library building* at Urbana-Champaign since 1940, both relatively minor: a stack unit and the north wing. During this period, the University's enrollment has grown from 11,699 undergraduate and 1,441 graduate students (1940-41) to 19,958 undergraduates and 6,380 graduate students in 1964-65. As a result, seating space in all Library reading rooms is available for only about 13 per cent of the student enrollment, as compared to 22.4 per cent in 1940-41. The minimum standards generally recommended by Library experts call for a seating capacity of 25 to 40 per cent of student enrollment. The Library requested a building about twice the size of that proposed, which would be fully justified by the student enrollment and the standards just indicated; but it was decided to request funds for the project in two stages, and hence only \$3,700,000 is proposed for the biennium 1965-67.

The facilities to be included in the *Center for the Performing Arts* would remedy a serious deficiency in the educational-cultural domain at Urbana-Champaign. On the positive side, the Center will represent a notable cultural addition, not only to the University community but to the region, the State, and the nation. Most of the funds would come from private donations, and the State funds needed for land and to supplement the gifts are justified in terms of the educational uses to be made of the Center's facilities.

Facilities for physical education and recreation have not been added at Urbana-Champaign since 1930, while enrollment meantime has more than doubled. The University of Illinois has lagged far behind other comparable institutions in providing recreational and physical-education facilities for its growing numbers of students. Approximately 75 per cent of the total funds required for the *Physical Education building* would come from non-State sources (revenue bonds financed by student fees). The component supported by State appropriations would be clearly related to the instructional activities to be conducted in the building.

The items for *remodeling, land acquisition, the utilities distribution system*, and other purposes have been selected as high-priority needs. The utilities distribution system must be extended in order for the new structures to be supplied with electric power and heat. Land for the Center for the Performing Arts and the addition to the Civil Engineering building must be acquired if these structures are to be built. Another mandatory item is the figure of \$529,200 for equipment to be used in buildings now under construction with the use of funds from the Universities Bond Issue of

1960. (Movable equipment can not be purchased with these funds.)

SOURCES OF STATE FUNDS

Although the University has traditionally refrained from suggesting methods by which the State should finance new educational facilities, the present emergency seems to justify an exception to this policy. The level of support required for anything like an adequate facilities program for the State-supported institutions of higher education in 1965-67 — including the beginning of the Master Plan's junior-college

program — will make it virtually mandatory to secure most of the funds through bonds issued by the Illinois Building Authority. It seems entirely unrealistic to expect that a facilities program of the magnitude now critically needed in Illinois could be provided during the next biennium from the State's general-revenue income. If facilities were expanded in 1965-67 only to the extent such funds would allow, the opportunity to attend college would have to be denied to thousands of qualified youth — with disastrous consequences to these young people individually and to the general welfare of the State.

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FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

NOV 10 1964
PRESIDENT'S OFFICE
No. 86, December 9, 1964

Computer Laboratory Renamed Department of Computer Science

The University of Illinois Board of Trustees at its November meeting approved changing the name of the Digital Computer Laboratory to the Department of Computer Science. In view of the expanding teaching program of the laboratory and other developments in its services, the general term "department" more accurately describes its functions than the title "laboratory."

The laboratory, established in 1949 and given the status of department in 1957, had as its principal purpose the design and construction of a computing system and the carrying out of the research ancillary to that goal. More recently there has been a change in emphasis toward the education and service aspects of the depart-

ment. The completion of ILLIAC II, the acquisition of the IBM 7094, and the establishment of Mathematics 195 as a required course in the engineering curriculum have been the important factors in bringing about this change.

The Department of Computer Science will continue its instructional program through related departments — mathematics, electrical engineering, physics, and chemistry. It will maintain the present balance between engineering research and other phases of research.

John R. Pasta, Research Professor of Physics, has been head of the laboratory since May 1, 1964, succeeding Professor A. H. Taub.

President's Report of Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE LA SALLE HOTEL, CHICAGO, NOVEMBER 24, 1964

I. General Items

FINAL TOTAL ENROLMENT FIGURE REACHES 39,682 FOR FIRST SEMESTER

Total University of Illinois enrolment for the first semester of 1964 has reached 39,682 with completion of registration at the Medical Center campus and in extramural courses, Dean C. W. Sanford, Admissions and Records, has reported.

This total is an increase of 1,973 more students than were registered at a comparable time in 1963. Extramural enrolment is 5,048 for courses offered throughout the State and 2,400 are enrolled at the Medical Center campus, Dean Sanford said. Previously announced enrolments at Urbana-Champaign and the Chicago Undergraduate Division are 27,020 and 5,214 respectively.

COOPERATIVE EXTENSION SERVICE OBSERVES ITS GOLDEN ANNIVERSARY

The Cooperative Extension Service of the College of Agriculture, established by the Smith-Lever Act of 1914, observed its Golden Anniversary at the annual four-day fall conference of its personnel October 19-22.

The annual conference brings county farm and home advisers to the Urbana-Champaign campus from all areas of the State to confer with faculty and administrative staff of the College.

COLLEGE OF EDUCATION BUILDING DEDICATED NOVEMBER 6 AND 7

Dedication ceremonies were held November 6 and 7 on the Urbana-Champaign campus for the new College of Education Building located on South Sixth Street. The two-day program included a colloquium series, a banquet of the College of Education Alumni Association, formal dedicatory ceremonies, and an open house for visitors.

The structure has a 150-seat auditorium, 43 laboratories and work rooms, six classrooms, a library, seminar and conference rooms, and staff offices. It brings together the work of 1,100 students and the college faculty which formerly was carried on in 27 different campus locations.

ILLINOIS STREET RESIDENCE HALLS RECEIVE NATIONAL MERIT AWARD

The Illinois Street Residence Halls, which were opened in September, received an Award of Merit under

the 1964 Design Award Program of the United States Housing and Home Finance Agency. Formal presentation was made by Paul Harris of the Regional Administrator's Office, Chicago, at a luncheon in the Halls November 6.

Certificates were presented to the University, to Mittelbushner and Tourtelot, Chicago, and Richardson, Severns, Scheeler & Associates, Champaign, the architects and designers, and to Kuhne-Simmons Company, Champaign, the builder. The Illinois Street Residence Halls provide housing for 1,250 undergraduate students.

RESEARCH AND EDUCATIONAL HOSPITALS REPORT INCREASED SERVICES

Major increases in key areas of the University of Illinois Research and Educational Hospitals are reported in annual tabulations prepared by the office of Dr. Donald J. Caseley, Medical Director.

Patient days in the hospitals' 605 beds increased from 159,006 to 161,640. Emergency service visits were up by 837 to a total of 27,282. Physical therapy treatments were given to 40,820 cases and laboratory tests totaled 2,115,527.

Blood bank transfusions were given to 11,236 patients and radiology diagnostic examinations increased by more than 3,000 to a total of 67,286. At the Illinois Eye and Ear Infirmary, staffed by University of Illinois personnel, patient days totaled 28,153, admissions were 3,034, clinic visits 90,589, and operations performed 3,061.

