

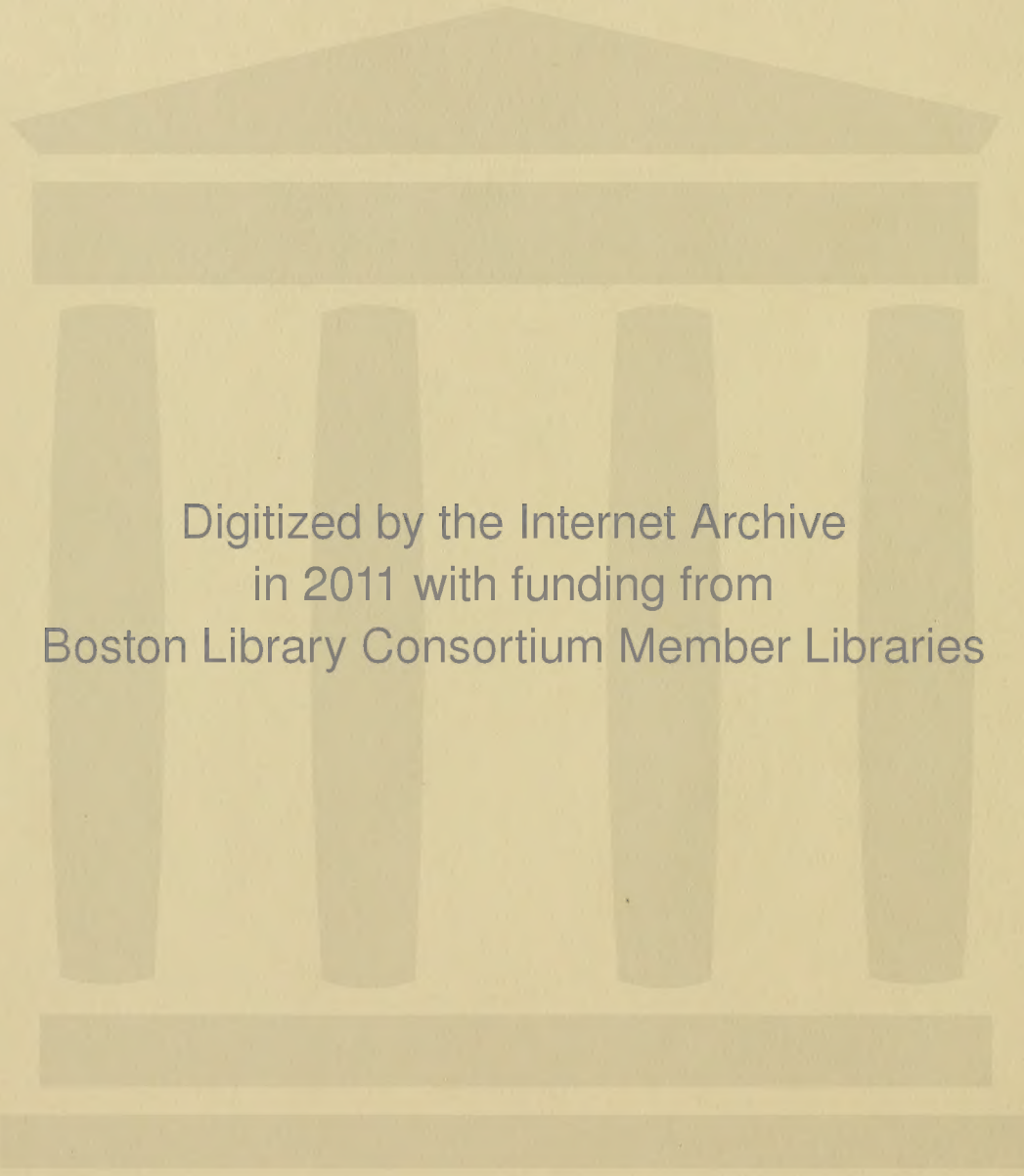
UNIVERSITY OF
MASSACHUSETTS

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REPORT OF THE PRESIDENT

UNIVERSITY OF MASSACHUSETTS

1960



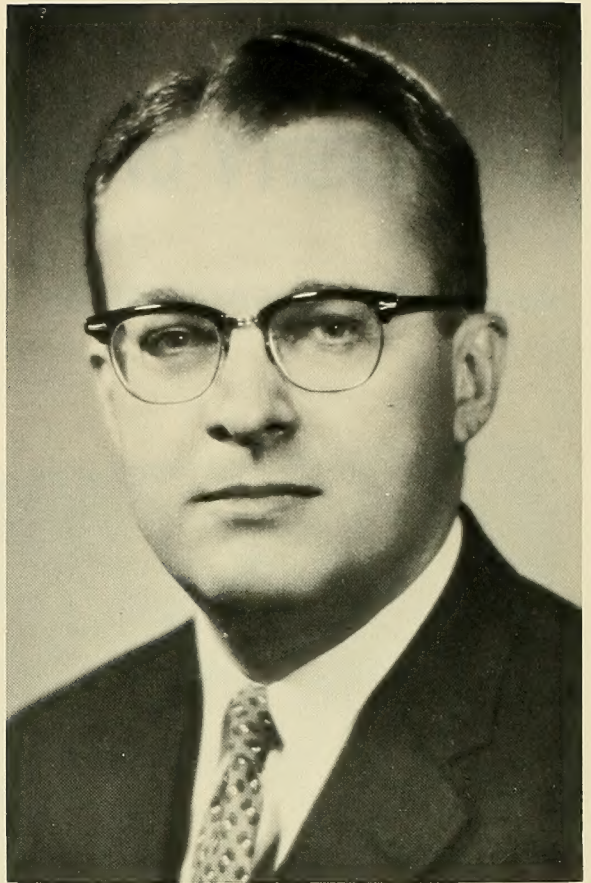
REPORT OF THE PRESIDENT

UNIVERSITY OF MASSACHUSETTS

AMHERST, MASSACHUSETTS



1960



Dr. John W. Lederle, President

TO THE BOARD OF TRUSTEES:

It is a privilege to present this Annual Report of developments at the University of Massachusetts. The Report this year consists of two parts: 1) The inaugural address which I delivered upon being installed as the University's fifteenth President, and 2) a brief account of important University activities, many of which took place before I entered upon my duties in September, 1960. I have included my inaugural address only because a number of persons have expressed the strong feeling that, since the talk contains elements of educational philosophy, it should reach a wider audience. It is my hope, then, that the Report as a whole will help the general public to learn more about what I believe, as well as to provide some insight into why I regard my work at the University of Massachusetts as such an important challenge in these critical times for higher education.

John W. Lederle
President

May 1, 1961

INAUGURAL ADDRESS OF DR. JOHN W. LEDERLE

FIFTEENTH PRESIDENT OF

THE UNIVERSITY OF MASSACHUSETTS

APRIL 22, 1961

To me this is a deeply moving moment. In a very real sense, this occasion marks a gathering of all the family — of students and faculty, of alumni and administration, of governing board and leading representatives of the Commonwealth at large. It is a gathering that testifies to the deep impulse that should motivate all of us — namely, the feeling that we are united, that we are a true community, in the richest, most vital meaning of that word. This is a moment of dedication to that sense of community — in which friends of this Commonwealth may join in honoring our proud tradition of a literate and informed citizenry, as envisioned by our Founding Fathers.

I confess that I have a very human awareness of the enormity of the task before me. In an era in which the public institutions of higher learning are, as a group, coming to a culminating phase in their historical development since the signing of the Morrill Act of 1862, large new responsibilities devolve upon those who must guide such institutions. Having attained maturity, these colleges and universities must now carefully plot a future which, more intimately than ever, affects the national interest. Obviously, this means problems — problems never encountered before.

I have, during recent months, come to know the general shape of such problems by having to consider the particular problems of our own University. There are many of these, and they vary from the merely annoying to the pervasive and fundamental. Even more important, I have in recent months learned of our potential for qualitative growth as well as for physical expansion. I have come to recognize this potential as vast; I have come to feel that what we have here is potentially a giant. I do not mean merely a bricks and mortar giant, but a great public center for excellence in higher education in this region.

I have found that our neighboring institutions, the world-renowned colleges of our region, have been generously encouraging our own appropriate growth. Through our Four College Cooperative Project, those in the immediate area have been actively collaborating with us as we reach our own distinctive form and function in the second century of our development.

In the light of my own experience, in the light of the new recognition I have gained since my arrival here, I have asked myself: What sort of master ideal are we to form? What sort of master image, having substance and integrity, are we to set up in our greater University of Massachusetts in the second century of its development? Now I know full well that, to this sort of questioning, we cannot give a quick, pat answer. I know, also, that it will be a great function of our forthcoming Centennial program to help us discover this master ideal and to work toward its realization. I do, however, have some glimmerings of

this shape of our University to come, and I would like to describe a few things that it is *not* likely to be and a few things that it *is* likely to be.

I see, for example, that while it will continue to take pride in its past, and draw the sustaining values of tradition from out of its past, it will not be a mere continuation of that past. Assuredly, we must conserve all those things of tested value which the past has given us, but in this dynamic new era of man's existence, if we hope to answer challenges greatly, we must first anticipate greatly. The future, then, is our commanding concern.

While our greater University of Massachusetts will draw heavily upon the experience and the examples accumulated by our fellow state universities, it will not be a mere mechanical replica of these models. Further, while we will seek inspiration from the example of our neighboring private institutions, we must resolutely resist the temptation to be a mere imitation of what these distinguished private institutions so admirably and genuinely represent.

The building of our own form of integrity, on native ground — this must be our guiding principle and leading objective. Once this is affirmed, then we can freely draw on these models for positive notions concerning the sort of University we wish to become. Thus, from the colleges and universities of this region — particularly those of long tradition, international eminence, and national impact — we can gain inspiration toward our own renewed dedication to learning, to high scholarship, and high public service. From other state universities, we can learn fresh techniques for testing out the limits of accommodation between two seemingly conflicting responsibilities — to quantity and to quality. For in such universities as ours, we have unique and continuing laboratory testings of education and the democratic process.

To meet the needs of greater numbers: Bartlett Hall, opened in 1960





New laboratories in the Morrill Science Center

Here we have both of these components of force at work within the same field of action and development. We have the demand of a democratic society to give to each student all the education of which he is capable. We have the equally insistent demand, for the well being and advancement of a democratic society, to produce graduates of excellence for leadership in that society.

The crucial point is that here at the state university, we have both these components existing closely together and making their demands upon us. This is the way it is in the democratic community-at-large. This is the way it is with us. Increasingly, then, we must be a great and continuing laboratory for testing out the limits of accommodation, for learning how to gain maximum constructive energy from the interplay between the demands of quantity and the need for high quality. In this way we will be going far to meet the perennial challenge that confronts higher education in and for a democratic society. Many debates and decisions, and many actions will, of course, be needed to render specific this general image which I have just been tracing. Yet even now there are some specifics, and these I would like to spell out.

First let me turn to the students and their work, to the faculty and its work. Students, let us never forget, are the main raw material of a university. Their individual growth and development are and should be the prime focus of the entire educational enterprise. Let the University of Massachusetts continue to emphasize good teaching. Let us find and reward the good teacher. As student bodies become bigger and bigger, something of the intimacy of the small liberal arts college or of the old Massachusetts Agricultural College or even of Massachusetts State College, is bound to be lost. As universities emphasize the research role of the professor in addition to his teaching role, some members of the staff will be found remarking cynically that the University would be a great place if it were not for the students. As hard-pressed



*Of highest importance —
the dedicated scholar-teacher*

legislatures and state budget officials look for ways to save money by adversely adjusting faculty-student ratios, they are often unwittingly and unconsciously injuring the close relationship between teacher and student so vital to the educational process. When the ratio increases, opportunity for oral and written expression, for the exchange of ideas, and for the clash of mind with mind is reduced. The IBM machine moves to the center of the stage — occasionally acquiring notoriety as it spews forth what I would call its unrefined and often irrelevant judgments about our students and their educational development.

I make a plea for individual attention to each student. I make a plea for such attention not merely in the classroom but outside the classroom as well. Some of the best teaching a professor ever engages in takes place in the privacy of his office where the faculty-student ratio is one to one. Certainly, one of the most satisfying experiences a teacher can have is that of helping a student on the way to knowledge by lending him now one book, then another, from his private library. I would say, in fact, that a teacher can consider himself genuinely committed to his field only if he has *lost* five or ten volumes in this fashion.

What matters is that the teacher perform his central role — which is that of a bridge. It is up to him to provide a bridge between the college and the world and between youth and maturity. If he is to do this, the teacher must belong to both worlds. He must not remain withdrawn in an ivory tower — or an ivory lab.

Such are some of the University faculty responsibilities to the student. Now let us talk of the responsibilities of the student to the University. First of all, the student must remember that, in successfully applying for admission to the University, he has likewise committed himself to respect for the rules and customs that enable the University to function effectively for the good of all. He must remember that, in response to his own request, he has been made a member of an academic community, and that, so long as he wishes to remain a member, he must think and act with the well being and advancement of that community in mind.

Another of the student's responsibilities is for suitably playing his own part in the faculty-student relationship. When I say this, I must take care not to be misunderstood. I am not saying that the student has to cater to the professor, to try to make the professor happy by working for high grades. He should put his best efforts into his studies not primarily to satisfy the teacher, but as a matter of his own enlightened self-interest. It is also the enlightened interest of the community, of the Commonwealth, of society. And he has a militant responsibility to this self-interest of the community-at-large — as represented by the University.

The student must be wise to assess the appropriate weight to be given extra-curricular activities. While not discounting such activities in their place, the student should judge carefully what he is about. The major effort should always be centered on studies, for it is in studies that we have the main tent of college education. And that main tent is indeed the national interest today — in science, technology and cultural development. The rest is side-show, and the student dare not dally outside the main tent.

All in all, then, through this seamless web of responsibilities, opportunities and privileges, at our University we seek to do a threefold job of education: to educate the student as private person, as professional man, and as citizen. The first two of these goals may be said to

yield indirect service to the community and to the Commonwealth. The third may be said to yield direct civic services. Even while the student is here, we seek to help him toward this third goal. The University of Massachusetts is deeply concerned about stimulating its students to take an active interest in the problems of local, state and national government. Rousseau warned: "As soon as any man says of the affairs of state, *what does it matter to me?* the state is lost."

In order that our students may understand why the state must always matter, we bring to our faculty scholars who are expert in the field of parties and politics. Yet we do not leave this merely to be studied out of books under scholarly guidance. We also bring to our campus for extended periods of time noted practical politicians and distinguished exponents of statemanship. We abhor the widely held view that politics is dirty business. Through direct personal contact, we find that our students learn to appreciate and to honor the role of the politician as he works out the compromises so vital to continuation of democratic government.

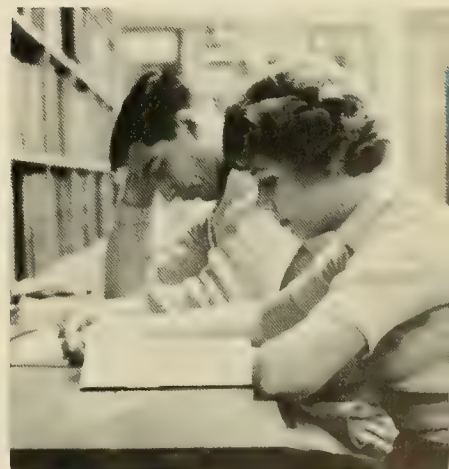
I have said enough, already, to indicate my high estimate of the importance of the teaching role and the accompanying concern for the student as individual learner. As a university, we have not only a responsibility to transmit knowledge but a responsibility through research to advance the frontiers of knowledge. So far as research is concerned, this has been a long standing major activity of this institution. What we need, now, is to assure an increased flow of research funds. At the same time we need to have an adequate staff so that the teaching load of those men and women of scholarly competence will be so balanced as to give them time for creative scholarship, research and publication.

In addition to balanced loads, what we need for assurance of impressive quantity and quality in research are appropriate faculty salaries. Eminence in research is less difficult to achieve if we have salary schedules such as to hold the fine talent we already have and to attract and hold top scholars and scientists through effective competition in the market place of academic talent.

I find here as at most universities a concern on the part of the faculty to know what really are the criteria for success and for promotion. We stress teaching, but we have done little to develop systematic methods for evaluating the teaching process. More recently we have placed increasing emphasis on the professor's research responsibility, only to raise the specter that the sole basis for advancement is by the regular dropping of articles and manuscripts on the Dean's desk where presumably their true worth as research is assessed in pounds and ounces rather than on the scale of intellectual quality. Many a professor has refused to take a committee assignment, claiming that to do so would harm him in the new university atmosphere of "publish or perish." Which is only to suggest that we need a fresh assessment of University criteria for salary advances and promotion. Hopefully, with faculty assistance, we should be able to come up with better bases for evaluating individual faculty contributions to our University community in teaching, research and service.

What I am asking, then, is that our faculty and our students have not only understanding of the University's role, but vision in exercising it. We must read anew and aright what our mission now is. As a

*"... the main raw material
of a university"*



community we must, in accordance with our own institutional character, define our mission in the years ahead. Our vision must be a common vision, ultimately, and no member of the University family is exempt from contributing to it.

Finally, let us turn to the University's responsibilities to the Commonwealth and our expectations from the Commonwealth if we are to carry out these responsibilities. The most striking single fact is that we have fast-increasing numbers of qualified young people seeking admission to the University. Applications are currently running 13% ahead of last year. We are committed to a program of rapid expansion. We shall increase by 600 students to 7,000 next fall, and our plans call for adding 1,000 more students each succeeding fall for the following three years, bringing enrollment to 10,000 by 1965. Such are the economies of the big institution in terms of libraries, administrative management costs, plant utilization, to name a few items, that it is not likely that we will stop at 10,000.

Many express concern lest we become too big. Bigness for the sake of bigness has no intrinsic attraction or merit. Yet the University of Massachusetts cannot stay small. We are pledged to the democratic principle of the right of every individual, regardless of race, religion or economic background, to that amount and kind of education of which he is capable and for which he has the desire and will. Today, more than ever before, the nation values that desire and that will. In this, as in many other states, faced by a tremendous increase in number of college students, where private colleges cannot expand to carry even their existing proportion of the total college student population, institutions of public higher education must pick up the burden.

An increasingly heavy burden, then, will rest on us of the University of Massachusetts and on the great public which gives us our support. Will we be ready? Will we be ready for the students whose ability and competence will be all the better when they come to us because of the increasingly severe competition they will have had to face in order to gain admission into the University? We should be ready to give them quality education, which cannot in any sense be cheap education. I assure you that we will carefully allocate the dollars we get in order to achieve maximum quality, at the same time as we expand our size.

If we are to serve these increased numbers of students as they deserve, we must have continued support from the Commonwealth, which means, in the final analysis, from the taxpayers. We count on this support not only because we want to fulfill our duty toward those thousands of young people as individuals, but also because we thereby help to fulfill our duty to the Commonwealth.

For an educated citizenry, as our Founding Fathers repeatedly stressed, is the greatest resource of the Commonwealth. Our educational investment in our youth will be more than amply returned through their future contribution, personally, professionally, and civically, to the well being and the advancement of the Commonwealth.

I cannot overstress the crucial importance, from now on, in the critical times ahead of us, of the public's full understanding and full support of our State University's fundamental educational enterprise. We want our operation to be conducted as in a gold-fish bowl for all to

see. We wish to justify the level of support; we wish to explain how we have spent our funds; and we will be happy to answer questions and submit to audits.

As George Williams recently pointed out: "In the days when the colleges affected only a fraction of the population, it did not matter much what they did — whether they stagnated or progressed, whether they taught well or ill. But the time is upon us when it does matter. Very soon the vast majority of our youth will go to college; those who do not go will have children who go; and every man and woman will be paying stiff taxes to help support the colleges." In consequence, the American college — or university — must be examined critically to discover whether it is worthy of its destiny, "as well as of the trust we must put in it as the chief defender of our nation and of our civilization in the days to come." The University of Massachusetts therefore welcomes, indeed invites, such public examination.

What we dedicate ourselves to today is the task of making certain that our own University of Massachusetts responds effectively to the demands of our time, and that we thus keep earning our right to the whole-hearted support of our public. Our will is strong. Our pool of competence and talent is large. We are not yet a great university, but we have every right to aspire to greatness, and we have the deepest determination to try to achieve it. We *can* achieve it if we have the full, informed, large-visioned support of our citizenry. Together, I am confident that we can bring into being, as a source of enduring pride to all of us associated with it, what has already so aptly and challengingly been called "the Greater University of Massachusetts."

*University vista —
dormitories at the north end of campus*



A REPORT OF SIGNIFICANT DEVELOPMENTS AT THE UNIVERSITY IN 1960

During my few months on the campus, I have become aware of a number of important developments which have taken place during the year covered by this report. I shall try to summarize some of these. As this is being done, I shall also try to point out some of the areas in which the University, as one of a great community of public institutions of higher learning, must increase its attention if it is to respond adequately to public needs on both the state and national level. As the University approaches its centennial in 1963, these prospects for the immediate future will have the highest possible implications for the century beyond our centennial. By planning well now we can become the greater University of Massachusetts, a proud institution in a proud educational community. And in this effort, to which the present administration commits itself, we hope that we will have the earnest understanding and wise support of those who will benefit most — the people of this Commonwealth.

THE UNDERGRADUATE PROGRAM

Mindful of the need to make the most of the public's investment, the University has continued its program of studying its general academic offerings with a view to raising standards and providing qualitative improvement. For example, during 1960 new entrance requirements voted by the Faculty Senate became effective. One result of the change should be that entering students will be able to handle science and mathematics courses more effectively. In comparison with many other institutions of higher education our entrance requirements were already high. For example, all applicants must take the College Board Scholastic Aptitude Examination and students with dubious records must also take the College Board Achievement Examination.

The highly successful summer testing and guidance program initiated a few years ago was continued during 1960 for all entering freshmen. Both the counselors and the faculty in general are convinced that this program has proved to be very effective in helping students to take optimum advantage of their native abilities and specific aptitudes. Large numbers of parents have expressed their appreciation of this evidence that even though the University as a whole is growing in size, it nevertheless continues to emphasize the importance of the individual student by giving him individual attention. Allied with this program are others providing special incentive for entering students to aim for excellence in their academic work. Many freshmen, for example, are given advanced placement in one or more courses after having demonstrated by means of carefully prepared examinations that they should be exempted from introductory work. As a result of the 1960 summer testing program, approximately 1200 such advanced place-



The Justin S. Morrill Science Center

ments were made. This provides not only improved morale and incentive among the students, but also important economies in the instructional program.

A concerted effort to recognize and encourage the University's superior students has resulted in the formulation of a ten-point program coordinated by the Honors Council. As a result, the University is well on its way toward the establishment of a four-year honors curriculum. In September, 1960, four university-wide interdisciplinary sophomore colloquia were established. Each group consisted of ten outstanding students selected, with the assistance of the Guidance Office, from the various colleges. Supervised by two highly respected members of the faculty, each group was assigned a large number of important books to read. The students were encouraged to raise questions, to think out their own conclusions, and to explain and defend their positions in discussion sessions.

Faculty participation in the colloquium has been limited essentially to defining the issues and to keeping the discussion germane. During the trial first year, no academic credit has been available for this work. Enthusiastic reports from the students and faculty involved in the program led to the approval of academic credit for the honors colloquia as well as to their extension to the second semester of the freshman year and to both semesters of the junior year. This new program effective September, 1961, will correlate nicely with the long standing and highly successful senior departmental honors program. Senior honors will continue to permit properly qualified students to engage in significant research under the direction of individual members of the faculty. Not only has such work frequently led to publication, but in addition it has, in a large number of cases, stimulated students to continue their work in graduate schools. The University can be genuinely proud of the number of its students who have gone on to earn the Ph.D. degree. The University Honors Program deserves no small part of the credit for this fact. At the 1960 Commencement, forty seniors were graduated with departmental honors. This figure is approximately double the number achieving honors in any previous year, and we are confident that more and more superior students will be attracted to the program in future years.

The College of Arts and Sciences continues to enroll approximately one-half of all undergraduates on the campus. Because of the fact that we want insofar as possible to provide all students at the University with the opportunity to obtain a liberal education, the College of Arts and Sciences last year, as in previous years, taught considerably more than its own majors. This is a reflection of the University's philosophy that students are best served when both prior to and during specialization they undertake a carefully planned core of courses yielding benefits in cultural development and enlightened citizenship.

During the year covered by this report, the School of Nursing re-



*Class in oil painting:
Department of Art*

ceived accreditation by the National League for Nursing. This recognition is tangible evidence of our conviction that the curriculum in nursing provides students with an excellent background for work in this vital field. The nursing program continues to be dedicated to supplying hospitals and other agencies with skilled professionals who have a broad understanding of the social implications of their work .

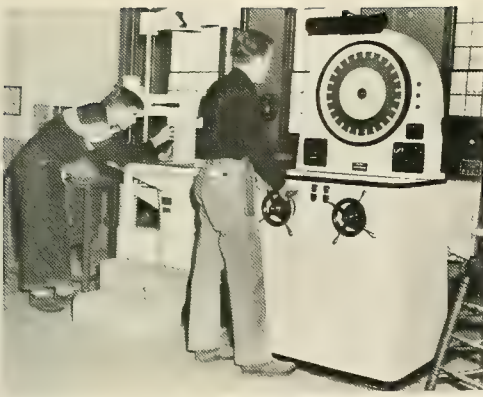
All curricula in the School of Engineering earned continuing accreditation during 1960. Evaluated every five years by the Engineers' Council for Professional Development, each curriculum must win approval independently. Thus, continuing accreditation for all areas is an achievement by the School as a whole in maintaining standards.

In the College of Agriculture significant research gains were made in many areas, especially in veterinary and poultry sciences and in food technology. In the latter field developing studies in colorimetry, gas chromatography, and in food biochemistry and microbiology indicate the increasingly sophisticated work being done in a department which has for many years enjoyed an international reputation. The Department of Landscape Architecture received full accreditation from the American Society of Landscape Architects in 1960, thus becoming one of but fifteen institutions in the country to gain such approval. Under the cooperative program maintained by the New England Regional Board of Higher Education, this department serves the other New England state universities as the regional facility in which students can take courses for major credit.

The School of Education, while continuing its regular program of teacher training, has also been engaged in planning for an expanded program to be undertaken in the new building now nearing completion. Much of the planning is devoted to shaping an effective teaching and research program for the laboratory school to be conducted in the new facility. An agreement signed by officials of the Town of Amherst and by University administrators provides for the enrollment of 300 Amherst children in the University's elementary school. There is every expectation that important benefits will accrue to the town and to the University when the new facility is opened in the fall of 1961.

Training for a vital profession: School of Nursing





Engineering procedure



Foods laboratory

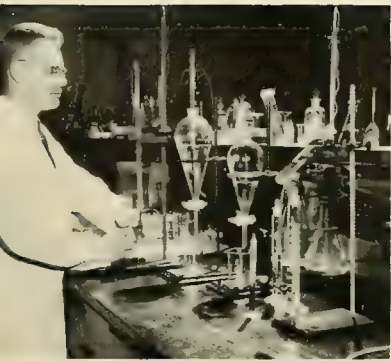
The School of Business Administration, now organized on a departmental basis, continued to grow in strength and in recognition in 1960. In addition to its regular instructional program, the School provided lecturers for various off-campus conferences and seminars conducted by business and industrial groups. These activities, combined with campus conferences sponsored by the School, reflect the deep concern the faculty has for maintaining a close relationship with the business community. During the year the School of Business Administration was host to twelve young European businessmen who participated in the Junior Executive Training Program conducted by the faculty. In addition to taking an intensive course in the theory of management and marketing, the visitors toured business and industrial firms in an effort to relate theory and practice.

The School of Home Economics continued in its work of preparing teachers, extension workers, dietitians and home economists for a variety of positions. The faculty has also been exploring the possibility of more emphasis on such fields as family economics, consumer education, equipment and housing, and child development.

The School of Physical Education maintained its general program of regular classes for approximately 3600 students. Contributions continued to be made in the training of teacher coaches, recreational leaders, as well as in the intramural program.

THE GRADUATE PROGRAM

During 1960 the new cooperative Ph.D. degree involving Amherst College, Mount Holyoke College, Smith College and the University of Massachusetts became effective. The various departments in the biological sciences at the four institutions — and shortly thereafter the four departments of chemistry — were given approval to accept candidates for the degree. Before the end of the year a number of additional inquiries had been received from various department chairmen concerning the possibility of offering this degree in their discipline. It is not anticipated that the four-college Ph.D. program will ever be very large in terms of numbers of students, but we are confident that it will become very significant. For one thing, it is almost unique in terms of cooperation between a state university and three private colleges. It



*Graduate researcher —
in dairy technology*

provides the four-college Ph.D. candidate with a remarkable opportunity to benefit from the presence of outstanding faculty members on four different faculties. The candidate also has a wealth of graduate courses from which to choose. In the long run, it is likely that four-college cooperation at the graduate level may achieve greater success than at the undergraduate level. One reason for this is that the scheduling problems of graduate classes are much simpler than for undergraduate because much more of the work is done independently or in seminars which are frequently scheduled in the evening. During the first year of the cooperative Ph.D. degree the names of 24 members of the faculties of Amherst, Mount Holyoke and Smith Colleges were added to the graduate faculty at the University of Massachusetts. As in the previous two years, each college was represented by one faculty member on the Graduate Council. In this capacity each has just as much voice in determining graduate school policies as any other member of the Graduate Council.

During 1960 the Board of Trustees gave approval for the Department of Government to grant the Ph.D. degree. This brings to a total of twelve the number of departments offering work at the advanced level. There are 38 departments which offer work leading to a master's degree.

SPECIAL PROGRAMS

During 1960 the Associate Alumni gave the University an important new lecture series by voting to establish the Alumni War Memorial Lectureships. The series is dedicated to the cause of freedom and has already brought two distinguished men to the campus: W. W. Rostow and Samuel Eliot Morison. A similar program was also established by the students of the University who voted to tax themselves for the purpose of establishing a Distinguished Visitors Program. Scholars, artists, and other distinguished people will be brought to the campus for a varied round of activities serving to stimulate the University community both culturally and intellectually.

The Department of Government has been awarded a long-term grant by the Ford Foundation for the creation of a Distinguished Professorship in Public Affairs. Under terms of the grant, the University may engage persons who have held high office in state or national government. Each appointee serves on a semester basis and brings great experience to the task of teaching courses in practical politics and public service. Former Senator Ralph A. Flanders of Vermont was appointed to the post in September, 1960, and served through the first semester.

STUDENT SERVICES

The most significant development in this area during 1960 was the realization of a vastly improved Student Health Service program under the guidance of a new director. It was formulated by a board composed of distinguished physicians and health service directors at leading institutions in the Commonwealth. We are confident that the new program will decrease in appreciable measure the amount of time lost by students because of illness. Health education and physical and psychiatric ther-

apy will be added to the actual treatment of illness as the new health program becomes fully implemented in the near future.

NEW FACILITIES

During 1960 a number of vitally important additions were made to the teaching and research facilities of the University. Construction was begun on the new University Infirmary, an 80-bed facility which will in 1961 replace the totally inadequate wooden structure now serving the students. This represents an important part of the planning in connection with the new Student Health Service program mentioned above.

The Library expanded into spacious new quarters which more than doubled the usable space. During the summer the Hampshire Inter-Library Center was transferred from Mount Holyoke College to the University Library. At present the Center includes approximately 18,000 volumes of journals, documents and reference sets which provide not only a rich source of materials for advanced students and faculty, but also tangible evidence of the effectiveness of four-college cooperation.

A new center for studies in the humanities and psychology, Joseph Warren Bartlett Hall, was opened during the year. Most of the departments in this attractive building were formerly housed in depressingly old, crowded and inefficient offices and classrooms. Bartlett Hall also contains a modern 80-booth Language Laboratory and an adequately equipped Speech Therapy Center.



*Language Laboratory —
new and important facility
for the teaching of tongues*



Addition to the Library —
spacious, efficient facility
for an expanding program
in instruction and research.



On the other side of the campus another section of the Justin S. Morrill Science Center was occupied during the early part of 1960 by the Departments of Geology and Zoology. The Center, when finally completed by the addition of another section in 1963, will contain modern laboratories and equipment which, for teaching and research in botany, microbiology, geology, public health, nursing and zoology, will be difficult to match at most other institutions of higher learning. Of the total cost, almost half a million dollars will have come from research grant money provided by the Federal Government. This includes, for example, the electron microscope and many other pieces of scientific equipment vital to teaching and research in the modern world.

The headquarters of the R.O.T.C. work of the University were transferred during the year to a fine new building, Dickinson Hall.

A greatly needed facility, the new Maintenance Building, was also completed during 1960. Two new dormitories, Johnson House for women and Hills House for men, were occupied for the first time during the year covered by this report.

LOOKING TO THE FUTURE

As I have surveyed the University of Massachusetts during my first few months as President, I have become increasingly aware of a record of accomplishment sustained in almost all areas of instruction and research. As we approach our Centennial, I hope that these achievements will be considered as the basis for even greater effort, to the end that the University in 1963 will be honored as one of America's first-rank institutions of higher learning.

We have come a long way toward earning such recognition already. But we must go further. We must, above all, exercise careful judgment in determining what the educational needs of our Commonwealth and nation will be in the decades ahead. It is for this reason that we have established a long-range planning committee to undertake a full-scale study of our curricular offerings. And it is for this reason, too, that we are instituting a thorough review of our master plan for development of the University's physical resources.

Our overall aim must be quality and a deep concern for the individual student. These must always have highest priority in all our planning and policy-making; for assuredly we will merit the good opinion of the general public only if we succeed in building men and women of intellectual strength and substance.

As taxpayers, we should be proud of every dollar which contributes to the development of such citizen-scholars. They constitute our greatest natural resource, and we will be sorely remiss if we do not recognize the fact. Insisting, then, that every tax dollar invested in the University be spent wisely and well, the present administration is pledged to making the most of this resource to assure the continued growth of free institutions in a free society.

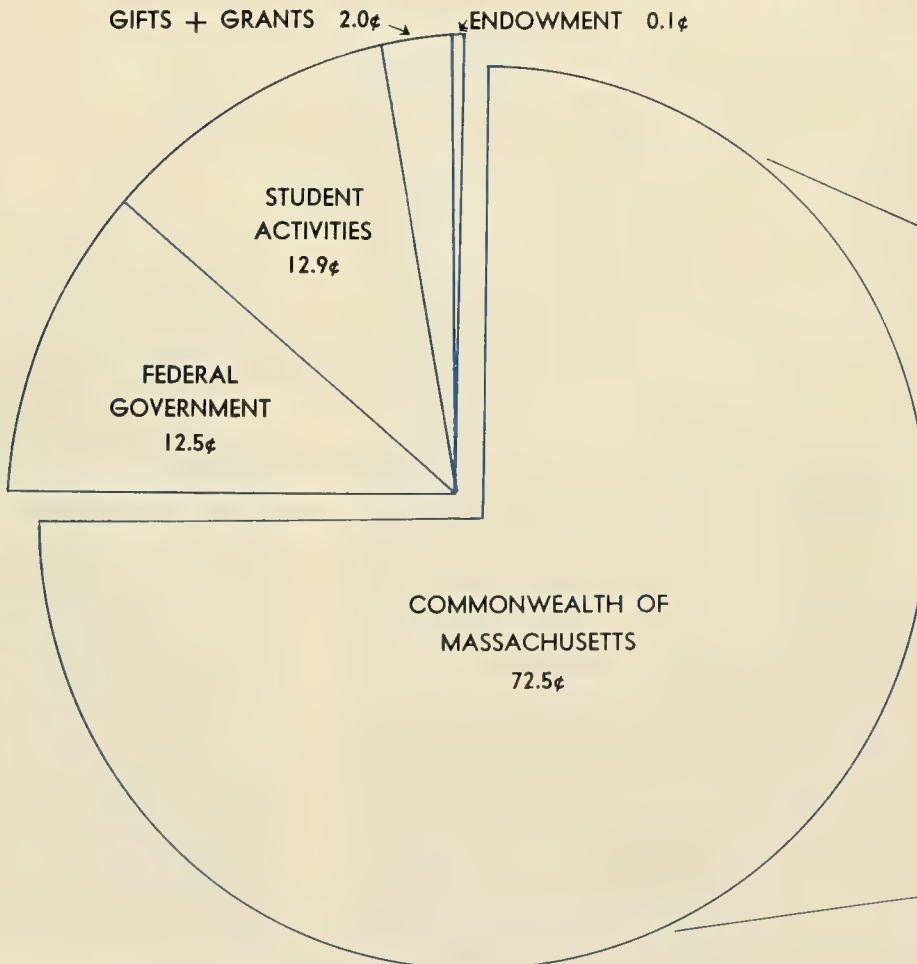
John W. Lederle
President

REPORT OF THE TREASURER

where the operating dollar comes from . . .

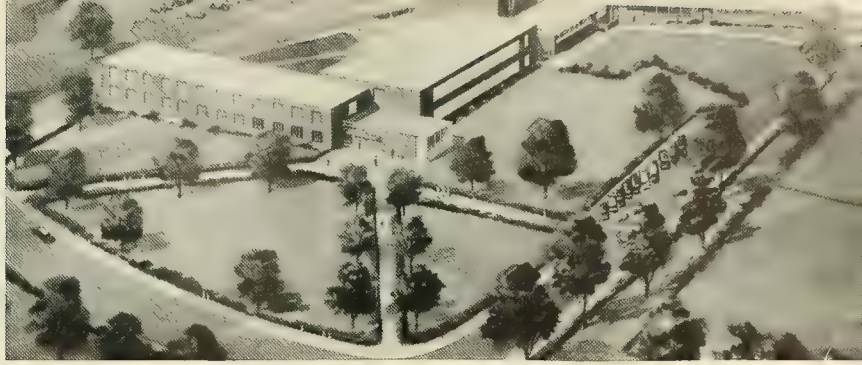
For the fiscal year 1960 the University received from all sources \$13,065,845 for operating purposes. Of this, \$9,476,498 was appropriated by the Commonwealth, amounting to 72.5 cents out of each operating dollar. HOWEVER, THE UNIVERSITY RETURNED TO THE STATE TREASURER, AS REQUIRED BY THE STATE CONSTITUTION, \$3,417,783 REPRESENTING COLLECTIONS FOR STUDENT TUITION, BOARD AND ROOM, AND SUNDRY SALES AND SERVICES. Thus, the net cost to the taxpayer was only \$6,058,715, or 46.4 cents out of each operating dollar.

The following sources provided the balance of the operating dollar: federal government 12.5 cents, student activities 12.9 cents, gifts and grants 2.0 cents, and endowment income 0.1 cent.