DOCTORATE PROGRAM FOR ENGINEERING TEACHERS PROVES SUCCESSFUL

A program to encourage doctorate degrees for teachers of engineering, for which the Ford Foundation provided \$500,000 to the University of Illinois, is proving highly successful, Dean William L. Everitt reports.

A total of 36 men has earned the Ph.D. degree under the program and 29 of these are now teaching engineering in 21 different institutions, Dean Everitt said. Another 53 doctoral candidates are currently enrolled in the University.

The Foundation funds provide loans for doctoral study and "forgiveness" of the loans is granted at the rate of \$1,000 for each year a participant teaches after receiving his degree.

ILLINOIS LEADS AS SOURCE OF ENGINEERING DOCTORATE EDUCATORS

More engineering educators have received their doctorate degrees from the University of Illinois than from any other institution, according to a study of the American Society for Engineering Education. The Illinois total is 233.

Twelve universities have conferred more than half the 3,672 doctorates held by the nation's engineering faculties. Following Illinois in the totals are MIT, Michigan, Purdue, Stanford, Iowa State, Wisconsin, Cal Tech, Columbia, Harvard, Ohio State, and California.

ARMED FORCES SEND 93 OFFICERS TO ILLINOIS FOR ADVANCE TRAINING

Ninety-three officers of the United States Army, Navy, and Air Force are attending the University of Illinois this year on active duty under orders to obtain advanced training of importance to the services.

While the officers are enrolled in a variety of curricula, 81 of the 93 are studying in the College of Engineering.

II. Grants

AMERICAN HEART ASSOCIATION AIDS RESEARCH IN MEDICAL EDUCATION

The Office of Research in Medical Education at the Medical Center campus, Chicago, has received a grant from the American Heart Association of \$6,000 for general support of studies in medical education under the direction of Dr. George E. Miller.

DEPARTMENT OF ARMY SUPPORTS RESEARCH ON TRANSMISSION OF COMMON COLD

The United States Department of the Army has granted \$126,542 to the University for research in transmission of the common cold to volunteers under controlled conditions. The study is being made at the Medical Center campus, Chicago, under direction of Dr. George G. Jackson, College of Medicine.

FORD MOTOR COMPANY MAKES \$15,000 GRANT TO ENRICH ENGINEERING PROGRAM

The Ford Motor Company has made a grant of \$15,000 to the University of Illinois Department of Mechanical and Industrial Engineering in recognition of its "superior quality of engineering instruction and training in the department."

The grant provides \$5,000 for each of three years to be used at the discretion of the department to enrich its program. The first award was made November 12 to Professor Helmut H. Korst, Head of the Department, who announced the sum would be used for laboratory instruments for undergraduate instruction.

UNIVERSITY TO CONDUCT TWO-YEAR STUDY OF ECONOMY OF ILLINOIS

Governor Otto Kerner has awarded a contract to the University of Illinois for a \$226,000 two-year study of the economy of the State. Purpose is to provide evaluation from which there can be better forecasting in areas of water resources, capital improvements, taxes, interest rates, tariffs, and personal income.

The University was selected to undertake and coordinate certain economic aspects of the study, contracting with economists from other public and private universities to assist. The grant is made jointly by the State Board of Economic Development and the Federal Housing and Home Finance Agency. Professor Robert Ferber, Bureau of Economic and Business Research, will direct the study.

GRANT TO PROVIDE TRAINING PROGRAM FOR PUBLIC LIBRARIES

The Graduate School of Library Science has received a grant of \$5,000 from the Illinois State Library to provide training programs for employees of the State Library and personnel in other public libraries of Illinois.

Under terms of the grant, Miss Lois Beebe, library extension instructor, will teach an undergraduate extension course next spring in Springfield for State Library employees, will plan in-service training programs for employees of public libraries, and will aid in formulation of upgrading classes of library instruction to be offered throughout the State.

FIRST OF SEVEN ROCKETS LAUNCHED IN UNIVERSITY'S PROBE OF IONOSPHERE

The first of a series of seven rockets made a successful probe into the ionosphere November 10 sending back radio information to the USS Croatan, Navy aircraft carrier, in University of Illinois research sponsored by the National Aeronautics and Space Administration.

Another launching is expected to be made this year and five more in 1965. The research program is being directed by Professor Sidney A. Bowhill, Department of Electrical Engineering. Instruments for the rockets were designed by Professor Howard W. Knoebel, Coordinated Science Laboratory.

GRANT TO PROFESSOR LAITINEN CONTINUES STUDY OF SURFACE CHEMISTRY

Professor Herbert A. Laitinen has received a \$48,200 grant from the National Science Foundation for continuation of fundamental research in surface chemistry. Support for this project, started two years ago, now totals \$120,000. Professor Laitinen, Associate Head of the Department of Chemistry and Chemical Engineering, is developing special techniques to study specific metal surfaces.

NATIONAL SCIENCE FOUNDATION GRANT PROVIDES FOR ACADEMIC INSTITUTE IN MACHINE DESIGN

The nation's first Academic Year Institute for Machine Design Technology will be held at the University of Illinois in 1965 under a grant of \$116,400 from the National Science Foundation.

Fifteen junior college and technical institute teachers will come to the Urbana-Champaign campus for a year of special training under the direction of Professor Jerry S. Dobrovolny, Head of the Department of General Engineering.

MEDICAL CENTER SCIENTISTS AWARDED \$161,490 FOR HEALTH RESEARCH

Four faculty members at the Medical Center, Chicago, have received research grants totaling \$161,490 from the United States Public Health Service to support research in the health sciences.

They are Dr. Robert A. Miller, Department of Pediatrics, Dr. Gene H. Borowitz, Department of Psychiatry, Dr. Akira Omachi, Department of Physiology, and Dr. John Louis, Department of Medicine.

PUBLIC HEALTH SERVICE AWARDS SIX RESEARCH GRANTS, EIGHT FELLOWSHIPS

Awards of six research grants and eight fellowships totaling \$105,277 to the Urbana-Champaign campus of the University of Illinois have been announced by the United States Department of Health.

Grants were made to Professor Floyd Dunn, Departments of Electrical Engineering and of Physiology and Biophysics, and to Professor Iain C. Paul, Department of Chemistry and Chemical Engineering, both for research in medical areas; to Professor David Gottlieb, Department of Plant Pathology, for research in plant development; and to Professor Roy M. Hamlin, Department of Psychology, Professor J. McV. Hunt, Department of Psychology, and Professor Evelyn W. Katz, Institute of Communications Research, all for research in mental health.

Fellowships were provided to graduate students in chemistry, entomology, chemical engineering, zoology, and theoretical and applied mechanics.

III. *Personnel*

PROFESSOR BRIGHTBILL RECIPIENT OF TWO NATIONAL CITATIONS

Professor Charles K. Brightbill, Chairman of the Department of Recreation and Municipal Park Administration, College of Physical Education, in November was awarded two national citations for educational leadership.

At the sixty-sixth Annual Conference of the American Institute of Park Executives in Houston, Professor Brightbill received the Everly Silver Medal Award for "educational leadership in recreation administration." The Institute is a professional association having 3,700 members in the United States and Canada.

Several days later when the American Recreation Society convened for its forty-sixth Annual National Congress, Professor Brightbill was awarded the highest citation of the organization's Hospital Section "in recognition of exceptional service to his fellow men through the medium of therapeutic recreation."

CIVIL ENGINEERING PROFESSOR HONORED BY AMERICAN WELDING SOCIETY

Professor J. E. Stallmeyer, Department of Civil Engineering, was one of five recipients of the Adams Memorial Membership Award made by the American Welding Society at its annual meeting October 5 in San Francisco.

The Adams Memorial Awards are citations to educators whose teaching activities make material contributions to the science of welding.

AGRONOMY SOCIETY MAKES ACHIEVEMENT AWARD TO PROFESSOR BURGER

Professor A. W. Burger, Department of Agronomy, received the American Society of Agronomy's Achievement Award in Agronomic Education November 18 at the organization's fifty-sixth annual meeting in Kansas City.

Citation by the Society to Professor Burger called attention to his pioneering efforts in developing visual aids and demonstrating their effective use in classroom teaching.

PROFESSOR FLORIO PRESIDENT OF AMERICAN ACADEMY OF SAFETY EDUCATION

Professor A. E. Florio, Department of Health and Safety Education, College of Physical Education, was elected president of the American Academy of Safety Education at the annual convention of the National Safety Council in Chicago.

Professor Florio is widely known as a pioneer in the field of driver education and is co-author of a standard text, *Safety Education*.

NATIONAL ASSOCIATION CITES UNIVERSITY AND PROFESSOR GARRIGUS

The American Dehydrators Association has passed a formal resolution commending the University of Illinois and Professor U. S. Garrigus, Department of Animal Science, for research contributions and expressing "the great appreciation of our industry."

Professor Garrigus was commended for his services on the Alfalfa Research Council, notable research such as the basic studies of nitrogen utilization by ruminant animals, and the stimulation of other research provided by the University's programs.

The Association is a national organization of producers of dehydrated alfalfa and other feedstuffs utilized by manufacturers, farmers, and ranchers.

TRUSTEE IRVING DILLIARD RECEIVES INTELLECTUAL FREEDOM AWARD

The Illinois Library Association honored Irving Dilliard of Collinsville, University of Illinois Trustee, at its sixty-eighth annual meeting in Chicago presenting to him the Intellectual Freedom Award for 1964.

The citation noted that Mr. Dilliard has "for years

stood in the forefront of those enlightened citizens who have consistently, courageously, and steadfastly fought censorship, attacks on the right to read and speak, and violations of civil rights."

DR. GERTY NAMED 1964 WINNER OF LOYOLA'S STITCH AWARD

Dr. Francis J. Gerty, formerly Chairman of the Department of Psychiatry at the Medical Center campus, Chicago, has been awarded the 1964 Loyola University Stitch Award, made annually to an outstanding figure in medicine or medical education.

Dr. Gerty left the University in 1961 to become the first director of the State Mental Health Department when that unit was formed. He is now board chairman of River Edge Hospital, Forest Park.

CHEMICAL ENGINEERING PROFESSOR RECEIVES WILLIAM H. WALKER AWARD

Professor Thomas J. Hanratty, Department of Chemistry and Chemical Engineering, has been named 1964 recipient of the William H. Walker Award of the American Institute of Chemical Engineers. Formal presentation will be made December 8 at the institute's annual meeting in Boston.

The Walker Award recognizes "outstanding contribution to the literature of chemical engineering." Professor Hanratty becomes the third University of Illinois faculty member to be so recognized. The Award was made to the late Professor H. F. Johnstone in 1943 and to Professor E. W. Comings, now dean of engineering at the University of Delaware, in 1956.

LIVESTOCK SPECIALIST RECEIVES DISTINGUISHED SERVICE AWARD

Professor Harry Russell, extension livestock specialist in the College of Agriculture, has received the 1964 National Distinguished Service Award for the swine industry. The presentation was made at the annual meeting in Kansas City.

New Editor for Faculty Letter

The Faculty Letter has a new editor, Miss Lucille Turigliatto, who joined the staff of President Henry October 15 as a research associate. She succeeds Mrs. Eunice Parker Sourla, who now resides in Utica, N. Y., following her marriage to Eugene Sourla, district manager for the investment firm of Waddell and Reed.

Mrs. Sourla, a graduate of the University and former journalism librarian and member of the faculty of the College of Journalism and Communications, had been a member of the President's Office staff since January, 1956.

Miss Turigliatto, a University graduate in journalism in 1940, returned to the campus after serving six years as alumni editor at Southern Illinois University. She had been associate editor of the Illinois Alumni News from 1947 to 1958. A native of Bend, she previously had been employed by Russel Seeds Advertising Agency, Chicago; Waukegan News-Sun, and Radio Station WTAX, Springfield. During World War II she served in the Women's Army Corps.

Suggestions for material for the Faculty Letter may be placed with the Editor or with A. J. Janata or George H. Bargh, of the President's Office.

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Associate Provost Royden Dangerfield
377 Administration (W)

PROVOST'S OFFICE



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

No. 87, December 18, 1964

Annual Report of Office of Admissions and Records

The Annual Report of the Office of Admissions and Records, for the period June 1, 1963, to May 31, 1964, has been submitted to the President by Dean C. W. Sanford.

Copies of the Report, 95 pages in length, are available upon request to Dean Sanford's office.

The introduction is as follows:

"The Office of Admissions and Records has conducted general correspondence with prospective students, has passed upon credentials of students entering the colleges and schools, has supervised their entrance examinations, has had charge of matriculation and registration, has assessed tuition and fees, has kept records of all tuition and fees of students and reported them to the Vice President and Comptroller for collection, has administered the program of undergraduate scholarships, has administered the University Exchange-Visitor Program, has conducted examinations in Illinois for the certificate of Certified Public Accountant, has certified students under Selective Service, has been responsible for the preparation and delivery of diplomas, has issued transcripts of academic records and certificates of attendance, in cooperation with other offices, has arranged orientation events for new students, and has conducted research on student status and progress. The Office has been the official depository of all academic records. In a number of graduate and professional programs, it has shared with appropriate committees and/or administrative officers responsibility for the approval of the credentials of entering students.

"In September, 1956, the Office of Admissions and Records, in cooperation with colleges and departments on the three campuses, launched an intensive program of school and University relations with primary attention focused on improved articulation. In 1958-59, this program was extended to include college-University relations; in 1959-60, the phase related to junior college-University relations was accelerated considerably. In September, 1957, and in September, 1958,

respectively, responsibility for administering the University's program of College and Career Days and of Veterans Educational Benefits was placed in the Office.