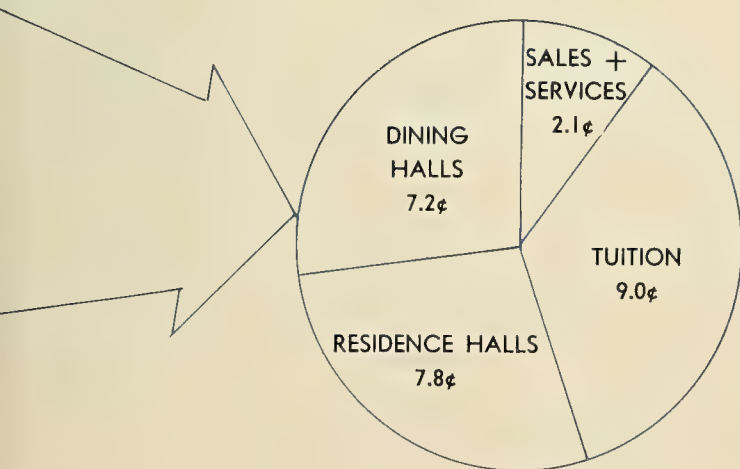
But . . .

of the 72.5¢ from the state a total of 26.1¢ was returned to the state as follows:



School of Education—scheduled to open in September, 1961

SOURCE	Total Am't.	Percent of Total
COMMONWEALTH OF MASSACHUSETTS:		
FUNDS PROVIDED BY UNIVERSITY RECEIPTS:		
DINING HALLS	\$ 939,041	7.2
RESIDENCE HALLS	1,024,315	7.8
TUITION	1,182,017	9.0
SALES AND SERVICES	272,410	2.1
SUBTOTAL	\$ 3,417,783	26.1
NET FUNDS PROVIDED BY THE TAXPAYER	6,058,715	46.4
TOTAL	\$ 9,476,498	72.5
FEDERAL GOVERNMENT	1,630,771	12.5
STUDENT ACTIVITIES	1,683,146	12.9
GIFTS AND GRANTS	258,725	2.0
ENDOWMENT INCOME	16,705	0.1
TOTAL RECEIPTS	\$13,065,845	100.0

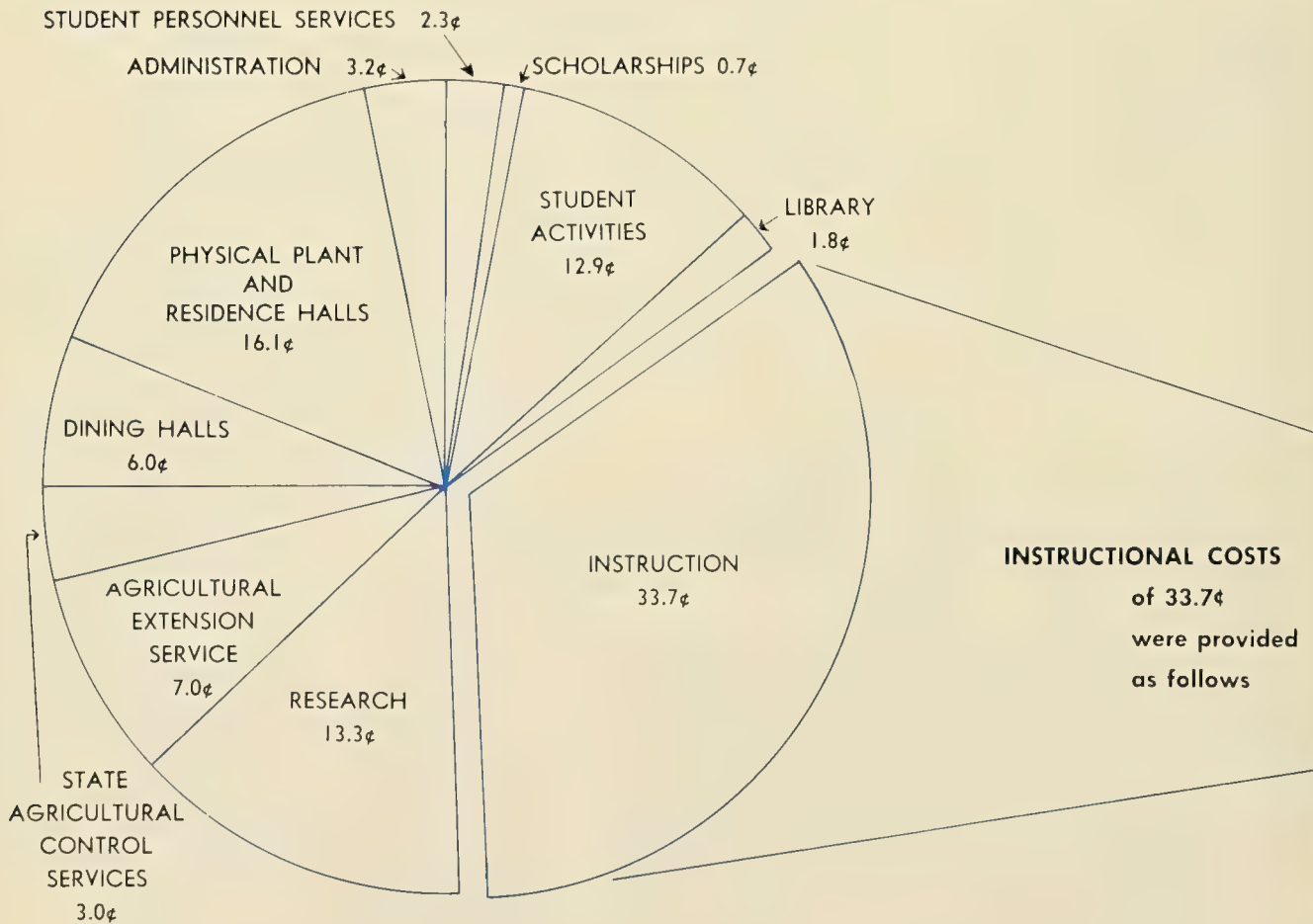


how it is spent . . .

Direct instructional costs naturally represented the largest single operating expenditure requiring \$4,409,102 (or 33.7 cents of each dollar) out of total expenditures of \$13,065,845. Research and library, expenditures closely related to instructional costs, required 13.3 cents and 1.8 cents respectively of the operating dollar. Agricultural extension services and state agricultural control services required 7.0 cents and 3.0 cents each.

Operating and maintenance of the physical plant and residence halls accounted for 16.1 cents of the dollar. Six cents of every dollar went toward dining hall operations and 12.9 cents into student activities. The remainder of the operating dollar was expended as follows: administration 3.2 cents, student personnel services 2.3 cents and scholarships 0.7 cent.

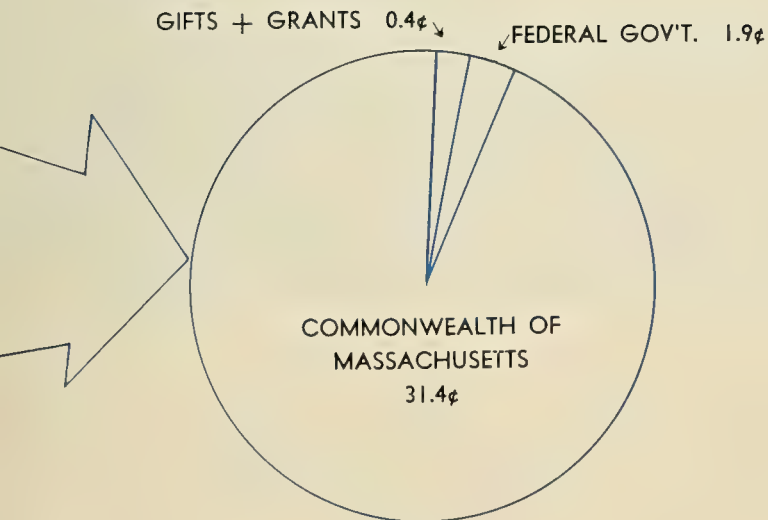
The small circle on the right shows that of the 33.7 cents spent for direct instructional costs, a total of 31.4 cents (93 per cent) was provided by state appropriations. The remainder — 2.3 cents (7 per cent) — was provided by the federal government and from gifts and grants.





Food Technology Center — when completed, it will be the largest and best equipped facility of its kind on any campus in the East.

FUNCTION	Total Am't.	Percent of Total
INSTRUCTION:		
STATE FUNDS	\$ 4,101,891	31.4
FEDERAL FUNDS	249,298	1.9
GIFTS AND GRANTS	57,913	0.4
TOTAL INSTRUCTION	\$ 4,409,102	33.7
LIBRARY	236,543	1.8
RESEARCH	1,735,663	13.3
AGRICULTURAL EXTENSION	907,440	7.0
STATE AGRICULTURAL CONTROL SERVICES	385,222	3.0
DINING HALLS	788,267	6.0
PHYSICAL PLANT AND RESIDENCE HALLS	2,106,856	16.1
ADMINISTRATION	419,098	3.2
STUDENT SERVICES	300,400	2.3
SCHOLARSHIPS	94,108	0.7
STUDENT ACTIVITIES	1,683,146	12.9
TOTAL DISBURSEMENTS	\$13,065,845	100.0



PREPARED BY THE OFFICE OF THE TREASURER
Kenneth W. Johnson, Treasurer

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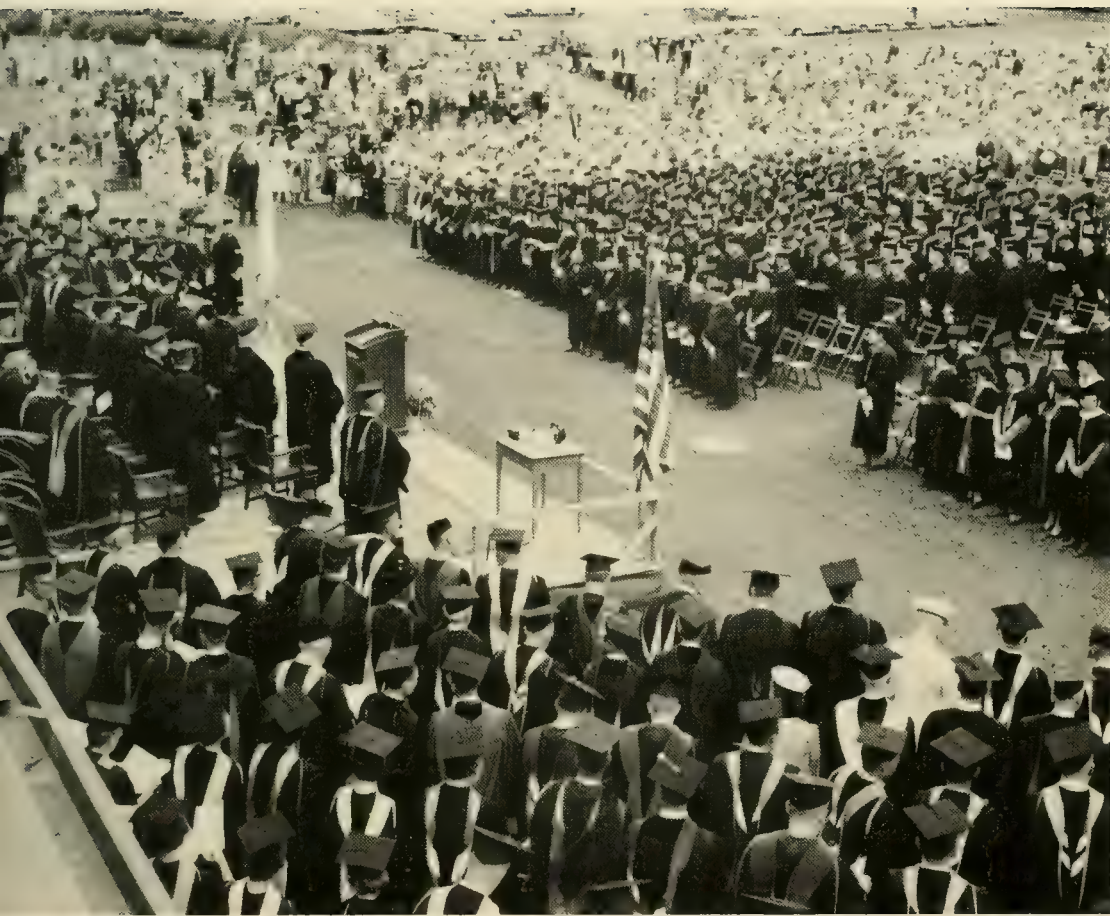
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PRINTED WITH PRIVATE FUNDS



The University of Massachusetts

FINANCIAL REPORT FOR THE YEAR ENDED JUNE 30, 1960

UNIVERSITY OF MASSACHUSETTS

FINANCIAL REPORT
FOR THE YEAR ENDED JUNE 30, 1960

KENNETH W. JOHNSON
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SUMMARY REPORT

A financial report of a University has meaning only in terms of the educational program that it serves. Much of this program can be identified by a careful reading of detailed schedules that support the Balance Sheet and Summary of Receipts and Expenditures. It is the purpose of this Summary Report to focus attention on a few significant items that are not otherwise presented.

Enrollments - In a rapidly expanding situation it is important to know the number of students who have been in attendance. The figures for September 1959 were:

Undergraduate School	4,956
Graduate School	780
Stockbridge School (two-year agriculture)	395
	<hr/>
Total	6,131

This is an increase of 860 over 1958. In addition, there were approximately 2,000 students enrolled in the Summer Schools and other short courses.

Sources of Operating Funds and Classification of Expenditures - Due to the fact that all "revenue due the Commonwealth" must be returned to the Treasurer of the Commonwealth, it is difficult to reflect in the financial statements the sources of operating funds in a manner that clearly identifies how much is paid by the student and how much comes from the state and other sources. For this reason the following table (Table I) has been prepared. It should be noted, however, that this table does not include Agency Funds or balances in accounts that are included in the Summary of Receipts and Balances.

Table II that follows presents a more detailed classification of expenditures indicating the percentage of the total spent for each function or activity.

Average Net Cost to the State of Instruction Per Student - A land-grant public university performs many functions and provides many services to the citizens of the state. The most important is the instruction of students and it is the cost of teaching students that is important to the taxpayer. During this year, the average net cost to the state for instruction was \$626.39 per student. This figure is arrived at by distributing to the direct cost of instruction the pro rata share of the cost of administration and operation of the physical plant. This is done on a percentage of dollars of expenditure for each category. From this total cost of instruction is deducted all income applicable to instruction before dividing by the number of students.

It is interesting to note that this cost of \$626.39 per student is \$110.87 lower than the preceding year. Of this, \$100.00 is attributed to the increase in tuition. This became effective in September 1959 when the Trustees increased tuition from \$100.00 to \$200.00 for residents of the Commonwealth. The remaining drop of \$10.87 may be due in part to the change in student-teacher ratio adopted earlier by the state legislature.

TABLE I

UNIVERSITY OF MASSACHUSETTS

Sources of Operating Funds
July 1, 1959 to June 30, 1960

Commonwealth of Massachusetts:

Funds provided by University receipts -

Dining Halls	\$ 939,040.73	7.27%
Residence Halls	1,024,314.76	7.8
Tuition	1,182,017.42	9.0
Sales and Services	272,409.92	2.1

Sub-Total - Returned to State Treasurer as Income	3,417,782.83	26.1
--	--------------	------

Funds provided by the taxpayer (net)	6,058,714.86	46.4
--------------------------------------	--------------	------

Total from the Commonwealth (Appropriation)	9,476,497.69	72.5
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Federal Government:

Appropriation for Instruction	\$111,847.52	.9%
Appropriation for Extension	465,288.83	3.6
Appropriation for Experiment Station	433,985.00	3.3
Research Grants, etc.	619,649.83	4.7

Total from Federal Government	1,630,771.18	12.5
-------------------------------	--------------	------

Student Activities:

Student Union	1,496,132.47	11.5%
Athletics	186,750.51	1.4
Other	262.53	.0

Total Student Activities	1,683,145.51	12.9
--------------------------	--------------	------

Gifts and Grants:

Administration	24,265.86	.2%
Instruction	54,127.67	.4
Research	115,455.87	.9
Student Aid and Services	63,811.80	.5
Other	1,063.90	.0

Total Gifts and Grants	258,725.10	2.0
------------------------	------------	-----

Endowment Income	16,705.77	.1
------------------	-----------	----

Total Receipts	\$13,065,845.25	100.0
----------------	-----------------	-------

TABLE II

UNIVERSITY OF MASSACHUSETTS

Classification of Expenditures
July 1, 1959 to June 30, 1960

Instruction:

State Funds		\$4,101,891.23	31.4%
Federal Funds		249,297.94	1.9
Gifts and Grants		54,127.67	.4
Endowment Income		3,785.51	.0

Total Instruction		4,409,102.35	33.7
-------------------	--	--------------	------

Library		236,543.01	1.8
---------	--	------------	-----

Research:

State Funds	\$715,052.07	5.5%
Federal Funds	905,155.16	6.9
Gifts and Grants	115,455.87	.9

Total Research		1,735,663.10	13.3
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Agricultural Extension		907,439.65	7.0
------------------------	--	------------	-----

State Agricultural Control Services		385,222.16	3.0
-------------------------------------	--	------------	-----

Dining Halls		788,267.31	6.0
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Physical Plant and Residence Halls		2,106,856.02	16.1
------------------------------------	--	--------------	------

Administration		419,098.30	3.2
----------------	--	------------	-----

Student Services (Dean of Men, Dean of Women, Placement, Student Health & Guidance Service)		300,399.94	2.3
--	--	------------	-----

Scholarships:

State Funds	25,000.00	.2%
Gifts and Grants	56,715.96	.4
Endowment Income	12,391.94	.1

Total Scholarships		94,107.90	.7
--------------------	--	-----------	----

Student Activities:

Student Union	1,496,132.47	11.5%
Athletics	186,750.51	.4
Other	262.53	.0

Total Student Activities		1,683,145.51	12.9
--------------------------	--	--------------	------

Total Expenditures		\$13,065,845.25	100.0
--------------------	--	-----------------	-------

Above amounts do not include \$735,077.08 of Agency Funds for which the University Treasurer acts as custodian.

Building Program - A very important part of the financial growth of the University that is not adequately presented in the following schedules is the funds available for the building program. This is because state appropriations for capital outlay are made to the State Division of Building Construction that handles the contracts for state construction. In addition, the University of Massachusetts Building Association, a private corporation of alumni membership chartered by the legislature for this purpose, has, for the last twenty years, constructed, on a self-liquidating basis, dormitories, apartments, and a Student Union. The 1957 Financial Report stated for the four-year period, 1954-1957, a total of \$22,779,704.00 was available for new buildings and facilities. Of this, \$17,170,329.00 was from state appropriations, \$5,200,000.00 came from the Building Association, and \$409,375.00 was from federal and other private funds.

Since 1957 there have been state appropriations as follows:

<u>Fiscal Year</u>	<u>Amount</u>
1958	\$9,750,000
1959	1,570,000
1960	9,706,000
	<hr/>
Total	\$21,026,000
University of Massachusetts Building Association -	
1958	\$1,400,000
1959	2,000,000
	<hr/>
Total	\$3,400,000
Federal Grants -	194,172
	<hr/>
TOTAL 1958-60	\$24,620,172

Audit

In accordance with state law, all accounts of the University are examined each year by the State Auditor. The last audit covered the period of this report from July 1, 1959 to June 30, 1960.

All statements and schedules of state funds contained herein have been examined and verified by the Comptroller's Bureau of the Commonwealth.

Balance Sheet as of June 30, 1960

Assets

I. State Funds:			
Appropriation Balances held by State Treasurer			
	Other Maintenance	\$ 29,276.37	
	Special Appropriations	101,654.39	
	Capital Outlay	230,246.86	
	Accounts Receivable	32,693.70	
	Inventory of Supplies	<u>661,349.73</u>	
			\$ 1,055,221.00
II. Federal Funds:			
	Cash - First National Bank of Amherst	36,277.12	
	Notes Receivable - National Defense Student Loan Fund	<u>48,400.95</u>	
			84,678.07
III. Endowment Funds: (Schedule A-1)			
	Income Account - Cash, Amherst Savings Bank	10,000.00	
	Income Account - Cash, First National Bank of Amherst	12,715.00	
	Principal Account - Amherst Savings Bank	5,031.79	
	Principal Account - Cash, First National Bank of Amherst	35,163.80	
	Principal Account - Pool Investment Securities	401,620.68	
	Principal Account - Securities not Pooled	7,500.00	
	Principal Account - Investment - Land	92,160.80	
	Unamortized Premiums on Pool Investments	<u>3,489.16</u>	
			567,681.23
IV. Student Loan Funds:			
	Cash - First National Bank of Amherst	11,486.11	
	Cash - Amherst Savings Bank	1,049.33	
	Notes Receivable	<u>20,673.20</u>	
			33,208.64
V. Trust Funds:			
	Cash on Hand	400.75	
	Cash - First National Bank of Amherst	302,796.24	
	Cash - Ware Savings Bank	115,393.16	
	Cash - Woronoco Savings Bank	104,785.87	
	Cash - Amherst Savings Bank	170,815.82	
	Cash - Easthampton Savings Bank	<u>70,000.00</u>	
			764,191.84
VI. Agency Funds:			
	Cash - First National Bank of Amherst		83,579.50
VII. Plant Funds:			
	Land	2,634,724.00	
	Buildings*	23,888,944.01	
	Improvements other than Buildings	3,349,597.76	
	Equipment	<u>4,738,624.17</u>	
			34,611,889.94
			<u>\$37,200,450.21</u>
			<u>\$37,200,450.21</u>
	Total Assets		

*The University also leases from the University of Massachusetts Building Association nineteen dormitories, two apartment buildings and a Student Union Building, representing investment of \$12,985,352.74. The principal is amortized and the buildings eventually become the property of the University.

Schedule A (Continued)

Balance Sheet as of June 30, 1960

Liabilities, Reserves and Fund Balances

State Funds:

Total Appropriation Balances	\$361,177.62	
Due State Treasurer	32,693.70	
Expendable Supplies	<u>661,349.73</u>	\$ 1,055,221.05

Federal Funds:

Balance Federal Appropriations	34,278.08	
National Defense Student Loan Fund	<u>50,399.99</u>	84,678.07

Endowment Funds:

Income on Investments - Balances (Schedule A-2)	22,715.00	
Principal of Fund (Schedule A-3)	522,795.28	
Reserve for Profits and Losses on Pool Investments	<u>22,170.95</u>	567,681.23

Student Loan Funds:

Balance (Schedule A-4)		33,208.64
------------------------	--	-----------

Trust Funds:

Balance in Funds:

Scholarship Funds	28,567.75	
Campus Activities	330,881.78	
Research Funds	143,680.64	
Federal Grants	<u>261,061.67</u>	764,191.84

Agency Funds:

Balance in Funds:

Student Deposit Account	24,969.29	
Student and Miscellaneous Funds	<u>58,610.28</u>	83,579.57

Plant Funds:

Net Investment in Plant		34,611,889.94
-------------------------	--	---------------

Total Liabilities, Reserves and Fund Balances		<u><u>\$37,200,450.34</u></u>
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Schedule B

SUMMARY OF RECEIPTS AND BALANCES

I. State Appropriations			
General Maintenance (Schedule B-1)		\$9,455,723.00	
Other Maintenance:			
Current Year Appropriation	\$ 52,500.00		
(Schedule B-1)			
Prior Year Appropriation Balances	<u>33,931.27</u>		
	86,431.27		
Less: Balances reverted to			
State Treasurer	<u>66,007.15</u>		
		<u>20,424.12</u>	\$9,476,147.12
Capital Outlay:			
Balance, July 1, 1959	174,770.79		
Current Year Appropriation	100,000.00		
(Schedule B-3)			
	<u>274,770.79</u>		
Less: Balances reverted to			
State Treasurer	<u>3,043.00</u>		
			271,727.79
Special Appropriations:			
Balance July 1, 1959	28,994.47		
Current Year Appropriation	125,000.00		
(Schedule B-2)			
	<u>153,994.47</u>		
Less: Balances reverted to			
State Treasurer	<u>549.70</u>		
			<u>153,444.77</u>
Net Totals - State Appropriations			\$9,901,319.68
II. Federal Appropriations (Schedule B-5)			
Balance, July 1, 1959		45,597.45	
Current Year Receipts		<u>1,011,121.35</u>	
Total			<u>1,056,718.80</u>
Net Totals - State and Federal Appropriations			\$10,958,038.48
III. Endowment Fund Income (Schedule A-2)			
Balance, July 1, 1959		17,122.21	
University Endowment Fund Income		19,378.84	
State Endowment Fund Income		<u>2,919.72</u>	
Total			<u>39,420.77</u>
IV. Revolving Student Loan Funds (Schedule A-4)			
Balance, July 1, 1959		60,866.63	
Interest Income		248.13	
Addition to Fund		<u>22,493.87</u>	
			83,608.63
V. Revolving Trust Funds (Schedule B-6)			
Balance, July 1, 1959		274,059.79	
Current Year Receipts		<u>2,007,953.51</u>	
			2,282,013.30
VI. Agency Funds (Schedule B-7)			
Balance, July 1, 1959		31,526.39	
Current Year Receipts		<u>787,130.26</u>	
			818,656.65
VII. Special Gifts (Schedule B-8)			
Balance, July 1, 1959		326,518.92	
Scholarships, Current Year Receipts		65,765.74	
Industrial and Federal Grants - Current Year Receipts		<u>638,249.72</u>	
			<u>1,030,534.38</u>
Net Total - Receipts and Balances			\$15,212,272.27

SUMMARY OF EXPENDITURES AND BALANCES

	<u>State Appropriations</u>	<u>Federal Appropriations</u>	<u>Other Funds</u>	<u>Total</u>
I. State and Federal Appropriations				
A. Administration	\$ 389,832.44			
B. Resident Instruction	4,618,502.69	\$ 110,674.87		
C. Experiment Station	670,123.56	435,447.77		
D. Control Services	385,222.16			
E. Extension Services	430,921.57	476,318.08		
F. Boarding Halls	788,267.31			
G. Operation of Plant	2,106,856.02			
H. Other Maintenance	57,145.00			
I. Capital Outlay (Schedule B-9)	41,480.93			
J. Special Appropriations (Schedule B-9)	51,790.38			
	<hr/>			
Totals - State and Federal Appropriation Expenditures	\$9,540,142.06	\$1,022,440.72		\$10,562,582.78
Balances State and Federal Appropriations, June 30, 1960	361,177.62	34,278.08		395,455.70
	<hr/>			
Totals	\$9,901,319.68	\$1,056,718.80		\$10,958,038.48
III. Endowment Income: (Schedule A-2)			\$ 16,705.77	
Balance, June 30, 1960			<u>22,715.00</u>	
Total				39,420.77
IV. Revolving Student Loan Funds (Schedule A-4)				
Balance, June 30, 1960				83,608.63
V. Revolving Trust Funds (Schedule B-6)			1,951,131.52	
Balance, June 30, 1960			<u>330,881.78</u>	
Total				2,282,013.30
VI. Agency Funds (Schedule B-7)			735,077.08	
Balance, June 30, 1960			<u>83,579.57</u>	
Total				818,656.65
VII. Special Gifts (Schedule B-8)				
Scholarships			56,715.96	
Industrial and Federal Grants			540,508.36	
Balance, June 30, 1960			<u>433,310.06</u>	
Total				1,030,534.38
	<hr/>			
Total - Expenditures and Balances				<u>\$15,212,272.21</u>

Schedule A-1

Endowment Funds - Principal
Statement of Pool Investments
as of June 30, 1960

<u>Description</u>	<u>Date of Acquisition</u>	<u>Cost or Book Value</u>
<u>Government Bonds</u>		
23,500 U. S. Savings Bonds, Series K, 2.76%, due 6/1/64	6/30/52	\$23,500.00
18,000 U. S. Treasury Bonds, 3½%, due June 15, 1983/78	6/4/53	17,703.31
Total - Government Bonds		<u>\$41,203.31</u>

	<u>Date of Acquisition</u>	<u>Principal</u>	<u>Present Value</u>
<u>Mortgages</u>			
Massachusetts Beta House Corp. 4%	12/20/46	\$ 8,500.00	\$ 3,280.00
Gamma Delta Chapter of Kappa Sigma 4%	10/14/46	24,000.00	9,858.16
Massachusetts Kappa Corp. of Sigma Alpha Epsilon 4%	11/1/51	20,000.00	11,500.00
Theta Corporation of Theta Chi 4%	10/9/54	40,000.00	29,000.00
Total - Mortgages		<u>\$92,500.00</u>	<u>\$53,638.16</u>

Schedule A-1 (Continued)

Endowment Funds - Principal
Statement of Pool Investments
as of June 30, 1960

<u>Description</u>	<u>Date of Acquisition</u>	<u>Cost or Book Value</u>	<u>Market Value</u>
<u>Railroad Bonds</u>			
3,000 Pennsylvania R. R. Co., General Series A, 4½'s, due 6/1/65	10/20/39	\$ 3,000.00	\$ 2,902.50
3,000 Southern Pacific (Oregon Lines), First, 4½'s, due 3/1/77	7/9/51	2,977.50	2,778.75
2,000 Missouri Pacific Railroad Co., First & Refunding Mortgage 5's, Series I, due 2/1/81	1/4/60	1,792.91	1,370.00
Total - Railroad Bonds		\$ 7,770.41	\$ 7,051.25
<u>Utility and Industrial Bonds</u>			
10,000 American Telephone & Telegraph Co. Debenture 5's, due 11/1/83	11/26/57	\$ 10,401.05	\$ 10,337.50
10,000 Commonwealth Edison Co., Sinking Fund Debenture 4 5/8's, due 1/1/2009	2/20/59	10,204.00	9,800.00
10,000 Consolidated Edison Co., of New York, Inc. First & Refunding Mortgage 5's, Series N, due 10/1/87	11/26/57	10,517.49	10,325.00
10,000 The Dayton Power & Light Co., First Mortgage 5's, due 11/1/87	11/26/57	10,381.27	10,150.00
10,000 Florida Power & Light Co., First Mortgage 4 3/8's, due 12/1/86	2/6/59	9,875.00	9,300.00
10,000 Gulf States Utilities Co., First Mortgage 4 7/8's, due 10/1/87	11/29/57	10,247.52	9,900.00
2,000 The General Tire & Rubber Co. Subordinated Debenture 4 3/4's, due 4/1/81	1/4/60	1,830.00	1,910.00
10,000 Niagara Mohawk Power Corp. General Mortgage 4 7/8's, due 9/1/87	11/26/57	10,405.00	10,100.00
10,000 Philadelphia Electric Co., First & Refunding Mortgage, 4 5/8's, due 9/1/87	11/26/57	10,203.22	9,825.00
10,000 Public Service Electric & Gas Co., First and Refunding Mortgage 4 5/8's, due 8/1/88	10/6/58	10,350.00	9,950.00
5,000 Southern California Edison Co., First & Refunding 3's, due 9/1/65	11/14/51 12/5/54	\$3,000.00 <u>2,000.00</u>	5,029.59 4,575.00
5,000 Southern Natural Gas Co., First Mortgage Pipe Line Sinking Fund 4 3/4's, due 1/1/79	4/24/59	5,208.84	4,937.50
10,000 Southwestern Bell Telephone Co. Debenture 4 3/4's, due 10/1/92	10/17/58 12/18/58	\$5,000.00 <u>5,000.00</u>	10,541.18 9,925.00
1,000 Indiana Limestone Co., Inc. General Mortgage Sinking Fund Income 4's, due 7/1/75	1/4/60	790.00	790.00
Total - Utility and Industrial Bonds		\$115,984.16	\$111,825.00

Schedule A-1 (Continued)

Endowment Funds - Principal
Statement of Pool Investments
as of June 30, 1960

Stocks

<u>No. of Shares</u>	<u>Description</u>		<u>Date of Acquisition</u>	<u>Cost or Book Value</u>	<u>Market Value</u>
<u>Preferred Stock</u>					
200	American Sugar Refining Co., Cum.	7%	7/19/51	\$ 6,450.00	\$ 5,650.00
80	Duquesne Light Co.	4%	1/23/53	3,840.00	3,280.00
Total - Preferred Stock				<u>\$ 10,290.00</u>	<u>\$ 8,930.00</u>
<u>Common Stock</u>					
600	American Telephone and Telegraph Co.	45	7/9/51		
		15	7/30/52		
		6	12/16/53		
		17	11/5/55		
		8	11/6/56		
		100	4/29/58		
		9	6/30/58		
		<u>400</u>	6/30/59	\$ 32,500.27	\$ 53,550.00
400	Baltimore Gas and Electric Co.		5/2/57	7,014.76	10,600.00
158	Commonwealth Edison Co.	52	7/19/51		
		100	4/29/58		
		3	10/15/58		
		<u>3</u>	12/31/59	6,068.44	10,171.25
100	Consolidated Edison Co. of N. Y.		5/2/57	5,440.40	6,575.00
147	E. I. du Pont de Nemours & Co.	100	7/19/51		
		<u>47</u>	2/3/59	19,306.75	30,723.00
84	Reliance Insurance Co.	36	7/19/51		
		36	2/26/54		
		8	11/6/56		
		<u>4</u>	1/25/60	2,991.07	4,525.50
20	Dow Chemical Co.		10/7/57	1,118.13	1,782.50
190	Hartford Electric Light Co.	173	1/8/54		
		<u>17</u>	11/5/58	10,516.68	11,803.75
250	Indiana Limestone Co., Inc.		2/10/60	1,062.50	1,031.25
54	Interlake Steamship Co.		2/10/60	2,173.50	1,890.00
32	The Joseph & Feiss Co.		2/10/60	228.00	256.00
200	Niagara Mohawk Power Corp.		5/12/57	6,135.38	7,200.00
100	Pacific Gas & Electric Co.		4/29/58	5,715.68	6,425.00
500	Paramount Pictures Corp.		3/6/57	13,875.00	30,750.00
250	Republic Steel Corp.		2/10/60	17,937.50	15,250.00
200	The Southern Co.		5/2/57	4,577.62	9,700.00
220	The Southern New England Telephone Co.		11/26/57	7,395.00	9,735.00
100	Standard Oil Co. of Indiana	50	7/19/51		
		<u>50</u>	12/6/54	3,518.75	3,750.00
285	Standard Oil Co. of New Jersey	90	7/19/51		
		1	11/6/53		
		182	5/6/56		
		1	12/26/56		
		10	5/6/58		
		<u>1</u>	12/31/59	6,413.60	11,542.50
69	Transamerica Corp.		6/30/60	1,293.75	1,776.75
200	Tri-Continental Corp.		3/6/57	5,300.00	7,375.00
75	United Fruit Co.		7/19/51	5,100.00	1,725.00
740	Virginia Electric & Power Co.	337	1/8/54		
		33	12/6/54		
		<u>370</u>	5/8/57	10,541.02	37,462.50
Total - Common Stock				<u>\$176,223.80</u>	<u>\$275,600.00</u>

Schedule A-1 (Continued)

Endowment Funds - Principal

Statement of Investments not in Pool Fund
as of June 30, 1960

		<u>Date of Acquisition</u>	<u>Cost or Book Value</u>
<u>Land</u>			
Murray D. Lincoln		3/11/58	\$41,765.00
		12/31/58	16,795.80
		2/23/60	33,600.00
			<hr/>
	Total - Land		\$92,160.80
 <u>Stocks</u>			
750 Shares David Buttrick, Cum. Preferred	7%	3/8/54	\$ 7,500.00
			<hr/>
	TOTAL		<u><u>\$99,660.80</u></u>

Schedule A-1 (Continued)

Endowment Funds - Principal
as of June 30, 1960

Summary of Pool Investments

Invested in:	<u>Cost or Book Value</u>	<u>% of Total</u>
<u>Bonds</u>		
Government	\$ 41,203.31	9.3
Railroad	7,770.41	1.7
Utility	113,364.16	25.5
Industrial	2,620.00	.6
	<hr/>	<hr/>
	\$164,957.88	37.1
 <u>Mortgages</u>	 53,638.16	 12.0
<u>Stocks</u>		
<u>Preferred</u>		
Industrial	6,450.00	1.4
Utility	3,840.00	.9
	<hr/>	<hr/>
	10,290.00	2.3
<u>Common</u>		
Financial	4,284.82	1.0
Industrial	70,733.73	15.9
Investment Trust	5,300.00	1.2
Utility	95,905.25	21.5
	<hr/>	<hr/>
	176,223.80	39.6
	<hr/>	<hr/>
Total - Pool Securities	\$405,109.84	91.0
 <u>Cash</u>		
Amherst Savings Bank @ 3½%	5,031.79	1.1
First National Bank - Uninvested Cash	35,163.80	7.9
	<hr/>	<hr/>
Total - Cash	\$ 40,195.59	9.0
	<hr/>	<hr/>
Total - Pool Investments	\$445,305.43	100.0

Summary of Investments not in Pool

<u>Land</u>	
Murray D. Lincoln	\$ 92,160.80
<u>Stock</u>	
Preferred Stock	7,500.00
	<hr/>
Total - Investments not in Pool	\$ 99,660.80
	<hr/>
Total - Endowment Funds	\$544,966.23
	<hr/>

Schedule A-2

Endowment Fund Income
Statement of Receipts, Disbursements and Balances

<u>Name and Purpose of Fund</u>	<u>Balance</u> <u>July 1, 1959</u>	<u>Receipts from</u> <u>Investments</u>	<u>Disbursements</u>	<u>Balance</u> <u>June 30, 1960</u>
<u>me Designated for General Purposes</u>				
<u>udent Aid, Scholarships, Loans:</u>				
Alpha Sigma Phi Scholarship	\$ 227.18	\$ 355.49	\$ 335.00	\$ 247.67
Alvord Dairy	152.04	210.15	180.00	182.19
Ascension Farm School	2,882.10	6,107.17	5,000.00	3,989.27
Danforth Keyes Bangs	285.08	293.48	400.00	178.56
Buttrick Scholarship	20.45	650.17	15.76	654.86
Lucius Clapp	346.33	437.64	500.00	283.97
Class 1882 Scholarship	27.79	68.49	79.24	17.04
Frederick G. Crane	863.30	1,277.68	1,350.00	790.98
Stephen Davis Scholarship	819.98	960.09	800.00	980.07
George L. Farley	856.80	250.35	--	1,107.15
Gassett Scholarship	72.02	73.21	100.00	45.23
Charles A. Gleason	168.25	186.86	225.00	130.11
Walter H. Harrison	---	592.64	592.64	---
Philip B. Hasbrouck	---	---	---	---
Clarence C. Hardy	22.63	5.99	20.00	8.62
Mrs. Clifton Johnson	---	---	---	---
Helen E. Knowlton	793.29	751.04	900.00	644.33
Porter L. Newton Educational	259.64	1,211.92	700.00	771.56
J. Clark Osterhout	24.75	19.87	---	44.62
Betsey C. Pinkerton	174.74	225.32	250.00	150.06
Charles S. Plumb	696.28	167.41	69.23	794.46
Frank H. Plumb	413.68	672.29	400.00	685.97
V. A. Rice Scholarship	109.47	132.39	150.00	91.86
Mary Robinson	3.31	144.95	---	148.26
Henry Franklin Staples	---	347.19	---	347.19
Whiting Street	86.85	101.22	125.00	63.07
Helen A. Whittier	145.16	167.14	150.00	162.30
	<u>9,451.12</u>	<u>15,410.15</u>	<u>12,341.87</u>	<u>12,519.40</u>
<u>izes:</u>				
Grinnell Prize	68.24	6.31	---	74.55
Elizabeth L. McNamara	---	50.07	50.07	---
Allan Leon Pond	17.46	37.29	---	54.75
Betty Steinbugler	49.39	10.00	---	59.39
	<u>135.09</u>	<u>103.67</u>	<u>50.07</u>	<u>188.69</u>
<u>oks:</u>				
Oscar G. Anderson Memorial	227.98	50.82	---	278.80
John C. Cutter	290.65	55.01	---	345.66
Library	282.89	549.67	528.32	304.24
Robert F. Pomeroy Library	395.20	76.91	---	472.11
	<u>1,196.72</u>	<u>732.41</u>	<u>528.32</u>	<u>1,400.81</u>
<u>scellaneous Purposes:</u>				
George H. Barber	260.05	254.05	---	510.10
Charles A. Peters	71.95	58.23	---	130.18
Hills	996.80	777.28	807.71	966.37
Guy Chester Crampton	835.10	127.13	287.09	675.14
J. D. W. French	1,201.32	560.10	338.86	1,422.56
William Proctor	542.94	100.13	---	643.07
	<u>3,908.16</u>	<u>1,876.92</u>	<u>1,433.66</u>	<u>4,351.42</u>
<u>neral Purposes (Unrestricted):</u>				
Burnham Emergency	32.74	387.65	390.12	30.27
Frederick H. Read	62.12	85.10	75.00	72.22
William R. Sessions	23.89	239.38	194.62	68.65
William Wheeler	55.46	543.56	443.26	155.76
	<u>174.21</u>	<u>1,255.69</u>	<u>1,103.00</u>	<u>326.90</u>
ate Endowment Fund	2,256.91	2,919.72	1,248.85	3,927.78
Totals	\$17,122.21	\$ 22,298.56	\$ 16,705.77	\$ 22,715.00

Statement of Endowment Fund Principal

<u>Name of Fund</u>	<u>Balance</u> <u>July 1, 1959</u>	<u>Additions</u>	<u>Balance</u> <u>June 30, 1960</u>
Alpha Sigma Phi Scholarship	\$ 7,100.00	\$	\$ 7,100.00
Alvord Dairy	4,197.15		4,197.15
Oscar G. Anderson Memorial	1,015.00		1,015.00
Ascension Farm School	119,975.79		119,975.79
Danforth Keyes Bangs	5,861.58		5,861.58
George H. Barber	5,073.86		5,073.86
Burnham Emergency	7,742.23		7,742.23
Buttrick Scholarship	10,000.00		10,000.00
Lucius Clapp	8,740.42		8,740.42
Class 1882 Scholarship	1,393.46	34.24	1,427.70
Guy Chester Crampton	2,539.03		2,539.03
Frederick G. Crane	25,518.08		25,518.08
John C. Cutter	1,098.41		1,098.41
Stephen Davis Scholarship	19,175.00		19,175.00
George L. Farley	5,000.00		5,000.00
J. D. W. French	10,743.41		10,743.41
Gassett Scholarship	1,462.20		1,462.20
Charles A. Gleason	3,731.73		3,731.73
Grinnell Prize	125.94		125.94
Clarence C. Hardy	119.65		119.65
Walter H. Harrison	11,836.14		11,836.14
Philip B. Hasbrouck Hills	---	1,255.00	1,255.00
Mrs. Clifton Johnson	---	3,411.47	3,411.47
Helen E. Knowlton Library	15,000.00		15,000.00
Elizabeth L. McNamara	10,978.10		10,978.10
Porter L. Newton Educational	1,000.00		1,000.00
J. Clark Osterhout	24,204.46		24,204.46
Charles A. Peters	396.95		396.95
Betsey C. Pinkerton	1,162.77		1,162.77
Charles S. Plumb	4,500.00		4,500.00
Frank H. Plumb	3,406.66	69.23	3,475.89
Robert F. Pomeroy Library	13,427.17		13,427.17
Allan Leon Pond	1,535.95		1,535.95
William Proctor	744.78		744.78
Frederick H. Read	2,000.00		2,000.00
V. A. Rice Scholarship	1,699.55		1,699.55
Mary Robinson	2,644.11		2,644.11
William R. Sessions	3,000.00		3,000.00
Henry Franklin Staples Memorial Fund	4,780.97		4,780.97
Betty Steinbugler	---	50,994.27	50,994.27
William Wheeler	200.00		200.00
Whiting Street Scholarship	10,855.91		10,855.91
Helen A. Whittier	2,021.70		2,021.70
Endowment from State	3,338.22		3,338.22
(Principal of \$142,000 held by State Treasurer)	---		---
Murray D. Lincoln - Land	58,560.80	33,600.00	92,160.80
Total	\$433,431.07	\$89,364.21	\$522,795.28

Statement of Student Loan Funds

<u>Fund</u>	<u>Total in Fund June 30, 1960</u>	<u>Loans Outstanding July 1, 1959</u>	<u>Loans Made</u>	<u>Loans Repaid</u>	<u>Loans Outstanding June 30, 1960</u>
K. Bangs	\$ 6,326.96	\$ 2,765.00	\$ 8,420.50	\$ 8,209.50	\$ 2,976.00
1905 Student Loan Fund	3,241.85	570.00	3,145.00	1,815.00	1,900.00
Robert Goldthwait	17,015.80	7,951.20	20,826.61	15,543.61	13,234.20
Water H. Harrison	2,196.21	860.00	1,655.00	1,490.00	1,025.00
Wray D. Lincoln	344.69	1,885.00	---	1,735.00	150.00
W. A. C. Club	602.90	480.00	474.00	480.00	474.00
Elizabeth L. McNamara	148.50	---	100.00	100.00	---
Weyers Memorial Fund	1,578.57	300.00	450.00	300.00	450.00
New England Feedmen's Assoc.	753.16	---	200.00	---	200.00
Sub-Total	\$32,208.64	\$14,811.20	\$35,271.11	\$29,673.11	\$20,409.20
New England Society of New York	1,000.00	311.00	3,871.00	3,918.00	264.00
Totals	\$33,208.64	\$15,122.20	\$39,142.11	\$33,591.11	\$20,673.20
National Defense Student Loan Fund	\$50,399.99	\$ 3,850.00	\$44,591.25	\$ 40.30	\$48,400.95

\$35,271.11 was loaned to 252 students during the year from University Funds. 457 students received loans totaling \$3,871.00 from the New England Society of New York Fund. This fund is for small emergency loans handled by the Dean of Men.