"In June of 1962, the Office of Admissions and Records, in cooperation with colleges and departments, began a program of advance enrollment for beginning freshmen. This program was extended, in 1963, to include continuing students. The program provides benefits of early advising and assurance of necessary courses to students, and provides information which permits improved planning by colleges and departments."

Some of the items in the Table of Contents are:

Changes in Admission, Readmission, and Transfer Requirements
New and Discontinued Programs
Further Mechanization and Procedural Changes
Changes in Tuition and Fees
Quality of New Freshmen
Applications and Permits for Admission and Readmission
Students Denied Admission
Summer Institutes
Steps Taken to Encourage Superior Students
Articulation Program
Orientation
Advance Registration of Continuing Students
Undergraduate Scholarship Program and Other Student Aid Data
Prediction of Scholastic Achievement of Freshmen
Test Requirements for Foreign Student Applicants
Analysis of Transfer Student Data
Distribution of Grade Reports
Booklet on Illinois' State-Supported Universities
Committee on Accountancy
Enrollment Data
Degrees Conferred

The Center for International Comparative Studies

Faculty members are invited to submit research proposals to the recently established Center for International Comparative Studies (see *Faculty Letter* of June 26, 1964). The executive committee for the Center is prepared to review faculty research proposals and make recommendations to the Graduate College for financial support of suitable projects.

The Center for International Comparative Studies is

established as a unit of the Graduate College to provide a framework within the University for stimulating and supporting faculty research of a functional and problem-oriented nature along cross-cultural, cross-national, and cross-regional lines. Funds for these purposes have been provided through a Ford Foundation grant for a period of five years, supplementing programs previously initiated and for which financial support has been provided in state appropriations.

The executive committee, appointed by the President in consultation with the Dean of the Graduate College and with the concurrence of the Executive Vice President, is broadly representative of the faculty and for the current academic year consists of the following members:

George K. Brinegar, Professor of Agricultural Economics
Joseph B. Casagrande, Professor of Anthropology
Royden Dangerfield, Director of International Programs
John F. Due, Professor of Economics
Solomon B. Levine, Professor of Asian Studies and of Labor and Industrial Relations, Chairman
Edward G. Lewis, Acting Director of Center for Russian Language and Area Studies
Harold R. Snyder, Associate Dean of Graduate College (as liaison member for the University Research Board)
Julian H. Steward, Research Professor of Anthropology
Adolf Sturmthal, Professor of Labor and Industrial Relations
John Thompson, Director of Center for Latin American Studies

Proposals for research may be submitted at any time. To be considered a proposal, the request should meet at least one, and preferably two or all three, of the following criteria:

1. It should show that the problem to be investigated is of significant cross-national concern for one or more of the social and behavioral sciences.
2. It should include in its research plan the testing of hypotheses that clearly pertain to more than one cultural or national setting.
3. Its subject matter should focus upon or be closely related to problems of the contemporary world.

Financial support for suitable proposals may include appropriate arrangements for release time from teaching and for financing overseas travel. Preference for support will be given to research programs that involve the training of graduate

students or other means of developing "feed back" of the research into graduate instruction. Proposals may be submitted either on an individual or a group basis and may involve collaboration with scholars from other institutions in the United States and abroad.

The Center has not set any limits upon subject matter that may be considered within the framework of the above criteria. Rather its primary function is to encourage, facilitate, and assist proposed or, in some cases, on-going research among the faculty. Since the funds available are limited, however, in most cases support provided by the Center will probably be given to starting or exploratory grants.

Requests for support from the Center must of necessity have their origin in proposals prepared by faculty members, as individuals or in groups. To further its objectives, the Center is also prepared to consider support for research-related activities that strengthen the likelihood of worthy proposals emanating from the faculty. These activities could include support for faculty and graduate student symposia and seminars dealing with subjects at the level of cultural and national comparisons. Also, the Center may on its own engage in (1) developing information and communications regarding research work and plans, on and off the campus, in the area of international comparative studies; and (2) advising and informing faculty on such matters as alternative sources of financial aid and availability of overseas research facilities and contacts. Faculty members are invited to consult with members of the executive committee on these and similar activities.

Requests for support may be made directly to the Dean of the Graduate College and should be in the form of a letter (with supporting documents as necessary). The committee's procedures for reviewing and evaluating proposals will be similar to those employed by the University Research Board.

Committee on Human Relations and Equal Opportunity Reports

An interim report of the Committee on Human Relations and Equal Opportunity was submitted November 30 to President David D. Henry by its chairman, Martin Wagner, Di-

rector of the Institute of Labor and Industrial Relations. Copies of the report can be obtained by request to Director Wagner, 249 Labor and Industrial Relations Building.

Addendum Capital Budget

The Budget for the Building Program (which appeared in *Faculty Letter* 85, dated December 2, 1964) as approved by the Board of Trustees at its meeting November 24 and presented to the Illinois Board of Higher Education, included the following statement in regard to the Buildings request for the Urbana-Champaign Campus:

"The following are additional buildings needed at Urbana-Champaign (several of them to replace outmoded facilities), and as far as possible they would be added to the list (in an order of priority to be determined) if a long-range State program of capital improvements for higher education becomes possible: addition for School of Music, Chemical Biology Laboratory, Plant Sciences building addition, Civil Engineering building (Phase III), Large Animal Clinic, Administration Building addition, Undergraduate Biology building, Aeronautical and Astronautical Engineering building, Agricultural Engineering building."

Following up President Henry's recent administrative conference on interuniversity communications, the Senate Committee on Athletics and Recreation has decided to hold an open meeting at which interested faculty members can present their views, opinions, and suggestions on the athletic and recreational programs of the University. The meeting will be held Monday, January 11, 1965, at 2:00 p.m. in Room 261 Illini Union. The members of the Committee are Professor Chester B. Baker; Keenan Barber, student representative; Professor Leslie A. Bryan; Professor Frances B. Jenkins; Professor S. Charles Kendcigh; Professor Kenneth J. Trigger; Professor Vernon K. Zimmerman; and Professor Samuel K. Gove, chairman. All members of the faculty are invited to attend.

President's Report of Selected Topics of Current Interest

PREPARED FOR THE UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES MEETING
AT THE URBANA-CHAMPAIGN CAMPUS DECEMBER 16, 1964

I. General Items

UNIVERSITY OF ILLINOIS RANKS EIGHTH IN TOTAL ENROLMENT

The University of Illinois ranks eighth in total enrolment and seventh in full-time enrolment, according to the forty-fifth enrolment survey of *School and Society*, national educational journal.

Garland G. Parker, dean of admissions and registrar at the University of Cincinnati, gathered data from 1,111 accredited universities and four-year colleges for the annual study.

Full-time enrolments jumped 10 per cent over the nation to 2,990,638, and grand totals which include both full- and part-time students more than 9 per cent to 4,118,736.

Leaders in full-time enrolments are: California State Colleges, 92,220; University of California, 66,980; State University of New York, 60,569; City University of New York, 48,787; Minnesota, 38,403; Wisconsin, 33,912; Ohio State, 32,737; Illinois, 30,992; Michigan State, 28,587; and Texas, 27,492.

In grand totals, the leaders are: California State Colleges, 167,636; City University of New York, 121,845; University of California, 109,075; State University of New York, 82,220; Minnesota, 53,794; Wisconsin, 42,381; New York University, 42,115; Illinois, 37,577; Ohio State, 36,775; and Indiana, 36,397.

The most spectacular increase of the year was in freshmen. This total increased by 17.3 per cent with another 10 or 12 per cent increase expected next year.

CIC UNIVERSITIES REPORT RECORD ENROLMENT TOTALS

Total residence enrolment at eleven Midwestern universities that comprise the Committee on Institutional Cooperation is a record 316,492, an increase of 24,874 over last year. The CIC includes the Big Ten Universities and University of Chicago.

According to University of Michigan registrar Edward G. Groesbeck, who made the survey, CIC members have approximately 64,000 freshmen this year, an increase of 9,000 over last fall.

At Illinois there are 6,704 freshmen on the Urbana campus, an increase of 805. At the Chicago Undergraduate Division, there are 3,075 freshmen, a decrease of 41.

INTERNATIONAL EXCHANGE PROGRAMS OF UNIVERSITY REPORTED

Associate Provost Royden Dangerfield, Director of International Programs, has reported to the Institute of International Education that the University of Illinois has 65 staff members abroad this year. This excludes personnel not regularly affiliated with the University who have been employed under AID contracts for foreign assignment.

Dr. Dangerfield also reported there are 351 foreign scholars on the Urbana campus this semester. This does not include any one whose primary purpose is the pursuit of a degree or any one who is considered a student. Nor does it contain displaced persons who have come to the United States for permanent residence.

TELEVISED INSTRUCTION SHOWS INCREASED USE ON URBANA CAMPUS

More than 4,000 University of Illinois students are receiving a part of their instruction through television this semester on the Urbana campus, Professor Charles J. McIntyre, Director of the Office of Instructional Resources, reports.

The televised instruction is in a variety of subject areas such as mechanics, psychology, sociology, economics, education, physical education, and others. In practically all courses where television is used, there also is some form of personal instruction such as discussion or quiz sessions.

Although students' attitudes vary, Professor McIntyre reports it has been difficult to demonstrate any difference in learning between students in televised or "conventional" classes.

UNIVERSITY OF ILLINOIS-WILLARD AIRPORT OPERATIONS INCREASE

Operations at the University of Illinois-Willard Airport for the fiscal year which ended on June 30, 1964, resulted in a net income, after providing for the replacement of aircraft, of \$18,624.

Total income for the period was \$413,737 and total expense was \$325,466. The income increased \$38,472 over last year while expenses declined by \$12,796.

On June 30, 1964, the plant valuation at the airport totaled \$4,006,536. Of this amount \$1,931,368 was provided by a U. S. Government grant through the Federal Aeronautics Authority; \$587,800 from the State Department of Aeronautics; \$947,462 from State appropriations; \$487,292 from airport income; and \$52,614 from miscellaneous sources.

II. Grants

NATIONAL SCIENCE FOUNDATION TO SUPPORT SUMMER INSTITUTES

The National Science Foundation has announced two grants totaling \$213,180 to enable 240 secondary school teachers to attend summer institutes in 1965 at the University of Illinois.

A grant for \$171,160 will enable 200 teachers of mathematics to attend a six-week institute directed by Professor Max Beberman, Department of Secondary and Continuing Education. The National Science Foundation now has granted \$943,510 for 1,161 teachers to attend six summer institutes in mathematics on the Illinois campus.

A second grant for \$42,020 is for teachers of economics to attend a six-week institute directed by Professor Donald W. Paden, Department of Economics, College of Commerce and Business Administration. The new grant brings the total of National Science Foundation grants to \$128,420 for 120 teachers to attend three summer institutes at the University.

\$58,130 GRANT WILL SUPPORT ELECTRONICS AND MACHINE DESIGN INSTITUTE

The fifth University of Illinois Summer Institute in Electronics and Machine Design for College Teachers will

be supported by a \$58,130 grant from the National Science Foundation. Professor Jerry S. Dobrovolsky, Head, Department of General Engineering, is institute director.

Forty teachers will be accepted for the intensive program which includes discussion of the history and philosophy of technical institute training, curricula, testing, the place of the technician in the engineering manpower team, and job opportunities.

NEW GRANT FOR ELECTRONICS FOR SCIENTISTS

The National Science Foundation has provided \$30,270 to the University of Illinois for a course in Electronics for Scientists at the Urbana campus this summer. The grant is used for support of forty-two persons from educational fields; twenty-one persons from industry pay their own expenses.

Professor Howard V. Malmstadt, Department of Chemistry and Chemical Engineering, who originated the course, is in charge. This is the sixth consecutive year for the summer program and the third year it has been supported by the National Science Foundation.

More than 100 universities and colleges and a number of industries are teaching electronics for scientists during the regular school year, utilizing procedures, special equipment, and text developed at Illinois.

SLOAN FOUNDATION GIVES UNIVERSITY \$9,000 GRANT

A \$9,000 grant for undergraduate scholarships has been made to the University of Illinois by the Alfred P. Sloan Foundation. It will provide three Sloan Scholarships averaging \$750 a year for a four-year period beginning 1965-66.

Since 1958 Sloan Foundation has been supporting five two-year scholarships for juniors and seniors at Illinois with stipends averaging \$700.

SCHOOL SCIENCE CURRICULUM PROJECT RECEIVES NEW NATIONAL SCIENCE FOUNDATION GRANT

A new National Science Foundation grant for \$249,310 has been received to expand a program at the University to develop new materials for teaching science in the elementary and junior high school.

This is in addition to \$306,400 in previous grants for the project started in 1963 as the School Science Curriculum Project by the late Professor Gilbert C. Finlay. Richard Salinger is now the acting director.

School systems in nine states involving some 25 schools are presently participating in the testing program.

III. Personnel

PROFESSOR ROGER ADAMS TO RECEIVE NATIONAL MEDAL OF SCIENCE

Professor Roger Adams, Emeritus Head of the Department of Chemistry and Chemical Engineering and internationally known chemist, educator, author, and editor, has been named to receive the National Medal of Science. He was one of eleven scientists named by President Johnson on recommendation of a special committee.

The National Medal of Science was established by Congress several years ago to make annual awards to persons "who are deserving of special recognition by reason of their outstanding contributions to knowledge in the physical, biological, mathematical or engineering sciences."

Professor Adams will be presented his medal at a ceremony early in 1965.

FORMER STUDENTS WIN NATIONAL ASSOCIATION AWARDS

Two University of Illinois graduates were awarded first and second prizes in the American Institute of Chemical Engineers annual student contest problem at the organization's fifty-seventh annual meeting.