86 students received loans totaling \$44,591.25 from the National Defense Student Loan Fund.

Schedule B-1

State Appropriations

Comparative Statement by Subsidiary Accounts

Code	1958	1959	1960
<u>General Maintenance - 1350-01</u>			
01 Salaries, Permanent Positions	\$5,073,335.00	\$5,263,700.00	\$5,588,279.00
02 Salaries, Other	426,600.00	696,702.00	999,644.00
03 Salaries, Non-Employees	318,000.00	359,000.00	425,000.00
04 Food for Persons	354,200.00	400,000.00	485,000.00
05 Clothing	1,000.00	850.00	800.00
06 Housekeeping Supplies & Expenses	45,000.00	45,500.00	48,000.00
07 Laboratory, Medical & General Care	4,500.00	5,000.00	5,000.00
08 Heat and Other Plant Operations	325,000.00	393,000.00	427,800.00
09 Farm and Grounds	77,000.00	75,000.00	76,250.00
10 Travel and Automotive Expenses	65,000.00	75,000.00	74,000.00
11 Advertising and Printing	29,000.00	33,300.00	43,950.00
12 Repairs, Alterations & Additions	169,365.00	168,787.00	140,000.00
13 Special Supplies & Expenses	173,950.00	150,000.00	180,000.00
14 Office & Administrative Expenses	112,000.00	135,500.00	125,000.00
15 Equipment	66,686.00	5,000.00	75,000.00
16 Rentals	443,085.00	556,350.00	760,000.00
18 Special Outlay	635.00	1,213.00	2,000.00
Sub-Totals	\$7,684,356.00	\$8,363,902.00	\$9,455,723.00*
<u>Other Maintenance:</u>			
3304-44 Inland Fish & Game	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00**
1350-21 Research with Federal Grants	50,000.00	50,000.00	40,000.00**
1350-24-12 Improvements to Walks and Parking Areas	25,000.00	---	---
1350-11-10 Recruitment of University President	--	---	5,000.00**
Special Appropriations	100,000.00	125,000.00	125,000.00
Capital Outlay	312,000.00	22,000.00	100,000.00
TOTALS	\$8,178,856.00	\$8,568,402.00	\$9,733,223.00

*Authorized under Chapter 433 of the Acts of 1959 \$9,260,723.00
 Authorized under the provisions of Section 3 of
 Chapter 620 of the Acts of 1959 195,000.00

**Authorized under Chapter 433 of the Acts of 1959 47,500.00
 ***Transferred from Item 0405-01 Extraordinary Expenses 5,000.00

Schedule B-2

Special Appropriations

1350-96-13	For Certain Scholarships	\$ 25,000.00
1350-27	Addition to Sewage Plant	100,000.00
		<hr/>
	Total	<u>\$125,000.00*</u>

*Authorized under Chapter 433 of the Acts of 1959.

Schedule B-3

Capital Outlay Appropriations

8157-91-00	Addition to Library Books	<u>\$100,000.00*</u>
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*Transferred from the Division of Building Construction.

At the time this report was prepared, the General Court of the Commonwealth had not acted on appropriations for capital outlay for the current year.

Schedule B-4

Comparative Statement of Funds forwarded to State Treasurer
on account of Income from Fees, Sales, and Services

	<u>1958</u>	<u>1959</u>	<u>1960</u>
<u>Instruction:</u>			
Hospital	\$ 802.50	\$ 468.50	\$ 688.00
Tuition	463,631.62	516,664.35	1,106,849.25
Tuition - Summer School	33,548.25	50,233.25	68,319.17
Sales, Productive Enterprises	48,151.41	72,687.48	63,718.72
Other Student Receipts	12,288.15	17,626.68	18,432.15
Other Sales	4,157.22	7,602.62	6,676.62
Meals, Employees	507.00	429.90	477.00
Reimbursement for Services - Federal Government	12,840.34	10,052.22	6,849.00
	\$575,926.49	\$675,765.00	\$1,272,009.91
<u>Extension Services:</u>			
Miscellaneous	745.40	719.18	557.99
<u>Experiment Station:</u>			
Sales	4,740.55	5,476.02	5,677.04
Waltham Field Station	57.50	47.45	37.47
	4,798.05	5,523.47	5,714.51
<u>Control Services:</u>			
Fertilizer Law	14,640.83	15,545.29	16,496.91
Poultry Disease Law	52,931.34	44,303.93	38,300.71
Dairy Glassware	1,180.00	975.93	602.50
Commercial Feedstuffs	40,220.00	39,720.00	36,460.00
Seed Law	1,273.70	859.15	793.65
Dairy Cattle Certification	18,031.24	16,059.18	14,197.34
Diagnostic Laboratory	--	44.00	--
	128,277.11	117,507.48	106,851.11

Schedule B-4 (Continued)

Comparative Statement of Funds forwarded to State Treasurer
on account of Income from Fees, Sales, and Services

	<u>1958</u>	<u>1959</u>	<u>1960</u>
<u>Operation of Plant:</u>			
Students' Room Rent	\$539,506.25	\$673,617.62	\$823,757.32
Transient Rent	12,666.37	13,151.19	18,325.59
Employees' Rent	76,940.71	82,611.60	98,480.08
Other Rents	81,980.08	82,177.87	82,367.39
Miscellaneous	<u>1,522.76</u>	<u>1,271.84</u>	<u>1,384.38</u>
	\$ 712,616.17	\$ 852,830.12	\$ 1,024,314.76
<u>Miscellaneous:</u>			
Miscellaneous	5,928.56	3,206.40	3,937.98
Research for Federal Government	<u>26,497.52</u>	<u>65,843.10</u>	<u>65,832.84</u>
	32,426.08	69,049.50	69,770.82
<u>Boarding Halls:</u>			
Student Board	691,913.82	855,605.67	914,666.01
Cafeteria	23,849.35	21,034.09	19,861.80
Miscellaneous Sales	168.63	2,315.13	2,898.92
Meals, Employees	<u>726.00</u>	<u>1,305.00</u>	<u>1,137.00</u>
	716,657.80	880,259.89	938,563.73
Totals	\$2,171,447.10	\$2,601,654.64	\$ 3,417,782.83

Schedule B-5

Federal Funds

Statement of Receipts, Disbursements and Balances

	Balance <u>July 1, 1959</u>	<u>Receipts</u>	<u>Disbursements</u>	Balance <u>June 30, 1960</u>
<u>Instruction:</u>				
Bankhead-Jones	\$ --	\$ 66,788.72	\$ 66,788.72	\$ --
Land Grant	154.40	7,300.00	6,160.50	1,293.90
Morrill Nelson	--	33,333.33	33,333.33	--
Smith Hughes (Dept. of Education)	-176.00	4,425.47	4,392.32	-142.85
Totals	\$ -21.60	\$ 111,847.52	\$ 110,674.87	\$ 1,151.05
<u>Extension Service:</u>				
Federal Smith Lever Act as Amended 1953	\$12,085.05	\$ 378,628.36	\$ 381,679.95	\$ 9,033.46
Research and Marketing Regional Contract	4,139.64	43,366.47	43,467.09	4,039.02
No. 12-05-300-11	5,229.43	15,674.50	18,332.61	2,571.32
No. 12-05-300-12	10,154.85	6,619.50	16,643.95	130.40
No. 12-05-300-27	4,672.28	10,000.00	14,604.33	67.95
No. 12-05-300-36	--	11,000.00	1,590.15	9,409.85
Totals	\$36,281.25	\$ 465,288.83	\$ 476,318.08	\$25,252.00
<u>Experiment Station:</u>				
Hatch Amended	\$ 7,110.56	\$ 322,760.00	\$ 324,140.54	\$ 5,730.02
Regional Research	2,227.24	111,225.00	111,307.23	2,145.01
Totals	\$ 9,337.80	\$ 433,985.00	\$ 435,447.77	\$ 7,875.03
GRAND TOTALS	\$45,597.45	\$1,011,121.35	\$1,022,440.72	\$34,278.08

Trust Funds
Statement of Receipts, Disbursements and Balances

<u>Campus Activities</u>	Balance <u>July 1, 1959</u>	<u>Receipts</u>	<u>Disbursements</u>	Balance <u>June 30, 1960</u>
George Alderman Museum Fund	\$ 20.00	\$ 141.00	\$ --	\$ 161.00
Books and Science Equipment	129.40	--	--	129.40
Athletics	56,780.03	176,452.38	186,750.51	46,481.90
Athletic Reserve	1,042.43	34.42	--	1,076.85
Foreign Language	3,011.66	--	2,158.72	852.94
Citizenship Fund	15.33	600.00	221.74	393.59
Books 1930 Library	50.00	--	--	50.00
Books 1957 Library	2,870.51	--	322.87	2,547.64
Books 1960 Book Fund	--	2,000.00	--	2,000.00
College of Arts & Science Ser- vice Fund	127.08	--	87.02	40.06
College of Agriculture Equipment	280.00	--	--	280.00
Department of Government Fund	--	3,690.78	1,707.65	1,983.13
Donation ROTC Uniform	--	9,744.15	9,744.15	--
Development Fund for Agriculture Service Abroad	--	2,500.00	200.00	2,300.00
Foreign Students Advisor Fund	232.48	--	--	232.48
Foundation - Library Fund	--	2,500.00	541.03	1,958.97
Foundation - Working Fund	--	3,025.00	2,035.14	989.86
General Electric - Pittsfield - Graduate	--	25,570.00	25,547.40	209.60
General Electric - Pittsfield - Undergraduate	763.70	44,124.80	39,712.06	5,176.44
Human Department Fund	--	145.55	125.90	19.65
Life Management Fund	--	1,964.50	1,964.50	--
Kaikido Student Center Memorial Fund	1.00	--	--	1.00
W-374 Overhead	2,961.56	- 2,620.11	10.00	331.45
Contract W-374	23,575.58	117,006.85	138,623.07	1,957.36
Identification Card Fund	1,373.72	6,106.31	7,065.48	414.55
S. Food Service Educational Council	3,755.00	--	--	3,755.00
Military Uniforms	25,715.97	35,374.53	24,644.90	36,445.60
York Times	226.25	537.91	453.01	311.15
Chapel Fund	2,500.00	--	--	2,500.00
Cement Office Service Fund	--	50.00	30.36	19.64
Frost's Fund	4.83	994.20	964.36	34.67
National Science Fair	--	600.00	600.00	--
Foreign Language Department Fund	122.50	947.87	191.94	878.43
Pool of Engineering Equipment	199.73	493.62	42.40	650.95
Pool of Engineering Service Fund	50.00	--	--	50.00
Pool of Business Administration Service Fund	80.36	250.00	155.55	174.81
Student Union - General Fund	13,994.73	386,017.19	359,103.81	40,908.11
Student Union - Food Service	46,204.81	433,080.62	435,472.54	43,812.89
Student Union - RSO	57,716.40	224,214.01	220,320.85	61,609.56
Student Union - Reserve	8,531.40	26,999.23	--	35,530.63
Student Union - University Store	12,343.26	497,537.30	481,235.27	28,645.29
Summer Session Recreation Fund	195.26	667.77	262.53	600.50
Student Fund Interest	890.45	1,005.11	--	1,895.56
University Fund	2,396.36	3,670.00	4,380.64	2,585.72
Union of Employment Security Fund	5,000.00	775.38	5,775.38	--
W. M. Staples Fund	--	680.74	680.74	--
State Employees' Group Insurance - State's Share	--	885.40	--	885.40
Totals	\$274,059.79	\$2,007,953.51	\$1,951,131.52	\$330,881.78

Schedule B-7

Agency Funds

Statement of Receipts, Disbursements and Balances

<u>Fund</u>	<u>Balance July 1, 1959</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Balance June 30, 1960</u>
Asia Foundation	\$ 240.29	\$ --	\$ 218.65	\$ 21.64
Asia Understanding	228.62	--	140.44	88.18
Carnegie Internship Program	--	48,500.00	947.20	47,552.80
Federal Tax - Personal Telephone Calls	--	76.61	76.61	--
Fishing Contest	14.98	--	5.01	9.97
4-H Activities	2,325.13	24,954.45	22,733.52	4,546.06
Mass. Educational Film Fund	1,204.87	990.00	1,643.48	551.39
Rodent Control	4,622.83	30,499.43	32,636.18	2,486.08
Student Health & Accident Insurance	115.70	75,336.00	75,451.70	--
Special Military Fund	16.25	76.20	--	92.45
U. S. Savings Bonds	2,705.72	57,032.12	56,476.13	3,261.71
Student Deposit Account	20,052.00	549,665.45	544,748.16	24,969.29
Totals	\$31,526.39	\$787,130.26	\$735,077.08	\$83,570.57

Special Gifts
Statement of Receipts, Disbursements and Balances

	Balance July 1, 1960	Receipts	Disbursements	Balance June 30, 1960
<u>Scholarships & Fellowships</u>				
American Society of Chemical Engrs.	\$ --	\$ 200.00	\$ --	\$ 200.00
Anonymous Scholarship #1	--	1,000.00	--	1,000.00
Borden Agricultural Fund	900.00	--	300.00	600.00
Margaret Fitz Barnes	--	100.00	100.00	--
J. I. Bowditch Speaking Contest	252.50	--	50.00	202.50
L. B. Cantor	--	500.00	500.00	--
Charles M. Cox	--	300.00	300.00	--
Chemical Club of New England	--	150.00	150.00	--
J. E. Dickinson	--	500.00	500.00	--
National Defense Graduate Fellowship	--	21,366.98	13,258.42	8,108.56
Engineering Alumni	1,500.69	1,552.87	1,400.00	1,653.56
Elizabeth Pigeon	--	100.00	100.00	--
Edna L. Skinner	72.59	27.41	100.00	--
French Government	434.00	--	--	434.00
Goldthwait	--	100.00	100.00	--
Graduate School Scholarship and Loan Fund	--	146.50	--	146.50
Greater Springfield Panhellenic	--	150.00	50.00	100.00
Golf Course Superintendents Assoc.	--	200.00	200.00	--
Food	--	1,200.00	1,200.00	--
Molyoke & Northampton Garden Club	--	50.00	50.00	--
J. C. A.	2,411.74	7,649.00	7,432.90	2,627.84
Kollmorgen	200.00	200.00	200.00	200.00
Lotta Crabtree	--	10,000.00	10,000.00	--
Mathematics Prize	--	1,000.00	1,000.00	--
McDonald Prize	20.00	--	6.20	13.80
M. F. B. A. Foundation	250.00	250.00	250.00	250.00
New York Farmers	400.00	1,000.00	400.00	1,000.00
National Executive Stewards Assoc.	--	250.00	250.00	--
Point IV Fund	700.00	--	--	700.00
R. M. Statler	--	1,000.00	1,000.00	--
School of Engineering	--	1,000.00	1,000.00	--
Bears Roebuck	--	1,450.00	1,450.00	--
Psylvania Fund	--	2,500.00	1,815.44	684.56
Springfield Alumni Association	--	650.00	650.00	--
Springfield Garden Club	--	300.00	300.00	--
University Scholarship	12,370.70	10,647.98	12,375.00	10,643.68
W. R. Wilson Award	5.75	--	3.00	2.75
Ruth Wood Scholarship	--	125.00	125.00	--
Charles M. Powell	--	100.00	100.00	--
Totals	\$19,517.97	\$65,765.74	\$56,715.96	\$28,567.75
<u>Research Grants</u>				
American Potash	\$ 1,257.09	\$ --	\$ 1,136.78	\$ 120.31
American Cyanamid	429.57	--	--	429.57
Bartlett, F. A.	2,226.44	--	2,165.71	60.73
Beneficial Insect	191.67	--	--	191.67
Bureau of Government Research	429.60	3,763.62	3,494.93	698.29
Boston Market Garden Seed Impts.	315.57	500.00	331.70	483.87
Brown - Hazen	643.49	--	643.49	--
Butter Fat	60.01	--	60.01	--

Special Gifts
Statement of Receipts, Disbursements and Balances

<u>Research Grants (Cont.)</u>	Balance <u>July 1, 1960</u>	<u>Receipts</u>	<u>Disbursements</u>	Balance <u>June 30, 196</u>
Chemical Spray	\$ 615.36	\$ 500.00	\$ 340.84	\$ 774.52
C. I. B. A.	2,649.61	--	919.51	1,730.10
Cocoa	1,880.25	--	147.78	1,732.47
Cottrell - Little	1,678.30	--	14.71	1,663.59
Cottrell - McWhorter	1,711.27	--	675.57	1,035.70
Cottrell - Williams	--	2,500.00	--	2,500.00
Cottrell - Carpino	29.64	--	24.00	5.64
Cottrell - Ragle	3.29	--	--	3.29
Cox Fund	139.97	2,000.00	1,422.84	717.13
Dekalb Fund	884.43	1,500.00	2,136.17	248.26
Eaton Fund	6,185.44	6,000.00	292.86	11,892.58
Eastern States Fund	--	3,000.00	1,555.90	1,444.10
Engineering	892.09	--	--	892.09
General Electric - Stein	--	5,000.00	84.50	4,915.50
Glass Container	10,117.54	25,500.00	15,403.70	20,213.84
Hood Foundation	289.73	--	286.77	2.96
Hoffman - LaRoche Fund	--	500.00	299.65	200.35
Japanese Urban Population	372.92	--	372.92	--
Lawn Improvement	161.22	--	148.90	12.32
Lederle	6,764.96	2,500.00	832.61	8,432.35
Little Compton Garden Club	--	200.00	200.00	--
Milk Solids Fund	1,000.00	3,150.00	3,116.74	1,033.26
Monsanto	1,076.45	-5.89	1,070.56	--
New England Board of Higher Education	--	1,000.00	730.31	269.69
New York Farmers' Fund	1,381.99	--	974.08	407.91
Norwich Fund	1,319.97	--	632.57	687.40
Perlite Fund	111.26	--	104.01	7.25
Petroleum Research - Stidham-Chandler	--	8,500.00	--	8,500.00
Petroleum Research - Carpino	--	9,200.00	3.66	9,196.34
Petroleum Research	312.52	--	312.52	--
Pest Control Operators Fund	1,206.11	968.00	845.69	1,328.42
Pfizer Fund	2,000.00	--	--	2,000.00
Phosphate Fund	1,765.88	1,000.00	1,078.95	1,686.93
Plax Corporation	643.35	9,000.00	4,652.00	4,991.35
Porcupine	400.54	-181.73	218.81	--
Population Council - Driver	2,325.58	--	2,027.09	298.49
Research Corporation - Stidham	3,403.00	--	--	3,403.00
Research Corporation - Physics	6,957.11	--	2,940.81	4,016.30
Rain and Hail	1,354.48	910.03	995.29	1,269.22
Reeves Fund	234.13	--	69.98	164.15
Research Service - Agriculture	3,933.64	75.00	288.98	3,719.66
Research Trust Funds	10,428.07	35,962.55	27,656.23	18,734.39
Retailing Research Corporation	--	1,500.00	1,465.43	34.57
Shawinigan - Chemistry	714.84	1,005.89	317.43	1,403.30
Shawinigan - Chemical Engineering	202.05	1,000.00	369.89	832.16
Shell Chemical Fund	--	500.00	281.60	218.40
Sire Evaluation	304.84	2,100.00	313.75	2,091.09
Stauffer Fund	302.10	300.00	197.04	405.06
Turfgrass Fund	150.05	--	7.00	143.05
Teachers Research	10,775.10	24,149.47	23,814.49	11,110.08

Special Gifts
Statement of Receipts, Disbursements and Balances

<u>Research Grants (Cont.)</u>	<u>Balance</u> <u>July 1, 1960</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Balance</u> <u>June 30, 1960</u>
Union Carbide Fund	\$ 3,500.46	\$ --	\$ 3,246.69	\$ 253.77
Granite Fund	2,529.15	--	485.67	2,043.48
Wildlife Management	77.44	1,200.00	1,125.15	152.29
Walker Research Fund	1,500.00	3,500.00	2,763.90	2,236.10
Base Fund	--	1,000.00	357.70	642.30
Totals	\$99,839.57	\$159,296.94	\$115,455.87	\$143,680.64
<u>Federal Grants</u>				
S. Atomic Energy Commission AT (30-1) 1378 (51)	\$ 1,962.11	\$ 5,100.00	\$ 4,583.23	\$ 2,478.88
S. Atomic Energy Commission Equipment Fund	14,244.37	11,351.00	14,057.58	11,537.79
S. Atomic Energy Commission Grant #25	--	910.00	750.00	160.00
S. Department of Agriculture #12-14-100-258	69.93	12,500.00	11,402.41	1,167.52
S. Information Agency #1A-4187-6	1,000.00	--	--	1,000.00
S. Office of Education SAE-8306	9,116.84	90,096.00	80,263.95	18,948.89
S. Air Force Office of Scientific Research #60-2	--	22,248.44	2,598.17	19,650.27
S. Navy Bureau of Ships #78343	--	5,000.00	3,688.91	1,311.09
S. Department of Agriculture Forest Service	--	1,700.00	1,572.46	127.54
S. Navy - Nonr - 2151(00), Amend.#5	--	11,000.00	2,030.35	8,969.65
National Institutes of Health, Health Research Facilities #RC-112	--	12,824.00	5,181.89	7,642.11
National Institutes of Health, Health Research Facilities #RC-144	--	40,304.00	5,993.20	34,310.80
Sub-Totals	\$26,393.25	\$213,033.44	\$132,122.15	\$107,304.54
<u>Research and Training Grants</u>				
National Institutes of Health M-1061C3	\$ 2,926.50	\$ -186.96	\$ 2,739.54	\$ --
M-1061C4	--	8,882.56	5,679.08	3,203.48
M-1293C2	3,057.56	-504.48	2,553.08	--
M-1293C3	--	7,926.96	5,678.22	2,248.74
M-2620C1	--	7,035.00	374.42	6,660.58
M-2620	3,494.80	4,347.00	7,791.66	50.14
2M-6400C2	3,745.62	-1,075.23	2,670.39	--
2M-6400C3	--	13,889.02	9,080.02	4,809.00
2M-6244C3	6,626.44	-5,977.15	649.29	--
2M-6244C4	--	36,550.00	33,190.95	3,359.05
M-3803	--	3,320.00	--	3,320.00
A-1266C2	2,077.46	-1.06	2,076.40	--

Special Gifts
Statement of Receipts, Disbursements and Balances

	Balance July 1, 1960	Receipts	Disbursements	Balance June 30, 1960
<u>Research & Training Grants</u>				
<u>National Institutes of Health (Cont.)</u>				
A-1266C3	\$ --	\$ 6,801.05	\$ 4,529.39	\$ 2,271.66
A-3526-BBC	--	4,934.00	3,978.54	955.46
C-4052	2,137.10	-408.71	1,728.39	--
C-4052C1	--	5,918.06	3,640.43	2,277.63
E-562C5	6,173.04	-73.40	6,099.64	--
E-742C3&C351	663.89	-654.34	9.55	--
E-742C4	4,212.15	6,054.34	8,337.98	1,928.51
E-742C5	--	5,592.00	999.30	4,592.70
E-562C6	--	9,593.40	4,471.04	5,122.36
E-2635A	48.35	-26.55	21.80	--
E-1173C2	8,011.72	-113.26	7,898.46	--
E-1442C3	5,130.61	-921.49	4,209.12	--
E-1442C4	--	8,393.50	2,618.82	5,774.68
E-2645A	--	2,000.00	1,865.66	134.34
E-2771	--	16,545.00	10,237.33	6,307.67
H-2296C4	2,076.40	-2,050.50	25.90	--
H-2296C5	6,148.00	2,050.94	4,757.09	3,441.85
H-2296C6	--	7,000.00	92.48	6,907.52
RG-5921	5,015.42	-3,333.03	1,682.39	--
RG-5921C1	--	15,133.03	6,379.24	8,753.79
RG-5848-R1	6,518.72	-390.03	6,128.69	--
RG-5848-C1	--	13,020.37	5,597.89	7,422.48
RG-6377	7,032.01	-1,122.96	5,909.05	--
RG-6377C1	--	8,883.61	1,742.90	7,140.71
Sub-Totals	\$75,095.79	\$177,030.69	\$165,444.13	\$86,682.35
<u>National Science Foundation</u>				
G-2368	\$ 1,444.94	\$ -77.80	\$ 1,367.14	\$ --
G-3292	531.69	--	384.24	147.45
G-4021	4,379.52	1,217.39	4,862.44	734.47
G-4022	2,529.01	--	2,529.01	--
G-5243	.62	4,347.84	3,775.76	572.70
G-6264	2,768.69	2,720.00	4,292.35	1,196.34
G-6698	28,958.79	--	28,958.79	--
G-6726	28,371.61	--	28,371.61	--
G-7114	3,186.31	4,086.96	3,815.48	3,457.79
G-7889	16,451.20	12,000.00	14,617.03	13,834.17
G-7964	9,049.96	--	9,049.96	--
G-8710	8,000.00	--	6,928.42	1,071.58
G-9502	--	16,087.00	11,558.91	4,528.09
G-10918	--	15,043.48	3,303.07	11,740.41
G-11101	--	4,521.74	220.00	4,301.74
G-11212	--	4,508.70	810.00	3,698.70
G-11380	--	6,416.67	1,612.00	4,804.67
G-13128	--	7,166.67	--	7,166.67

Schedule B-8 (Continued)

Special Gifts
Statement of Receipts, Disbursements and Balances

	<u>Balance</u> <u>July 1, 1960</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Balance</u> <u>June 30, 1960</u>
National Science Foundation (Cont.)				
G-13139	\$ --	\$ 7,000.00	\$ 130.00	\$ 6,870.00
G-13271	--	3,850.00	900.00	2,950.00
<hr/>				
Sub-Totals	\$105,672.34	\$ 88,888.65	\$127,486.21	\$ 67,074.78
Total - Scholarships	\$ 19,517.97	\$ 65,765.74	\$ 56,715.96	\$ 28,567.75
Total - Industrial Grants	99,839.57	159,296.94	115,455.87	143,680.64
Total - Federal Grants	207,161.38	478,952.78	425,052.49	261,061.67
<hr/>				
Total Special Gifts	\$326,518.92	\$704,015.46	\$597,224.32	\$433,310.06
<hr/>				

Capital Outlay Appropriations
Statement of Receipts and Expenditures

Name & Account No.	Total Approp.	Expenditures		Reverted to State Treasurer	Balance of Approp. June 30, 19
		Previous Years	Current Year		
Improvement of Land for Physical Education Playing Field, #8258-37	\$170,000.00	\$147,922.77	\$18,083.10	\$ --	\$ 3,994.13
Certain Land with Buildings #8258-34	150,000.00	349.44	646.99	--	149,003.57
Addition to Library Books #8157-91-00	100,000.00	--	22,750.84	--	77,249.16
Totals	\$420,000.00	\$148,272.21	\$41,480.93	--	\$230,246.86

Special Appropriations

	Total Approp.	Previous Years	Current Year	Reverted to State Treasurer	Balance of Approp. June 30, 196
For Certain Scholarships #1350-96-13	\$ 25,000.00	\$ --	\$25,000.00	--	--
Addition to Sewage Plant #1350-27-17	100,000.00	--	--	--	100,000.0
Purchase & Installation of Certain Equipment #8357-36	100,000.00	99,408.11	--	\$ 591.89#	--
Purchase & Installation of Equip. #8259-52	100,000.00	71,555.23	26,790.38	--	1,654.3
Totals	\$325,000.00	\$170,963.34	\$51,790.38	\$591.89	\$101,654.3

#\$42.19 reverted previous year.

Schedule C ^aAnalysis of General Maintenance Appropriation
by Subsidiary Accounts

Code No.	Subsidiary Accounts	Appropriation	Available for Expenditures	Total Exp. and Encumbrances	Balance of Approp. June 30, 1960
01	Salaries, Perm. Positions	\$5,588,279.00	\$5,588,279.00	\$5,584,719.66	\$ 3,559.34
02	Salaries, Other	999,644.00	999,644.00	987,579.15	12,064.85
03	Services, Non-Employees	425,000.00	425,000.00	409,940.46	15,059.54
04	Food for Persons	485,000.00	485,000.00	458,771.23	26,228.77
05	Clothing	800.00	800.00	691.76	108.24
06	Housekeeping Supp. & Exp.	48,000.00	48,000.00	47,608.90	391.10
07	Lab., Med. & General Care	5,000.00	5,000.00	4,936.42	63.58
08	Heat & Other Plant Op.	427,800.00	427,800.00	427,722.60	77.40
09	Farm and Grounds	76,250.00	76,250.00	75,541.70	708.30
10	Travel & Auto. Exp.	74,000.00	74,000.00	73,997.21	2.79
11	Advertising & Printing	43,950.00	43,950.00	41,448.01	2,501.99
12	Reprs., Alt. & Additions	140,000.00	140,000.00	139,811.60	188.40
13	Special Supplies & Exp.	180,000.00	180,000.00	179,803.50	196.50
14	Office & Admin. Exp.	125,000.00	125,000.00	124,175.35	824.65
15	Equipment	75,000.00	75,000.00	74,821.81	178.19
16	Rentals	760,000.00	760,000.00	756,943.79	3,056.21
18	Special Outlay	2,000.00	2,000.00	1,212.60	787.40
Totals		\$9,455,723.00	\$9,455,723.00	\$9,389,725.75	\$65,997.25*
Other Maintenance					
304-44	Inland Fish & Game	\$ 7,500.00	\$ 7,500.00	\$ 7,230.72	\$ 9.90**
350-11-10	Recruitment of University President	5,000.00	5,000.00	5,000.00	--
350-21	Research with Federal Grants	73,931.27	63,054.58	44,654.90	29,276.37***

*Balance of \$65,997.25 to be reverted to State Treasurer.

**Balance of \$9.90 to be reverted to State Treasurer.

***Balance of \$29,276.37 to be carried forward.

Schedule D

Summary of State General Maintenance
and Federal Appropriation Expenditures
by Budgetary Divisions

	<u>State</u>	<u>Federal</u>	<u>Total</u>	<u>% of Total</u>
Administration	\$ 389,832.44	\$ --	\$ 389,832.44	3.7
Instruction	4,618,502.69	110,674.87	4,729,177.56	45.4
Extension Service	430,921.57	476,318.08	907,239.65	8.7
Experiment Station	670,123.56	435,447.77	1,105,571.33	10.6
Control Services	385,222.16		385,222.16	3.7
Operation of Plant	2,106,856.02		2,106,856.02	20.3
Boarding Hall	788,267.31		788,267.31	7.6
<hr/>				
Totals	\$9,389,725.75	\$1,022,440.72	\$10,412,166.47	100.0

Schedule L
State General Maintenance Appropriation

Comparative Statement of Expenditures
by Budgetary Divisions

Division	1958		1959		1960	
	Amounts	% of Total	Amounts	% of Total	Amounts	% of Total
Administration	\$ 310,943.88	4.1	\$ 251,378.23	4.2	\$ 389,832.44	4.2
Construction	3,715,405.57	48.4	4,073,181.68	48.8	4,618,502.69	49.2
Pension Service	402,854.11	5.2	398,741.35	4.8	430,921.57	4.6
Experiment Station	615,109.70	8.0	624,511.15	7.5	670,123.56	7.1
Control Services	380,958.18	5.0	381,829.49	4.6	385,222.16	4.1
Operation of Plant	1,629,924.03	21.2	1,825,149.43	21.9	2,106,856.02	22.4
Boarding Halls	619,569.97	8.1	691,163.02	8.2	788,267.31	8.4
Totals	\$7,674,765.44	100.0	\$8,345,954.35	100.0	\$9,389,725.75	100.0

By Subsidiary Accounts

	1958	1959	1960
Salaries, Permanent	\$5,073,168.17	\$5,263,095.56	\$5,584,719.66
Salaries, Other	426,089.94	689,359.12	987,579.15
Services, Non-Employees	313,693.00	354,551.69	409,940.46
Food	353,041.19	396,932.05	458,771.23
Clothing	845.70	729.15	691.76
Housekeeping Supplies and Expenses	44,940.04	45,465.41	47,608.90
Laboratory, Medical and General Care	4,222.38	4,858.17	4,936.42
Heat and Other Plant Operations	324,960.03	292,978.18	427,722.60
Farm and Grounds	76,621.55	74,923.78	75,541.70
Travel and Automotive Expenses	65,000.00	74,997.05	73,997.21
Advertising and Printing	27,685.57	33,277.93	41,448.01
Repairs, Alterations and Additions	169,182.80	168,682.31	139,811.60
Special Supplies and Expenses	173,782.57	149,702.96	179,803.50
Office and Administrative Expenses	111,476.98	134,498.23	124,175.35
Equipment	66,373.61	4,505.78	74,821.81
Rentals	443,051.76	556,184.38	756,943.79
Special Outlays	630.15	1,212.60	1,212.60
Totals	\$7,674,765.44	\$8,345,954.35	\$9,389,725.75

Schedule F

State General Maintenance Appropriation

Summary of Expenditures by Budgetary Divisions and Subsidiary Accounts

Code No.	Administration	Instruction	Extension	Exp. Station	Control	Operation of Plant	Boarding Halls	Totals
01	Salaries, Perm.	\$3,240,077.57	\$367,201.42	\$492,383.41	\$309,683.04	\$ 654,601.34	\$248,369.92	\$5,584,719.66
02	Salaries, Other	35,909.10	650,674.18	23,504.83	21,807.59	119,149.33	30,496.43	987,579.15
03	Serv. Non-Emp.	13,760.59	297,094.57	8,762.64	19,986.87	22,822.21	37,027.92	409,940.46
04	Food		6,240.08				452,531.15	458,771.23
05	Clothing		249.89		68.19	210.00		691.76
06	Housek. Supp.		11,946.55		31.56	19,760.50	15,647.29	47,608.90
07	Lab., Med. & Gen.		4,936.42					4,936.42
08	Heat & Other		104.39					427,722.60
09	Farm & Grounds		47,531.19		627.75	3,276.90		75,541.70
10	Travel & Auto.	2,604.18	27,202.50	20,542.46	7,419.16	4,706.63	99.20	73,997.21
11	Advert. & Prtg.	16,935.06	16,425.03	3,839.34	2,432.70	1,270.43	243.04	41,448.01
12	Repr., Alt.&Add.	829.02	19,016.84	2,093.15	7,035.36	108,685.04	1,671.73	139,811.60
13	Spec. Supp. & Exp.	2,002.16	157,365.05	1,251.20	2,647.72	16,535.79	1.58	179,803.50
14	Office & Admin.	19,125.30	77,266.05	3,566.33	4,458.12	1,889.28	295.87	124,175.35
15	Equipment	5,302.07	50,801.40	160.20	6,262.12	1,418.12	1,884.76	74,821.81
16	Rentals	20,962.00	11,570.98		6,469.08	717,941.73		756,943.79
18	Special Outlay					1,212.60		1,212.60
	Totals	\$389,832.44	\$4,618,502.69	\$430,921.57	\$670,123.56	\$385,222.16	\$2,106,856.02	\$9,389,725.75

Schedule G

1959-1960 Fiscal Year Expenditure Summary
By Budget Divisions and Departments

Dept. Code	State Funds Salaries and Wages	State Funds Other Expenditures	Other Funds Salaries and Wages*	Net Total
<u>Executive Order:</u>				
11 Trustees	\$	\$ 1,419.62	\$	\$ 1,419.62
12 President's Office	21,096.57	10,422.85		31,519.42
13 Secretary's Office	14,955.00	510.81		15,465.81
14 Alumni Office	13,873.25	414.29		14,287.54
15 Publications	17,784.12	17,568.70	50.00	35,402.82
Totals	67,708.94	30,336.27	50.00	98,095.21
11 Financial Management	144,035.34	35,844.04	11,919.60	191,798.98
11 Business Management	79,463.15	678.06	7.17	80,148.38
11 Construction and Maintenance	30,865.22	901.42		31,766.64
<u>Provost's Office:</u>				
11 Provost's Office	36,308.72	1,797.18	6,309.85	44,415.75
12 Admissions & Registrar	54,437.22	7,275.59	2,634.16	64,346.97
Totals	90,745.94	9,072.77	8,944.01	108,762.72
<u>Student Personnel:</u>				
22 Dean of Men	50,106.85	2,096.71	1,419.33	53,622.89
23 Dean of Women	65,435.34	1,089.72		66,525.06
24 Placement Office	45,755.34	3,107.78		48,863.12
25 Student Health	66,430.82	6,364.24		72,795.06
26 Guidance Service	24,526.95	4,004.08		28,531.03
27 Faculty Proctors	16,103.51			16,103.51
28 Testing Counseling	8,282.76			8,282.76
Totals	276,641.57	16,662.53	1,419.33	294,723.43
11 Library	133,151.40	79,248.55		212,399.95
11 Audio Visual Center	19,871.86	7,112.11		26,983.97
<u>College of Arts & Sciences:</u>				
11 Dean's Office	17,167.98	1,579.42	5.80	18,753.20
12 Economics	64,161.99	2,254.83		66,416.82
14 English	218,247.89	1,401.11	8,360.60	228,009.60
16 German	57,994.39	372.42	123.00	58,489.81
17 Government	63,310.04	786.04	339.65	64,435.73
18 History	102,508.41	751.91	427.43	103,687.75
19 Music	27,386.47	2,214.41		29,600.88
20 Philosophy	27,217.17	301.95	376.28	27,895.40
21 Psychology	71,147.38	1,520.06	74,983.62	147,651.06
23 Romance Language	101,862.15	872.87	15,659.93	118,394.95

Schedule G (Cont.)