Paul R. Bruggink, Markham, received the A. McLaren White Award and \$200 cash as first place winner, and Eugene E. Dykema, Hinsdale, the A. E. Marshall Award and \$100 for second place.

They participated in the contest last year as seniors at the University. Mr. Bruggink now is with Gulf Oil Company in Pittsburgh and Mr. Dykema with Sinclair Research Laboratories, Harvey. The contest involved a problem in plant design.

In the thirty-year history of the contest, University of Illinois students have won eight first prizes, five seconds, two thirds, and six honorable mentions.

PROFESSOR LAITINEN RECEIVES UNIVERSITY OF MINNESOTA ALUMNI AWARD

Professor Herbert A. Laitinen, Associate Head of the Department of Chemistry and Chemical Engineering, is the recipient of the University of Minnesota's Outstanding Achievement Award, their highest honor for an alumnus.

Professor Laitinen was cited as "painstaking researcher, dedicated educator, popular lecturer, originator of modern analytical laboratory techniques, acknowledged leader in the fundamentals of electrochemical methods, respected member of national and international committees."

NATIONAL INSTITUTES OF HEALTH APPOINTS PROFESSOR LEVINE

Professor Norman D. Levine, parasitologist, College of Veterinary Medicine, and senior member, Center for Zoonoses Research, has been appointed to a four-year term on the Tropical Medicine and Parasitological Study Section of the National Institutes of Health, Bethesda, Maryland, beginning July 1, 1965.

Members of the study sections advise the several National Advisory Councils and Committees of the Public Health Service on matters relating to the medical research-affairs of the nation. They review applications for research grants in their respective fields and make recommendations to the Advisory Councils and Committees for surveying the status of research studies in order to determine areas in which research activities should be initiated or expanded.

PROFESSOR JACKOBS NAMED FELLOW IN SOCIETY

Professor J. A. Jackobs, Department of Agronomy, has been named a Fellow in the American Society of Agronomy. He is recognized as an authority in forage crop production and management and as a teacher and adviser to graduate students in his field.

The rank of Fellow was established by the Society in 1925 and since that date 393 crop and soil scientists from many areas of the world have been recognized. The organization has 5,400 members in 30 countries.

Because of limited space, several items of the President's Report will appear in an early issue of the Faculty Letter.



FACULTY LETTER

FROM THE OFFICE OF THE PRESIDENT · UNIVERSITY OF ILLINOIS

JAN 29 1965

No. 88, December 29, 1964

The University of Illinois and Plans for the Future

At the December 16, 1964, meeting of the University of Illinois Board of Trustees on the Urbana Campus, a special report on "The University of Illinois and Plans for the Future" was presented. Before the report was given, President David D. Henry made the following statement:

"The proposals today reported to the University's Board of Trustees for long-range planning for additional branch campuses and for an emergency interim operation at Navy Pier are the result of internal analyses made over a period of some six years.* The recommendation that prompt attention be given to these proposals arises from our conviction that the enrollment demand in the years immediately ahead will exceed capacity of junior colleges, state universities, and private institutions even if the Master Plan, as adopted by the Board of Higher Education, is fully implemented.

"We have learned from our experiences in developing the new program at Chicago Circle that it takes at least two years to make the population and site surveys, and to develop educational programs which may serve as a basis for legislative decision and appropriation. It then takes four additional years to acquire land, complete architectural and engineering plans, and construct the buildings.

"Hence, 1971 is the earliest that a new campus could be occupied.

"In the meantime, it is our intention to help the junior colleges, to expand existing campuses, and to do

* See: First Report of the University Study Committee on Future Programs, June 9, 1958.

Educational Directions at the University of Illinois, a statement by the University Study Committee on Future Programs, January, 1963.

Goals and Functions of the University of Illinois (Point 9), a report presented to the Illinois Board of Higher Education, September, 1963.

The Master Plan for Higher Education in the State of Illinois: Some Implications for the University of Illinois, address by President David D. Henry to Biennial Statewide Meeting of the University of Illinois Citizens Committee, Urbana, May 21, 1964.

The Year Ahead, a statement by President Henry, *Faculty Letter*, September 21, 1964.

everything possible to meet the accelerating demand for enrollment and educational opportunity."

INTRODUCTION

"The opportunity to study in institutions of higher education should be available to all young people who may reasonably be expected to benefit from such study."¹

"Illinois must provide opportunity for higher education to all of its youth who have the preparation, ability, and serious intent to proceed beyond high school."²

"The University of Illinois is a great resource for Illinois and its people and for the Nation. It is the hope of all who are involved in the University's work that the plans for the future will take full advantage of its present strength and its potentialities for the unusual opportunities which lie ahead."³

The above quotations illustrate the desire of the Board of Higher Education and of the University of Illinois to meet the need for increased opportunities for higher education in Illinois. These opportunities must be provided to make it possible for the individual and society to move forward to new economic, social, cultural, and technological heights.

The University of Illinois has a firm policy of close cooperation with the Board of Higher Education. The Board of Trustees in its meeting of July 22, 1964, endorsed the Master Plan for Higher Education in Illinois. It called "upon all citizens and officers of the State to join in support of the Master Plan and in its prompt implementation to the end that opportunity for advanced education should continue to be widely available for Illinois youth.

The University of Illinois takes seriously its responsibility to serve to its fullest potential in meeting the educational needs of the youth of Illinois. It also has a commitment to assist and cooperate with other institutions, especially in ways that it is uniquely fitted to do, in implementing the Master Plan for Higher Education in Illinois.

¹ Policy statement adopted by the Illinois Board of Higher Education in October, 1962, and quoted in "A Master Plan for Higher Education in Illinois," July, 1964, page 6.

² "Educational Directions at the University of Illinois," a statement by the University Study Committee on Future Programs, January, 1963.

³ "Goals and Functions of the University of Illinois," a report submitted to the Illinois Board of Higher Education by David D. Henry, President of the University, December 5, 1963.

PROPOSALS TO HELP MEET THE NEEDS

The University, in carrying out its responsibilities to help meet the needs for higher education, proposes the following actions:

- a. The completion of the construction at the Chicago Circle campus as now planned.
- b. The further analysis of enrollments to be accepted at the Chicago Circle campus, the Urbana-Champaign campus, and the Medical Center. This analysis will include the various undergraduate and graduate levels. It will take into account the enrollment pressures at these various levels at which the University is peculiarly fitted to make its greatest contribution to Illinois and the nation.
- c. The carrying forward of programs of long-term planning for additional four-year branches in the heavily populated areas of Illinois. This is in line with the Master Plan for Higher Education requirements for public universities to increase their capacities.
- d. The seeking of an immediate authorization to operate a higher-education program at Navy Pier in Chicago, opening not later than September, 1966. This date might be advanced as circumstances would justify. This program would be oriented toward a four-year liberal arts and sciences degree with University admission requirements. This program should not be viewed as a part of the junior college program of the Master Plan. This will help meet the immediate demands during the interval required for the implementation of the Master Plan and the more-than-anticipated numbers of qualified students requesting admission to the University of Illinois.
- e. The offering of assistance to the Board of Higher Education and other state and local agencies in the development and expansion of junior college programs in Illinois.