1959-1960 Fiscal Year Expenditure Summary
By Budget Divisions and Departments

Dept. Code	State Funds	State Funds	Other Funds	Net Total
	Salaries and Wages	Other Expenditures	Salaries and Wages*	
J College of Arts & Sciences:(Cont.)				
J 24 Sociology	\$ 67,398.62	\$ 1,266.73	\$ 1,060.00	\$ 69,725.35
J 25 Speech	62,875.70	432.84		63,308.54
J 26 Art	27,082.17	1,448.65		28,530.82
J 32 Public Health	71,588.97	5,895.35	16,855.01	94,339.33
J 33 Botany	70,244.80	7,603.76	18,387.96	96,236.52
J 34 Chemistry	159,348.63	15,514.82	41,755.74	216,619.19
J 35 Entomology				
J 36 Geology & Mineralogy	59,984.78	5,270.30	764.50	66,019.58
J 37 Mathematics	132,336.88	1,292.19	4,273.33	137,902.40
J 38 Physics	116,236.77	10,322.77	5,272.54	131,832.08
J 39 Zoology	100,780.15	11,062.41	54,997.97	166,840.53
Totals	1,618,881.34	72,164.84	243,643.36	1,934,689.54
K College of Agriculture:				
(Instruction)				
K 01 Dean of College	16,226.75	3,487.68	1,890.00	21,604.43
K 02 Agric. Communications	7,058.00			7,058.00
K 03 Agric. Economics	32,755.05	744.41		33,499.46
K 04 Agric. Engineering	34,234.25	3,269.93		37,504.18
K 05 Agronomy	35,270.04	741.13	957.75	36,968.92
K 06 Dairy & Animal Science	64,357.60	5,342.78		69,700.38
K 07 Entomology & Pathology	65,915.55	2,251.19	2,019.76	70,186.50
K 08 Farm Service	216,151.00	46,749.99		262,900.99
K 09 Floriculture	76,895.94	1,164.50	162.40	78,222.84
K 10 Food Technology	54,640.60	1,590.35	230.80	56,461.75
K 11 Forestry	55,183.62	2,827.29	1,235.37	59,246.28
K 12 Landscape Architecture	51,931.31	1,931.83	1,101.33	54,964.47
K 15 Poultry	19,993.27	11,165.31		31,158.58
K 16 Veterinary Science	10,206.25			10,206.25
Sub-Totals	740,819.23	81,266.39	7,597.41	829,683.03
(Extension Service)				
K 21 Director's Office	19,957.40	201.18	186,258.67	206,417.25
K 22 Agric. Communications	73,782.85	5,568.44	6,682.20	86,033.49
K 23 Agric. Economics	49,205.96	4,739.49	46,747.66	100,693.11
K 24 Agric. Engineering	21,059.98	906.26	3,981.12	25,947.36
K 25 Agronomy	11,351.45	653.78	2,434.60	14,439.83
K 26 Dairy & Animal Science	34,907.30	3,967.33	5,643.67	44,518.30
K 28 Cranberry Station	10,206.25	663.47		10,869.72
K 29 Entomology & Pathology	19,618.55	835.31	2,434.60	22,888.46
K 30 Floriculture	25,904.75	5,170.97	3,133.90	34,209.62
K 31 Food Technology	7,108.30	678.39	17,291.68	25,078.37
K 32 Forestry	8,854.22	141.43	352.50	9,348.15
K 33 4-H	25,282.38	2,097.59	31,347.48	58,727.45

Schedule G (Continued)

1959-1960 Fiscal Year Expenditure Summary
By Budget Divisions and Departments

Dept. Code	State Funds		Other Funds		Net Total
	Salaries and Wages	Other Expenditures	Salaries and Wages*		
K College of Agriculture: (Cont.)					
(Extension Service)					
K 34 Home Economics	\$ 56,128.33	\$ 4,306.45	\$49,790.91		\$110,225.69
K 35 Landscape Architecture					
K 38 Poultry	2,776.10	823.81	6,656.30		10,256.21
K 39 Veterinary Science	10,414.45	686.95	2,434.60		13,536.00
K 40 Waltham Field Station	13,858.50		5,982.90		19,841.40
K 41 Ext. Div. of Agriculture	9,052.12	11.83	16,439.88		25,503.83
Sub-Totals	399,468.89	31,452.68	387,612.67		818,534.24
(Experiment Station)					
K 51 Director's Office	26,029.57	1,313.82	3,683.95		31,027.34
K 52 Agric. Communications	6,969.53	2,187.11	42.00		9,198.64
K 53 Agric. Economics	35,930.12	1,082.68	52,843.59		89,856.39
K 54 Agric. Engineering	24,755.30	4,632.56	26,420.51		55,808.37
K 55 Agronomy	24,502.30	730.08	18,121.01		43,353.39
K 56 Dairy & Animal Science	27,051.92	827.34	42,724.51		70,603.77
K 57 Bacteriology	18,509.56	663.14	16,822.80		35,995.50
K 58 Botany					
K 59 Chemistry	10,143.37	192.50	14,231.19		24,567.06
K 60 Cranberry Station	51,693.76	2,130.33	23,274.66		77,098.75
K 62 Entomology & Pathology	37,075.72	867.69	24,218.13		62,161.54
K 63 Farm Service	90,264.35	24,409.24			114,673.59
K 64 Floriculture	44,364.70	1,581.08	24,051.91		69,997.69
K 65 Food Technology	20,707.68	43.00	47,727.27		68,477.95
K 66 Forestry	8,394.10	299.00	18,311.57		27,004.67
K 67 Home Economics	19,799.57	8.86	20,161.20		39,969.63
K 68 Landscape Architecture					
K 71 Poultry	29,492.82	11,197.03	16,991.09		57,680.94
K 72 Veterinary Science	15,111.54	1,198.88	29,504.39		45,814.81
K 73 Waltham Field Station	118,110.85	7,811.84	24,252.05		150,174.74
K 74 Shade Tree		40.62			40.62
Sub-Totals	608,906.76	61,216.80	403,381.83		1,073,505.39
(Control Service)					
K 82 Dairy Cattle	16,732.92	1,022.11			17,755.03
K 84 Dairy, Feed, Fertilizer & Seed Laws	63,145.75	7,262.05			70,407.80
K 85 Shade Tree	69,875.04	5,139.20			75,014.24
K 86 Veterinary Science	170,168.04	20,298.30	8.96		190,475.30
K 87 Waltham Field Station	31,555.75	23.00			31,578.75
Sub-Totals	351,477.50	33,744.66	8.96		385,231.12
Totals	2,100,672.38	207,680.53	798,600.87		3,106,953.78

1959-1960 Fiscal Year Expenditure Summary
By Budget Divisions and Departments

Dept. Code		<u>State Funds</u>	<u>State Funds</u>	<u>Other Funds</u>	Net Total
		Salaries and Wages	Other Expenditures	Salaries and Wages*	
L 11	Business Administration	\$139,394.89	\$ 4,824.15	\$ 9,090.75	\$ 153,309.79
M	<u>School of Engineering:</u>				
M 11	Dean of Engineering	42,709.35	3,796.10	49,800.22	96,305.67
M 12	Chemical Engineering	30,961.87	8,152.79	1,581.42	40,696.08
M 13	Civil Engineering	97,790.40	6,533.17	5,693.24	110,016.81
M 14	Mechanical Engineering	148,833.71	10,472.49	26,201.50	185,507.70
M 15	Electrical Engineering	102,092.52	10,960.05		113,052.57
	Totals	422,387.85	39,914.60	83,276.38	545,578.83
N 11	School of Home Economics	64,478.70	6,525.69	22,038.75	93,043.14
O 11	School of Nursing	59,000.88	4,238.90	9,348.00	72,587.78
P	<u>School of Physical Education:</u>				
P 11	Director's Office	119,818.28	11,826.88		131,645.16
P 12	Physical Education - Men	76,612.63	6,860.50		83,473.13
P 13	Physical Education - Women	75,645.81	4,589.74		80,235.55
P 14	Athletics	9,744.27		163,267.30	173,011.57
P 15	Recreation	12,065.75	1,370.78		13,436.53
	Totals	293,886.74	24,647.90	163,267.30	481,801.94
Q 11	School of Education	91,517.79	6,782.16	3,860.99	102,160.94
R	<u>Division of Military Science:</u>				
R 11	Air ROTC	4,268.69	627.48		4,896.17
R 12	Armored ROTC	13,899.94	746.17		14,646.11
	Totals	18,168.63	1,373.65		19,542.28
S 11	Graduate School	94,101.13	1,963.28	16,545.47	112,609.88
T 11	Bureau of Government Research	34,474.50	3,223.29		37,697.79
U 11	Summer School	81,525.53	152.73	531.33	82,209.59
V	<u>Operation of Plant:</u>				
V 11	Expense	796,572.82	1,234,853.88		2,031,426.70
V 12	CM&P, HP&E		60,194.65		60,194.65
V 14	Janitor M & S		15,234.67		15,234.67
	Totals	796,572.82	1,310,283.20		2,106,856.02

Schedule G (Continued)

1959-1960 Fiscal Year Expenditure Summary
By Budget Divisions and Departments

Dept. Code	<u>State Funds</u>	<u>State Funds</u>	<u>Other Funds</u>	Net Total
	Salaries and Wages	Other Expenditures	Salaries and Wages*	
<u>Boarding Halls:</u>				
11 Expense	\$ 315,894.27	\$ 10,759.01	\$	\$ 326,653.28
12 Materials & Supplies		461,614.03		461,614.03
Totals	315,894.27	472,373.04		788,267.31
<u>Student Union:</u>				
11 Student Union General Fund			114,599.99	114,599.99
12 Student Union Food Fund			150,808.52	150,808.52
13 Student Union Store Fund			56,524.42	56,524.42
14 R. S. O.			1,441.37	1,441.37
Totals			323,374.30	323,374.30
00 Chemical Supplies		1,291.57		1,291.57
00 Other Miscellaneous			1,418.16	1,418.16
00 Duplicating Supplies		-2,864.89		-2,864.89
00 Reserve Accounts	8,798.34	73,056.15		81,854.49
TOTAL EXPENDITURES	\$6,982,239.21	\$2,407,486.54	\$1,697,335.77	\$11,087,061.52

*Expenditures, other than for Salaries and Wages, not distributed by all budget divisions and departments.

Schedule H

Boarding Halls

Statement of Receipts and Expenditures

Receipts:

Sales - Student Board	\$914,666.01
Sales - Cafeteria	19,861.80
Sales - Miscellaneous Sales	2,898.92
Sales - Employees' Meals	1,137.00

Total Sales

\$938,563.73

Cost of Sales:

Inventory, June 30, 1959	\$ 9,296.94
Purchases	<u>441,299.93</u>
	450,596.87

Less: Inventory June 30, 1960	<u>27,491.57</u>
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Cost of Food Sold

423,105.30

Gross Profit on Sales

515,458.43

Expenditures:

Salaries and Wages	315,894.27
--------------------	------------

Supplies and Materials:

Inventory, June 30, 1959	6,864.55
Purchases	<u>9,935.38</u>
	16,799.93

Less: Inventory June 30, 1960	<u>6,131.94</u>
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10,667.99

Other Expenditures

9,786.22

Total Expenditures

336,348.48

Excess of Receipts over Expenditures

\$179,109.95

Schedule I

Intercollegiate Athletics

Statement of Receipts, Disbursements and Balances

Balance July 1, 1959		\$ 56,780.03
Receipts:		
Student Fees	\$112,979.85	
Other	65,383.28	
	<hr/>	178,363.13
Less:		
Refund of Fees		<u>1,910.75</u>
Net Receipts		176,452.38
		<hr/>
Net Total Available		233,232.4
Disbursements:		
Intercollegiate Athletics	68,612.74	
Intramural and Other Programs	11,185.27	
Athletic Injury Care	1,104.88	
Cheerleaders	414.61	
Travel	6,024.83	
Sports Information	9,613.66	
Operation Expenses	14,681.49	
Capital Outlay	8,102.30	
Barber Scholarships	61,545.00	
George H. Barber Fund	5,465.73	
	<hr/>	
Total Disbursements		186,750.51
		<hr/>
Balance - June 30, 1960		\$46,481.90
		<hr/> <hr/>

Athletic Reserve Account

Balance July 1, 1959		\$ 1,042.43
Interest on Savings Account		<u>34.42</u>
Balance June 30, 1960		\$ 1,076.85
		<hr/> <hr/>

Schedule J

Recognized Student Organizations
Statement of Receipts, Disbursements and Balances
Year Ending June 30, 1960

Balance July 1, 1959:

First National Bank of Amherst	\$ 9,332.15
Amherst Savings Bank	48,384.25

Total

\$ 57,716.40

Receipts:

Student Fees	\$123,664.82
Less Refunds	2,209.61

\$121,455.21

Cash Receipts	100,549.19
Transfers	146,996.59

369,000.99

Total

\$426,717.39

Disbursements:

Cash Disbursements	\$218,111.24
Transfers	146,996.59

\$365,107.83

Balance June 30, 1960:

First National Bank of Amherst	11,639.94
Amherst Savings Bank	49,969.62

61,609.56

Total

\$426,717.39

Above statement prepared by Student Union.

Schedule K-1

Student Union - University Store Fund
Statement of Income and Expense
July 1, 1959 to June 30, 1960

	<u>Books</u>	<u>Supplies</u>	<u>Lobby*</u>	<u>Total</u>
Sales	\$287,313.88	\$195,910.16	\$3,833.36	\$487,057.40
Cost of Goods Sold:				
Inventory 7/1/59	52,078.23	51,794.46	803.70	104,676.39
Net Purchases	246,586.23	133,977.99	2,373.31	382,937.53
	298,664.46	185,772.45	3,177.01	487,613.92
Less Inventory 6/30/60	53,900.81	43,973.06	None	97,873.87
Cost of Goods Sold	244,763.65	141,799.39	3,177.01	389,740.05
Gross Profit on Sales	42,550.23	54,110.77	656.35	97,317.35
Other Income:				
Advertising Products				12.45
Post Office				1,625.00
Gross Profit from Operations				\$98,954.80

* 2 months' operation.

Above statement prepared by Student Union.

Schedule K-1 (Continued)

Student Union - University Store Fund
Statement of Income and Expense
July 1, 1959 to June 30, 1960

Gross Profit from Operations amount brought forward		\$98,954.80
Expenses:		
Transportation In - General	\$	11.39
Transportation Out		50.16
Miscellaneous Expense		210.85
Selling Expenses:		
Permanent Payroll	\$20,862.12	
Student Payroll	2,527.59	
Supplies	178.27	
Insurance	75.00	
Depreciation	532.65	
Repairs & Maintenance	278.78	
Telephone & Telegraph	339.64	
Postage	450.00	
Advertising	149.30	
Laundry	651.59	
Miscellaneous	<u>1,807.11</u>	27,852.05
Administrative Expenses:		
Permanent Payroll	\$25,702.11	
Student Payroll	730.62	
Supplies	32.85	
Insurance	845.62	
Depreciation	230.36	
Repairs and Maintenance	26.40	
Telephone & Telegraph	55.03	
Stationery & Printing	294.40	
Travel	251.02	
Miscellaneous	573.23	
Employees Group Insurance	<u>98.60</u>	28,840.24
Warehouse & Storage Expenses:		
Permanent Payroll	\$ 7,698.20	
Student Payroll	952.44	
Depreciation	27.46	
Repairs & Maintenance	<u>276.17</u>	8,954.27
Lobby Counter Expenses:*		
Permanent Payroll	\$ 548.28	
Student Payroll	336.76	
Depreciation	<u>6.79</u>	<u>891.83</u>
Total Expenses		66,810.79
Excess of Income over Expenses		<u><u>\$32,144.01</u></u>

*2 months period.

Above statement prepared by Student Union

Schedule K-2

Student Union - University Store Fund
Balance Sheet - June 30, 1960

ASSETS

LIABILITIES AND CAPITAL

Cash on Hand	\$ 3,000.00	Accounts Payable	\$ 1,643.04
Cash in Bank	28,645.29	Accrued Wages	1,023.68
Cash in Transit	3,806.45	Sales Tax Payable	345.89
Contribution to Student Union Reserve	6,041.98	Contingencies Reserve	59.25
Accounts Receivable	4,499.95	Free Capital	142,201.22
Prepaid Books	76.24	S.U. Reserve Fund	<u>6,041.98</u>
Inventory 6/30/60	97,873.87	Capital	148,243.20
Store Equipment	4,791.90		
Less Depreciation	<u>1,308.16</u>		
	3,483.74		
Office Equipment	4,228.79		
Less Depreciation	<u>641.15</u>		
	3,587.64		
Whse & Storage Eq.	378.84		
Less Depreciation	<u>78.94</u>		
	299.90		
	<u>\$151,315.06</u>		<u>\$151,315.06</u>

Capital Account

Capital Account July 1, 1959	\$131,099.19
Less Transfer to Student Union General Fund	15,000.00
	<u>116,099.19</u>
Excess of Income over Expenses for the Year	32,144.01
	<u>\$148,243.20</u>
Net Worth as of June 30, 1960	<u>\$148,243.20</u>

Above statement prepared by Student Union.

Schedule K-3

Student Union - Food Service Fund
Statement of Income & Expenses
July 1, 1959 to June 30, 1960

Counter Sales	\$384,575.87	
Catering Sales	46,591.20	
	<hr/>	
Total Sales	431,167.07	
Miscellaneous Operating Income	1,178.15	
	<hr/>	
Total Income		\$432,345.22
<u>COST OF GOODS SOLD</u>		
Inventory 7/1/59	3,948.93	
Food Purchases	197,156.22	
	<hr/>	
	201,105.15	
Inventory 6/30/60	4,159.63	
	<hr/>	
Cost of Goods Sold		196,945.52
		<hr/>
Gross Profit on Sales		235,399.70
<u>EXPENSE</u>		
Salaries - Permanent Payroll	147,562.29	
Salaries - Student Payroll	5,238.97	
Supplies	17,160.73	
Repairs and Maintenance	1,032.59	
Advertising	10.86	
Laundry	6,226.52	
Miscellaneous Expense	164.58	
China and Silver	2,286.85	
Heat and Utilities	1,262.91	
Travel and Conventions	207.23	
Depreciation Expense	575.54	
Employees Group Insurance	243.25	
	<hr/>	
Total Expenses		181,971.32
		<hr/>
Excess of Income over Expenses		\$ 53,428.38
		<hr/>

Above statement prepared by Student Union.

Schedule K-4

Student Union - Food Service Fund
Balance Sheet - June 30, 1960

ASSETS

LIABILITIES AND CAPITAL

Cash on Hand	\$ 900.00	Accounts Payable	\$12,071.13
Cash in Bank	43,812.89	Accrued Wages	1,824.03
Cash in Transit	2,684.50	Mass. Old Age Tax Payable	295.90
Contribution to Student Union Reserve	18,586.17	Free Capital	59,061.33
Accounts Receivable	4,775.81	S.U. Reserve Fund	<u>18,586.17</u>
Inventory 6/30/60	4,159.63	Capital	77,647.50
Equipment	18,257.11		
Less Depreciation	<u>1,337.55</u>		
	16,919.56		
	<u>\$91,838.56</u>		<u>\$91,838.56</u>

Capital Account

Capital July 1, 1959	\$64,219.12
Transfers to Student Union General Fund	40,000.00
	<u>24,219.12</u>
Excess of Income over Expenses for the Year	53,428.38
	<u>\$77,647.50</u>
Net Worth as of June 30, 1960	<u>\$77,647.50</u>

Above statement prepared by Student Union.

Schedule K-5

Student Union General Fund
Statement of Income and Expenditures
July 1, 1959 - June 30, 1960

Income

Student Fees, Less Refunds	\$113,972.16
Student Activities Tax - Senate	7,000.00
Transfer from University Store	15,000.00
Transfer from Food Service	40,000.00
Conference Services	99,710.34
Games Area	34,318.10
Rentals and Custodial Fees	2,821.35
Office Services	2,814.38
Lobby Counter Sales	52,458.23
Other Activities	3,815.87

Total Income for the Year

\$371,910.43

Expenditures

Administrative	\$ 30,273.28
Maintenance	36,511.88
Games Area	21,519.28
Student Activities	22,007.33
Conference Services	98,801.79
Office Services	2,405.84
Lobby Counter	50,715.86
Other Activities	288.88
Building Rental	80,000.00

Total Expenditures for the Year

342,524.14

Excess of Income over Expenditures

\$ 29,386.29

Above statement prepared by Student Union.

Schedule K-6

Student Union - General Fund
Balance Sheet - June 30, 1960

<u>ASSETS</u>		<u>LIABILITIES AND CAPITAL</u>	
Cash on Hand	\$ 3,050.00	Accounts Payable	\$18,381.16
Cash in Bank	40,908.11	Accrued Wages	772.65
Cash in Transit	9,029.54	Conference Advance Receipts	3,277.45
Contribution to Student Union Reserve	10,739.97	Restricted Gifts	500.00
Accounts Receivable	5,145.61	Free Capital	\$51,710.43
Lobby Counter Inventory	603.20	S.U. Reserve Fund	<u>10,739.97</u>
Equipment	16,390.24	Capital	62,450.40
Less Depreciation	<u>485.01</u> 15,905.23		
	<u>\$85,381.66</u>		<u>\$85,381.66</u>

Capital Account

Capital July 1, 1959	\$33,064.11
Plus Excess of Income over Expenditures	29,386.29
	<hr/>
Net Worth as of June 30, 1960	<u>\$62,450.40</u>

Above statement prepared by Student Union.

Schedule K-7

Student Union - Reserve Fund
Balance Sheet - June 30, 1960

Cash in Bank	\$35,530.63	Reserve for Equipment Replacements:	
		Student Union General Fund	\$10,739.97
		Student Union Food Service	18,586.17
		Student Union University Store Fund	6,041.98
		Interest Earned	162.51
	<hr/>		<hr/>
	\$35,530.63		\$35,530.63
	<hr/> <hr/>		<hr/> <hr/>

Above Statement prepared by Student Union.

Schedule L

Inventory of Land

	<u>Acreage</u>	<u>Year Acquired</u>	<u>Book Value July 1, 1959</u>	<u>Book Value June 30, 1960</u>
and not in Amherst, Mass.				
College Farm, Hadley	105.404	1864	\$ 10,090.00	\$ 10,090.00
Pelham Quarry, Pelham	.50	1866	500.00	500.00
Newell Farm, Hadley	62.00	1911	2,800.00	2,800.00
Cranberry Land, East Wareham	27.52	1910-1928	11,863.00	11,863.00
Mt. Toby, Sunderland & Leverett	755.27	1916	30,000.00	30,000.00
Waltham Field Station, Waltham	58.09	1924-1945	24,470.00	24,470.00
Cadwell Property, Pelham & Belchertown	1,200.00	1951	8,001.00	8,001.00
Total Land not in Amherst, Mass.	2,208.784		\$ 87,724.00	\$ 87,724.00
and in Amherst, Mass.				
College Farm, Amherst	274.39	1864		
Bangs Place	.25	1892		
Clark Place	17.	1896		
Westcott Land	2.318	1909		
Baker Place	5.003	1909		
Kellogg Place	17.035	1909		
Allen Place	.25	1910		
Chambury Place	.25	1910		
Harlow Farm & Orchard	28.49	1910		
Hawley & Brown (Rifle Range)	46.02	1910		
Loomis Place	.25	1910		
Louisa Baker Place	5.184	1910		
Old Creamery Place	.50	1910		
Owen Place	27.00	1915		
Dickinson Place	6.00	1916		
Brown Place	.50	1916		
George Cutler, Trustee	1.56	1917		
Angus Place	8.	1917		
Filson Farm	75.	1917		
Brooks Farm	59.4	1922		
J. T. V. Land	4.	1928		
Fuxbury Land	30.	1936		
Powers Land	.25	1949		
Gamma Alpha Sigma Phi	.87	1954		
Montague Property	27.7	1955		
Land on East Pleasant Street (Turkey Farm)	5.81	1960		
Total Land in Amherst	643.03		\$2,544,000.00	\$2,547,000.00*
Total Land Owned by University of Massachusetts	2,851.81		\$2,631,724.00	\$2,634,724.00

*Total Assessed Valuation of January 1, 1960, obtained from the Assessors' Office in the Town of Amherst, Massachusetts.

Schedule L-1

Inventory of Buildings

Buildings	Year Constructed or Acquired	Book Value	Additions	Deductions	Book Value
		July 1, 1959			June 30, 1960
Mellen's House	1867	\$ 1,200.00	\$		\$ 1,200.00
Stockbridge House	1867-1933	9,100.00			9,100.00
Forestry Building	1867	5,180.00			5,180.00
Homestead	1867-1928-1951	14,800.00			14,800.00
Farm House	1869	4,000.00			4,000.00
President's House	1883-84-1910	19,000.00			19,000.00
South College	1885-86-1938-39-40	100,300.00			100,300.00
Chapel	1885-1936	76,288.32			76,288.32
Regulatory Service	1886-87-96-1911	27,000.00			27,000.00
Hospital Ward	1886-93-1934-45	19,300.00			19,300.00
Vegetable Plant House	1886-92-93	4,700.00			4,700.00
Experiment Station Service	1882-87-91-95-96	5,000.00			5,000.00
Experiment Station, East	1889-1908	14,000.00			14,000.00
Hatch Annex	1891	2,000.00			2,000.00
Hatch Laboratory	1891-1934-35-37-38	19,374.38			19,374.38
Wildlife Building	1893-1923-1941	6,497.00			6,497.00
Farm Horse Barn #1	1894	5,000.00			5,000.00
Mathematics Building	1895-1905	6,000.00			6,000.00
Munson Hall	1898-99-1956	70,127.26			70,127.26
Draper Hall	1903-12-44-1955	296,529.94			296,529.94
Wilder Hall	1905-06-1957	45,662.00			45,662.00
Clark Hall & Greenhouse	1907	67,400.00			67,400.00
Power Plant & Storage Building	1907-11-15-16-17-40-48-57	31,250.00			31,250.00
Edward A. White Greenhouse - French Hall	1908-9-1939	25,500.00			25,500.00
French Hall	1909-1913-1956	74,356.59			74,356.59
Farm Young Stock Barn	1909-1939-1956	36,837.00			36,837.00
David House and Barn	1909	1,200.00			1,200.00
Farm Dairy Barn & Storage	1910-41-42-1955-1956-58	33,211.98			33,211.98
Farm Machinery Barn	1910	4,000.00			4,000.00
Fernald Hall	1910	80,000.00			80,000.00
Harlow House & Barns	1910-1932	2,550.00			2,550.00
Entomological Glasshouse - Fernald Hall	1911	825.00			825.00
Waiting Station	1911	500.00			500.00
Poultry Brooder #3	1911-1926	3,100.00			3,100.00
Poultry Demonstration #1	1911	1,400.00			1,400.00
			4,700.00		
				19,250.00	

Schedule L-1 (Continued)

Inventory of Buildings

Buildings	Year Constructed or Acquired	Book Value		Deductions	Book Value June 30, 1960
		July 1, 1959	Additions		
Grinnell Arena and Abattoir Annex	1911-1929	\$ 38,000.00	\$		\$ 38,000.00
Fisher Laboratory	1911-30-43-44	24,616.85			24,616.85
Farm Sheep Barn	1911-1955	6,099.00			6,099.00
Farm Shop	1911	200.00			200.00
Poultry #4 Mechanics Storage	1912-1915	2,700.00			2,700.00
Flint Laboratory	1912-1937-57	210,723.58			210,723.58
Apiary	1912	3,000.00			3,000.00
Stockbridge Hall	1914-1956	417,066.82			417,066.82
Farm Piggery	1914	3,000.00			3,000.00
Farm Bungalow #3 - Milker's Bungalow	1914	2,100.00			2,100.00
Agronomy Greenhouse	1914-1924	4,800.00			4,800.00
Agricultural Engineering Building	1915-1916-1924	28,550.00			28,550.00
Poultry-Duck House	1915	100.00			100.00
Poultry #7 Small Henhouse	1915	50.00			50.00
-Marshall Hall	1915-1945	68,459.00			68,459.00
-Hospital (2 Units)	1915	15,000.00			15,000.00
Poultry Unit #11 for 100 Hens	1916	504.00			504.00
Poultry Unit #12 for 200 Hens	1917	400.00			400.00
Poultry #6 Manure Shed	1918	98.00			98.00
-Tractor Shed	1918	73.50			73.50
Mount Toby House and Barn	1918	4,000.00			4,000.00
Grounds Tool Shed - north of Physics Bldg.	1918	245.00			245.00
Turbine House	1918	17,665.00			17,665.00
Adams Hall	1919-1941	128,175.00			128,175.00
-Pomology Garage & Repair Shed	1920	3,185.00			3,185.00
Memorial Hall	1920-1941	107,425.00			107,425.00
-Poultry House #10 for turkey & fowl laying	1921-1929	2,450.00			2,450.00
Farm Bull Pens & Fence	1922-1956	14,041.50			14,041.50
Brooks House, Barn & Sheds	1922-1929	9,400.00			9,400.00
Goessmann Laboratory	1922-1946-1959	2,896,900.52			2,896,900.52
Tillson Poultry Houses (4)	1923	2,000.00			2,000.00
Tillson Summer Sheds (3)	1923	277.00			277.00
Farm Bungalow #2 - Shepherd's Cottage	1923	4,000.00			4,000.00
Tillson Foreman's Quarters #5	1923-1926	6,714.00			6,714.00
Farm Bungalow #3 - Herdsman's Cottage	1923	4,000.00			4,000.00

Schedule L-1 (Continued)

Inventory of Buildings

Buildings	Year Constructed or Acquired	Book Value	
		July 1, 1959	June 30, 1960
		Additions	Deductions
		\$	\$
-Grounds Building	1923	\$ 1,574.00	\$ 1,574.00
Brooks Tobacco Barn	1924	3,000.00	3,000.00
Waltham Station Small Stock Barn	1924	2,000.00	2,000.00
Waltham Small Shed	1924	800.00	800.00
Waltham Office & Laboratory Building	1924-1935	11,363.40	11,363.40
Waltham Farmhouse	1924	6,000.00	6,000.00
Waltham Field Station Greenhouse	1924-1929	29,000.00	29,000.00
ROTC Storage	1925	16,500.00	16,500.00
Cranberry Laboratory - Dr. Franklin Memorial Room	1926-1952	13,800.00	13,800.00
Cranberry Garage - Engineering Building	1926-1957	15,028.23	15,028.23
Cranberry Shed (Storage)	1926	300.00	300.00
Cranberry Pump House	1926	165.00	165.00
Farm Corncribs (7)	1927	650.00	650.00
Farm Bungalow Garage	1927	350.00	350.00
Station Farmhouse	1928	7,500.00	7,500.00
Farm Cattle Research Barn	1928-1954	6,194.00	6,194.00
Chenoweth Building	1929	69,966.92	69,966.92
Garage (6 car) (Rear Old Horse Barn)	1929	2,500.00	2,500.00
Brooks Farm Garage	1929-30	300.00	300.00
Waltham Field Station Garage	1930	1,000.00	1,000.00
Waltham Hay Barn	1930	3,500.00	3,500.00
Physical Education Building	1930	287,500.00	287,500.00
Lumber Shed	1931-1940	4,300.00	4,300.00
Tillson Grain House #1	1933	100.00	100.00
Pomology Tool Shed	1933	1,254.00	1,254.00
Manure Pit	1933	500.00	500.00
Horticultural Hayshed	1933	400.00	400.00
Farley 4-H Club House	1933	3,500.00	3,500.00
Thatcher Hall	1934-35	193,950.00	193,950.00
Goodell Library	1934-35	238,500.00	238,500.00
Bowditch Lodge	1937	5,400.00	5,400.00
Waltham Field Station Greenhouse	1937-1950	21,497.37	21,497.37
Tillson 2-car Garage	1939	384.00	384.00
Tillson Breeding House #10	1939	5,300.00	5,300.00
		1,694,148.60	1,932,648.60

Inventory of Buildings

Buildings	Year Constructed or Acquired	Book Value		Deductions	Book Value June 30, 1960
		July 1, 1959	Additions		
Tillson Storage Building #11	1939	\$ 3,000.00	\$	\$	\$ 3,000.00
Tillson Storage Barn	1941	1,000.00			1,000.00
Federal Buildings, Liberal Arts Annex, Marshall Hall Annex & Draper Hall Annex	1947	25,000.00			25,000.00
Poultry Turkey Porch #9	1947-1950	7,675.06			7,675.06
Poultry Laying House #5	1947	10,000.00			10,000.00
Tillson Brooder House #12	1947	5,000.00			5,000.00
Tillson Brooder House #13	1947	10,000.00			10,000.00
Berkshire, Hampshire & Plymouth Houses	1948	495,800.00			495,800.00
Middlesex & Suffolk Houses	1948	327,600.00			327,600.00
Skinner Hall	1948	596,700.00			596,700.00
Dutch Elm Disease Laboratory	1949	23,400.00			23,400.00
Engineering Building Annex	1949	118,500.00			118,500.00
Engineering Building - Gunness Lab.	1949	374,500.00			374,500.00
Waltham Field Station Building	1950	278,400.00			278,400.00
ROTC Facilities, 2 buildings	1950-51	63,800.00			63,800.00
Hasbrouck Lab., Physics Building	1950	501,000.00			501,000.00
Paige Laboratory, Animal Disease Control	1950-51	487,500.00			487,500.00
Poultry Breeding House #8	1951	4,127.00			4,127.00
New Power Plant Building	1951-1955-59	2,789,879.00			2,789,879.00
Engineering Building - Wing	1950-1951-56	1,120,753.61			1,120,753.61
Electric Generating Plant	1952	263,615.36			263,615.36
Animal Isolation Building	1953	98,500.00			98,500.00
University Commons	1953-54-55	985,300.00			985,300.00
Poultry Turkey Breeding House #14	1955	600.00			600.00
Durfee Conservatory	1955	69,684.00			69,684.00
Poultry Equipment Laying House #15	1956	800.00			800.00
Montague Buildings	1955	8,000.00			8,000.00
Poultry Turkey Breeding House #13	1956	800.00			800.00
Machmer Hall	1957	967,578.77			967,578.77
Cranberry Greenhouse	1957	5,733.00			5,733.00
Orlyte Greenhouse - Waltham Field Station	1957	1,911.00			1,911.00
Thayer Building	1957	50,000.00			50,000.00
Veterinary Science - 2 Poultry Rearing Houses	1958	14,295.08			14,295.08
Western Massachusetts Health Center	1959	1,360,800.90			1,360,800.90

Schedule L-1 (Continued)

Inventory of Buildings

Buildings	Year Constructed or Acquired	Book Value July 1, 1959	Additions	Deductions	Book Value June 30, 1960
Women's Physical Education Building	1959	\$ 1,716,581.75		\$	\$ 1,716,581.75
Nathaniel Bowditch Hall	1959	293,500.50			293,500.50
Dickinson Hall - ROTC	1960		468,105.00		468,105.00
Justin Morrill - 2nd Section, Science Center	1960		1,941,020.22		1,941,020.22
Maintenance Building	1960		627,000.00		627,000.00
Turkey House	1960		8,000.00		8,000.00
Totals		\$19,174,620.19	\$4,738,273.82	\$23,950.00	\$23,888,944.01

Schedule L-2

Inventory of Improvements other than Buildings

	<u>Book Value</u> <u>July 1, 1959</u>	<u>Additions</u>	<u>Book Value</u> <u>June 30, 1960</u>
Roads, Sidewalks, etc.	\$ 179,361.89	\$	\$ 179,361.89
Water Mains	92,143.11		92,143.11
Sewerage & Drainage	226,500.00		226,500.00
Steam Lines	1,527,427.61		1,527,427.61
Electrical Lines	778,812.51	183,426.00	962,238.51
Parking Areas	41,366.27		41,366.27
Tennis Courts	62,042.25		62,042.25
Playing Fields		258,518.12	258,518.12
<hr/>			
Totals	\$2,907,653.64	\$441,944.12	\$3,349,597.76
<hr/>			

ANNUAL REPORT OF THE DEAN OF THE COLLEGE OF AGRICULTURE
University of Massachusetts
Amherst, Massachusetts

For the period
October 1, 1959 - September 30, 1960.

- I. Summary of Appropriations.
- II. Personnel.
- III. Organizational Chart.
- IV. Students or Clientele.
- V. Faculty Publications.
 - (a) Faculty Publications - only legitimate scientific publications. (Journal Series Papers only).
 - (b) Research Grants.
 - (c) Research Projects.
 - (d) Other Professional Activities.
- VI. Special Projects or Programs.
- VII. Future Plans and Needs.

MEMORANDUM FOR THE DIRECTOR, FBI

RE: [Illegible]

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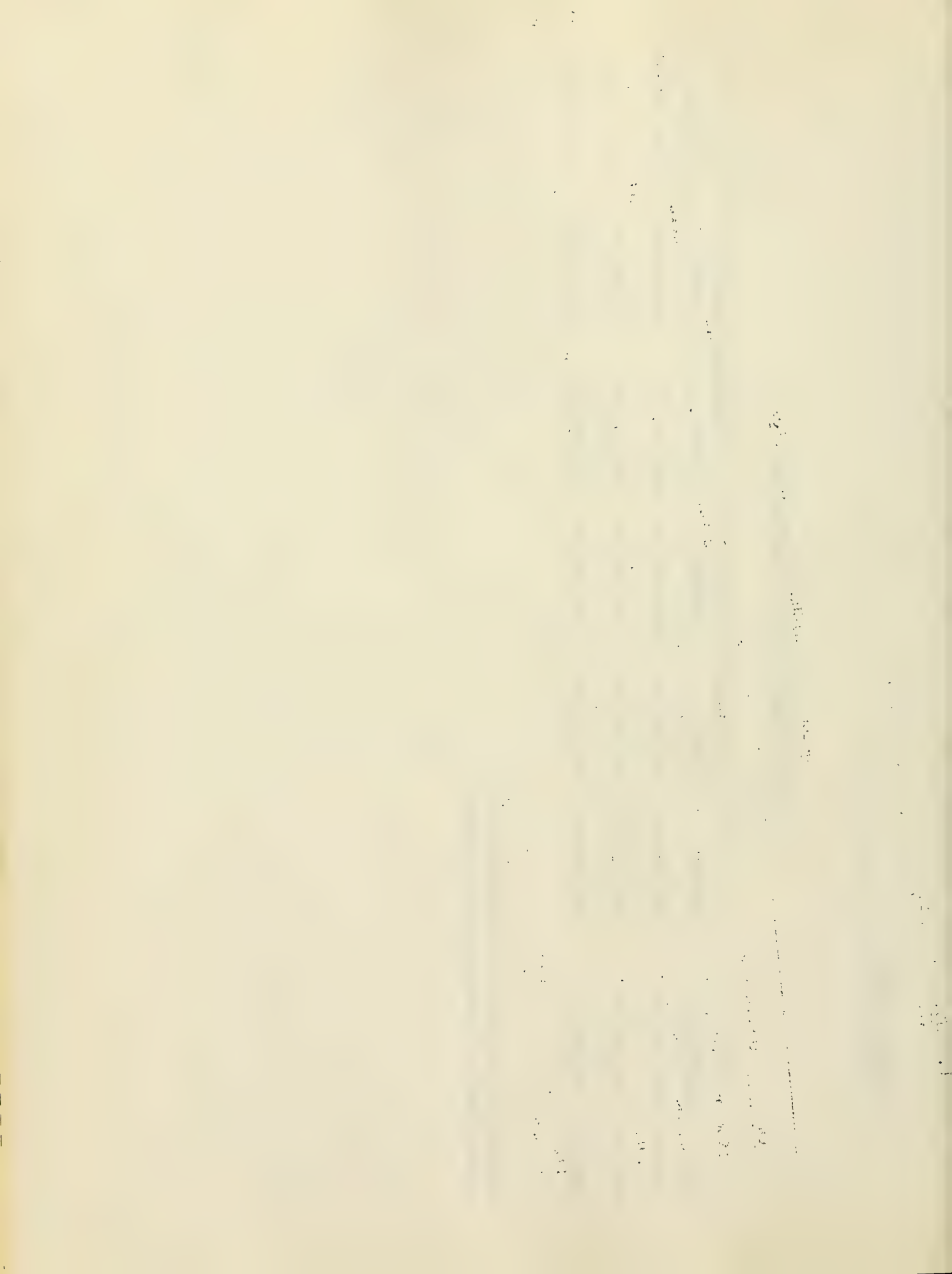
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I. APPROPRIATIONS.
 Fiscal Year 1958-59, 1959-60, 1960-61.

COLLEGE OF AGRICULTURE APPROPRIATIONS

Year	Instruction	Control	Extension Service		Experiment Station		Totals
			State	Federal	State	Federal	
1958-59	\$812,815.92	\$382,966.25	\$398,741.35	\$423,637.36	\$624,511.15	\$428,470.00	\$2,071,142.03
1959-60	822,085.71	385,222.16	430,936.49	423,637.00	670,132.47	433,485.00	3,165,498.83
1960-61	896,073.42	444,857.00	477,339.00	460,429.00	723,742.56	434,655.00	3,437,095.98

State Funds for 1960-61 are estimates only.
 Personal Service Funds are not allocated.

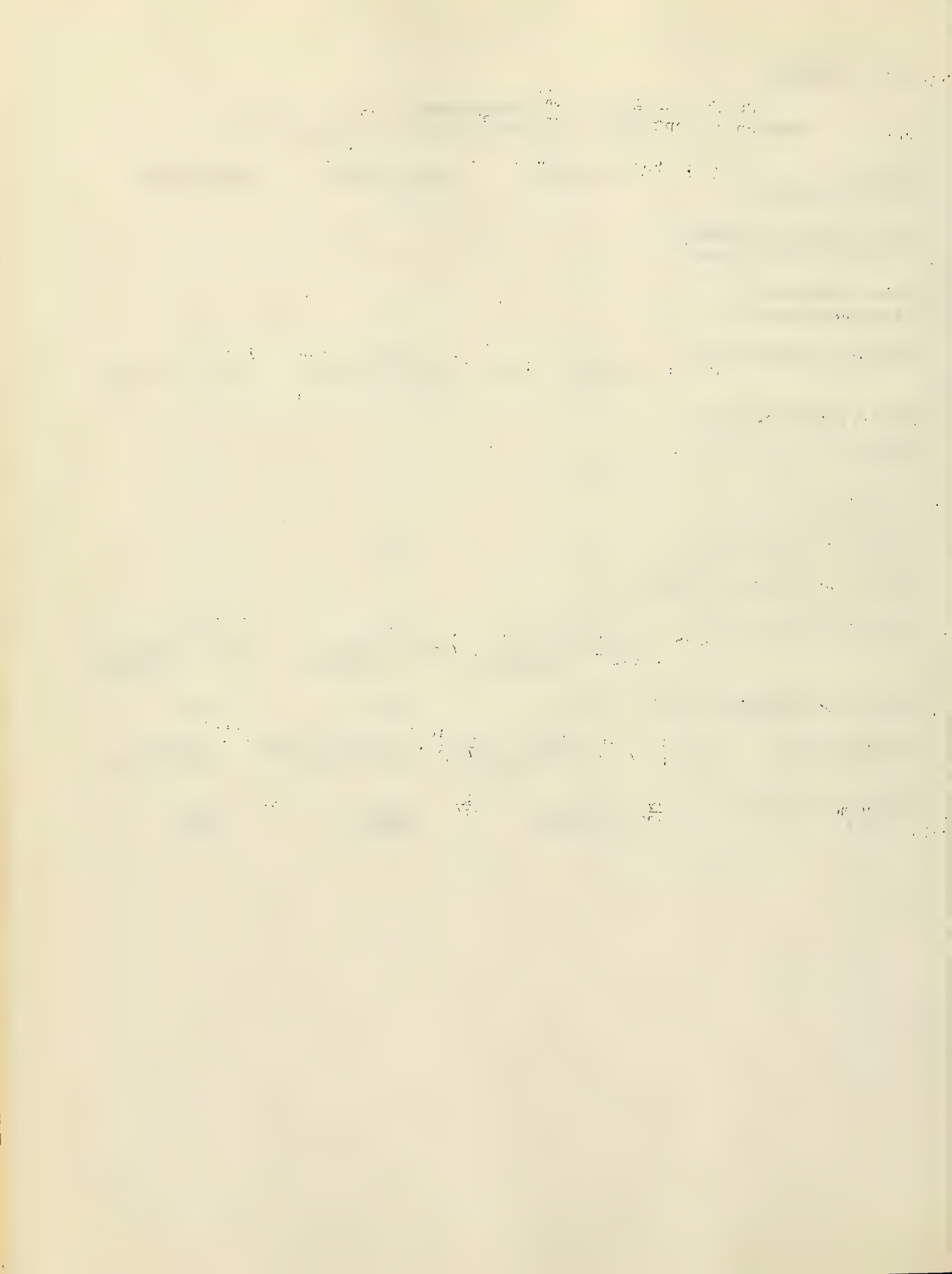


II. PERSONNEL.

COLLEGE OF AGRICULTURE

Number in each rank: Sept. 1958, Sept. 1959, Sept. 1960.