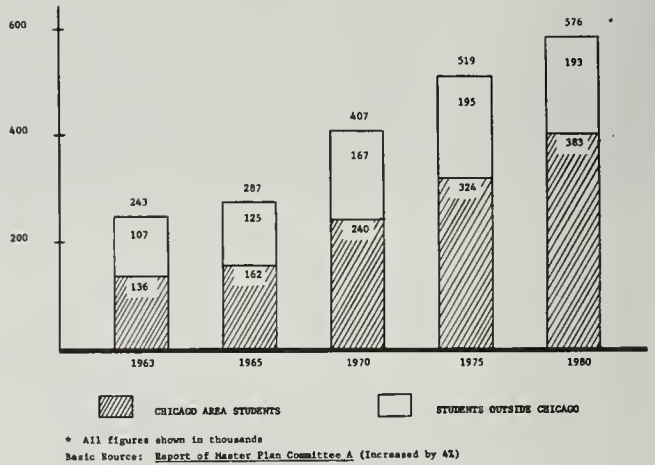
These proposals are based upon analyses of the long-term and of the immediate needs, the highlights of which are summarized herein. The proposed programs are given in greater detail at the conclusion of this document.

ANALYSIS OF THE LONG-TERM NEED

The Master Plan for Higher Education in Illinois has projected the number of college-age youth in Illinois and in each Standard Metropolitan area, including Chicago. "Assuming a conservative increase in the rate of college attendance," Study Committee A of the Master Plan Committee projected the percentage of this age group that would enroll in degree-granting institutions. The experience of 1963 and 1964 indicates that these projections are too conservative and should be increased by at least 4 per cent. Chart I gives the resulting data. (These statistics are derived from studies prepared for the Master Plan. Other statistics could be and have been developed, but these differ only in base and in scale; they do not negate the basic fact of a very great growth of college enrollments; these more recent studies generally indicate that the projections made herein are still too conservative.)

It will be noted that the college enrollments for the State as a whole will more than double between 1963 and 1980. The enrollments in the six counties which make up the Chicago area will almost triple in the same period. Put in another way, compared to 1963 when there were 243,000 students attending colleges in Illinois, there will be 1,620,000

Chart I
PROJECTED ENROLLMENT DEMANDS
FOR ILLINOIS AND CHICAGO

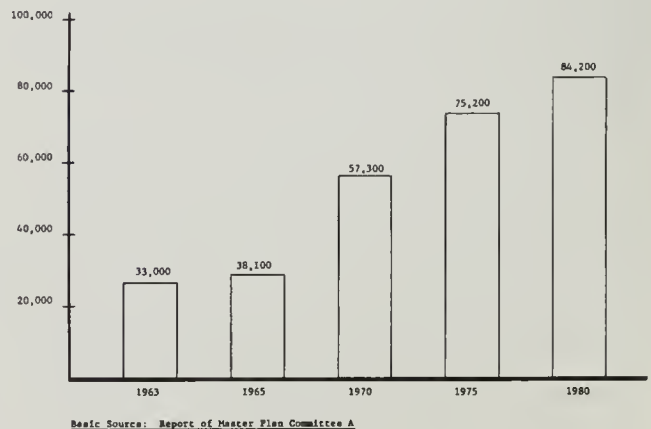


more students in Illinois institutions in 1970, and 333,000 more in 1980.

To help meet the need noted in this analysis of population and college-going rates of growth, the Master Plan projects a great growth of public universities. It also calls for a 97 per cent enrollment increase in public junior colleges by 1970, a 41 per cent increase in private institutions, and a 51 per cent enrollment increase in the Chicago Teachers Colleges by 1970. If these increases do not take place, particularly in the junior colleges which require tripling enrollments by 1980, the pressure on the public universities will increase greatly. As the junior colleges develop, they will turn out students who will be ready for upper division and graduate work at the university level. Meanwhile, the proportion of students who enroll initially in the state universities and who stay on for advanced work will also increase.

Chart II shows a projection of the growth of the University of Illinois. Committee A of the Master Plan projected the growth of enrollments in all public universities in Illinois. In 1963, the University had a fraction over 40 per cent of

Chart II
UNIVERSITY OF ILLINOIS' PROPORTIONATE SHARE OF
PROJECTED ENROLLMENTS IN PUBLIC UNIVERSITIES



the total enrollment in these universities. This same percentage was applied to the projected enrollments at public universities to give a projection for the growth of the University. As has been noted, the Committee A figures are conservative.

This chart shows a growth at the University of Illinois from 1963 enrollment of 33,000 to 38,000 in 1965. Then with the increase largely at Chicago Circle and to a lesser extent at Urbana-Champaign it will increase to 57,300 in 1970. The Master Plan Committee A report projected continued large increases in public universities in the years after 1970. If the University continues its proportion, it will increase to 75,200 in 1975, 84,200 in 1980.

No real planning for such expansion of the University of Illinois beyond 1970 has been done; it needs to be started now. If occupancy of a new campus is to be realized in the fall of 1971, the following schedule should be considered minimal:

- 1965-67 — Survey of metropolitan areas for site selections and approval.
Development of academic program and detailed space requirements.
- 1967-69 — Acquisition of site.
Completion of architectural and engineering planning and bid documents.
- 1969-71 — Construction.

ANALYSIS OF THE IMMEDIATE NEED

In September, 1963, 128 qualified applicants were denied admission to the University. In September, 1964, 5,457 qualified students were denied admission at the Urbana-Champaign and Chicago Undergraduate Division. These were qualified students, not the many thousand more who applied but were judged on their records as not sufficiently qualified. For September of 1965, the University of Illinois is scheduling places for 3,000 more students at Chicago Circle and for 1,000 more at Urbana. However, it is conservatively estimated that the University will still turn away 7,500 qualified students.

The Master Plan for Higher Education in Illinois, as already noted, assumes in addition to the expansion of the public universities, a very rapid expansion of junior colleges and an expansion of private institutions. Unfortunately, there is no present indication that such expansion will occur at the expected rate. The Master Plan also assumes that the present percentage of college bound students migrating outside of the State of Illinois will continue. In 1963, 49,009 undergraduate students left the State for college and 24,362 students came into the State for college. Thus, Illinois was a net exporter of 24,647 undergraduate students. Recent actions in neighboring states lead one to the assumption that Illinois' position as a net exporter may be changed in the coming years.

These facts and trends emphasize the urgent need for immediate action on the part of the University to expand educational opportunity for these qualified students as rapidly as possible.

A PROGRAM TO HELP MEET LONG-TERM NEEDS

As has been noted, the Master Plan for Higher Education calls upon public universities to increase their capacities. The University of Illinois, in meeting its responsibilities, proposes to:

A. Complete construction at Chicago Circle as planned.

Architects have been employed for the second phase of construction at Chicago Circle. This work can be started in the fall of 1965 and new facilities be available for use in the fall of 1967. This phase of the program, together with the completion of the third phase as planned, is essential if this campus is to meet its share of the increased enrollment.

B. Continue its analysis of enrollments to be accepted and the resulting changes at the Urbana-Champaign, Medical Center, and Chicago Circle campuses in order to provide for an increased number of upper division and graduate students, while preserving commitments as to undergraduate enrollments.

The expansion of the junior college program in Illinois will affect materially the ratios of academic levels in existing universities. Expansion of the junior college program in itself will be inadequate unless an outlet for students in upper division work is also provided. Detailed studies on the required capacities, or the changes in existing space, will be made.

C. Start promptly long-range studies through 1980 for the development of additional permanent facilities to provide four-year programs in such metropolitan areas of Illinois.

The greatest demand for enrollments will be coming from the metropolitan areas of the State. The analysis of demands indicate that this will be especially great in the six counties making up the Chicago area. Though of less magnitude, there will also be demands in other metropolitan areas. Therefore, long-range studies need to be made of these metropolitan areas.

The educational programs to be carried on in these new branches will be based upon planning studies of the needs of the commuting students and the relationship of such branches to other branches and programs of the University and of other educational institutions. They will be designed to take advantage of new educational techniques that have been developed and experiments that have taken place. They may also pioneer in educational programs which may then be adapted to existing programs. Guiding this planning will be advisory committees made up of administrative officers and faculty members of the University of Illinois, working in consultation with educators from other public and private universities in the metropolitan areas and with interested citizens. The educational programs thus planned, when approved by the University Board of Trustees, will be submitted to the Board of Higher Education for approval.

A tentative budget for the first phase, 1965-67, of this program is \$200,000 for the employment of professional services on surveys and recommendations on site selections in the metropolitan areas together with preliminary planning on the academic program and required facilities.

A PROGRAM TO MEET IMMEDIATE NEEDS

The time required for activation of the junior college program, the limitations on rapid and large immediate expansion in all institutions, the possible decline in opportunities for students to attend college outside of the State, and the increased enrollment demands indicated by the turning away of qualified students necessitate a program to meet the immediate needs in the Chicago area. Therefore, the University of Illinois offers to:

A(1). *Initiate negotiations with the City of Chicago to continue the University's lease on the space at Navy Pier, Chicago, in order to offer instruction not later than September, 1966. This date might be advanced as circumstances would justify.*

Under present arrangements, the University will move from Navy Pier in February, 1965, when the new Chicago Circle campus is to be activated. (The Drill Hall, however, will continue to be used by the University for its Physical Education program until the fall of 1967, when construction on permanent gymnasium facilities will be completed at the Chicago Circle campus.)

The establishment of a temporary additional campus in the Chicago area should be done at a minimum cost and within the allotted time. The leased facilities at Navy Pier are better adapted than any other in this area for prompt activation. The leased area (approximately 500,000 square feet) will require rehabilitation and the purchase of new equipment, as most of the usable equipment now at Navy Pier has been scheduled for reuse at Chicago Circle. A tentative budget for the rehabilitation and equipment of the facility is given in Appendix "A."

B(1). *Plan and operate an undergraduate, academic program at Navy Pier.*

This facility will offer liberal arts and pre-professional courses for 3,000 students beginning not later than September, 1966, and increasing to the capacity of 5,000 students. This program will start with freshman and sophomore courses and, after experience and evidence of need, will offer upper division courses in the liberal arts and sciences. Such a program may be effectively integrated with the long-range planning proposed. A tentative budget for the operation of this program in 1965-67 is given in Appendix "B."

ASSISTANCE TO JUNIOR COLLEGES

An integral part of the Master Plan to meet the projected enrollments in Illinois is the major expansion of the junior college program.

If such a program does not materialize within the required time, the burden on the other institutions will be increased greatly. While the University has no institutional responsibility for the junior college program, and does not intend to organize or administer junior colleges, if its services may be of assistance to help develop the junior college program in Illinois, the University will cooperate fully. President Henry on October 16, 1961, publicly offered the services of the University to assist in the development of junior colleges in Illinois. The University renews this offer to assist in this important program.

APPENDIX A. PRELIMINARY ESTIMATE OF CAPITAL FUNDS REQUIRED FOR ACTIVATION OF NEW PROGRAM AT NAVY PIER

	1965-67 Biennium
Remodeling and Rehabilitation of Leased Area and Acquisition of Movable Equipment and Refinishing Existing Equipment.....	\$2,000,000

Installation of Fire Alarm System.....	15,000
Library Books	280,000
Interior Painting.....	165,000
Purchase and Installation of Food Service Equipment plus Dining Room and Cafeteria Tables and Chairs.....	110,000
Conversion of Telephone System to Centrex.....	1,000
Replacement of Stacks, Breeching and Overhauling of Heating Plant.....	55,000
<i>Total</i>	<u>\$2,626,000</u>

APPENDIX B. PRELIMINARY ESTIMATE OF OPERATING FUNDS REQUIRED FOR ACTIVATION OF NEW PROGRAM¹ AT NAVY PIER AND LONG-RANGE ACADEMIC PLANNING

	1965-66 Annual Amount	1966-67 Annual Amount	1965-67 Biennial Amount
General Administration, General Expense, Library, and Academic Planning..	\$ 500,000	\$ 892,600	\$1,392,600
Instruction.....		2,025,000	2,025,000
Physical Plant			
Operation and Maintenance.....	375,000	725,000	1,100,000
Navy Pier Rental.....	200,000	200,000	400,000
<i>Total</i>	<u>\$1,075,000</u>	<u>\$3,842,600</u>	<u>\$4,917,600²</u>

¹ Based on an enrollment of 3,000 students in 1966-67, carrying newly planned beginning programs in the liberal arts and sciences and with no summer school program in 1966-67.

² Does not include any provisions for retirement contributions or funds for salary adjustments.

After the special report was read to the Board of Trustees, Wayne A. Johnston, member of the Board, made the following motion:

"The Committee on General Policy, having previously considered this matter in separate studies and in consultation with the University officers concerned, recommends that the Board authorize the President to explore the feasibility of the proposal and the program for campus planning with the Board of Higher Education and to seek consideration of both measures by the Governor and the General Assembly as the Board of Higher Education may approve, with the hope that the Board of Higher Education will find it possible to give such consideration as soon as possible."

On motion of Mr. Johnston, this recommendation was unanimously approved by the Board of Trustees.

(Members of the special committee to advise on the future planning of the University included the following members: Charles S. Havens, Director of the Physical Plant; Shannon McCune, Staff Associate to the President; and C. W. Sanford, Dean of Admissions and Records.)

UNIVERSITY OF ILLINOIS-URBANA



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