<u>Rank:</u>	<u>Sept. 1958</u>	<u>Sept. 1959</u>	<u>Sept. 1960</u>
Dean and Director	1	1	1
Assoc. Dean and Director of Stockbridge School	0	0	1
Assoc. Director of Extension Service	1	1	1
Head of Department "A"	17 plus 1 (7 wk)	17 plus 1 (7 wk)	16 plus 1 (7 wk)
Head of Department, 9 mo.	1	0	0
Professor "A"	62	62	62
Professor, 9 mo.	4	5	5
Associate Professor "A"	31	30	33
Associate Professor, 9 mo.	2	2	2
Assistant Professor "A"	48 plus 2 (8 wk) 1 (2½ mo)	49 plus 2 (8 wk) 1 (2½ mo)	47 plus 2 (8 wk) 1 (2½ mo)
Assistant Professor, 9 mo.	12½	12½	9½
Instructor "A"	33 (full time) 15 (½ time)	33 (full time) 17 (½ time)	33 (full) 17 (½ time)
Instructor, 9 mo.	3½	3½	2½
Totals:	<u>223½</u>	<u>224½</u>	<u>221½</u>



III. ORGANIZATIONAL CHART.

UNIVERSITY OF MASSACHUSETTS
College of Agriculture - Administrative Organization

Board of Trustees - University of Massachusetts

President

COLLEGE OF AGRICULTURE

Dean,

Director of Experiment Station, Control Service
and Director of Extension Service

Assoc Director of Extension Service
Assoc Dean and Director of Instruction
Assoc Director of Experiment Station
Secretary of Extension Service

Treasurer

Business Manager

Extension Service
US Dept. of Agr.

Experiment Station
US Dept. of Agr.

Provost

Instruction

(Bacteriology, Chemistry & Home Economics)

Other Colleges, Schools or Divisions
of the University

Departments Conducting Programs in Control, Research, Extension or Instruction |
Agronomy Entomology & Plant Pathology Landscape Architecture

Bacteriology Extension Div. of Agr. Poultry

Chemistry Feed, Fertilizer & Dairy Law Research & Production
(Control Laboratory) Service

Communications, Agr. Food Technology Veterinary Science

Dairy & Animal Science 4-H Club Cranberry Station

Economics, Agr. Forestry & Wildlife Mgt. Waltham Field Station

Engineering, Agr. Horticulture Regional Mktg. Edu. Prog.

Programs in School of
Home Economics

County Extension Services
County Boards of Trustees

Barnstable Middlesex

Berkshire Norfolk

Bristol Plymouth

Dukes Worcester

Essex

Franklin

Hampden

Hampshire



IV. STUDENTS OR CLIENTELE*

	<u>Sept. 1958</u>	<u>Sept. 1959</u>	<u>Sept. 1960</u>
a. Number of Majors	734	780	841
b. Number of Students Taught	2755	2942	3118

*Includes Stockbridge School, Graduate School and Four-Year degree students.

V. FACULTY PUBLICATIONS.

(a) -- Scientific. - Journal Series Papers Only.

OCT. 1959

Iona M. Reynolds, T. Sakai and R. E. Smith.

"Experimental Leptospirosis in pregnant ewes II. Hematological features of ewes and fetuses." Cornell Veterinarian.

T. W. Fox and J. T. Clayton.

"Population Size and Density as Related to Laying House Performance." Poultry Science.

R. E. Smith, I. M. Reynolds and T. Sakai.

"Experimental Leptospirosis in Pregnant Ewes III. Pathological Features." Cornell Veterinarian.

NOV. 1959

D. L. Anderson and J. Robert Smyth, Jr.

"Effect of Rasperpine on Growth and Endocrine Relationships in Large Type White Turkeys." Poultry Science.

J. W. Durfee, W. H. Lachman and W. C. Lincoln, Jr.

"Control of Northern Nutgrass with Eptam and Atrazine." Proceedings of the Northeastern Weed Control Conference.

F. B. Chandler and I. E. Demoranville.

"The Harmful Effect of Salt on Cranberry Bogs." Cranberry Magazine.

Jonas Vengris.

"Quackgrass Control in Field Corn." Annual Proceedings, Weed Control Conference.

Jonas Vengris.

"Annual Weed Control in New Grass-Legume Seedings." Annual Proceedings, Weed Control Conference.

Jonas Vengris.

"Weed Control in Field Corn." Annual Proceedings, Weed Control Conference.

John S. Bailey.

"Weed Control in Cultivated Blueberries with Diuron." Proceedings of the Northeast Weed Control Conference.

W. H. Lachman and L. F. Michelson.

"Weed Control in Certain Vegetable Crops--1959." Proceedings of the Northeast Weed Control Conference.

H. T. Handley, Jr. and H. E. White.

"Effect of Foliage Applications of the Potassium Salt of Gibberellic Acid on Growth of Snapdragon (*Antirrhinum majus*)." American Society for Horticultural Science.

DEC. 1959

Morton M. Boyd and R. W. Kleis.

"Hay Conditioning Methods Compared." Agricultural Engineering.

DEC. 1959
(continued)

J. S. Bailey and W. J. Lord.
"Control of the Common Brake, Teridium Aquilinum L.,
in Lowbush Blueberries with Polyborchlorate." Proceedings
of the Northeast Weed Control Conference.

William E. Tomlinson, Jr.
"Currant Fruit Weevil, Pseudanthonomus validus Dietz, a
Pest of Cultivated Highbush Blueberry." Journal of Economic
Entomology.

B. W. Calnek and P. J. Taylor.
"Studies on Avian Encephalomyelitis III. Immune Response to
Beta-Propiolactone Inactivated Virus." Avian Diseases.

JAN. 1960

T. M. Ott, H. M. El-Bisi and W. B. Esselen.
"Thermal Destruction of Food Poisoning Bacteria in Prepared
Frozen Foods." Food Research.

T. R. Parks, H. M. El-Bisi and W. B. Esselen.
"Thermal Inactivation of Chlortetracycline in Various Meat
Menstrua." Journal of Applied Microbiology.

J. G. Archibald, J. W. Kuzmeski and S. Russell.
"Crop Composition and Silage Quality." Journal of Dairy
Science.

E. Bennett and W. D. Weeks.
"Hemicelluloses and Winter Hardiness in Raspberry Canes." Journal of Food and Agricultural Chemistry.

E. Bennett and W. D. Weeks.
"On the Composition of Raspberry Canes with Reference to
Winter Hardiness." American Proceedings for Horticultural
Science.

D. L. Mader and D. F. Owen.
"Relationships of Soil Nitrogen and Organic Matter to Red Pine
Growth in Massachusetts." Proceedings of the Soil Science
Society of America.

FEB. 1960

W. W. Nawar, F. M. Sawyer, E. G. Beltran and I. S. Fagerson.
"An Injection System for Gas Chromatography." Analytical
Chemistry.

Ralston B. Read, Jr.
"Glucose Degradation by Heat in the Presence of Phosphate." Science.

C. T. Smith, F. Shaw, R. Lavigne, J. Archibald, H. Fenner,
and D.N.Stern.
"Investigation of Malathion Residues on Alfalfa and in Milk." Journal of Economic Entomology.

W. B. Becker and H. G. Abbott.
"Prevention of Insect Damage to Decked Pine Sawlogs in Massa-
chusetts with BHC Emulsion Sprays." Journal of Forestry.

The first part of the report deals with the general situation of the country and the progress of the war. It is followed by a detailed account of the military operations in the West and the East. The author then discusses the political and economic conditions of the country and the impact of the war on the population. The report concludes with a summary of the author's views on the future of the country and the role of the government.

The second part of the report is a collection of letters and documents that provide a more detailed view of the war. These include letters from the front, reports from military leaders, and official government documents. The letters and documents are arranged chronologically and provide a clear picture of the events of the war.

The third part of the report is a collection of photographs and illustrations that show the various scenes of the war. These include pictures of the front lines, the wounded, and the soldiers in the trenches. The photographs and illustrations are arranged in a way that shows the progression of the war and the impact of the fighting.

The fourth part of the report is a collection of statistics and tables that provide a quantitative view of the war. These include tables showing the number of soldiers killed, wounded, and captured, as well as the amount of supplies and equipment used. The statistics and tables are arranged in a way that makes it easy to compare the different aspects of the war.

The fifth part of the report is a collection of maps and diagrams that show the geographical context of the war. These include maps of the front lines, the positions of the armies, and the locations of the major battles. The maps and diagrams are arranged in a way that shows the overall strategy of the war and the movement of the armies.

The sixth part of the report is a collection of biographies and profiles of the key figures of the war. These include the military leaders, the political figures, and the scientists who developed the new weapons of war. The biographies and profiles are arranged in a way that shows the contributions of these individuals to the war effort.

The seventh part of the report is a collection of essays and articles that discuss the various aspects of the war. These include essays on the psychology of war, the impact of war on society, and the role of technology in war. The essays and articles are arranged in a way that shows the different perspectives on the war and the impact of the fighting.

The eighth part of the report is a collection of poems and songs that were written during the war. These include poems about the soldiers' experiences, the impact of the war on the home front, and the hope for a better future. The poems and songs are arranged in a way that shows the emotional side of the war and the impact of the fighting on the soldiers and the people.

The ninth part of the report is a collection of letters and documents that provide a more detailed view of the war. These include letters from the front, reports from military leaders, and official government documents. The letters and documents are arranged chronologically and provide a clear picture of the events of the war.

The tenth part of the report is a collection of photographs and illustrations that show the various scenes of the war. These include pictures of the front lines, the wounded, and the soldiers in the trenches. The photographs and illustrations are arranged in a way that shows the progression of the war and the impact of the fighting.

The eleventh part of the report is a collection of statistics and tables that provide a quantitative view of the war. These include tables showing the number of soldiers killed, wounded, and captured, as well as the amount of supplies and equipment used. The statistics and tables are arranged in a way that makes it easy to compare the different aspects of the war.

The twelfth part of the report is a collection of maps and diagrams that show the geographical context of the war. These include maps of the front lines, the positions of the armies, and the locations of the major battles. The maps and diagrams are arranged in a way that shows the overall strategy of the war and the movement of the armies.

The thirteenth part of the report is a collection of biographies and profiles of the key figures of the war. These include the military leaders, the political figures, and the scientists who developed the new weapons of war. The biographies and profiles are arranged in a way that shows the contributions of these individuals to the war effort.

The fourteenth part of the report is a collection of essays and articles that discuss the various aspects of the war. These include essays on the psychology of war, the impact of war on society, and the role of technology in war. The essays and articles are arranged in a way that shows the different perspectives on the war and the impact of the fighting.

The fifteenth part of the report is a collection of poems and songs that were written during the war. These include poems about the soldiers' experiences, the impact of the war on the home front, and the hope for a better future. The poems and songs are arranged in a way that shows the emotional side of the war and the impact of the fighting on the soldiers and the people.

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MARCH 1960

Herschel G. Abbott.

"Tree Seed Preferences of Mice and Voles." Forest Science.

B. C. Wentworth.

"Fistulation of the Hen's Oviduct." Poultry Science.

W. W. Nawar and I. S. Fagerson.

"A Technique for the Collection of Food Volatiles for Gas Chromatographic Analysis." Analytical Chemistry.

Bert M. Zuckerman.

"Studies of Two Blueberry Stem Diseases Recently Found in Eastern Massachusetts." Plant Disease Reporter.

APRIL 1960

Bert M. Zuckerman.

"Fungi Collected From Blueberry Stems in Massachusetts." Plant Disease Reporter.

Peter C. Steve.

"Biology and Control of the Little House Fly, Fannia canicularis (L), In Massachusetts." Journal of Economic Entomology.

William J. Mellen.

"Effects of Thiouracil Level and Pen Position on Thyroxine Secretion Rate Determined by I131 Assay." Poultry Science.

MAY 1960

J. G. Archibald, E. Bennett and D. F. Owen, Jr.

"Further Study of a Turbidity Test for Quality in Hay." Journal of Dairy Science.

W. D. Weeks.

"Foliar Analysis as an Aid in Interpreting Fertilizer and Preharvest Drop Control Studies of Apples." Plant Analysis & Fertilizer Problems, AIBS Publications.

B. C. Wentworth and W. J. Mellen.

"Isolation of Thyroid Hormones from Domestic Birds." Endocrinology.

D. R. Daoust, R. B. Read, Jr., and W. Litsky.

"Thermal Inactivation Studies on Pathogenic Bacteria in Milk and Various Milk Products. I. Corynebacterium diphtheriae ATCC #296." Journal of Dairy Science.

W. B. Esselen.

"Pickle Research at the University of Massachusetts." The Glass Packer.

JUNE 1960

B. M. Zuckerman.

"Parasitism of Cranberry Roots by Tetylenchus joctus Thorne." Nematologica.

John W. Zahradnik.

"Critical Unit Operations in Controlled Atmosphere (CA) Storage Processes." Agricultural Engineering.

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JUNE 1960
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William E. Tomlinson.
"Control of the Cranberry Fruitworm, *Acrobasis vaccinii*
Riley."
Journal of Economic Entomology.

Emil F. Guba.
"Forking or Secondary Rootiness in Parsnips."
Plant Disease Reporter.

J. G. Archibald and H. Fenner.
"A Comparison of the Wiegner and Wiseman Methods for Determination of Volatile Acids in Silage."
Journal of Dairy Science. To be published as a Technical Note.

JULY 1960

John H. Vondell.
"The Effects of Humidity on Eggs and Cases."
Poultry Science.

J. T. Clayton.
"Combining Dairy Farmstead Components for Economical Operation."
Agricultural Engineering.

R. E. Smith and I. M. Reynolds.
"Leptospirosis in Hamsters on Diets Containing Various Levels of Riboflavin."
American Journal of Veterinary Research.

B. W. Calnek, P. J. Taylor and M. Sevoian.
"Studies on Avian Encephalomyelitis, IV. Epizootiology."
Avian Diseases.

G. H. Snoeyenbos and H. I. Basch.
"Further Studies of Virus Hepatitis of Turkeys."
Avian Diseases.

J. Robert Smyth, Jr., D. L. Anderson and R. Gleason.
"The Effect of Light on Performance and Behavior in Diethylstilbestrol-Treated Male Turkey Broilers."
Poultry Science.

O. M. Olesiuk and H. Van Roekel.
"Transmission of Chronic Respiratory Disease in Chickens."
Avian Diseases.

AUGUST 1960

G. P. French and A. W. Wertz.
"Tryptophan Metabolism in Human Subjects."
Journal of Nutrition.

J. G. Archibald.
"Influence of Weather on Sugar Content of Forage Crops."
Journal of Dairy Science.

E. Bennett and J. M. Elliot.
"In Vitro Studies on the Production of Volatile Fatty Acids from Carbohydrate Material by Microorganisms in Rumen Juice of the Mature Bovine Rumen."
Journal of Agricultural and Food Chemistry.

AUGUST 1960
-continued

R. N. Larose and H. Van Roekel.
"The Effect of Rapid Embryo Passage Upon the Infectious
Bronchitis Virus."
Avian Diseases.

Martin Sevoian.
"A Quick Method for the Diagnosis of Avian Pox and Infectious
Laryngotracheitis."
Avian Diseases.

K. Tsuji, H. M. El-Bisi and W. B. Esselen.
"Thermal Destruction Kinetics of Clostridium Sporogenes in
Buffer Systems at the Intermediate pH Range ^a, ^b, ^c."
Food Research.

F. J. Francis and B. L. Amla.
"Effect of Residual Sulphur Dioxide of the Quality of
Prepeeled Potatoes."
Proceedings of American Society of Horticultural Science.

F. J. Francis and W. M. Atwood.
"The Effect of Fertilizer Treatments on the Pigment Content
of Cranberries."
Proceedings of the American Society of Horticultural Science.

H. G. Abbott and W. D. Dodge.
"Photographic Observations of White Pine Seed Destruction."
Journal of Forestry.

B. L. Amla and F. J. Francis.
"Effects of pH of the Dipping Solutions on the Quality of
Prepeeled Potatoes."
American Potato Journal.

SEPT. 1960

J. Robert Smyth, Jr., D. L. Anderson and R. E. Gleason.
"The Residual Effect of Diethylstilbestrol on Fat Finish in
Turkeys."
Poultry Science.

B. C. Wentworth and W. J. Mellen.
"Effect of Thiouracil on Plasma PBI ¹³¹ in the Fowl."
Poultry Science.

S. Sakamura and F. J. Francis.
"The Anthocyanins of the American Cranberry."
Food Research. (tentative)

F. J. Francis and M. A. Jiminez
"Dehydracetic Acid Treatments for Prepeeled, Cubed Squash."
Food Technology. (tentative)

F. J. Francis, M. A. Jiminez and E. M. Sanna.
"Alcohol Content and Atmospheric Changes in Prepackaged Squash."
Proceedings of American Society for Horticultural Science.
(tentative)

Dear Mother
I received your letter of the 10th and was
glad to hear from you and to hear that
you were all well.

I am well at present and hope these few
lines will find you all the same.

I have not much news to write at
present.

I have been thinking of writing to you
for some time but have not had time.

I hope to hear from you soon.

I am your affectionate son
John

I have not much news to write at
present.

I have been thinking of writing to you
for some time but have not had time.

I hope to hear from you soon.

I am your affectionate son
John

I have not much news to write at
present.

V. FACULTY PUBLICATIONS.
(b) Research Grants.

College of Agriculture - Research Grants and Fellowships
October 1, 1959 - September 30, 1960.

AGRONOMY:

American Potash	\$1,200.00
Phosphate Fund	1,700.00
Turf Fund	150.00

CRANBERRY STATION:

Cranberry Fund	500.00
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DAIRY & ANIMAL SCIENCE:

Cocoa Fund	1,800.00
Milk Solids Fund	2,000.00
Sire Evaluation Fund	2,000.00
Walker Research Fund	3,500.00

AGRICULTURAL ENGINEERING:

Eastern States	3,000.00
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ENTOMOLOGY AND PLANT PATHOLOGY:

Chemical Spray	500.00
Eli Lilly Fund	500.00
Shell Fund	500.00
Union Carbide Fund	3,000.00

FOOD TECHNOLOGY:

American Cyanamid	500.00
Glass Container	17,000.00
Ocean Spray	3,000.00
Wise Potato Chip	1,000.00

FORESTRY AND WILDLIFE MANAGEMENT:

Berkshire County Development	4,600.00
Compton Garden	200.00
N. E. Forest Service	1,700.00
U. S. Forest Service	850.00
Promotion Fund	1,300.00
Wildlife Fund	1,200.00

HORTICULTURE:

Boston Market Gardeners	500.00
N. E. Carnation Growers	1,500.00
Perlite Institute	1,500.00
Rain & Hail Ins. Fund	1,200.00
Stauffer Chemical	300.00
Weed Control Fund	500.00

POULTRY HUSBANDRY:

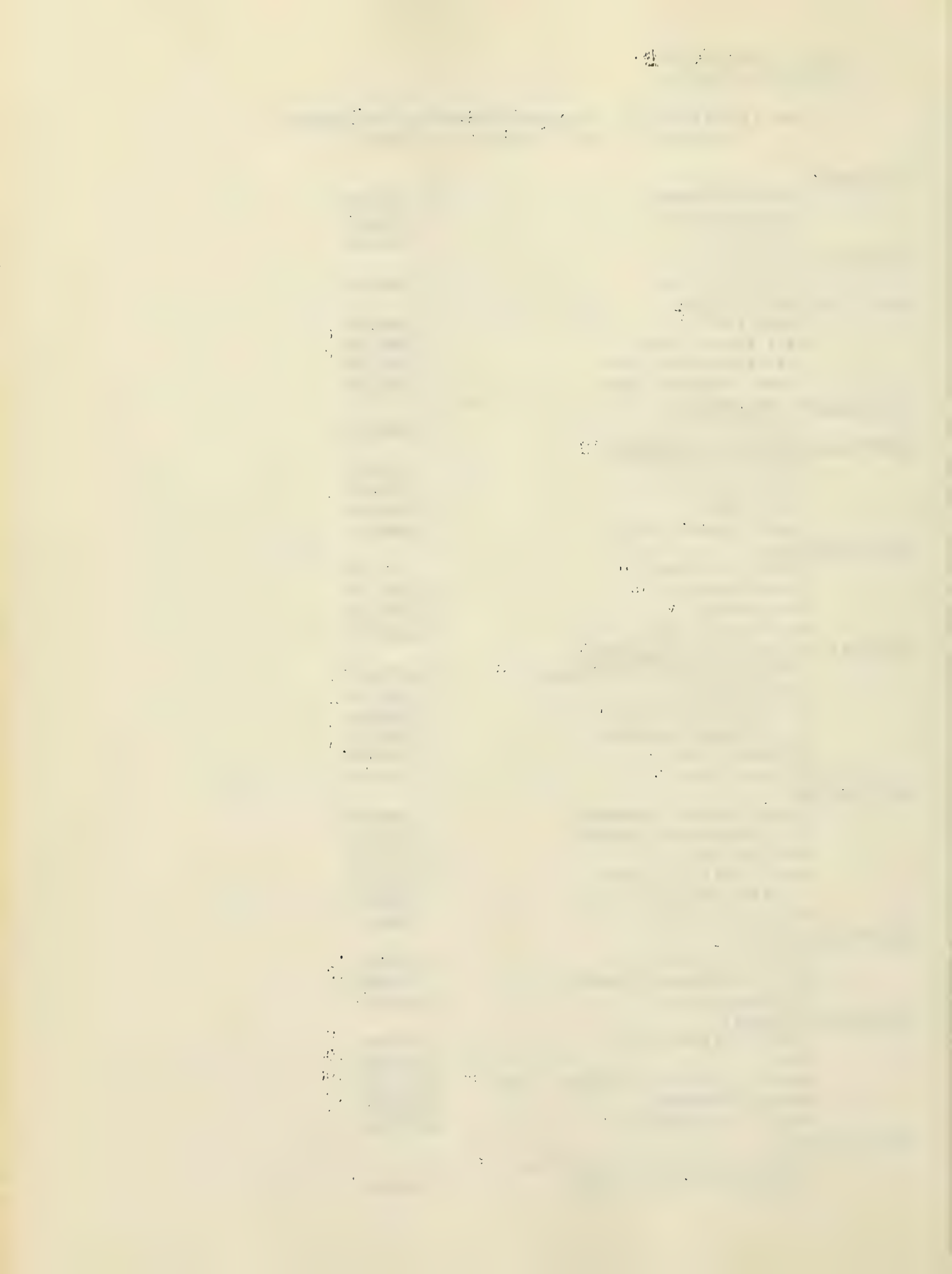
Charles M. Cox Co.	2,000.00
Norwich Pharmacal Company	600.00
Wirthmore Feeds	2,000.00

VETERINARY SCIENCE:

Charles Pfizer Fund	2,000.00
CIBA	2,500.00
DeKalb Agricultural Assoc., Inc.	1,500.00
Eaton Laboratories	6,000.00
Lederle Laboratories	8,000.00

FEDERAL GRANT:

Agricultural Research Service Contract #13-14-100-258	12,500.00
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NATIONAL INSTITUTES OF HEALTH:

E-1173 C2	Bacteriology (Litsky)	\$8,000.00
E-1442 C4	Ent & Pl Path (Hanson)	8,000.00
E-2645 A	Bacteriology (Litsky)	2,000.00
E-2771	Bacteriology (Litsky)	16,545.00
RE-5848	Food Technology (Fagerson)	13,020.00

NATIONAL SCIENCE FOUNDATION:

13935	Entomology & Plant Pathology (Rohde)	6,400.00
	Total:	<u>\$148,265.00</u>

VI. SPECIAL PROJECTS OR PROGRAMS.

Horticulture. A new research project on Carnation Breeding was started with the help of a \$1500 grant from the New England Carnation Growers' Association.

Agricultural Engineering. The Extension circular series for the second consecutive year received the first place award in National Extension Materials competition sponsored by the American Society of Agricultural Engineers. Professors Clayton and Zahradnik are at Cornell and M.I.T., respectively, on Danforth and National Science Foundation Grants.

Veterinary Science. Research grants were renewed as follows: Agricultural Research Service, U.S.D.A., chronic respiratory disease, \$12,500; DeKalb Agricultural Association, epidemic tremor, \$1,500; and Eaton Laboratories, vibronic hepatitis (chickens), \$3,000. A grant of \$1,500 was received from Chas. Pfizer & Co. for research on viral hepatitis in turkeys. Dr. Snoeyenbos was awarded a certificate for meritorious service (work beyond the call of duty) by the Federation of Massachusetts Poultry Associations.

Food Technology. Dr. Esselen, head, is spending the year as an exchange professor at Hokkaido University, Sapporo, Japan. Pioneering in the use of gas chromatography as a new analytical tool for complex food analyses is an example of work in this department which is attracting wide attention professionally outside the University.

Forestry and Wildlife Management. A new cooperative agreement has been signed with the Berkshire County Industrial Commission whereby the Commission provides funds for a two-year study now in progress to collect and evaluate information concerning the forest resources and the wood-using industries of Berkshire County as factors in the present and future economy of the region.

Entomology and Plant Pathology. Two new programs got underway during the year. One was the cooperative pesticide project between the U.S. Fish and Wildlife Service, the Union Carbide Company, the Massachusetts Department of Natural Resources, and the Department of Entomology and Plant Pathology. The other was a substantial grant from the National Science Foundation for the initiation of basic work in Nematology under the direction of Dr. Richard A. Rohde.

Poultry Science. Dr. William J. Mellen is spending the year as an exchange professor at Hokkaido University, Sapporo, Japan. Dr. David K. Wetherbee, visiting assistant professor, U.S. Wildlife Service, has established an active research project in avian physiology and participated in making recommendations to officials of the Boston Port Authority regarding bird control at Logan Airport following the recent Electra crash.

Bacteriology. The virology work has been concluded partly due to the resignation of Mr. R. M. Dutcher and also because of the high expense. Prior to ending this work it was demonstrated that a potent killed Newcastle vaccine could be produced by rapid-heat treatment.

Agricultural Economics. The curriculum has been thoroughly reviewed and as a result changes have been made to emphasize the areas of economics and business management. These changes will equip the graduates for the growing number of management positions in agriculturally related firms.

Communications. The College of Agriculture's program on WGBH-TV, Channel 2, Boston -- entitled the Gardeners' Almanac -- completed its fourth and most successful year. It was retelecast on Channel 22 (Springfield), Channel 32 (Greenfield), and Channel 11 (University of New Hampshire Educational TV). WHDH-TV, Channel 5, Boston, has requested that we enlarge the concept of weekly consumer food buying program for Wednesday telecast, 12:30 p.m. -- 1:00 p.m.

Landscape Architecture. This department acted as host for the National Conference on Instruction in Landscape Architecture during June 1960. The department received accreditation through the American Society of Landscape Architects. This recognition is on a two-year provisional basis subject to certain adjustments and suggestions which we plan on making.

Dairy and Animal Science. The interest of Food and Drug officials in chemical additives (e.g., cranberry contamination with aminotriazole) prompted a stepped-up program with farmers and dealers. Antibiotic drugs used for the treatment of mastitis may gain entrance into the milk supply. A three-part program was carried out: (a) warnings to producers to withhold milk from treated cows; (b) a temporary testing service for dealers who were unable to test their own supplies; (c) a research program to determine if antibiotics will transfer from treated to untreated quarters in the udder. This is an example of a "crash program" undertaken by the University to fill an urgent need. Cooperation of four departments (Veterinary Science, Agricultural Economics, Agricultural Engineering, and Dairy and Animal Science) provided the technical knowledge for assuring success of the program.

Cranberry Station. The special project was that of providing factual information regarding the use of amino-triazole in Massachusetts cranberry bogs, of defending growers who were innocent of any misuse of the chemical, and of assisting the federal government in carrying out details of the White House - U.S.D.A. indemnification program. All members of the staff helped in this work.

VII. FUTURE PLANS AND NEEDS.

Agricultural Engineering

1. Staff.

- (a) An additional man supported by Instruction.
- (b) Additional girl in secretarial pool upon the return to full-time status of Professors Clayton and Zahradnik.
- (c) Senior level clerical position for office supervision (combined with b).

2. Research Program.

The staffing recommendations above, while not specifically for research, will almost completely be reflected in research effort. Consistent with this will be the need to review, revise and renew research programs for greater basic emphasis and potential significance. This will make substantial outlays for equipment and instrumentation necessary. Specific itemization must await the actual formulation of revised projects and objectives.

3. Facilities.

Imminent further transfer of space from the College of Engineering to the department promises adequate space for present and foreseeable future programs. This transfer is expected to be completed with the availability of the new Engineering Shops building prior to September 1961. This now certain development puts chronological importance to previously requested provision for development of the Shops building.

The principal need in this connection is for the development of departmental and staff offices in the south section of the Engineering Shops building. The present three-way split of office facilities is extremely inconvenient but more important, involves inherent limitations in coordination, supervision and productivity (professional and subprofessional). It is urged that the (\$50,000) request for development of these facilities be pressed for the immediate future.

Agronomy

1. Greenhouse Facility.

The most critical need of the Agronomy Department at the present time is for greenhouse facilities. With the construction of a new building for the Food Technology Department scheduled for the summer of 1961, we will lose our greenhouse facilities at the rear of Stockbridge Hall. This greenhouse and head house facility has been used primarily for research purposes. Unless this structure can be removed to another location or adequate facilities be found to take its place, our research program for the coming year will be severely hampered. Our need for greenhouse facilities is further intensified by the return of Dr. Drake. In the past he has used our greenhouse facilities for his research work. Through the cooperation of the Department of Horticulture we have been using greenhouse facilities back of French Hall but these facilities are inadequate and in no way can they fill the void which will be created when our present greenhouse back of Stockbridge Hall is dismantled.

It seems to me there are two possibilities: (1) moving the present greenhouse to another location (The structure is sound and such an operation could be carried out.); (2) moving the priority of the Greenhouse Construction Item of the Capital Outlay Program up on the priority list. (At the present time I believe the scheduled date is approximately 1964.)

Agricultural Communications

It is respectfully suggested that future plans for the coordination and consolidation of communications personnel and resources throughout the University be developed by implementing, as soon as possible, that part of a resolution unanimously approved on January 13, 1960 by the department and division heads in the College of Agriculture and the School of Home Economics. The resolution recommended that the Associate Director of Extension and the Head of the Communications Department be named to a committee of four (two members to be appointed by the University Administration)--this committee to develop a comprehensive plan, or plans, for the reorganization of all University Communications.

Cranberry Station

There is no potable water at the Cranberry Station -- there hasn't been any for four years. The lab glassware gets heavily coated with iron rust, the toilets not only look bad but need continual repair from accumulations of iron, and our still (which we must use daily) has to be regularly cleaned and repaired. We hopefully look to the future for decent water.

For nearly as many years, we have been promised a redecoration for our three office rooms, but nothing has come of it. Ceilings, walls, window casings, and shades are becoming conspicuously dingy and tattered. It is high time that some of these matters be attended to.

New labs, new buildings, etc., should at present (as I am sure they are) be held in abeyance, because the state highway plan when last seen provided for taking land within 11 feet of the Dr. Franklin Room. But neat, business-like and reasonably pleasant accommodations for the staff offices, I think is necessary, and I also think is merited.

Dairy and Animal Science

A. Land and Animal Science Farm.

Action is needed in acquiring land so that plans may be made for farm buildings to serve instruction and research needs for the Department.

B. Animal Science Laboratories.

Present space in the basement of Stockbridge Hall is very inadequate. More space should be provided soon, rather than waiting for construction of the proposed Animal Science building.

C. Flint Laboratory.

One laboratory in Flint Laboratory was not included in the 1957 renovation because of inadequate funds. This renovation is still much needed.

Landscape Architecture

With emphasis on the "professional" aspects of the subject, the department intends to propose a "pre-planning" major within the next year, as a basic discipline for students preparing for a career in city and regional planning. There is a definite weakness in our program in regard to library -- we simply don't have enough books.

Agricultural Economics

1. Critical Needs.

The most critical need is for an assistant or associate professor of food economics who can serve as the research-teaching member of our food distribution team. We have developed a body of students and have no one to teach them. Our venture into this important field will be a failure unless we can proceed immediately to employ a well qualified person to teach the planned courses in food marketing, and food store administration, conduct the food distribution seminars, be responsible for student affairs in this area, and conduct research in the field.

It is time that there was a solution to the University's problem in Statistics. This department should be relieved of this responsibility, but more important is the establishment of a University-wide-facility for instruction and consulting services in the field. We are offering very good instruction in statistics at the undergraduate and intermediate levels, but that is all. The future development of graduate programs in the University will be seriously hampered by our lack of statistical offerings at the graduate level and by our lack of statistical consulting services for graduate student and faculty research workers. The faculty includes many professional persons who are skilled in the application of statistics to their fields, but these persons have no one on the campus to whom they can turn for professional advice on difficult problems of statistics. I believe that this lack of facilities in advanced statistics is proving to be a major barrier to the improvement of research in agricultural economics and possibly in other research in agriculture as well.

The University needs an Institute or Laboratory of statistics. The new unit should teach elementary undergraduate statistics, and should offer advanced and graduate statistics courses also. The possibilities of making the facility a four-college activity should be explored also. Inasmuch as there is no regional statistical laboratory such as at North Carolina and at Iowa State, a facility here should be able to support itself in part from contract activities with other colleges, institutions, agencies and firms.

The near future should also see a start made in the area of Fisheries economics. This important Massachusetts industry is beset by chronic economic difficulties. The state University in Massachusetts, should have a fisheries economist on its staff to conduct research and to provide economic advice to the individuals and firms in the fishing and fish processing industries. I would envisage an opportunity for instructional work at undergraduate and graduate levels also.

Bacteriology

With the legislative approval for the construction of the fourth wing of the Science Center which will house the Experiment Station, graduate student research and graduate instruction, our needs for space, facilities and equipment will be satisfied for the immediate future. This will be true providing the existing agreement will be continued by the new Head of the Department whereby the Experiment Station will be given a "free hand" in equipping our laboratory space.

With the advent of the new building and its facilities, we now stand at the crossroads and must make one of two choices as far as the research program is concerned. Because of the interest stimulated by our bacteriological research and the research of our graduate students, we have definitely reached

Bacteriology - continued

a limit as far as the amount of work that two men can possibly do and direct. This has been unduly aggravated by the resignation of Dr. R. B. Read, Jr. At this point we can either attempt to level off and curtail the amount of work that is being done and must be done so that the present staff can devote their time to a few projects diligently, or else continue our expansion and increase our output by the addition of a third member, preferably with a rank of assistant professor or above. I strongly urge the latter choice because there is no status quo in science -- if you are not moving ahead you are being pushed backwards. With the reorganization of our Department, there is no reason why we cannot be one of the most active in the East and I feel that the Experiment Station is an integral part of this reorganization.

Entomology and Plant Pathology

For the near future two items stand out. An early objective must be to get the whole Department, except the Shade Tree Laboratory, into Fernald Hall. The other large segment still outstanding is the Seed Laboratory, and this problem needs no further elaboration here. The teaching program in Plant Pathology is still in Clark Hall. Perhaps this has been logical up to this point because the microscopes, laboratory equipment, specimens and charts are all there and in joint use with Botany.

The big general problem is greenhouse space. The unit attached to Fernald is just large enough to keep a supply of live material for classroom purposes. This may have been sufficient in 1910, but it imposes a serious handicap on our Experiment Station program now. We have kept living in hopes that we would soon get greenhouse space at Clark Hall or French Hall, or both. Actually this keeps looking more and more like wishful thinking. The problem is urgent and our only real hope appears to be new construction. Possibly when we get a share of the Capital Outlay money that is expected for renovating old buildings, we can get some help here. However, if the internal changes that are really needed in Fernald Hall are made, these alone will involve heavy expenditures.

We urgently need another full-time clerk in Fernald Hall to do what really needs to be done, and to save time now being "wasted" by staff people doing clerical work.

Food Technology

The promise of a new building, well equipped, will do much to aid our staff in further capitalizing on our strong points. There will be a need for additional personnel, both professional and non-professional, to get the greatest use out of the new facility and to engage in long range economy of operation as well as increased output of students, research, and service to the Commonwealth. Because of our current limited and scattered housing, we have made only token requests to complete our present staff which we consider to be only a nucleus of our future organization. With adequate research and instruction facilities the present professional staff should be augmented by personnel individually expert in chemical engineering, biochemistry, and microbiology but with a career interest in applying these backgrounds to Food Technology. We hope there will be no hesitancy on the part of the Administration in providing us with adequate supporting personnel when the Food Technology building program is completed. Or even before in the instance of a semi-professional maintenance man who could supervise the new pilot plant and aid in the support of staff and graduate research in that area.

Food Technology - continued

Physical facilities and personnel are only two elements of a triple requirement that spells true success in Departmental accomplishment. With the trend towards basic research staff members are applying more and more for outside financial support for this Department from such agencies as the National Institute of Health, National Science Foundation, Sugar Research Foundation, etc. Whether these requests are successful or not, direct financial support for research and regular Departmental operations should be of a magnitude to carry out a realistic educational and research program. A state budget that has allocated over the last many years an average of less than \$1000 annually for supplies or less than \$2000 total for the operation of this Department is not realistic. Our Department program by virtue of its scientific and technological nature is necessarily more expensive to operate than most other educational programs. Adequate financial support from the annual budget will be an absolute requirement for future operations of the Department.

Over the past 42 years we have slowly built an outstanding reputation as a Department to which University administrators have pointed with pride. This unique status has been achieved through a sound instruction program, productive research, and a successful alumni body, all through the efforts of a small but highly capable professional staff. Our international reputation is such that for many people the University of Massachusetts is synonymous with Food Technology.

Forestry and Wildlife Management

1. Facilities.

With the passage this past week by the Legislature of the capital outlay budget, we seem assured of a much-needed new physical plant. Plans are practically complete and the project should be up for bids shortly. If construction gets underway by midwinter or early spring, the building should be ready for occupancy by September 1962 at the latest. These new facilities will be the finest in New England, and in the upper quarter or better among forestry departments and schools the country over.

With respect to physical plant, our principal deficiency, even with the new building, will be greenhouse facilities. In planning the Plant Science facilities, our needs in this respect should be recognized; namely, one greenhouse.

University forests are more than ample relative to size, but leave something to be desired regarding diversity of forest types and age classes. Our lands are especially deficient in stands of merchantable timber of saw log size suitable for research programs and general harvest cutting operations. The fact that the University consumes a considerable volume of native lumber is yet another reason for acquiring forest land of the kind needed. I am not recommending purchase at this time but it is a matter to be kept in mind should a suitable property become available. In any event, we should be alert to possibilities of acquisition through gift or bequest--provided the forest in question is adapted to our purposes. We have enough low quality woodland already.

2. Programs, Personnel, and Library.

The future of the Department relative to programs and personnel takes the following form in our current thinking:

Forestry and Wildlife Management - continued

a. Fisheries Management: Our program in Wildlife Management is currently weak in the area of fisheries management. Fisheries biology is presently taught in Zoology, but there is very little instruction available in management. In our new building there will be laboratory facilities adequate to support a fisheries program in both research and instruction. The Massachusetts Department of Natural Resources appears ready to support research in at least the area of fresh water fisheries. Our latest budget recommendation included a request for an additional man for assignment to fisheries.

It should be noted also that the commercial salt water fisheries have been in trouble for some time. There is doubtless need for assistance there, especially in the matter of research. To what extent the University should concern itself with this problem is debatable. Programs developed around onshore waters can be developed with a minimum of expense, but for offshore waters the equipment and facilities required are beyond the resources of this institution unless the State or industry provides substantial financial backing. It now appears that support for marine fisheries may also be forthcoming.

b. Wood Technology: Considering the size of the wood-using industries in the state, particularly the secondary manufacturers of such products as furniture, and considering further the abundant raw material supply of low-grade hardwoods for which new markets are needed, it seems reasonable that the University should develop a modest program of instruction, research, and extension in this field. The nation-wide shortage of wood technologists provides further support for the belief that expansion in this direction is justified. The development of a graduate program which also would contribute substantially to research should have priority. Several industrial companies have already indicated willingness to make financial grants to support research projects.

Many of the courses required for a curriculum in wood technology are already available in other departments on the campus. The new building will contain adequate facilities. The need now concerns (1) a limited expansion in our own offerings, and (2) time to teach and time to conduct and direct research. We presently have one highly qualified staff member in this area, but he is already overburdened and cannot possibly undertake any other assignment. To develop the program, one additional staff member is needed--a wood technologist in preference to a products specialist.

c. Forest Products Marketing. It is our considered judgment that the over-all job in extension which needs doing is big enough to warrant the services of a second extension specialist, this man to function in the area of forest products marketing and primary manufacture, especially the manufacture and distribution of lumber. The Extension program would then develop in three segments--(1) the management of forests, (2) the

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Forestry and Wildlife Management - continued

marketing and primary manufacture of forest products, and (3) the secondary manufacture of these products, the last phase to be undertaken by the wood utilization specialists discussed in the preceding section. Their sphere of operation would encompass the remanufacture of lumber and its fabrication into other products, including such matters as kiln drying of wood, gluing, finishing, preservation, machining, and the like.

By this proposed distribution of responsibilities, it would be possible under item (1) above to devote more attention to aspects of forest management other than wood production. Wood is but one product of the forest. Forests also produce water, serve as habitat for wildlife, and provide opportunities for several forms of recreation. In an urban state such as Massachusetts, these companion uses well may transcend the value of forests as a source of wood; and the recreational use of the forest in particular may prove in time to be the most important of all. Our extension program to date has scarcely considered this multiple-use concept of the forest.

Horticulture

1. Facilities - Land, Greenhouses.

a. Land. While we are aware that steps are being taken to obtain land for the relocation of the vegetable research plots and the fruit farm, until this problem has been solved it remains our most urgent need. With the new road going diagonally across the fruit farm, a new water tower to be built by the University on orchard land, and reports of plans for a University siding on the Central Vermont Railroad at Tillson Farm, there is only one solution to the fruit farm problem, i.e., to relocate completely away from the campus area. It will require ten years after purchase to make this transition without serious disruption of orchard research now underway.

b. Greenhouses. About half of the French Hall greenhouse range is still badly in need of reglazing or otherwise making the roof tight so that water will not drip on research benches during every rain. The long term need calls for a new greenhouse range adequately large and properly designed to meet the needs of all departments in Agriculture which have need for the same.

2. Personnel.

Junior Clerk. The Olericulture section has urgent need for a half-time clerk for the period September 1 - June 1. When I.C.A. Program concludes we will need a half-time clerk in French Hall, also. Therefore, one additional junior clerk to work half time in Bowditch Hall and half time in French Hall is requested.

Poultry Husbandry

The budget item for the development of the Tillson Farm facility has been in and out of the University budget for the last three years. Supposedly it is well up on the priority list for the next legislative session. It should be emphasized that our research programs require an orderly transfer of stocks to a new farm location. The administration should be aware of the necessity of the continued use of the marketing facilities, chick battery rooms, and incubation facilities at the campus poultry plant even if the Tillson Farm appropriation is approved. These facilities are planned for the new Animal Science building.

The increase in students in the marketing service courses is clearly indicating the inadequacy of our present production marketing facilities. The laboratory space used for these courses is deficient and the facilities are difficult to maintain in a sanitary and desirable condition for instruction involving food products.

The Department would like to see the University remit tuition and fees on graduate students appointed to private grant assistantships such as our Wirthmore Fellow. If the University is interested in expanding its research and graduate program a re-evaluation of its tuition policy is in order.

Veterinary Science

1. Private Grant Funds.

Private grant funds have not yet been forthcoming for the completion of the Thayer Building. This is designed primarily for research in diseases of large domestic animals and it appears likely that tax funds must be sought for completion.

2. Research Farm Facilities.

There is a growing realization that research farm facilities are desirable for most effective research.

Included in this need is space for nine colony houses expected to be moved in the Spring of 1961 and two poultry buildings (located near the Brooks Barn), to be moved in two to four years.

3. Main Buildings.

There are a number of items about the main buildings to be considered, the larger of which include incineration facilities and the tightening of the walls in the poultry isolation building.

4. Laboratory Testing.

There is likely to be an increase in requests for laboratory testing as a means of handling certain types of mastitis.

There are moderate continuing activities in efforts to expand the Poultry Diagnostic Laboratory at Waltham, especially in the field of immunity testing for respiratory infections and for additional service in the field.

Waltham Field Station

Our needs in order of priority are:

1. Redecoration of the auditorium and re-design of the heating system in the auditorium.

Waltham Field Station - continued

2. Repainting of the trim of the entire building inside and out.
3. Repainting of the entire inside of the building.

Stockbridge School

A petition to permit the Associate Degree for Stockbridge School graduates was prepared during April 1960. It is hoped that the Board of Trustees of the University will approve this petition in the near future.

SUMMARY

By way of summary--in addition to specific departmental needs--it should be emphasized that plans must be made to move our central farm to an outlying area. The Land Committee is at work and much will depend on how successful this committee is in securing new land. The Departments of Dairy and Animal Science, Horticulture, Agronomy, Poultry Husbandry, Veterinary Science, Entomology and Plant Pathology, and Agricultural Engineering all have some interest in this shift in facilities.

In addition to land needs it is urged that our building requirements--particularly farm buildings, the Horticultural Science Building, and the Animal Science Building--be given top priority in the Capital Outlay Budget.

-- Fred P. Jeffrey

12/9/60.

EXTENSION SERVICE ANNUAL REPORT
1960

History

For half a century people in Massachusetts and throughout the United States have been provided a unique kind of out-of-school learning opportunity made available to them through the Cooperative Extension Service. This is a partnership undertaking of County Extension Services, the State Land-Grant Colleges and the United States Department of Agriculture cooperating with local people through Extension Advisory Councils.

In Massachusetts Extension Service work was organized in 1909, five years before the nation-wide Extension program was established. With the passage of the Smith-Lever Act by Congress in 1914, and the establishment of the first County Extension Service, the state program in Massachusetts assumed the partnership of state-federal-local that exists today.

Administration

The Cooperative Extension Service is administered by the University of Massachusetts and, integrated with college teaching and research, forms the departments of the College of Agriculture.

Purpose

The purpose of the Extension Service is to provide a distinct type of informal education directed to solving today's problems and helping people to take advantage of new opportunities through individual and community action.

Programs

Extension work falls into three general areas -- agriculture, home economics or family living, and 4-H or youth activities. Much of the work of the Cooperative Extension Service centers around problems of farm people, both on and off the farm. However, in home economics and 4-H, a major proportion of the people participating in these educational programs are not farm people and in agriculture knowledge from the physical, biological and social sciences is made available to all people who have a use for this knowledge in the solution of their problems.

The Extension Service serves the needs of many individuals and groups in a dynamic, ever-changing society through educational programs encouraging the application of scientific knowledge and research results. The Extension Service helps people solve their ever-changing problems and adjust to changing situations. To do this successfully the Extension Service, too, must change to meet the new situations and new needs of the people they serve.

Adjustments to Change

The revolution in agriculture, spurred by great progress in technology, has produced vast changes in farm businesses. Fewer farmers on larger farms with

How Extension Works

Modern Extension Service operation with production agriculture can be illustrated by its work in the application of chemicals to farm production.

Chemicals in Agriculture

Chemicals are used today as fertilizers, insecticides, fungicides, herbicides, germicides -- in eliminating and controlling unwanted insects, diseases and plants. They are also used as modifiers of plant and animal growth. The use of chemicals has contributed immeasurably to the ability of agriculture to produce and market pure, wholesome, healthful food to our population and to do so at lower costs.

Scientists in the Experiment Stations and in industry studying a given insect pest, for example, may discover that a newly-developed chemical has the quality to control this insect more effectively, at lower cost or with greater safety than chemicals previously used. Specialists in Extension at the University then test the application of this chemical in cooperation with interested farmers under practical, applied conditions. County Agricultural Agents cooperate in planning and conducting these field tests. Through this teamwork, practical recommendations concerning the effective and safe use of the chemical are developed. The new chemical is also studied in terms of the equipment required, the use of labor and other factors in the farm business management.

From this process there results the development of spray charts with recommended combinations of spray materials to control specific insect and disease problems on individual farm crops. Such recommendations are based on the large volume of research information and practical tests and demonstrations conducted by the Extension Service. Specialists and County Agricultural Agents distribute these recommendations to farmers and teach them the proper use of these chemicals in their operations. Throughout this process the Extension workers always have foremost in their minds a public responsibility to safeguard the health of the public and for safety to farm workers in the use of chemicals. While the farmer may benefit as a result of reduced production costs, or the production of a higher quality product, there are substantial benefits to the general public through the low cost production and distribution of high quality, pure foods.

In a similar way, the Extension Service develops and teaches unbiased, objective information in the fields of veterinary science, engineering, agronomy, production of fruits, vegetables, flowers and other horticultural products and in the production of livestock and poultry products.

The Extension Service has been particularly effective in its educational work dealing with the application of the biological sciences to the processes of agricultural production. With the changes taking place in agriculture, there is a need for increased emphasis in Extension programs on the application of physical and social sciences to the problems people engaged in farm production and for the application of biological, physical and social sciences to the problems of firms engaged in the processing and distribution of farm products. Such adjustments are taking place in our Extension program and must continue in the future if we are to serve the needs.

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larger production per farm and a production total that has held steady, or even increased, has characterized Massachusetts agriculture in recent years.

Technology, producing newer and better methods, techniques and products, requiring more highly mechanized and capitalized farm operations, has compounded the difficulties of farm operators. Rapid and drastic adjustments throughout our nation's agriculture have been the order of the times and there has been an increased demand on Extension for assistance with the more complex decisions of management of large, mechanized production and marketing businesses competing in a very dynamic economy. The development of new processes, new products, new forms and methods of distribution, and drastic changes in the structure of the market have required very substantial adjustments in agriculture and increased demands have been placed on the Extension Service to help develop and maintain orderly and efficient marketing systems for the food and fiber produced by the nation's agriculture as mushrooming urban and suburban areas have spread across the countryside.

The people have placed an increased demand on our land and water resources for the production of non-food products -- recreation, water and other services. This, too, has provided an increased challenge to the Extension Service to develop adequate educational programs to meet the needs of today and tomorrow for conservation and efficient use of our agricultural resources to provide for a variety of needs of our population today and in the future.

Homemakers, too, have experienced many changes, newer and bigger problems and different needs for Extension Service educational assistance.

World War II, and its demands on women to fill jobs in industry and to take over new responsibility in the home, the big changes in food production, processing, packaging, increases in number and availability of goods and services, higher incomes and the increase in mobility in population have combined to produce different conditions and problems for the homemakers and their families today in Massachusetts.

The home production of food and other products which took much of the homemaker's time has changed from a necessity to more of a hobby activity. House-keeping has been made easier and less time-consuming. The educational level has risen. Women have become more concerned with management problems and how to buy effectively, with problems of child development, mental health and family life. Extension has been called on more and more to provide educational assistance in these areas and skills projects which formerly received emphasis have been discontinued or have become minor in character.

Change also has had its effect on young people, their interests and the problems they face. The impact of science has changed the emphasis in preparation for further education. The changes in agriculture have ruled out farm ownership for many rural youth. The automobile, television and other forces have resulted in more sophisticated young people. There is less activity as a family and more commercialized use of leisure time. Mechanization in the home has resulted in fewer home responsibilities, but at the same time the granting of responsibility at an earlier age. Young people are growing up faster and marrying earlier.

In 4-H work, emphasis on the farm production project has lessened and new projects emphasizing greater use of scientific principles are gaining increasing attention.

Frozen Foods

An example of Extension work with the food processing and distribution industries may be taken from our recent work in the handling of frozen foods developed under a contract with the United States Department of Agriculture.

Specialists in the Extension Service at the College of Agriculture assembled research information dealing with the handling and merchandising of frozen foods from a great variety of public and private sources. They then studied the problems of firms handling frozen foods in Massachusetts and the application of the available scientific knowledge to their problems. They encouraged some sample firms to adopt new procedures based on research information, and then evaluated the effects of these changes on the products and the businesses concerned. Also, the State of Massachusetts enacted legislation governing the handling of frozen foods to protect its purity. The information obtained by the Massachusetts Extension Specialists provided an objective, scientific basis for the development of rules and regulations to be used by the State Department of Public Health in carrying out the intent of the legislature. Publications were prepared for use by wholesale distributors, retailers and home owners to encourage them to use the best methods in handling these very perishable foods. A Frozen Food Seminar was held at the University of Massachusetts for top level management of retail and wholesale frozen food handling firms. The material developed and presented in these publications and meetings has received nation-wide and international distribution. It has been reprinted in "Quick Frozen Foods" a publication of the frozen food industry, in "Food Technology in Australia" and in a variety of other periodicals.

This sort of teamwork among food technologists, engineers, economists and others in helping the food processing and distributing industries applies scientific information in the solution of their problems, benefits agriculture and the whole population of the Commonwealth.

As more foods are sold in the processed form and as the distribution system covers greater distances from producer to consumer and becomes more complex, and as increasing amounts of research are available for these industries, there is a growing demand for this sort of objective, unbiased educational information.

Home Economics

In the home demonstration program a good example of Extension Service educational function can be found in work done in the rehabilitation of handicapped homemakers.

Due to physical disability, principally arthritis, hospital patients were unable to resume normal homemaking responsibilities when discharged from the hospital. Many were young women under 35 with small children. They faced problems of developing new work methods, changing from old habits and the necessity of restricting their physical activities. Many also required assistance from social workers in making adjustments with the family and in financial matters.

The Robert B. Brigham hospital in Boston was one of the hospitals facing this problem and was interested both in treatment and research potentials. The out-patient therapist wanted to develop a course of training to make the hospital's rehabilitation program more effective. She asked the Extension Service for assistance.

The Extension Service had research information on the problems involved and teaching materials and staff with competency in this field. A pilot group of patients was selected for a test program with emphasis on training these people to use their restricted capacities in applying new techniques in doing the essential household jobs. Four teaching periods of two hours each were scheduled for a group of 24 women with training conducted by the hospital's therapist and Extension Specialists and Agents. The patients were able to make effective adjustments in their family life and their work routines. They and their families took great pride in these accomplishments. Hospital personnel acquired new subject-matter information, modified their programs of rehabilitation and learned themselves to conduct similar training for future patients.

Similar work has been conducted by County Extension Agents in Home Economics after receiving training by the specialist staff at the University of Massachusetts.

4-H Club Work

A new development of the last year that illustrates the changing emphasis in 4-H was the development of the 4-H TV Electrical Club.

The first meeting of the 4-H TV Electrical Club was called at 7:30 P.M. on Monday, February 29, 1960, over WGBH-TV, Channel 2, in Boston. This was an experiment in 4-H via television. It took the form of 13 weekly half-hour televised club meetings in which studio club members learned of electricity and electrical science under the leadership of a 4-H leader. The films produced at Michigan State University were provided for use in New England by the Electric Council of New England. Thirty one hundred young people wrote and requested membership in the 4-H TV Electrical Club. They were provided a 12-page manual, membership card and 4-H TV pin. The greatest response was from young people who learned of the program through their schools. Others learned of it through local newspapers and friends. Our major accomplishment was to teach a large number of young people some principles and application of electricity and encourage their further interest in scientific investigation and study. The experiment also served to develop a favorable relationship with other youth-serving agencies in the Boston area who encouraged their members to participate in the program. This included Boy Scouts, Girl Scouts, Boys Clubs, Girls Clubs, YMCA, YWCA, Jewish Community Association, Settlement Council of Boston, Metropolitan Girls Workers Conference and Metropolitan Boys Workers Conference, and the Superintendent of Schools, Archdiocese of Boston. Also, through this program, a large number of school-age youth became more aware of the University of Massachusetts.

About 85% of the young people participating in 4-H activities today are non-farm youth living in rural, suburban and urban communities. To serve the large non-farm group, increasing emphasis is being devoted to project work other than the production of farm animals and farm crops, but many of which have a basis in the agricultural sciences and in the sciences of homemaking. Future emphasis in 4-H is expected to be on the development of additional educational activities and opportunities with the basis in these fundamental sciences that encourage interest in further scientific training and that contribute to the spiritual and moral development of youth.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud. The text also notes that records should be kept for a sufficient period to allow for a thorough audit.

2. The second part of the document outlines the specific requirements for record-keeping. It states that all transactions must be recorded in a clear and concise manner, and that the records should be organized in a way that allows for easy retrieval. The text also mentions that records should be kept in a secure location and that access should be restricted to authorized personnel only.

3. The third part of the document discusses the role of the auditor in the record-keeping process. It notes that the auditor is responsible for verifying the accuracy and completeness of the records and for reporting any discrepancies to the appropriate authorities. The text also mentions that the auditor should maintain a separate set of records to document the audit process.

4. The fourth part of the document discusses the consequences of failing to maintain accurate records. It states that failure to do so can result in the loss of the company's reputation and in the imposition of penalties. The text also mentions that failure to maintain accurate records can make it difficult to detect and prevent fraud, which can result in significant financial losses.

5. The fifth part of the document discusses the importance of training and education in the record-keeping process. It notes that all personnel involved in the process should receive appropriate training and education to ensure that they are able to maintain accurate records. The text also mentions that ongoing education and training are essential to keep up with the latest developments in record-keeping technology and practices.

Organizational Changes Needed

The Extension Service, to adequately serve the needs of commercial agriculture today and in the future, must provide for a more specialized educational assistance to meet the more complex, more dynamic problems of today and tomorrow. This adjustment seems to require fundamental changes in our organization and structure. Substantially larger farms and better trained farmers handling much larger operations and more difficult decisions in a keenly competitive economy, require that we provide more specialized, more highly trained field Extension workers than we have been able to provide in the past. With fewer farmers, it seems essential that many of these workers serve geographic areas larger than a single county.

Planning for the Future

During the last year we organized an Extension Advisory Council, consisting of lay leaders, representing various interests and points of view, to assist us in analyzing the problems of agriculture and to advise us in the development of over-all policies and the broad decisions involved in such changes in organization. Also, during this process we have been consulting with committees representing the various segments of agriculture concerning the needs of these particular segments and our organization for work with them. In this way, and with staff participation, we are developing an over-all plan for Extension programs and organization for serving commercial agriculture in the years ahead. Individual adjustments in program emphasis and staffing will be made in a manner consistent with this plan as opportunities for such changes occur. This process of analysis and planning must continue to receive major priority from Extension Administration in the year ahead.

We are now implementing some changes in organization that involve the development of regional programs and workers that are consistent with these expressed needs and these plans. The initial developments will serve to test two approaches to regionalization and provide a basis of experience for future regional development. It is anticipated that adjustments of this nature will continue for several years. In fact this kind of analysis and adjustment must be a continuing function of Extension Administration.

Regional Cooperation

During the last year we have completed work under three contracts between the University of Massachusetts and the United States Department of Agriculture.

For several years the University of Massachusetts has provided educational materials and programs to the New England States in the fields of marketing information for consumers and wholesale and retail distribution. This work has been financed entirely by the United States Department of Agriculture. With the termination of these contracts, we were requested by the other Extension Services in the other New England States and the Federal Extension Service to continue to provide regional service to the other New England States in these fields. The United States Department of Agriculture provided additional funds to make this possible. We have been able to make some adjustments in organization of the work and staffing, integrating this work into our total program, thus strengthening the service of the University of Massachusetts to the people of the Commonwealth and of New England on a continuing program basis.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author details the various methods used to collect and analyze the data. This includes both primary and secondary research techniques. The primary research involved direct observation and interviews with key stakeholders. Secondary research was conducted through a review of existing literature and industry reports.

The third section presents the findings of the study. It highlights several key trends and patterns observed in the data. These findings are supported by statistical analysis and are presented in a clear and concise manner. The author also discusses the implications of these findings for the industry and for future research.

Finally, the document concludes with a summary of the main points and a list of references. The author expresses their appreciation for the support and assistance provided by the research team and the funding organization.

In 1957 the United States Department of Agriculture requested the University of Massachusetts to do some exploratory work with educational programs dealing with the handling and merchandising of frozen foods and the USDA provided funds to finance this work. During the year the work provided under this contract has been completed. Our specialists have prepared training materials and programs that are now being adopted by the Extension Services in other states and they have traveled nationally to provide training to workers in other states for conducting this work. As a result of this contract, we have been able to make important contributions to the frozen food distribution industry in Massachusetts and have a staff with the competence for even greater contribution in the future.

UNIVERSITY OF MASSACHUSETTS
College of Arts and Sciences

From: Acting Dean of Arts and Sciences
To: The President
Subject: Annual Report: Arts and Sciences

16 December 1960

I have the honor to submit herewith the report for the College of Arts and Sciences for the year ending 30 September 1960.

As requested the report is organized under the indicated headings.

I. Appropriations:

In accounts 03 through 15, and including capital outlay the appropriations for the college have been:

<u>1958-1959</u>	<u>1959-1960</u>	<u>1960-1961</u>
\$82,100	\$112,300	\$82,500

II. Personnel by ranks:

	<u>1958-1959</u>	<u>1959-1960</u>	<u>1960-1961</u>
Professors	40	40	50
Associate Professors	34½	30½	41
Assistant Professors	59½	69 1/3	80
Instructors	<u>75½</u> 207½	<u>72½</u> 220 1/3	<u>78 5/6</u> 233 5/6

III. Omitted

IV. Students:

Students majoring in the Arts and Sciences were:

<u>1958-1959</u>	<u>1959-1960</u>	<u>1960-1961</u>
1,759	2,042	2,812

The enrollment in Arts and Sciences in this University has for some years been above the national average for institutions of this sort. Current freshman enrollment shows no decline; the freshman enrollment for the current semester in the College of Arts and Sciences is 51.6% of the total class.

Various departmental majors are indicated in the appended departmental reports.

During the years indicated, however, Arts and Sciences taught considerably more than its own students. The extent of this service function is indicated by the following:

	<u>Number of grades (total University)</u>	<u>Percentage of grades (Arts and Sciences)</u>
Fall) 1958-59	27,286	60.7%
Spring)	25,411	62.5%
Fall) 1959-60	31,757	61.5%
Spring)	29,976	61.4%
Fall)** 1960-61	-----	-----
Spring)**	-----	-----

In including this factor in calculating the work load of Arts and Sciences, it must be remembered that this includes far more than merely introductory work. It should be borne in mind that these are undergraduate figures only; in addition, Arts and Sciences carries a major share of the graduate program.

* Figures not available. Average number of grades is 26,607 and average percentage is 61.5%.

This tendency is increasing. The number of graduate students majoring in Arts and Sciences as of this current semester is 320.

V. Faculty publications are listed in an appendix. Research projects and grants are too numerous for summary treatment, however, the College of Arts and Sciences received approximately \$15,000 in Teachers' Research grants. The College also received eleven (11) grants from the National Institute of Mental Health, showing a balance on 30 September 1960 of \$30,620.94; fourteen (14) grants from the United States Department of Health, Education and Welfare, showing a balance on 30 September 1960 of \$37,249.31; sixteen (16) grants from the National Science Foundation, showing a balance on 30 September 1960 of \$57,632.73; and twenty-five (25) grants from various firms and industries, showing a balance on 30 September 1960 of \$113,333.60.

More complete details will be found in the departmental reports attached.

VI. Special projects or programs

A. Government

1. Distinguished professorship in public affairs. A Ford Foundation grant of \$25,000 made possible the inauguration of this chair in September, 1960. It is to be occupied each semester by a retired United States senator, state governor, federal cabinet officer, foreign service officer or judge.
2. NAFO professorship. One of four such professorships in the United States was granted the University of Massachusetts for the fall semester of 1960.
3. Senior Internship Program. A grant of \$135,000 has been made to

subsidize this program which will be administered jointly with Harvard University, Massachusetts Institute of Technology, Boston University, and the office of the Commissioner of Administration of the Commonwealth of Massachusetts.

B. Economics, government, history, and sociology

Non-Western Studies. In January, 1960, the Ford Foundation made a four year grant of \$191,000 to underwrite this program, administered by the above named departments in the Four Colleges.

C. Languages

1. Laboratory. The opening of the language laboratory in Bartlett Hall brought to completion a program of study and preparation financed by a grant of \$35,000 from the Carnegie Foundation.
2. HISPANOFILIA. The publication of this journal, written in Spanish and printed in Spain, was transferred from the University of Illinois to the University of Massachusetts.
3. Institute for Secondary School Teachers of French. The only such institute in the United States ~~not~~ run throughout the past academic year was subsidized by a \$106,000 grant from the United States Office of Education.

D. Zoology

Electron microscope. This expensive piece of equipment was bought with grant funds and has been in limited use for a few months. An internationally known scholar, one of the few experts in this field, has been appointed for the coming year, to be in complete charge of its operation.

VII. Future plans and needs

A. Personnel

1. The Dean's salary. Immediate and steep upgrading of this position is the most urgent need. There are, for example, able young men who are now associate deans at major universities who could be attracted to fill this post if a competitive salary were offered.
2. Associate deanship. The addition of this position is essential. Major responsibility would be the counseling program and all other direct relations with students. No counseling system is adequate -- it requires continuous oversight and leadership, for revision and execution. The Dean cannot carry this without neglecting the instructional program with its curricular and personnel problems. The Dean must be familiar with the entire range of the curriculum in detail and with the faculty individually, to fulfill his responsibility with respect to both.
3. Administrative assistant. The addition of this position is needed and will rapidly be increasingly so. Responsibility is to handle with delegated authority the large and daily flow of business which will otherwise absorb a disproportionate amount of time of the dean and his assistant.
4. Graduate fellowships. While this item falls within the province of the dean of the graduate school, I emphasize the urgent need of a vastly greater number of such fellowships to provide graduate student personnel for undergraduate instructional duties which should not consume the much more expensive time of faculty members. The natural sciences have the greatest need, but to a lesser degree the need exists in the social sciences and humanities.

5. Technical and clerical staff. There is serious shortage in technical staff for laboratories in the languages, chemistry and psychology. More clerical assistance is needed in many departments and in higher grades.
6. Department headships. In reading the Dean's report for last year I was interested to see that my predecessor was disturbed by the problem created by permanent headships. I fully share this concern. As I see it, the system of "freezing" appointments to this post has more to be said against it than for it. When a headship is vacant the greater salary as compared with a professorship does make it possible to attract candidates. This is a great advantage. But I recommend exploring the system in practice at Ohio State University in the College of Arts and Sciences. The Dean, with whom I discussed the procedure at the recent Lend-Grant meeting in Washington, reviews the chairmanship of each department every four years, discussing the situation individually with department members. Since the chairmanship is not permanent and many prefer not to be re-appointed, no stigma is attached in case a change is made. It makes unnecessary the blast technique which we must use if a department head has lost the support of his department and has become ineffective.

This problem cannot be solved overnight, and not without integrating the solution with salary regradings. At some future time, for example, the headship salary could be held constant while raising the professorship salary to or toward the same level.

On the other side of the picture I urge putting in the summer budget an amount to remunerate department heads for necessary summer work. This would be necessary under the procedure recommended above.

7.

Not even with the present system it cannot be argued that the salary differential adequately cares for this responsibility. For the entire year this differential amounts to about 2/3 of one 6 weeks summer session. A beginning could be made with those department heads who carry an unusually high responsibility in supervising summer instruction and who have responsibility (not that of counseling, which is paid for) in connection with the examination program of the summer orientation for freshmen.

B. Facilities

1. Fine Arts Building. The need for this building, for educational as distinct from performance activities in art, music, and theatre should be recurrently emphasized until the planning appropriation has been made.
2. Astronomy. A building is needed to house the 20" reflecting telescope given to the University by Mr. Alton L. Miller of Boston, and other facilities for our part of the four-college cooperative astronomy program.

C. Equipment

1. Chemistry. There is acute shortage of funds for needed equipment in this department, for which there are substantial items in the 1962 requested budget.
2. Mathematics. This department has proposed an interdepartmental computer-statistics center equipped with appropriate calculators.

D. Maintenance.

Increased allocations are needed for the care of increasing amounts of expensive equipment. Much of this is new at present but will

rapidly deteriorate if not properly serviced.

E. Travel

The need for vastly increased travel funds has been emphasized and documented by my predecessor. I heartily agree. In addition I record my distaste for the arbitrary distinction, on the part of the University, between in-state and out-of-state travel. If a professional meeting is 87 miles distant in Boston, remuneration is in full. If it is 85 miles away in New Haven, it is at half rate (granted that meal allowances are larger). Limited funds must be distributed with care, but I fail to see how such an arbitrary regulation can be substituted for responsible administration.

F. Library

This is an all-university function but one in which the College of Arts and Sciences has a very large stake. Continued dissatisfaction with the resources of the library makes it desirable to continue the administration's program, begun some years ago, of publicizing the status of our library facilities in comparison with those of other state universities. Thorough preliminary preparation is called for on the part of the Library Committee or any other way more adapted to win legislative support for a vastly expanded budget for personnel and books.

G. Lectures

The establishment of the Alumni Memorial Lectures marks a big step forward in this category. Shortage of OS funds, however, severely curtails the ability of departments to provide a first-rate extra-curricular offering. It must be stressed that we have more than a sufficiency of events -- we need increased OS funds to improve the quality.

N. Problem Departments

1. Astronomy: How far do we go, how fast, and at what cost? This four-college department has able leadership and is pushing toward a well developed program.
2. Russian. (In the department of German-Russian). This is developing at such a pace that the extent of our cooperation with Smith is in need of review.
3. Geography. (Attached to Geology). Courses have been approved, others proposed, and the possibility of a major is awaiting consideration at a later time. For the immediate future it is planned to limit our offerings, supplementing them with courses from others of the four colleges.

VIII. Satisfactions

I shall close with a note which does not fall within the structure of the required report. We are delighted with the continued progress of the Department of Art. The new Head of the Department of Chemistry is a scholar and a dynamic administrator. We are happy to be in Bartlett Hall with its pleasant classrooms and offices, its lecture room with comfortable seating and excellent acoustics, and the well-equipped psychology and language laboratories. Morrill Hall is a pleasure because of the greatly needed expansion and modernization of facilities for the biological sciences which we now enjoy, and the provision for continued growth as this magnificent Science Center moves toward completion.

Finally, and in a purely personal vein, I am greatly satisfied with the deanship. No, I did not say with the acting dean, but with the position.

Which is so true that the past ten weeks have been profitable ones for me. I have become acquainted with student problems which otherwise I would not meet. I have come to know colleagues with whom I have been acquainted for eleven years. They have been aware of my shortcomings and especially of the absence of the dynamic thrust of my able predecessor, but they have been cooperative to a degree which has amazed me. My colleagues and superiors in the University Administration have been patient with my inexperience. My future work as a department head and my life as a man will be richer for this experience, and I thank the University for it.

Clarence Shute

Clarence Shute

APPENDIX

Locality Publications

Author	Article	Title
Alford, Eugene	Article	The Revolution That Failed: Herder's Impact, the Organization of the Radical Party and the Republic
Anderson, Martin	Article	Structural Aspects of the Poetry of Paul Celan
Anderson, Martin	Article	The German Message
Archer, Robert	Article	Social Violations of This Incomplete Circular Ring
Arson, Leon	Poems	4 In <u>Unlabeled Poems</u> ; 1 in <u>Folio</u> ; 4 in <u>The Massachusetts Review</u>
Arson, Leon	Poem Series	<u>The Road South</u>
Bach, James	Monograph	Legislativistic Government and Reorganization: A Case Study of Florida
Bach, Loren	Poem Series	The Supreme Court in a Free Society
Bach, Loren	Poem Series	Highlights of Legal Opinion
Bach, Loren	Article	Crimes and Sentencing and Volitional Zones in Florida
Bell, Kenneth	Article	Diagrams in Tennessee and South Carolina
Bell, Kenneth	Article	Contributions to the Fungus Flora of northeastern North America
Bell, Kenneth	Poem Series	Verbsel/Herold's Handbook with Disasters
Bishop, Margaret	Article	Contribution to the Fungus Flora of northeastern North America
Bishop, Margaret	Article	Verbsel's Pyramonocytes II. Cooperston Park
Brennahl, Gerald	Article	The Free Republican Party in West German Politics
Brennahl, Gerald	Article	The <u>Kreiszeitung</u> as <u>Volkszeitung</u> District
Brennahl, Gerald	Poem Series	The Journal of Politics

<u>Name</u>	<u>Article</u>	<u>Title</u>
Berman, Jacques	Article	Concerning Some Fallacies
Beynon, Thomas	Article	The Identification of Plants of the Genus <u>Malva</u> by Means of Paper Chromatography
Björns, Thomas	Article	<u>Asplenium</u> & <u>Scoroparia</u> in Venezuela
Björns, Thomas	Article	A New <u>Asplenium</u> Type from Venezuela
Björns, Thomas	Article	<u>Asplenium</u> & <u>Antrodia</u>
Borjano, Lucio	Article	Synthesis of 1, 1-Disubstituted Hydrazines and 2-Amino-2, 3-Dihydro-2-Hanz
Carpino, Louis	Article	O-Arylheteroarylamines. XI. O-mesitylenesulfonyl, O-petolase- enilonyl and O-mesitylhydroxyamine
Carpino, Louis	Article	New Methods of Introducing the Carbo- <u>t</u> -Diacetyl Group
Clarke, Katherine	Short Story	Epitaphs to Pau
Clarke, Katherine	Article	Interview with Jean Giono
Cody, Cecil	Portrait	The Political Role of the Philippine Republic
Conant, Kenneth	Book	Peagan Peoples of the Middle Niger Region of Northern Nigeria
Conant, Kenneth	Book	Birth of Mass: A Study of a Peagan Religion in Northern Nigeria
Conant, Kenneth	Book Review	Collectors' Ethnographies: Hueseg Abaggar, Maloe, Bovis, Gass, et. al.
Cullen, Helen	Article	Complexes Confining for Parallels
Curtis, Michael	Article	Three Against the Third Republic
Curtis, Michael	Article	Tomlinson: The Tea on Horseback
Davis, Richard	Article	Production of Seedless Teas by Interspecific Pollination
Davis, Richard	Article	Visual Analysis of Tea Samples
Davis, Richard	Article	China's Tea and the High Ground
Dickinson, David	Paper	On Quest-Oxygonal Functions
Dwyer, Edwin	Article	Fertility Differentials Among Economic Strata in Central India



Belmont, Robin
Book Review
Book Review
Book Review

International Review of Progress of Social Development, 1939
The Role of the Social Sciences in Development: A Symposium
A Century of Social Reform in India

Belmont, Anthony
Book Review
Book

The Origins of Manual Piece Work
Ferdinand Lassalle's Problem

Belmont, Alice
Editor
Book Review

Hispanophile
Vicente Fox, Tamas y problemas de literatura española

Belmont, Fred
Essay
Editor-Reviewer

Spain Veydel's Religious Drama
The Jesuit's Review

Belmont, Oswald
Article
Article
Article
Article

Organizational and Origin of the Honeycomb Structure
The H₂ X
Radiating copper from ordinary metal ores
The Modern Prospector

Belmont, Robert
Article

The behavioral analysis of the effects of neopentane as compared
with other tranquilizers and electroconvulsive shock
Effect of gamma vs. "gamma" energies on behavior regularity
in rats

Belmont, John
Book
Book Review

The Cornhill Vote
Leveries and Politics in America

Belmont, William
Article

Contribution to the Electrostatic Self-Energy of a Charged
Liquid Drop

Belmont, Arthur
Article
Article

Long and Alleviate Government
Dues Frequently Followed by an Inclusive

Belmont, Paul
Article

The Future of America's Mining: Three Personal Views

Belmont, Arthur
Article

The effect of gamma-1,2,4 triazole on phosphorylation of
Serratia's polyacaps

Belmont, Arthur
Article

Preliminary studies of infra-red spectra of gamma-1,2,4 triazole
and its derivatives



Author Title

Title

Wentzell, Arthur Article The formation of the glucose derivative of 3-amino-1,2,4 triazole under physiological conditions

Quilling, Samuel Lecture Notes Language Development in Action
Quilling, Samuel Article Key Words: Ruzetski, Margarete, Puffelstein, Margarete

Quanta, George Monograph Legislative Apparatus
Quanta, George Book Massachusetts Politics
Quanta, George Article The Last Hurrah: George Apley and Frank Streetington
Quanta, George Article The Massachusetts Presidential Primary

Quinn, Harold Book Review The Beer Bill Paradox
Quinn, Harold Book Review The Prohibition: A Reevaluation
Quinn, Harold Book Review Lavalin Politics, 1919-1929
Quinn, Harold Article The Long Business in Kansas
Quinn, Harold Article The Federal Government in Kansas

Ross, Albert Article Conceptual blind seeing as a function of number, pattern of
Ross, Albert Article assignment, and strength of labeling responses
Ross, Albert Article Voluntary-associative learning and performance as functions of
Ross, Albert Article consequence of response richness and of stimulus characteristics
Ross, Albert Article Paired-associates learning with varying relative percentages of
Ross, Albert Article consequences of alternative response methods
Ross, Albert Article Pictorial representation of stimulus involving direct

Rosenfeld, Samuel Article Poetry and Stipography: On the Case of "Paraphrase After
Rosenfeld, Samuel Article the Lyricism of William Yeats"

Rosen, Ronald Article The concept of social reciprocity in Tolstoy's "Anna
Rosen, Ronald Article Karen Blixen and Social Reciprocity"

Rosen, Peter Article Case Study of Value and Social Reciprocity
Rosen, Peter Article The Language of Reciprocity: an essay on Freud's "Totipotency"
Rosen, Peter Article The Method of Reciprocity

Rosen, Peter

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Howard, Maxwell

Article

Legal Developments in Banking

Howard, Herbert

Article

Magetic fields associated with the solar flare of July 16, 1959

Kaufberger, I. Joseph
Kaufberger, I. Joseph

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Particle Resonances of Cyclotron-like Resonances at the P-Position
The Resonance of Double-Pond Character in Cyclotron Systems
T. P. Brown, G. M. Phillips in The 1958 Festivals of Science;
Mechanisms, and Phenomena
Substituted Resonance of Derivatives of 2-Aminobut-2-ene
3-Positions

Fisher, Vincent
Fisher, Vincent

Article
Review

The Italian League, Francesco Sforza, and Charles VII (1454-1461)
Illustrated Italian: vol. III, Francesco Lombardi, Giannotti
& Suscari
Scelta de Milano, vol. VII, L'era sforziana, 1450-1500

Johnson, Robert
Johnson, Robert
Johnson, Robert

Essay
Essay
Book

Scenes sans cadre
Bonds et noces
Noble French Refrains

Touling, Sidney
Touling, Sidney

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Article

Battle-Places and Accounts of the War (1867)
The Narrative of Arthur Gordon Pym

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King, C. Kendall

Article
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Barrat, David	Article	Importance of group belonging, social preferences and the marginal personality
Barrat, David	Article	Seeking and avoiding self-orientation by working individually or in groups
Barrat, David	Article	Attitudes in discrimination learning
Barrat, David	Article	Student reactions to study facilities
Battle, Henry	Article	Effect of 3-Amino-1,2,4-Triazole on the Synthesis of Riboflavin
Battle, Henry	Article	Reduction of 3-Amino-1,2,4-Triazole Pyridoxolates in Zantedia Plants
Beggs, Joseph	Article	Stefanovici: an allergic disease in relation to the immune
Bendall, William	Article	Selection of ornithinase mutants of <i>Serratia</i> resistant to penicillin
Bendall, William	Article	Hybridization between <i>Serratia marcescens</i> and <i>Pseudomonas coli</i>
Bendall, William	Article	Segregation of markers in <i>Serratia marcescens</i> hybrid
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Berry, John	Article	The development of shell cell form in <i>Pediastrum bibracteatum</i> Lyell as revealed by electron microscope
Berry, John	Article	On the statistical analysis of some group experiments
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Bischoff, Arthur	Book Review	The Limits of Vegetation
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Borron, Paul	Book Review	Michelangelo
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Article

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Kerrin, Paul
Horton, Paul
Kerrin, Paul

Article
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Federal Architects
Federal Architects
Federal Building, Washington, D. C.
Journal of the Society of Architectural Historians

Page, Alex
Page, Alex

Translation
Article

The Flood
A Letter on Modesty

Kotani, Robert
Kotani, Robert
Kotani, Robert
Kotani, Robert
Kotani, Robert
Kotani, Robert

Book
Article
Book Review
Book Review
Book Review
Book Review

El Borne de Aric de Mexico
The Historiography of Mexico Since 1821
El pensamiento agrario en la constitucion de 1827
Vida de Morelos, Nueva Versión
Twilight of the Tyrants
Freedom Is My Best

Ruelle, Eugene
Yukawa, Zengo

Article
Article

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School of Business Administration
University of Massachusetts

Prologue

The year 1959-1960 was fully as eventful, if not more, than the year 1958-1959. Because I wish to reemphasize similar feelings and cogent thoughts I shall repeat much of the prologue of last year.

Much has happened to the School of Business Administration during the year 1958-1959. We continue to grow slowly in recognition and in size. There is to be detected a bit more spirit among the faculty, a bit more susceptibility to social, lectural attainments and vigor and a great deal more determination to carry on affairs of the School. At last the Dean feels that attention to students, advising, registration and teaching as well as research also shows effectiveness as well as greater efficiency.

With all its faults and assumed defects, our departmentalization beginning September, 1959, has allocated responsibilities and increased the experience and maturity of our faculty as has no other factor to-date. It is not possible to a group of human beings to avoid the impact of their specialties. Departmentalization provides a point of interest, a point of responsibility that transforms an immense into a structure. No other way can a Dean have a path to responsibility nor test the ability of professional men to carry on their real jobs. If we so wish it we can enhance the autonomy and freedom of movement within a School. In this political-oriental Commonwealth with its thoroughly corrupting influence on higher education the more we permit freedom of intellectual experiment within the organization the more we can help compensate for the interference of even conscientious public administrators. But to be frank I doubt if any particular School or College within the University can ever fully compensate for the subtle influences that come from Boston, with its rigid salary classification system, its little nuisance laws signing absent slips for faculty on penalty of perjury and its untenable record.

system, its centralized purchasing system (not always efficient either) and line budget which is probably the most harrasing of most types of controls. I do not doubt, however, that the political education afforded an administrator in Massachusetts goes far beyond that afforded the less controlled universities. There else can one learn the gentle art of "interpreting" and "avoiding" rules established to satisfy a need not related to the administration of a University? If one is basically devoted to education one must always and forever attempt to square his conscience with the rule making authority that seems to have little knowledge of the University. This is changing now and is bound to change more in the future. In the meantime, the School of Business Administration operates with in all the limitations and joys of whatever resources and excitement prevails.

Some Facts and Figures

1. <u>Appropriations</u>	<u>1957-58</u>	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>
03	\$1100	\$2000	\$6700*	\$7200*
10	700	700	800	900
12	300	300	300	500
13	900	1000	1000	1300
14	1540	1500	1500	1500
15	1750	1500	1500	1000

*The rise on this account is due to the extra compensation for newly appointed Department Chairmen. At the present time the compensation is based on a specific per cent of the basic salary: 12% in the Department of Marketing, 13% in Management, and 15% each in Accounting and in General Business and Finance.

I am deeply concerned about what might happen to the concept of "Chairmanship." Our use of it is still under a cloud awaiting the Attorney General's opinion of its validity. In the meantime our four chairmen are not being compensated according to the formula adopted since, for the year 1960-1961, no account is being taken of increases in basic salaries. Compared to Heads of Departments in the University our Chairmen (under the same obligations) are underpaid. No doubt this will be

cleared within the near future but the fact of its existence reflects another facet of the relation between "State and Campus." There is no doubt in my mind that the Chairmanship idea, wherein the incumbent has a term of years (five after an initial two and three years) so that he might either be replaced or reappointed, is an effective method of organizing a department.

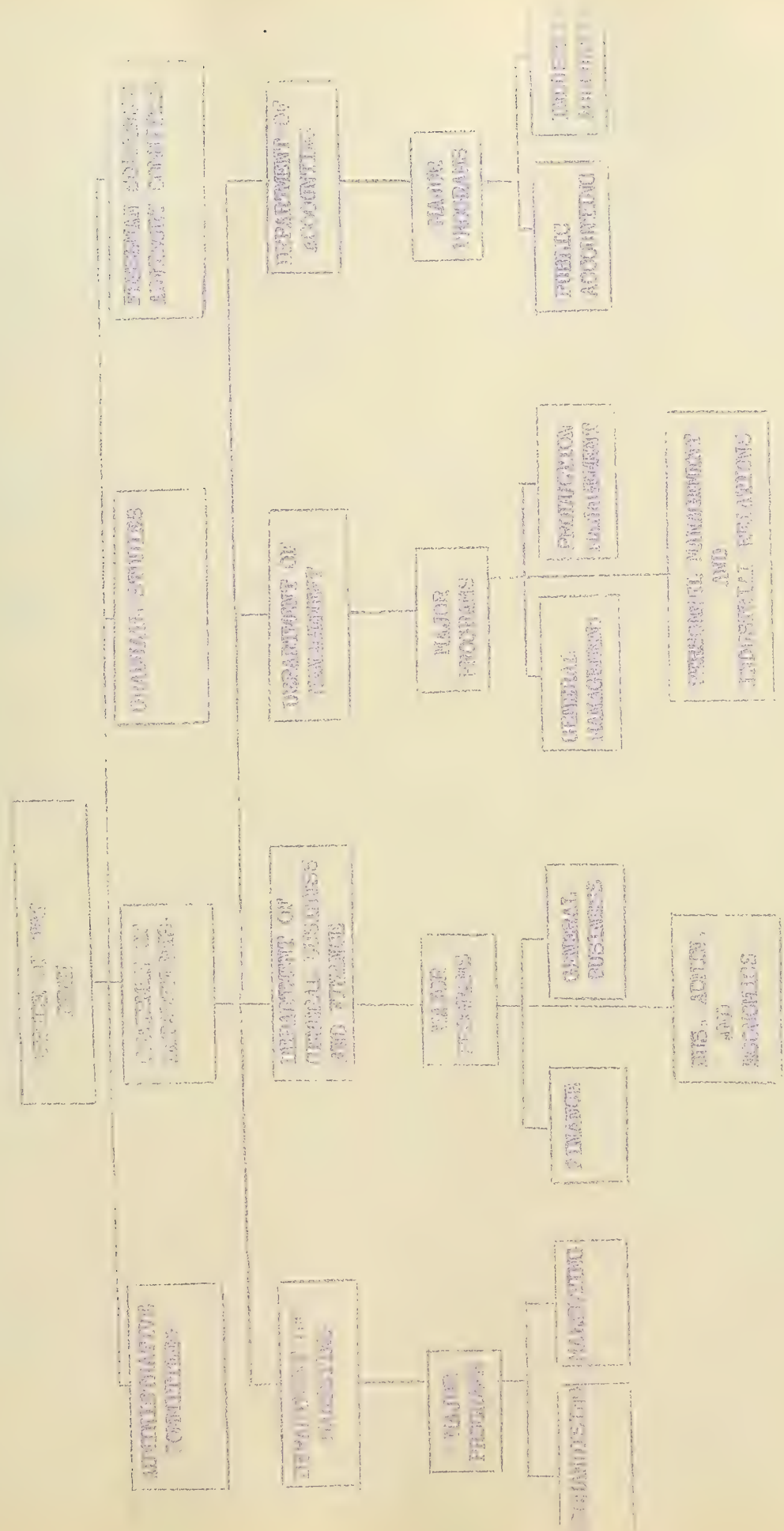
4. Faculty

	<u>As of September</u>		
	<u>1958</u>	<u>1959</u>	<u>1960</u>
Professors	2	2	3
Associate Professors	7	8	8
Assistant Professors	4	4	5
Instructors	$\frac{4}{17}$	$\frac{4}{18^*}$	$\frac{3}{19}$

*This total does not include a faculty member teaching part-time ($\frac{1}{2}$) for the Fall, 1959, only.

In addition to the full-time faculty there were two graduate assistants in 1958; three in 1959, and two in 1960.

SCHEM OF BUSINESS ADMINISTRATION



*Includes the Dept., and Department Chairmen.

4. Students	As of Fall Semester		
	1958	1959	1960
Accounting	58	50	50
General Business and Finance	77	79	60
Management	86	88	73
Marketing	42	51	53
*Freshmen	123	167	120
*Sophomores	123	113	156
Graduate Students	25	67**	65**
Total Students in School	534	615	579
Total Students Taught	1314	1321	1116

*Students in the School of Business Administration select their major Departments in the second half of their Sophomore year. Until then they are under the jurisdiction of the Freshman-Sophomore Advisory Committee. The Chairman of this Committee is responsible to the Dean.

**This number includes 56 in the Pittsfield M.B.A. Program. This is included because it is an integral part of our program including those who teach at Pittsfield.

Generally the enrollment rises during the spring semester. This is because transfers to the School outnumber those that leave. I have noted more than once that there must be a certain inefficiency about this, particularly involving students who transfer from the School of Engineering. The cost per unit of students is high in Engineering. I know the problem is complex but there must be a better way of guiding students in high school who come to Engineering and then fail. In some cases these students do fairly well with us but half or more fail or leave the University for other reasons. I am concerned because I feel the Dean should have the power to refuse admission to students who have extremely low grades and whose prospects are not too good for doing decent work with us. The University minimum average to stay in is too low. We are making our own efforts to raise standards to the point where the less qualified students will be discouraged. I favor a minimum 1.9 average for entrance to the School of Business Administration. This would reduce our enrollment but over a period of

time the reverse would be true. The School would gain stature as a result. I think we must pursue the idea that it takes brains (and other good qualities) to be in business, government service and teaching. I am aware that students might do poorly in a field first begun. But in this event I might suggest, so that students with some chance to graduate in college work, that if they enter the School below a 1.9 they would be on probation. They would go off probation here in the event they receive 1.9 while in the School their first semester. Any thing lower than this would mean they must leave.

Faculty Activity

In this summary of the work of our faculty I am excluding committees and the normal incidence of teaching. I would characterize this past year as one reflecting an expansion in actual and potential research. After much controversy our faculty voted to have an Advisory Committee on Research. In academic circles the "teaching minded" faculty are generally quite suspicious of the "research minded." This can be a genuine fear where merit increases, promotions and tenure might hinge on the kind of activity members of a faculty might be in. My own view is that scholarly work and teaching are inseparable whether or not publication is the result. A faculty should have tangible evidence of scholarly work. Where the "teaching minded" have been remiss is the continuous failure to develop a real measure of good teaching. And I do not mean visiting classes, student polls and other such proposals. We are concerned with developing an effective measure. But until this is accomplished those who have publications to show will have an advantage no matter what the quality of the published material or the impact on a particular field.

Since our Administrative Committee (four chairmen and the Dean) diligently discusses all recommendations for tenure and promotion we have, case by case, attempted to establish principles of the scholarly "academic man", the good teacher, the man that has intelligence, spirit, the man who can grow in stature and make a contribution. Through the deliberations of this important committee and through faculty discussions we hope to increase the scholarly activity of this School. We are succeeding and I have no reason to hang my head anywhere at any time. We can do better and we shall.

Associate Professor Anderson: Chairman of the Department of Accounting. With Professor Lentilhon, he is writing a text in Accounting.

Assistant Professor George Burak: Beginning to write his Ph. D. thesis (Clark University).

Associate Professor Pao Cheng: One of our best men in teaching and research. He has submitted two manuscripts to journals on areas concerning the Business Cycle, his chief field of research interest. In addition he has completed two more studies but has not yet submitted them to journals.

Assistant Professor John Conlon: Chairman of the Department of Management. Recently received his Ph.D. from Michigan State University. He is my "Assistant to the Dean" and, in our next budget, I shall recommend a new position of Associate Dean. Recently also I recommended him for promotion to an Associate Professor of Management.

Assistant Professor Robert Drew-Bear: Active in organizing conferences in Retailing. He is a consultant for Forbes-Wallace Company, Springfield.

Instructor Arthur Elkins: He will begin work on his Ph.D. beginning next fall.

Instructor John Fitzgerald: He will receive an M.A. in Economics from the University of Connecticut in June, 1961. His next step is to take his C.P.A. examinations.

Associate Professor Lawrence Hackamack: Boston University Business Review recently published an article. He has been appointed National Policy Director of Education for the American Production and Inventory Society. He is a Consultant for General Electric at Pittsfield. A text in Industrial Management is nearing completion.

Professor Harold Hardy: Chairman of the Department of Marketing. He is doing research in Marketing Education. His last effort was published in the Journal of Marketing and this one is likely to be in this Journal too.

Assistant Professor Anthony Krzystofik: Completing his Master's degree at the University of Connecticut. Consultant in tax accounting.

Associate Professor Rudolph Kyler: He is engaged in an extensive research project in comparative tax systems of a number of countries. This should be a work of substantial value when completed.

Associate Professor Robert Lentilhon: Consultant in tax accounting. He is also, with Professor Anderson, writing a text in Accounting.

Professor James Ludtke: His text in Financial Institutions will be out in the spring. Chairman of the Department of General Business and Finance. He is certain to receive either a Ford Foundation Grant or an M.I.T. Sloan Foundation Internship to study Basic Mathematics and Business Administration. He is chairman of Region 3 of the American Finance Association.

Professor Walter O'Donnell: Gave a paper before the Institute of Management Sciences at New York City and organized a "Philosophy of Management" section of the Institute of Management Sciences. He is writing a text in "The Making of Managerial Decisions" and he has submitted an article on Decision Making to the California Management Review.

Associate Professor Robert Rivers: Working on a Text in Transportation (in collaboration with Professor Brown) and he is completing an article on Urban Transportation which will be submitted to the Illinois Business Review.

Associate Professor Harold Smart: Our senior man who pursues the teaching of Business Law with as much spirit as Anthony pursued Cleopatra.

Associate Professor Singer: An article on "Management Accounting" will be published in the January, 1961 issue of The Accounting Review.

Instructor Donald Stanhope: Our newest man. He has been selected to grade the national examinations for C.P.A.'s in New York City. Although this seems like a chore to me it is considered quite an honor among C.P.A.'s.

Assistant Professor Edward Zane: Working on his Ph. D. thesis.

IL POLITICO, a journal published by the University of Pavia, Italy, has recently published my article on "The Development of American Labor Ideology." I should receive reprints fairly soon.

I have been a Reader for Harper and Brothers reviewing three manuscripts in the field of Labor Economics. One of these studies will be published next year.

Last summer I was Visiting Professor of Economics at the University of Wisconsin. While there I was asked to participate in a Conference on Public Relations for one of the sessions.

Anticipating next summer, I have been asked to attend a ten day session at Crotonville, New York, where General Electric manages a School for its executives.

I have not indicated everything our staff does . . . speeches, town affairs, specific research not yet reduced to manuscripts and the like. I can say, however, that our faculty is active.

Special Programs

Given Draper Hall and its limitations and given our faculty I think we are reaching the peak of our capacity to add special programs to the School. Over and above teaching, research and serving on both School and University committees any faculty, that is alive to its opportunities, will take on many "outside" obligations. Wherever one goes to meetings of one's colleagues or in conversation with them the issue and problem of "outside" activities arise. We face in many directions, and at times not all the ways are logical or consistent. The reputation of a School of Business Administration sometimes seems to depend upon community activity, consulting, speech making or business club membership. One can have a faculty adept at this. Indeed overwhelmingly adept. And yet administrators know that the substance of any University or School depends on teaching and research activity, on the intellectual climate induced, the stimulation of bold thinking and imagination, the 'Esprit de Corps' of a faculty that respects the pursuit of knowledge and its effective use. One of the unintended consequences of poor academic salaries has been the pressure of faculty to enter "outside" employment whether or not it appeared related to the profession of teaching on a college level.

I have tried as diligently as I can to seek and introduce programs that would make it impossible for our faculty to seek routine and unpromising jobs outside the School. We have partially succeeded: Our Junior Executive Program, sponsored by the Experiment in International Living seems now an annual affair. The program has opportunities for many on our faculty. Also our Graduate Program at Pittsfield uses a number of our staff each semester as well as those from other parts of the University, such as the Departments of Economics and Sociology.

Until we have our new building it is very doubtful if we should seek more programs. When I add the research and consulting activities of our faculty it seems clear that we can extend ourselves farther than we should.

I might add further by pointing out that we have an annual Retailing Conference. Our next one, under the leadership of the Department of Marketing, will come next April. Assistant Professor Drew-Bear is the conference coordinator.

The strength of a School of Business Administration lies in the quality of its faculty as related to that of its students. It lies in teaching and research of a fundamental nature. Its reputation lies in the feelings of professional men outside the School. In so far as we receive grants for our faculty, and in so far as we are called upon to share the professional life of our colleagues everywhere we can feel we are "arriving." And all this is becoming increasingly true. I have watched this happen within the past three years. When this occurs then we have something substantial "to sell." Frankly I am not interested in a School that holds itself out as a mere "service institution." As a public part of a public university it is this too, but chiefly it is much more to be much better.

At this point I might mention that we were host for the annual meeting of the New England Deans of Collegiate Schools of Business Administration. I think we had a very good program. The response was good and I feel that my colleagues left feeling that our School was climbing toward the top (even with Draper Hall, although I kept them away from Draper, the Student Union was a better place). I was pleased to have discussed some "programs" with two of my colleagues, one from M.I.T. and the other from Harvard. As a result Professor Ludtke will receive (I feel certain) a Sloan Fellowship grant from M.I.T. and Dr. Singer has just been selected to participate in the Visiting Professor Case Method Program at Harvard

next summer. All this is to the good. We must get our faculty into these places with excellent programs so they may bring back to us what they have learned. This is a good way to lose one's faculty too, but this is a risk that must be run.

The Future

I am afraid I was much more optimistic about our future when I first came to the University in 1957 than I am now. These past few years I have seen little hope that we would have our new building. I have seen the "prizes" go to those who already have a great deal. I feel that somewhere along the line we have been placed lower in the order of priority. Good buildings do not make good Schools. Of this I am aware. At the same time good buildings and good facilities are being built on the campus. Recognition is being given the natural sciences. Business Administration appears to be a "Little Orphan Annie." I dislike being put in a position of begging for recognition. I think we have accomplished a great deal these past few years. I am proud of what we have done with our limited resources. Many of our faculty have been praised by those whose praise counts a great deal. My ideal of a good faculty is one in which everyone could move elsewhere tomorrow but will not. And my idea of a poor faculty is one in which everyone would like to move out tomorrow but cannot. I have come to the point where our reputation appears much better "outside" than our recognition "inside." To me, one test is what will happen to our building next time the legislature meets. Without these facilities we cannot add to our staff, we cannot have the laboratory equipment we need in production management. There is little use buying capital equipment. We have no place to put it. To say more is carrying coals to Newcastle. Furthermore, I get more frustrated as I think about it so I shall turn to other matters.

The real future of our School seems bright to me (or to anyone who might succeed me). There is nothing to stop the development of a first rate School.

We are not first rate yet, although we have some first rate faculty. And what must the future hold for us? I might list a few items:

1. A Bureau of Business and Economic Research. I do not envision this as solely a "service bureau." There are too many of them now and they do too many little things of little consequence. I envision a Bureau that would work closely with the teaching area. A Bureau that would engage in fundamental research in cooperation with faculty from Political Science, Sociology, Economics, Law and Psychology. I envision the establishment of a scholarly journal significant enough to have weight in both the professional and business community.

Our plans for the new building has an area for such a Bureau. In anticipation of such a facility we have established in the School a Research Advisory Committee under the leadership of Dr. Pao Cheng. We plan a series of "papers" to be given, open to the University. Our plan is to build an atmosphere favorable to important research as related to good teaching.

2. I look to the time when the School of Business Administration will adopt its own standards for entrance and dismissal. These have already been mentioned. We have already gone in this direction by now requiring, beginning with the class of 1964, an average of "C" in our "core" courses: Elementary Accounting, Corporation Finance, Financial Institutions, Business Law, Principles of Marketing, Principles of Management and Statistics. We also will not permit credit for any course, of a transferee, that might count toward the junior or senior year unless the grade is "C" or better.

No School can be first rate unless it takes steps to raise its standards. This, of course, is a faculty problem and cannot be

achieved by raising an average only. The fact remains that the strongest criticisms made by the two books (Ford and Carnegie funds) last year included the point that Schools of Business Administration tended to attract poorer students. This might be a heritage of the past. It need not be the prospect of the future. The struggle for highly qualified students is intense. The pressures come from the sciences, from law, from medicine and other professions. We do not want to miss out on this struggle. We should at least have something to furnish rivalry in this competitive world. I doubt if we want it said that to become a businessman requires less intelligence, less knowledge than other worthy occupations and professions.

3. As I look to the future I dream of library facilities that make teaching and research possible on a high plane. I dream of not having to struggle for every book, every service, every periodical. I dream of the possibility of receiving what is ordered before months roll by. I have exaggerated this picture to give effect to some of our problems. Poverty for our Goodell Library for so many years has drenched the atmosphere with the air of "conservation." Books and magazines are to be used, protected against misuse, of course, but basically they have no reason for existence unless used. Possibly in the future we shall have our branch of a library with expert help available. I appreciate the corrupting influence of poverty. I have a closet from where I take out my "sack cloth and ashes" when I write an annual report.

4. When the first visiting committee of the AACSB rejected us for membership into the Association the committee pointed out the great deficiency of secretarial help (as well as library facilities). We have improved some since then. The 1958 committee mentioned the same deficiencies although we were voted into membership that year. Our three secretaries are overwhelmed with the work of the School and its programs. We have one secretary for each of two departments. Miss Allen handles the Dean's work and all the work of the JET and Pittsfield Programs as well as material coming from our Graduate program. We use student help. And this is not reliable. Within the next few years our minimum need is for three full time secretaries so that each of our four departments will have a secretary and Miss Allen will have a full time assistant. I say these are minimum needs. Where we would put them I am not sure. Draper Hall is crowded now. I am assuming a new building within two years. Until then we must find a place for one additional full time secretary.

5. Graduate work is an essential with us. We shall continue to strengthen our M.B.A. Program. I am pleased that we are receiving many more applications from everywhere in the United States than ever before. The need for Fellowships and Assistantships comes as a very natural thing. We cannot hope to compete with other Schools where they have such fellowships and we do not. The flowers, and grass and old New England atmosphere are hardly likely

to draw students to us. Saying this I am only adding weight to my colleagues on the campus who are as acutely aware of this as I am. It is this year (or in 1961) I have high hopes of receiving a \$5000 grant from General Electric for Fellowships. Dr. Bunting, Director of this phase of the General Electric Program has virtually assured me of this. But virtually assuring me and actually having it might be a different matter. At any rate I am optimistic.

We already have a small scholarship from the National Food Brokers Association. If we can get a few more, including the General Electric Grant, we might receive even more. "To him that hath shall be given." This works in academic circles too, as I look about the campus.

When, at first, we planned for a new building the planning also included a second one. The model includes two. The second one was to be for our Graduate program. Whether this comes about within ten years is difficult to tell. Information concerning enrollment for Schools of Business Administration seems to indicate a slowing down of undergraduate and a quickening of graduate enrollments. The tremendous rise in undergraduate numbers is tapering off. But there is still a persistent rise in the totals reported.

Actually Business Administration was "oversold" after World War II just as both Science and Engineering are presently oversold. There may come a time when the general public (as well as many academic people) will realize that no matter what emergency might exist in both Science and Engineering, an

increase in either or both requires an increase in the education of those persons capable of organizing such efforts. In short, an increase in the personnel for Science and Engineering compels an increase in business organization (as well as government personnel). Production, management, record keeping and government stand behind every Scientist. The requirements for expensive equipment and delicate instruments require management resources and productive facilities. And the personnel for these items need education. We aid in supplying this kind of an education.

The future of this School depends upon how sensitive decision makers are concerning our needs. I can place upon paper all the things a first rate School might be doing. This is very easy and only requires the facility of language on paper and in speech. When I review what has happened to our space needs and when I note the very slow progress in our annual budget (see page 2) I have cause for concern. My great pleasure in being a Dean lies in the intangible elements of the position, the reorganization of a School of Business Administration, the slow increase in skill in handling departmental affairs among our relatively new Chairmen, the interest shown by members of our Administrative Committee in making plans for the School and in measuring the qualification of a faculty. I consider our Chairmanship idea an innovation at the University as I do our Administrative Committee. And I have a "core" of excellent men as all Schools must have to aid in raising the sights of the whole faculty.

I do, in spite of everything, look forward to the future with confidence. I do not see how one can do otherwise and still live with himself on decent terms. Business Administration at the University of Massachusetts will become the strongest of Schools. The University deserves no less nor do the people of the Commonwealth of Massachusetts. And certainly a new President deserves no less.

Respectfully submitted,



H. B. Kirshen
Dean

December 1, 1960

President John Lederle:

Sir, I beg leave herewith to present my fifth annual report of The School of Education.

The School of Education is now entering its fifth year. It will be a very important year in the history of the School because we will be entering our new building, and planning the beginning of Mark's Meadow Laboratory School. With these new facilities at our disposal we will be able to progress toward our three major goals of the next year or two. These goals are (1) the development of a pattern of study and research for the laboratory school, (2) the development of an expanded program leading to the Doctorate in Education and (3) certification of the School by the N.C.A.T.E.

This past year has been one of consolidation and some progress toward these three goals. This is discussed more fully in Part 7 of this report.

I wish at this time to thank once more the past administration for its cooperation and to assure our new President of our continued loyalty and support.

Albert W. Purvis

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1. Appropriations

	1958-59	1959-60	1960-61
03	1000.00	1480.00	2000.00
10	2000.00	3200.00	3600.00
12	50.00	75.00	100.00
13	800.00	3000.00	1900.00
14	700.00	1000.00	1000.00
15	400.00	1000.00	500.00
16			300.00
Total	<u>4950.00</u>	<u>9755.00</u>	<u>9400.00</u>

2. Personnel

	1958-59	1959-60	1960-61
Instructor	1		
Asst. Professor	5	8	9
Assoc. Professor	3	3	3
Professor	1	1	2
Head, Dean	<u>1</u>	<u>1</u>	<u>1</u>
Total	<u>11</u>	<u>13</u>	<u>15</u>

3. Organization

We do not have any Chairmen or Department Heads as yet.

DEAN

Dean's Advisory Council

Committee on Graduate
Studies

Research Committee

STAFF

4. (a) Number of Majors (Elementary Education)

September, 1958	274
September, 1959	331
September, 1960	397

This table is somewhat indicative of the increase in our undergraduate program but it does not tell the complete story because all the secondary school prospective teachers major in their teaching field and so they do not appear in the table. The number of the secondary school trainees has been steadily increasing until now it is considerably larger than the number of elementary.

4. (b) Number of Students Taught

		Undergraduate	Graduate	Total
Sept. 1958	1st semester	436	183	619
	2nd semester	476	212	688
	Total	912	395	1307
Sept. 1959	1st semester	545	225	770
	2nd semester	547	189	736
	Total	1092	414	1506
Sept. 1960	1st semester	553	197	750
Summer, 1958	1st session	302		
	2nd session	222		
	Total	524		
Summer, 1959	1st session	314		
	2nd session	261		
	Total	575		
Summer, 1960	1st session	236		
	2nd session	202		
	Total	438		

The drop in graduate enrollment is not due to a decrease in the number of students but to a new policy in the School of Education which requires much more of the students graduate program to be taken in the College of

Arts and Sciences. These courses in the College of Arts and Sciences are generally more available to teachers in the summer school than they are during the regular academic year.

5. (a) Publications

- Hall "Effective Procedures in Elementary Science and Arithmetic", Science Review. XIX, No. 3, 1959
- Rogers "Children's Musical Preferences", Reading in Adolescent Psychology. Henry Holt, edited by Jerome Seidman, 1960
- Wyman "Lasting Importance Predicted for Ford Report". Audio-Visual Instruction (November, 1959)
- Wyman "Technology and Education". Massachusetts Teacher (May, 1960)
- Wyman "Space and Personnel -- Some New Concepts". Audio-Visual Instruction (May, 1960)

5. (b) Research

- Barfield In-Service Education for Beginning Science Teachers in Virginia High Schools. EdD. Thesis in process
- Cohen The Public Education Association of N.Y.C. 1895-1959: A Study in the Reform of Urban Education. EdD. Thesis in process
- Eddy The Concept of General Method in Educational Thought. EdD. Thesis in process
- Hall A Study To Measure the Ability of Intermediate Grade Children on Aspects of Quantitative Judgments Relative To Their Normal Social Environment. EdD. Thesis in process
- O'Leary An Experiment in Small-Group Instruction In Spelling. Unpublished Thesis.
- Oliver A Study of the Professional Relations of Vocational Agriculture Teachers. Unpublished Thesis.
- Oliver Yearly Status Study of Participation in F.F.A. Public Speaking. In process.

Pippert Study of Performance Type With Multiple Choice Type Tests. In process.

Pippert Survey of Guidance Departments in Western Massachusetts On Several Areas of Possible Cooperation With the University.

School Evaluation Programs:

Anthony. Northampton, Pittsfield
Oliver. Worcester Classical

5. (c) Participation in State and National Committees, etc.

McManamy: Member State Committee for Sponsorship of Student N.E.A.

O'Leary: Planning Committee of New England Reading Association

Oliver: Chairman, Professional Relations Committee, Agricultural Section,
American Vocational Association

Oliver: Consultant, Massachusetts Agricultural Teachers Association
Committee on Public Speaking

Oliver: Director, Massachusetts F.F.A. Association

Oliver: Chairman, Professional Relations Committee, North Atlantic Conference
on Agricultural Education

Wyman: Chairman, National E.T.V. Committee of Department of Audio-Visual
Instruction of N.E.A.

Wyman: Member of Planning Committee, Institute for Education by Radio
Television

Wyman: Member of Advisory Committee for Audio-Visual Instruction In State
Department of Education

Wyman: Member, Board of Directors, Massachusetts Audio-Visual Association

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud.

2. The second part of the document outlines the various methods used to collect and analyze data. It describes the use of statistical techniques to identify trends and anomalies in the data, and the importance of using reliable sources of information.

3. The third part of the document discusses the role of the auditor in the financial reporting process. It explains how the auditor's independent review of the financial statements provides assurance to investors and other stakeholders that the information is reliable and free from material misstatement.

4. The fourth part of the document addresses the challenges faced by auditors in the current business environment. It highlights the increasing complexity of financial transactions and the need for auditors to stay up-to-date on the latest accounting standards and regulations.

5. The fifth part of the document discusses the importance of communication in the auditing process. It emphasizes the need for auditors to clearly and effectively communicate their findings and conclusions to the management and the board of directors.

6. The sixth part of the document discusses the role of technology in auditing. It describes how the use of data analytics and other advanced tools can help auditors identify risks and anomalies more efficiently and effectively than traditional methods.

7. The seventh part of the document discusses the importance of ethics in auditing. It explains how auditors must adhere to a strict code of ethics to maintain the trust and confidence of the public and to ensure the integrity of the financial reporting process.

8. The eighth part of the document discusses the future of auditing. It explores the potential for new technologies and standards to further improve the efficiency and effectiveness of the auditing process, and the need for ongoing education and training for auditors.

5. (d) Speeches

- O'Leary: Address to Workshop in Social Studies. School Union #2
- O'Leary: Address to Language Arts Workshop. Franklin County Teachers Convention
- O'Leary: Talks to approximately 25 P.T.A.'s
- Oliver: Address Southeastern Massachusetts Secondary School Principals Association
- Oliver: Address Vermont Vocational Agricultural Teacher Association
- Oliver: Address Stockbridge Chapter F.F.A.
- Oliver: Address Northfield Kiwanis Club
- Oliver: Commencement Address Westport High School
- Oliver: Talks to 2 P.T.A.'s
- Pippert: Panel on "Cheating" Hamlin House
- Pippert: Keynote Address Vermont State Teen Congress
- Pippert: Graduation Address, Bristol Agricultural School
- Pippert: Keynote Address Inservice Sessions Bennington Public Schools, Vermont
- Pippert: Address Bennington Southwest School District Teacher Workshop
- Pippert: Panel Amherst League of Women Voters
- Purvis: Address Northampton Business and Professional Women's Club
- Purvis: Panel Conference on Children and Youth, Boston
- Purvis: Discussion Leader, T.E.P.S. Conference, Boston
- Purvis: Interrogator Group Meeting AACTE, Chicago
- Purvis: Talks 3 P.T.A.'s
- Purvis: Four addresses of Welcome to Conferences on Campus
- Rogers: Address South Amherst Men's Club

The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

Furthermore, it highlights the need for regular audits and reviews to identify any discrepancies or areas for improvement. This process should be conducted in a systematic and thorough manner to ensure the integrity of the data.

In addition, the document stresses the importance of maintaining up-to-date financial statements and reports. These documents provide a clear overview of the organization's financial health and are crucial for decision-making by management and stakeholders.

Moreover, it is noted that the organization should implement robust internal controls to prevent fraud and mismanagement. These controls should be designed to minimize the risk of errors and ensure that all activities are carried out in accordance with established policies and procedures.

Finally, the document concludes by stating that the organization should strive for continuous improvement in its record-keeping practices. This can be achieved by staying informed about the latest technologies and best practices in the field of accounting and finance.

Overall, the document provides a comprehensive overview of the key principles and practices that should guide the organization's record-keeping efforts. By adhering to these guidelines, the organization can ensure the accuracy and reliability of its financial information.

The second part of the document focuses on the specific steps and procedures that should be followed when recording transactions. It provides a detailed guide to ensure that all entries are properly documented and categorized.

Firstly, it outlines the importance of using a consistent and standardized format for all records. This helps to ensure that the information is easily accessible and comparable over time and across different departments or divisions.

Secondly, the document emphasizes the need for clear and concise descriptions of each transaction. This includes identifying the date, amount, and nature of the transaction, as well as the accounts involved. This level of detail is essential for accurate reporting and analysis.

Finally, it stresses the importance of maintaining proper documentation for all records. This includes keeping original receipts, invoices, and other supporting documents on file. This ensures that there is a clear audit trail for all transactions and helps to prevent disputes or misunderstandings.

Rogers: Address Unitarian Laymen's League

Rogers: Address Northampton Women's Club

Rogers: Address Northampton Businessmen's Group

Rogers: Commencement Speaker, Huntington High School

Rogers: Address League of Women's Voters, Amherst

Rogers: Address Association for Childhood Education, Springfield

Rogers: Addresses to 3 P.T.A.'s

Wyman: Tecnifax Visual Education Seminar, Holyoke, (600 people)

Wyman: Religious Education Conference, Granby

Wyman: P.T.A., Westover Schools

Wyman: Air Force Dependent School Teachers from Greenland, Westover

Wyman: Women's Club, Turners Falls

Wyman: Religious Education Teachers, Amherst

Wyman: Elementary Education Conference, Amherst

Wyman: Northeast Agricultural Engineers, Amherst

6. Special Projects or Programs

Last year I appointed a Committee on Graduate Studies to recommend policy for our graduate program. Professor Charles Oliver was made Chairman of this committee and relieved of some of his teaching duties in order to give him time to take care of the many details of admission and record keeping which comes with a graduate enrollment of over two hundred. I am happy to report that this move has resulted already in a greatly improved graduate program and a much more reliable system of student supervision, guidance, and record keeping.

This year a Committee on Research has been appointed with Professor Rogers as chairman. This committee will advise the Dean on research matters in general and in particular will endeavor to develop a pattern of research for the new laboratory school and to recommend a program leading toward the Doctorate in Education. As we get more and more involved in research and in the Doctorate I hope to be able to relieve Professor Rogers from some of his teaching duties in order to give him time to act in an executive capacity in handling the details.

Thus it appears that the School is gradually developing an administrative pattern quite unlike that of the other Schools on campus. Instead of having Department Heads or Department Chairmen I am tending in the direction of having Chairmen of certain functional committees given executive direction of their specific areas. I hope in this way to prevent the cleavage which sometimes exists between Elementary Education and Secondary Education and between undergraduate and graduate education. Only the future will indicate whether this objective has been met.

There has been considerable discussion and planning with regard to two future proposals, (1) the introduction of a Doctorate in Education. In this there is considerable sentiment in favor of a teaching degree which would be a cooperative degree between the School of Education and selected subject area departments. I hope to report some substantial progress in the initiation of such a doctorate next year. With an enlarged teaching staff, most of whom have the doctorate themselves, we should be in a good position to start our program within a year or two. (2) the certification of our School of Education by the N.C.A.T.E. I feel certain that our School could have met the certification requirements before this but I have purposely postponed application until we are in our new quarters. Our greatest need for certification has been a better library. We hope that present plans worked out by us and Librarian Montgomery will result in a much more adequate library for certification and research purposes.

7. What do we need to develop a strong School of Education?

(a) Any consideration of this type immediately brings up the subject of the annual budget. In my last annual report I made a rather intensive study of our budgetary needs in an attempt to develop a set of formulas which would indicate need in terms of number of staff. In the following table I have indicated how well we made out this year.

Category	No. of Staff	Formula	Amt. by Formula	Actual Budget
03	15	270	4050	2000
10	15	340	5100	3600
13	15	300	4500	1900
14	15	110	1650	1000
Library	15	240	3600	1000

The figures in the last two columns are revealing. We do not feel that the formula sums are inflated. They were calculated after considerable study by all members of the staff in terms of an "excellent" School of Education. It is evident, therefore, that despite the very satisfactory way in which the administration and treasurer have treated our budget requests we still have too few funds to do the things an excellent school should be doing. Rather, we always seem to be cutting corners. We have many requests from various sources to undertake new projects or to undertake new responsibilities. This always raises the question as to whether it is better to undertake new projects under a depressed budget or to wait in the hope of a more favorable budgetary situation. We have tended to choose the latter alternative and the prestige of our School of Education has been rising steadily but very slowly. The facilities in our new building will offer many more possibilities for research and clinical service but unless our budget increases considerably many of these possibilities will be unrealized.

(b) A second very natural consideration is that of staff. I have a very good staff of dedicated people and they have done much to increase the prestige of the School among school people in the state and to a certain extent in neighboring states. Several years ago we drew up a projected staff list. The following table indicates how well we are doing compared with our list.

Year	Projected Staff	Actual Staff
1959	16	13
1960	19	15
1961	23	?

This table too is quite revealing. We are getting further behind each year so far as our projected staff is concerned. This is particularly serious because next year we will be in our new quarters. We had planned for a staff of twenty-three but if the ratio of the past two years is continued we will have only seventeen. The deficit of six staff members will be quite serious in terms of staffing our new projects. Again we must face the decision of whether to start our new research and clinics in an undermanned state or to let the facilities remain comparatively idle. We realize that under the formula of 15-1 there are only so many staff positions and we realize that the past administrations have been very cooperative in trying to meet our needs but the situation none-the-less exists.

ANNUAL REPORT
OF THE
SCHOOL OF ENGINEERING

UNIVERSITY OF MASSACHUSETTS
DECEMBER, 1960

University of Massachusetts
THE SCHOOL OF ENGINEERING
1959 - 1960

The thirteenth year in the history of the School of Engineering saw undergraduate enrollment hold about constant at 843, and we continued as the largest professional school in the University. This places us about 89th in size among the 156 schools of the country with E.C.P.D. accredited curricula and 4th in Massachusetts.

This year was marked by the reinspection of all of our curricula by a visiting committee of E.C.P.D. We were host for the Annual Student Night of the Boston Society of Civil Engineers and Massachusetts Section of A.S.C.E. for the first time. The formal opening of the new Chemistry and Chemical Engineering wing of Goessmann Laboratory was marked by talks by President D. L. Katz of A.I.Ch.E. and others. Committees of the School reviewed our "1.9 rule" and it continues in operation. Another committee is studying the desirability of establishing an "engineering science" curriculum. The Electrical Engineering Department thoroughly reviewed and revised its graduate program. Considerable faculty time was devoted to plans for both the new Engineering Shop and the next unit of the Main Engineering Building. President R. C. Folsom of R.P.I. spoke at an Engineering Convocation during National Engineers Week on the subject "The Future of Engineering Education." A substantial research contract concerned with "Effects of Nuclear Blasts on Ship Structures" was negotiated by Dr. M. P. White and Mr. F. J. Dzialo.

In the Appendix to this report are sheets indicating significant information concerning our School of Engineering. Because of the changes in the University administration some topics reviewed in previous reports will be mentioned.

Engineering Education

A School of Engineering is obviously a part of the University and also a part of engineering education. This fact is sometimes overlooked locally. Yet developments at the national level through the work of committees of the Engineers' Council for Professional Development, the American Society for Engineering Education, the various professional societies such as the American Society of Mechanical Engineers and the Division of Engineering of the American Association of Land-Grant Colleges, all have their effect on engineering education. During the past year the final A.S.E.E. report on "Engineering Faculty Recruitment, Development and Utilization" appeared as a major contribution. An N.S.F. sponsored conference attended by representatives of all Civil Engineering Departments held at the University of Michigan will have marked influence in modernizing that curricula. The science-oriented engineering curricula are beginning to produce graduates that are being evaluated by industry and found to have many assets and some limitations.

Freshman engineering enrollments nationally dropped for the second year in a row. Total engineering enrollment declined 6.9 percent in the past 2 years. In the Fall of 1959 it represented 7.1 percent of all degree-credit enrollment. Graduate work in engineering has increased markedly. During the year ending in June 1959, 33,695 B.S. degrees were awarded in E.C.P.D. accredited curricula in engineering. 6,723 Masters and 714 Doctorates were awarded in the same year.

Throughout engineering education there is a strong movement toward increased quality. The international situation where we are outnumbered by the Russians leaves no alternative. Furthermore, with a domestic economy so dependent upon the engineer, quality of engineering education is of interest to all.

The Faculty

The following table indicates the personnel situation by rank for the four years noted:

<u>September</u>	<u>1957</u>	<u>1958</u>	<u>1959</u>	<u>1960</u>
Deans	1	1	2	2
Dept. Heads	4	4	4	4
Professors	7	7	8	10
Associate Profs.	9	14	15	16
Assistant Profs.	16	11	12 1/2	12 5/6
Instructors	3	6	7	1 1/2
Teaching Associates	3	6	4	11
	(1/2 and 1/3)			

An organization chart of the School is included as Fig. 1 of the Appendix. Also found there is Fig. 2 indicating Personnel Data - School of Engineering.

Practically all of our faculty belong to one or more professional societies. Some held responsible positions in these groups. Dr. Merit P. White was on the Executive Committee of the Engineering Mechanics Division and vice-chairman of the Von Karman Award Committee of A.S.C.E.; Dr. C. E. Carver was on the Fluid Dynamics Committee of the Engineering Mechanics Division of A.S.C.E.; Prof. J. S. Marcus continued as Secretary of the New England Section of A.S.E.E.; Dr. P. D. Agarwal was a member of the Induction Machinery Sub-committee and the Basic Sciences and Applied Mathematics Committee of A.I.E.E.; Prof. W. H. Weaver was a National Director of S.A.M.; Prof. J. H. Dittfach was chairman of the Placement Service Committee of the Society of Automotive Engineers. Dr. E. E. Lindsey was a member of the National Equipment Testing Procedures Committee of A.I.Ch.E.; Dean G. A. Marston was a member of the executive committee of E.C.A.C., vice-chairman of the Engineering Society of Western Massachusetts, and chairman of the Division of Engineering of the A.A.L.G.C. + S.U.

ications

The second edition of Prof. C. A. Keyser's widely used book "Basic Engineering Metallurgy" was published by Prentice-Hall. Dr. P. D. Agarwal's paper "Eddy-Current Losses in Solid and Laminated Iron" was published by A.I.E.E. He also presented three others, "The Effect of Eddy Currents on Domain Wall Configurations, Wall Motions and Loss for a Domain Model of Cube on Edge Material" and "Rigorous Solution of Eddy Current Losses in Rectangular Bar for Single Plane Domain Model" of which he was co-author, and "Equivalent Circuits and Performance Calculations of Canned Motors." Dr. C. E. Carver's paper "The Role of Engineering in the Geophysical Sciences" was published in the Journal of Engineering Education.

Industrial and
Activities

The faculty of an Engineering School should and do maintain professional contacts with industry by summer work and consulting. In this area they are much more active than the scientist and often have less interest in research. Our faculty were particularly active this year. Dr. Lindsey was a visiting Chemical Engineer at Oak Ridge, Tenn. during the summer. Dr. White continued his consulting work for the Air Force and the American Machine and Foundry. During the summer he was sent by N.S.F. to the World Earthquake Conference in Tokyo and continued around the world visiting several centers in the Soviet Union. He is project leader for the Bureau of Ships Research Project in the Civil Engineering Department. Mr. Dzialo, Dr. Osgood and Prof. Grow have also worked on this project. Prof. Boyer was an estimator for Daniel O'Connell's Sons of Holyoke during the summer; Dr. Carver was with the Ordnance Dept. of G.E. in Pittsfield; Dr. Feng attended the 8-week AEC-ASEE Nuclear Science Institute at Purdue; Prof. Marcus the M.I.T. Radio Isotope Technology Seminar for 6 weeks; and Prof. Higgins the N.S.F. Summer Fluid Mechanics Institute for 10 weeks at Colorado State University. Prof. Dittfach was a full-time consultant with Jacobs Mfg. Co. of Hartford; Prof. Day was again with the G.E. Aircraft Accessories Turbine Dept. in Lynn; Prof. Keyser carried on metallurgical consulting for several local industries; and Prof. O'Byrne was an N.S.F. Faculty Fellow in Heat Transfer at the University of Minnesota. Prof. Swenson and Prof. Hopkins attended a 6-week N.S.F. Thermodynamics and Structure of Materials Seminar at Stevens Institute of Technology. Prof. Kroner was employed by the Kollmorger Co. in Northampton; and Prof. Trueswell was a full-time consultant with the South Hadley Electric Dept. Prof. Sobala attended a 3-week N.S.F. Computer Seminar at the Univ. of Oklahoma; Mr. Spencer was employed as an architect by Amherst College. Dr. Sheckels was with the Autonetics Division of North American in Downey, Calif.; Dr. Agarwal and Mr. Scott were with G.E. in Pittsfield; Prof. Edwards was with Chas. T. Main in Boston; Prof. Bett and Prof. Fitzgerald attended a 3-week conference for Engineering Mathematics teachers at Case Institute of Technology; and Prof. Langford attended a 2-week conference on Semi-conductor Theory at the Univ. of Michigan.

The Students

Engineering attracted 28.3 percent of the freshman boys in 1959-60, and total engineering enrollment was 27.5 percent of undergraduate men. This is a drop from the previous year. We continue to attract more than our share of good students (See Fig. 5). Figs. 6, 7, 8, 9 show the "Cumulative Grade-point Averages" for the Classes of 1960, 1961, 1962, 1963 respectively as of June 1960. Figs. 10 and 11 list "Our Good Students" as of June 1960.

The following table indicates student enrollments in various departments for the years noted:

	October	1957	1958	1959	1960
Ch.E.	Sr.	25	11	15	23
	Jr.	17	17	21	26
	Soph.	31	33	38	46
C.E.	Sr.	33	32	36	34
	Jr.	21	32	20	30
	Soph.	43	28	36	38
E.E.	Sr.	65	82	40	46
	Jr.	100	47	50	51
	Soph.	90	71	90	71
M.E.	Sr.	58	50	49	38
	Jr.	55	57	35	38
	Soph.	74	58	55	42
I.E.	Sr.	15	28	16	16
	Jr.	14	15	15	14
	Soph.	17	17	12	13
Freshmen		309	300	321	317
Total Undergraduate Enr'l.		967	878	849	843
Graduate Students		19	21	18	27
Pittsfield Undergraduates		87	108	135	131
Pittsfield Graduates		-	10	28	25

The School of Engineering offers very few service courses for other areas of the University. Properly qualified non-engineering students are found in drawing, surveying, applied mechanics, electronics and sanitary engineering courses. Only C.E. 27 Plane Surveying and C.E. 79 Principles of Sanitary Engineering are offered specifically for non-engineers, and these have low enrollments.

Student Chapters of A.S.C.E., A.S.M.E., A.I.E.E.-I.R.E., A.I.Ch.E. and A.I.I.E. provide excellent opportunities for student leadership with professional affiliation. Tau Beta Pi continued its stimulating influence among the engineering students with slide rule classes and tutoring sessions in freshman physics. The Engineers' Council carried on effective leadership as demonstrated by the Engineering Open House and a fine student-faculty Dinner Dance at the "Notch." The Engineering Journal, a quarterly published

by the engineering students, made progress its third year.

The Student Chapter of A.S.C.E. won its second letter of commendation from the Society. Stanley J. Piechota won an honorable mention in the annual student paper contest.

Industrial employment continued very good. Fig. 12 indicates the companies and organizations with whom our graduates went. Salaries ranged from \$412 to \$620 per month with the average \$523. This was an increase of about 3 percent from the previous year. Interest in graduate school opportunities continued to attract about ten percent largely at the University of Massachusetts, but including W.P.I., Illinois Institute of Technology and Montana State.

Financial Support

The following table indicates financial support provided by the annual allotment of funds for the years noted:

<u>Fiscal</u>	<u>1958</u>	<u>1959</u>	<u>1960</u>	<u>1961</u>
03	\$3,000	\$4,731	\$6,791*	\$10,500*
04	50	50	200	50
10	1,100	1,500	1,600	1,800
11	-	-	125	200
12	5,500	5,800	5,875	5,800
13	11,000	12,000	16,000	16,500
14	1,500	1,600	1,900	1,900
15	5,000	13,000	15,900	10,000
16				300

*This includes the salary of Assist. Prof. Longley employed half-time (\$3467), and Assist. Prof. Gessert employed one-third time (\$2666).

Without substantial equipment funds from building appropriations we definitely could not maintain a first-rate instructional program.

Industry-University Relations

Engineering schools traditionally work closely with industry. Ours is no exception, as indicated by the placement list and the number of faculty who work in industry. Fig. 13 indicates the donations received during the year, which is a marked decrease from previous years. This equipment enables us to stretch our limited instructional budgets.

Pittsfield The third year of the General Electric - Pittsfield Engineering
am Apprentices Program saw total enrollment increase to 135. In September of 1960 the "pipe line was full" with 151 students. Attrition has been about 40 percent for the first class after three years. This will fluctuate, however. Quality of instruction is good, with over half the faculty from the University. The graduate program leading to an M.S. in E.E. continues, with 26 students starting its second year this September.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
5800 S. DICKINSON DRIVE
CHICAGO, ILL. 60637

RECEIVED
JAN 15 1964

TO THE DIRECTOR
FROM THE DEPARTMENT OF CHEMISTRY

RE: [Illegible]

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Scholarships

The Kollmorgen Corporation of Northampton supported one tuition scholarship as did the Western Massachusetts Section of A.S.M.E. The Engineering Alumni Scholarship Fund supported twelve \$100 scholarships during the year.

The Physical Plant

Present Building

The present facilities including Gunness Laboratory, the Main Engineering Building, the Chemical Engineering section of the new Chemistry Building, and the Steam Engineering laboratory in the Engineering Annex provide very good laboratories and classrooms. We are using some inadequate drafting room space in Machmer Hall and the Engineering Annex. Our shops for welding, wood working and the machine shop in the Engineering Shop are inadequate, but both of these needs will be met by the new Shop and Drafting Room Building.

Equipment

Major additions to instructional laboratory equipment were limited this year to several demonstration pieces such as a wave channel and hydraulic jump unit in fluid mechanics, oscilloscopes, oscillators, pulsers, a function generator and a Westinghouse Generalized Machine in Electrical Engineering. A vibration analyzer and a Moseley autograph recorder have been added in Mechanical Engineering.

Engineering Shop and Drafting Room Building

This \$860,000 project provided by the 1958 legislature was finally placed under contract to D. A. Sullivan Sons in the late summer of 1960. It may be ready by September 1961. Disinterest or incompetence of the architect caused the long delays in planning. Conferences between our staff and the architect were few.

Engineering Building

Final planning is progressing well on this \$2,000,000 project with a competent architect. Funds for construction should be requested in 1961. This will provide excellent expanded laboratory facilities for Civil, Electrical, and Mechanical Engineering with adequate space for research and graduate work.

Library

The School of Engineering library, which is a most important part of our educational program, continued to have the services of an experienced librarian. Library service has improved and continued increase in the use of facilities was noted. The open-shelf policy has been maintained. The educational value of the honor system for engineering students far outweighs the minor losses we experience. Chemical Engineering books and periodicals are catalogued to the Chemistry Library which was much improved since it moved into the new building.

Problems of the Future

Faculty

The most critical need of the future as the University expands will be for well-qualified faculty. Engineering education through the ASEE Committee on Development of Engineering Faculties has focused attention on the problem nationally. Graduate enrollments

in engineering are increasing. Yet industry which is so dependent upon modern technology readily recognizes and liberally rewards the same young men we need in the colleges. Although there may be some increase in interest in teaching as a career we must recognize that engineering like medicine will see the practitioner far outnumber the educator, and we really would not want it otherwise!

Good facilities, reasonable teaching loads, opportunities for professional growth, adequate salaries, an attractive community environment, stimulating colleagues, a well-qualified and strongly motivated student body will attract our share of qualified faculty. Yet our public relations which is so important in the "seller's" market we have and will have for faculty can make the University and our School of Engineering outstanding or just another land-grant college. Nothing can be done concerning the past but in the future we can emphasize the positive and we have much to be positive about.

A leave policy for young faculty members should be studied by some group. Department heads and deans must be ever alert to provide attractive opportunities for professional growth and development for the younger faculty members. This may take the form of research projects within the school, a graduate program, and contacts with industry leading to part-time employment or consulting. Salaries must be raised where found inadequate and especially for the outstanding faculty member.

Our present faculty is primarily an undergraduate teaching faculty, and good. In the future we will need to increase our resident graduate work in all curricula. To attract and hold outstanding new faculty they will want capable graduate students. Furthermore, as engineering becomes more scientific, analytical and complex, more graduate work will be needed for the education of the engineer. Most graduate students in engineering are self-supporting by means of scholarships, and teaching and research assistantships. More of these will be required.

Increased equipment budgets for graduate research work will also be required. Some will be available from sponsored projects but graduate students will not always select work in these areas.

It is too early to predict the success of our graduate program in Electrical Engineering at Pittsfield. However, there appears to be a small group (10 or 15) of capable electrical engineers interested in further study. This will provide good experience for our faculty and continued cooperation with G.E. and the Pittsfield community. The pool of those interested in graduate work is too small to start a new group each year.

An engineering faculty, as has previously been pointed out, should be made up of educators of differing interests and ability. Their professional activities can be classified as teaching, consulting, research and administration. Basically such men are on a faculty because they are interested

in teaching. Yet some are real scholars and keenly interested in research. Others find more of a challenge in helping to solve the technical problems of industry and government by consulting activity. This is often engineers' keenest interest. Most faculty members have very limited administrative responsibilities.

Research work on a project basis has increased during the year, largely as a result of small teacher's grants from the University Research Council. Contacts with industry, other research organizations and Federal Agencies have not been made by either the University or the School of Engineering to the extent they could have been. Faculty interest in research has increased, but every attempt should be made to have faculty compensation for research work commensurate with its worth. This is particularly important in engineering where attractive consulting opportunities are often available.

It might not be unrealistic to think in terms of an average faculty member's professional responsibilities as three and one-half days teaching, one day research and one day for consulting. His consulting activity would result in additional income, while his teaching and research would be his obligation to the University. If he carried research in place of consulting he should be compensated for it. Some will teach five days a week and do no research, others will teach only two days a week and do research for three days. Neither should be looked upon as making a greater contribution to engineering education. It should never be said that the era of the great teacher at the University of Massachusetts is past. Furthermore, where the research is sponsored by industry or government, as it generally will be in engineering, the Commonwealth should be compensated for the faculty man's time that is deducted from his normal teaching load, but his retirement, insurance, sick leave and other benefits should be continued on a full basis.

Engineering extension for small industry in the state somewhat similar to that in Pennsylvania, Indiana, Oklahoma and other states, may be an important factor in maintaining Massachusetts in an industrially competitive position. This should center in our School and would offer an opportunity to be of real service to the State at a very modest outlay of funds.

The School of Engineering offers the five most popular engineering curricula as indicated by degrees awarded in E.C.P.D. accredited programs in 1959. Degrees in Electrical, Mechanical, Civil, Chemical and Industrial Engineering account for over 83 percent of those awarded in the country. A few years ago Aeronautical Engineering, the 6th most popular engineering curriculum, was reviewed by our Mechanical Engineering Department which voted against it. We are now studying the possibilities of establishing an Engineering Science curriculum. This has been done in some schools, and there seems to be a growing interest in this area. Probably one of the greatest benefits of such a curriculum is the upgrading of the other curricula. We also have a committee studying the need for and problems associated with a Technical Institute. Several land-grant universities have them on their campuses or under their control. Architecture is a curriculum sometimes found in schools of engineering in land-grant universities.

idance

We have had over 300 freshman engineers a year for the past few years. The majority are young men right out of high school. Last year we revised our guidance program and assigned each freshman to his M.E. 1 Engineering Drawing instructor. Thus it took a very ingenious young man to avoid seeing his advisor twice a week! This improved relations between the student and his advisor. The coming year we have assigned specific freshman guidance responsibility to Associate Professor George Weidmann who has reviewed the programs at several other schools including Purdue and Cornell and will devote half time to these duties. He will work closely with the other drawing instructors and, we hope, be able to "save" a larger percentage of these students in engineering. It is our conviction that most of our students have the ability to handle our curricula but become discouraged and lose motivation during their freshman year. We are making progress but this will still be a problem for the future.

puters

It has been suggested that when history is written this will be referred to the age of nuclear energy, automation and computers, with possibly the latter being the most significant. Thus it is evident that the engineer of today and tomorrow must be computer oriented. This can only be done by making the equipment as well as the instruction available to all engineering students. Our greatest need in the School of Engineering today is for computer equipment readily available in our main building.

Place

The School of Engineering, as well as the University of Massachusetts as a whole, by its presence in this state has very tangible assets and some liabilities when compared with other state schools of engineering and universities. First, we have the heritage of quality education in Massachusetts. The citizenry respect the best and expect it. We have the sympathetic interest and support of outstanding educational institutions. In recent years we have not witnessed academic snobishness except infrequently at the lower echelons. We should not aspire to be another M.I.T. with its world-renowned research laboratories and graduate school in science and engineering. Neither should the University aspire to be another Harvard University with its international scholars. But within this setting we can build a great University for the people of Massachusetts. Emphasis should always be on quality of instruction for our students as we grow. Some of the big-name schools cannot afford this because of their need to maintain the big name. Our educational programs should be broader than those of the other Universities and more sensitive to the changing needs of the people. Graduate work should be approached on a quality but broad basis. Let us do what we are uniquely qualified to do at this level rather than try to duplicate the great departments in the other Universities. This is not to have good departments in all areas, but let's put our greatest effort in developing those gaps in the whole educational picture of the state. As the other Universities and Colleges recognize us for what we are let us recognize them. It is in this context that we are developing our School of Engineering.

George A. Marston

December 13, 1960

A P P E N D I X

- Fig. 1 Organization Chart, September 1, 1960
- Fig. 2 Personnel Data (Faculty), September 1, 1960
- Fig. 3 Recent Professional Publications of the Staff
- Fig. 4 Engineering Faculty on University Committees 1959-1960
- Fig. 5 Test Score Comparisons of Class of 1963 and
 Engineering Students of 1963
- Figs. 6,7,8,9 Cumulative Grade Point Average - June 1960
 Classes of 1960, 1961, 1962, 1963
- Fig. 10 Our Good Students as of June 1960 - Class of 1961
- Fig. 11 Our Good Students as of June 1960 - Classes of 1962, 1963, 1964
- Fig. 12 Employment of Engineering Graduates, Class 1960
- Fig. 13 Gifts to the School of Engineering, 1959-1960
- Fig. 14 Summary of Known Advanced Degrees of Engineering
 Graduates Since 1949
- Fig. 15 E.C.F.D. Accredited Curricula in New England

ORGANIZATION CHART
 University of Massachusetts
 School of Engineering

Professional Staff 48 1/3
 Teaching Associates 10
 Technicians 15
 Clerical Staff 6 1/2
 Maintenance Staff 3

as of September 1, 1960

G. D. SPOCKE, HEAD
 Electrical Engineering Department

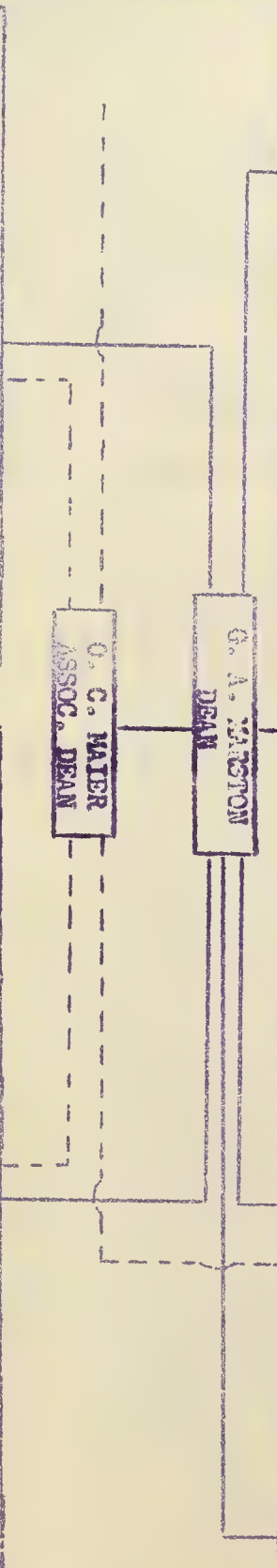
P. D. Agarwal
 J. W. Langford
 C. S. Roys
 Prof. G. W. Bett
 Prof. F. H. Edwards
 Prof. J. E. Laestadius
 Prof. J. W. Mohn
 Asst. Prof. J. A. Fitzgerald
 Asst. Prof. H. A. Herchenreder
 Visiting Prof. R. A. Gessert (1/3)
 Visiting Prof. F. R. Longley (1/2)
 D. E. Scott
 R. A. Crook (1/3)
 E. A. Kordana (1/3)
 A. M. Liberman (1/3)
 R. C. Soucy (1/3)

F. Cook
 G. Duda
 J. Stratford

W. H. WEAVER, HEAD
 Mechanical Engineering Department

M. E. Bates
 J. H. Dittfach
 C. A. Keyser
 J. D. Swenson
 Prof. R. W. Day
 Prof. J. B. Longstaff
 Prof. J. M. O'Byrne
 Prof. R. K. Patterson
 Prof. D. Sobala
 Prof. G. P. Weidmann
 Asst. Prof. A. J. Costa
 Asst. Prof. W. Hopkins
 Asst. Prof. K. E. Kroner
 Asst. Prof. E. J. Rising
 Asst. Prof. K. D. Roberts
 Asst. Prof. R. W. Trueswell
 J. H. Spencer (1/2)
 J. L. Gorr (1/2)
 E. H. Schwind (1/3)
 J. N. Stevens (1/3)

W. Rauch
 T. Lozowski
 J. Paulin
 E. Williams
 T. Wojtkiewicz
 L. Terrell
 R. Toczydlowski
 T. Gurski



E. E. THOMPSON, HEAD
 Chemical Engng. Dept.

Assoc. Prof. K. D. Cashin
 Assist. Prof. H. C. Daus
 Assist. Prof. I. H. Kim
 Mr. P. J. Kenney (1/2)
 Mr. J. J. Goda (1/3)

Mr. R. L. Glazier

Miss Brownell, Dean Marston's Office
 Mrs. Tudryn, Electrical Engineering
 Miss Ross, Civil Engineering
 Mrs. Page, Mechanical Engineering
 Mrs. Moore, Chemical Engineering (1/2)
 Mrs. Kiley, Library
 Miss Blalock, Dean Maier's Office

Mr. E. Goetzl
 Mr. S. Rogers

Mr. F. H. Jones
 Mr. A. Stefan

H. F. WHITE, HEAD
 Civil Engineering Dept.

Prof. K. N. Hendrickson
 Prof. J. S. Marcus
 Prof. E. C. Osgood
 Assoc. Prof. W. W. Boyer
 Assoc. Prof. C. E. Carver
 Assoc. Prof. T. H. Peng
 Assoc. Prof. T. A. Crow
 Assoc. Prof. G. R. Higgins
 Assist. Prof. F. J. Dzialo
 Assist. Prof. D. B. Harris (Res.)
 Adj. Prof. J. S. Peck
 Mr. R. J. Correia (1/2)

Mr. W. P. Gurski

Mr. R. J. Doolan, Director, G.E.
 Pittsfield Program

- - - Refers to Research and Graduate School responsibilities.



University of Massachusetts
PERSONNEL DATA--SCHOOL OF ENGINEERING

The information below may be of interest as indicating the wide educational background of staff in the School of Engineering. Faculty refers to those on continuing appointment. does not include teaching associates but does include in some cases part-time faculty.

Schools from which Faculty Graduated

American International College
Andhra Pradesh University (India)
Union College
College of New York
College of Wooster
Columbia University
Union College
Georgia Institute of Technology (2)
Georgia Institute
Massachusetts Institute of Technology (3)
National University of Seoul (Korea)
New York State College for Teachers, Albany
New York University
North Carolina State College
Pennsylvania State University
Brooklyn Polytechnic Institute of Brooklyn
Peking University (China)
Rensselaer Polytechnic Institute (2)
Stevens Institute of Technology (2)
Syracuse University
University of British Columbia
University of Cincinnati
University of Connecticut (2)
University of Maine (2)
University of Massachusetts (3)
University of Michigan (2)
University of Minnesota
University of Missouri
University of New Hampshire (2)
University of Vermont
University of Washington
U.S. Naval Academy
U.S. Military Academy
Yale University
Worcester Polytechnic Institute (5)

Total Instructional Staff

Number	Department	Degrees
4 + 1/2 + 1/3 time	Chemical	11
12 + 1/2 time	Civil	31
11 + 1/2 + 5, 1/3 time	Electrical	35
17 + 2, 1/2 + 2, 1/3 time	Mechanical	43
49 1/6	Professional Staff positions	120
10	Teaching Associates	
15	Technicians	
6 1/2	Clerical	
80 2/3	Total Staff Positions	

Schools from which Advanced Degrees Received

California Institute of Technology (3)
Carnegie Institute of Technology
Columbia University (4)
Harvard University
Illinois Institute of Technology
Iowa State University
Massachusetts Institute of Technology (11)
New York College for Teachers, Albany
New York University
North Carolina State College
Nova Scotia Technical College
Pennsylvania State College (3)
Polytechnic Institute of Brooklyn (2)
Purdue University (2)
Rensselaer Polytechnic Institute (3)
Stanford University
Stevens Institute of Technology
Syracuse University
Thayer School of Engineering, Dartmouth
University of Chicago
University of Connecticut (2)
University of Iowa (2)
University of Kentucky
University of Maine
University of Massachusetts (6)
University of Michigan (2)
University of Minnesota
University of Wisconsin (2)
Union College
Virginia Polytechnic Institute
Worcester Polytechnic Institute (4)
Yale University (3)

Faculty Rank

	Asst.	Assoc.	Prof.	Dept. Head	Dean
1	13	5/6	16	10	5
					2

Highest Earned Degree			
B.S.	M.S.	Prof.	Dr.
	1		3
	7		5
1	8	1	3
1	14	1	2

7 of our faculty have two bachelor degs.

University of Massachusetts
School of Engineering

RECENT PROFESSIONAL PUBLICATIONS OF THE STAFF

<u>Title</u>	<u>Author</u>	<u>Publisher or Periodical</u>
Equivalent Circuits and Performance Characteristics of Canned Motors	P. D. Agarwal	Conference Paper 60-165 A.I.E.E. Presented Feb., 1960
Effect of Eddy Currents on Domain Configurations, Wall Motions and Losses for a Domain Model of Cube on Ferrimagnetic Material	P. D. Agarwal Co-author	Presented at annual Magnetism and Magnetic Materials Conference Detroit, November, 1959, to be published in Journal of Applied Physics, 1960
Approximate Solution of Eddy Current Losses in Rectangular Bar for Single Plane Domain Model	P. D. Agarwal Co-author	Presented at Annual Magnetism and Magnetic Materials Conference Detroit, November, 1959, to be published in Journal of Applied Physics, 1960
Eddy-Current Losses in Solid and Laminated Iron	P. D. Agarwal	Transaction Paper 53-12 Communications and Electronics A.I.E.E., May, 1959
Engineering Metallurgy Second Edition	C. A. Keyser	Textbook, Prentice Hall, Incorporated, 1959
Antennas	C. S. Roys	Encyclopaedia Britannica, 1959
Twenty Years of Steel Progress	C. A. Keyser	Industrial and Engineering Chemistry, February, 1958
Modernization of Basic Drawing Courses	K. E. Kroner	Journal of Engineering Drawing May, 1958
Can Engineering Education Be Improved?	C. E. Carver, Jr.	Civil Engineering August, 1958
Approximating Gas Compressor Forces Calculation on the Card Program Computer	J. H. Dittfach Co-author	American Society of Refrigeration Engineers, December, 1958
Materials of Construction Bateman	Revision by J. S. Peck and others	Pitman Publishing Company 1958
Materials of Engineering	C. A. Keyser	Textbook published 1956 Prentice Hall
Heat Evaporation for Less Money Selection and Application of Evaporation Equipment	E. E. Lindsey Co-author	Chemical Engineering Progress February, 1956, Vol. 52, No. 2
Dynamic Testing of Freight Cars	O. C. Maier	Paper No. 55 A 139 Abstract Mechanical Engineering, Vol. 1 1956
Stiffness, Limit Design, and Response Structures to Blast Loading	M. P. White	Discussion of Paper, Journal of Applied Mechanics, March, 1955
Photochemical Studies on Fluorocarbons	H. C. Duus	Industrial and Engineering Chemistry July, 1955
Design for Rational Seaplane Design	C. E. Carver, Jr.	Aeronautical Engineering Review December, 1955

(over)

Internal Publications of the Staff

Electric Public Utilities' Responsibility in Engineering	F. R. Longley	Presented May 15, 1959
Deck Grades	W. W. Boyer	Report of Connecticut State Highway Department, 1959
Indicator Report	S. M. Bemben	British Columbia Engineering Conference, Vancouver, British Columbia, 1959
Resistance of Structures to	M. P. White and F. J. Dzialo	Report to U. S. Air Force Project 33(60C) 35001, 1959
Applications of 2N501 Trans-	J. W. Langford	M. I. T. Lincoln Laboratory Report 6M5856, August, 1958
Use of Rail Steel for		
Improvement in Concrete		
Structures Subjected to Blast	M. P. White	Report for Office of Civil and Defense Mobilization (ODDM), 1958
Engineering Education:		
Outstanding Power Engineer	P. D. Agarwal	General Electric Engineer (Pittsfield) Vol. 16, July, 1957
Errors and Flip-Flops	J. W. Langford	M. I. T. Lincoln Laboratory Report 6M5193, August, 1957
Tests in Compacted Snows	S. M. Bemben	S. I. P. R. E. Corps of Engineers Evanston, Illinois, October, 1957
Techniques of Physical Testing	J. S. Peak	Revision of Laboratory Manual 1957 City College Press, New York City
Students		
Absorption on Turbulence		
Characteristics in Bubble Aeration	C. S. Carver	M. I. T. Hydrodynamics Laboratory Technical Report No. 14, April, 1957
Ice and Meteorology Sections		
Northwestern Greenland Glaciers	K. N. Hendrickson and others	A. D. I. C. Publication Air Force City U.S.A.F. A-104a, May, 1957
Ice Expedition		

M E M O R A N D U M

From: School of Engineering
 To: The Staff
 Subject: Engineering Faculty on University Committees, 1959-1960

Date: December 14, 1959

It might be helpful to have a concise picture of the representation of the School of Engineering on the various University councils, boards and committees:

Admissions and Records Board (A & R)	Dittfach
Advisory Board for Foreign Students (A.B.F.S.)	Feng
Athletic Council (A.C.)	Marcus
Audio Visual Council (A.V.)	Agarwal
Calendar Coordinating Board (C.C.B.)	-
Campus Planning Council (C.P.)	Osgood
Committee on Committees (C. on C.)	Hendrickson
Conferences Board (Con.)	-
Course of Study Committee (C. of S.)	Marcus
Discipline Board (Dis.)	Weidmann
Fine Arts Council (F.A.C.)	Spencer
Graduate School Council (G.S.C.)	Keyser, Maier
Health Council (H.C.)	Feng
Honors Council (Hon.)	Duus
Honorary Degree Committee (H.D.)	Keyser
Library Committee (Lib.)	Langit
Nuclear Energy Council (N.E.C.)	Lindsey
Recognized Student Organization Committee (R.S.O.)	Higgins
Research Council (R.C.)	Carver, Maier
Sabbatical Leave Committee (S.L.)	-
Schedule & Registration Board (S. & R.)	Crow
Student Social Activities Committee (S.S.A.)	Boyer
Summer Session Committee (S.S.)	Costa
University Board Scholarships & Study Abroad (U.B.S.S.A.)	Kroner
University Committee on Financial Aid & Scholarships	Hopkins

3 yrs. (1959-1962) (3 yrs. (1959-1961)) 2 yrs. (1958-1960)

University Senate	Sobala	Boyer	Lindsey
		Duus	Crow (Hendrickson,
		Keyser	second semester)

Marston ex-officio

We are particularly anxious to have effective representation on University committees. At the same time we do want to change the membership occasionally so that interested individuals can get a broader picture of the operation of the University.

Any suggestions for 1960-1961 membership will be very much appreciated. This isn't the Army - you can volunteer!

G. A. Marston

REPORT OF CLASS OF 1963 AND SUBSEQUENT STUDENTS IN 1963

Since the year 1963 at the University served as the reference group. The mean score is employed. This is simply a comparison of the scores of the students with the mean score of the group in the year of highest mean and the lowest mean. The difference from the mean and the lowest mean percentages is followed as follows: 1967, 1966, 1964, 1965. These figures are given in the following table in the "Average" column.

Class of 1963	Reading Speed (and number of pages of 1963)	Class of 1967	Class of 1964	Class of 1966	Class of 1965	Verbal			Mathematical			Average	
						Class of 1963	Class of 1967	Class of 1964	Class of 1963	Class of 1967	Class of 1964		
1	20	20	20	15	20	10	10	10	10	10	10	10	10
2	20	20	20	15	20	10	10	10	10	10	10	10	10
3	20	20	20	15	20	10	10	10	10	10	10	10	10
4	20	20	20	15	20	10	10	10	10	10	10	10	10
5	20	20	20	15	20	10	10	10	10	10	10	10	10
6	20	20	20	15	20	10	10	10	10	10	10	10	10
7	20	20	20	15	20	10	10	10	10	10	10	10	10
8	20	20	20	15	20	10	10	10	10	10	10	10	10
9	20	20	20	15	20	10	10	10	10	10	10	10	10
10	20	20	20	15	20	10	10	10	10	10	10	10	10
11	20	20	20	15	20	10	10	10	10	10	10	10	10
12	20	20	20	15	20	10	10	10	10	10	10	10	10
13	20	20	20	15	20	10	10	10	10	10	10	10	10
14	20	20	20	15	20	10	10	10	10	10	10	10	10
15	20	20	20	15	20	10	10	10	10	10	10	10	10
16	20	20	20	15	20	10	10	10	10	10	10	10	10
17	20	20	20	15	20	10	10	10	10	10	10	10	10
18	20	20	20	15	20	10	10	10	10	10	10	10	10
19	20	20	20	15	20	10	10	10	10	10	10	10	10
20	20	20	20	15	20	10	10	10	10	10	10	10	10

- 11) Speed with which paragraphs were read and questions concerning them correctly answered.
- 12) Recognition of acceptable British usage for Grammar, punctuation, spelling, and caps utilization.
- 13) Number of synonyms and antonyms correctly identified. Words from college texts.
- 14) Questions in arithmetic, algebra, and geometry.
- 15) Questions concerning biology, physics, and chemistry.
- 16) Questions concerning history, government, economics, and geography.
- 17) High school reading level.

Date	Time	Location	Remarks	Observations
1952	10:00	...	...	...
1952	10:30	...	...	...
1952	11:00	...	...	...
1952	11:30	...	...	...
1952	12:00	...	...	...
1952	12:30	...	...	...
1952	13:00	...	...	...
1952	13:30	...	...	...
1952	14:00	...	...	...
1952	14:30	...	...	...
1952	15:00	...	...	...
1952	15:30	...	...	...
1952	16:00	...	...	...
1952	16:30	...	...	...
1952	17:00	...	...	...
1952	17:30	...	...	...
1952	18:00	...	...	...
1952	18:30	...	...	...
1952	19:00	...	...	...
1952	19:30	...	...	...
1952	20:00	...	...	...
1952	20:30	...	...	...
1952	21:00	...	...	...
1952	21:30	...	...	...
1952	22:00	...	...	...
1952	22:30	...	...	...
1952	23:00	...	...	...
1952	23:30	...	...	...
1952	00:00	...	...	...

1952-1953 season

- dures:
 E. 62 = 1
 E. 90 = 1
 t. 61 = 1

University of Saskatchewan
School of Engineering

CLASS OF 1961 - HONORARY GRAND EXAM AVERAGE, JUNE, 1960

The engineering students of the Class of 1961 have the following cumulative averages, as determined by the examination of academic work. It should be noted that 20 students had to have a cumulative quality point average of 1.7 or a semester average of 2.0 in June, 1958. They had to have a 1.9 cumulative or semester average of 1.6 in June, 1959. They had to have a 1.7 cumulative or semester average of 1.7 in June, 1960. A 1.7 cumulative average will be required of this class for graduation. This is the fourth class in the history of the University which has been graded on this system.

Cumulative Quality Point Average	Total From Top	Number with Cumulative Quality Average	Total From Bottom	Remarks
3.8	3	1	170	1 had sem. ave. above 3.8
3.7	4	1	169	0 had sem. ave. above 3.7
3.6	7	3	166	0 had sem. ave. above 3.6
3.5	8	2	163	2 had sem. ave. above 3.5
3.4	12	3	161	2 had sem. ave. above 3.4
3.3	18	3	158	2 had sem. ave. above 3.3
3.2	21	4	155	3 had sem. ave. above 3.2
3.1	25	4	151	2 had sem. ave. above 3.1
3.0	28	5	147	3 had sem. ave. above 3.0
2.9	31	3	144	0 had sem. ave. above 2.9
2.8	34	3	141	1 had sem. ave. above 2.8
2.7	40	6	135	4 had sem. ave. above 2.7
2.6	47	7	128	4 had sem. ave. above 2.6
2.5	50	3	127	4 had sem. ave. above 2.5
2.4	65	5	121	6 had sem. ave. above 2.4
2.3	78	11	108	7 had sem. ave. above 2.3
2.2	96	12	90	11 had sem. ave. above 2.2
2.1	113	17	73	6 had sem. ave. above 2.1
2.0	129	16	57	7 had sem. ave. above 2.0
1.9	137	8	41	4 had sem. ave. above 1.9
1.8	147	10	31	4 had sem. ave. above 1.8
1.7	160	13	23	7 had sem. ave. above 1.7
1.6	167	7	16	2 had sem. ave. above 1.6
1.5	169	1	3	Cut of the University.
1.4	169	1	2	Cut of the University.
1.3	170	1	1	Cut of the University.

Page 5
Top 100
Top 200
Top 300

of students - no one has a quality point average of 1.1 or below. Have the following cumulative averages:

1960

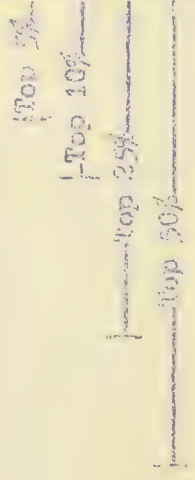
C.E. 52 = 1	C.E. 75 = 2	E.E. 52 = 1	Mech 32 = 2	M.E. 54 = 1	P.R. 33 = 1
C.E. 56 = 1	C.E. 76 = 1	Engl 2 = 1	Mech 37 = 1	M.E. 55 = 1	P.R. 34 = 1
C.E. 58 = 1	C.E. 80 = 1	Engl 25 = 2	Mech 91 = 1	C.E. 57 = 1	P.R. 64 = 1
E.E. 53 = 1	E.E. 54 = 2	Engl 43 = 1	Mech 92 = 3	M.E. 68 = 2	
E.E. 57 = 3	E.E. 58 = 7	Gen Res 91 = 1	M.E. 45 = 1	Phil 25 = 1	
				Psych 26 = 1	

University of Massachusetts
School of Engineering

CLASS OF 1962--CUMULATIVE GRADE POINT AVERAGE, JUNE, 1962

The engineering students of the Class of 1962 have the following cumulative averages. In most cases this represents four semesters of academic work. It should be noted that this class had to have a cumulative quality point average of 1.4 or a semester average of 1.5 in June, 1959. The same requirements held for January, 1959. Four had to have a 1.5 cumulative or semester average of 1.6 in June, 1960. This same requirement will hold for January, 1961. This is the fifth class in the history of the University which has been graded on this system.

Cumulative Quality Point Average	Total From Top	Number With Quality Point Average	Total From Bottom	Remarks
3.4	2	2	182	0 had sem. avg. above 3.4
3.3	6	4	180	2 had sem. avg. above 3.3
3.2	9	3	176	2 had sem. avg. above 3.2
3.1	17	8	173	5 had sem. avg. above 3.1
3.0	23	6	165	1 had sem. avg. above 3.0
2.9	28	5	159	0 had sem. avg. above 2.9
2.8	32	4	154	1 had sem. avg. above 2.8
2.7	35	3	150	1 had sem. avg. above 2.7
2.6	41	6	147	1 had sem. avg. above 2.6
2.5	49	8	141	2 had sem. avg. above 2.5
2.4	64	15	133	4 had sem. avg. above 2.4
2.3	71	7	118	1 had sem. avg. above 2.3
2.2	86	15	111	5 had sem. avg. above 2.2
2.1	96	10	96	2 had sem. avg. above 2.1
2.0	109	13	86	3 had sem. avg. above 2.0
1.9	127	18	73	2 had sem. avg. above 1.9
1.8	141	14	55	2 had sem. avg. above 1.8
1.7	149	8	41	2 had sem. avg. above 1.7
1.6	163	14	25	4 had sem. avg. above 1.6
1.5	173	10	19	2 had sem. avg. above 1.5
1.4	177	4	9	All out of the University
1.3	180	3	5	All out of the University
1.2				
1.1				
1.0	181	1	2	Out of the University.
0.9				
0.8	182	1	1	Out of the University.



Forty-eight had semester quality point averages above their cumulative averages.

June 23, 1960

Requirements:

C.E. 14 = 1	C.E. 53 = 6	Engl 2 = 1	Hist 6 = 1	M.E. 46 = 5	P.E. 3 = 1
E. 32 = 4	Econ 25 = 3	Engl 25 = 1	Math 30 = 1	Phil 25 = 1	P.E. 4 = 2
E. 34 = 5	E.E. 42 = 5	Engl 26 = 6	Math 31 = 7	Physics 6 = 3	P.E. 33 = 11
E. 52 = 3	E.E. 62 = 1	Engl 78 = 1	Math 32 = 4	Physics 7 = 9	P.E. 34 = 12
			Math 92 = 3	Psych 56 = 1	

STATE OF CALIFORNIA - DEPARTMENT OF EDUCATION

Annual Report of the State Board of Education for the year ending June 30, 1960.

Grade	Number of Schools	Number of Pupils	Total Enrollment	Percentage of Total Enrollment
1	10	100	100	0.1
2	10	200	200	0.2
3	10	300	300	0.3
4	10	400	400	0.4
5	10	500	500	0.5
6	10	600	600	0.6
7	10	700	700	0.7
8	10	800	800	0.8
9	10	900	900	0.9
10	10	1000	1000	1.0
11	10	1100	1100	1.1
12	10	1200	1200	1.2
13	10	1300	1300	1.3
14	10	1400	1400	1.4
15	10	1500	1500	1.5
16	10	1600	1600	1.6
17	10	1700	1700	1.7
18	10	1800	1800	1.8
19	10	1900	1900	1.9
20	10	2000	2000	2.0
21	10	2100	2100	2.1
22	10	2200	2200	2.2
23	10	2300	2300	2.3
24	10	2400	2400	2.4
25	10	2500	2500	2.5
26	10	2600	2600	2.6
27	10	2700	2700	2.7
28	10	2800	2800	2.8
29	10	2900	2900	2.9
30	10	3000	3000	3.0
31	10	3100	3100	3.1
32	10	3200	3200	3.2
33	10	3300	3300	3.3
34	10	3400	3400	3.4
35	10	3500	3500	3.5
36	10	3600	3600	3.6
37	10	3700	3700	3.7
38	10	3800	3800	3.8
39	10	3900	3900	3.9
40	10	4000	4000	4.0
41	10	4100	4100	4.1
42	10	4200	4200	4.2
43	10	4300	4300	4.3
44	10	4400	4400	4.4
45	10	4500	4500	4.5
46	10	4600	4600	4.6
47	10	4700	4700	4.7
48	10	4800	4800	4.8
49	10	4900	4900	4.9
50	10	5000	5000	5.0

Summary of enrollment by grade and sex for the year ending June 30, 1960.

Summary of enrollment by grade and sex for the year ending June 30, 1960.

2 = 10	Icon 25 = 0	Hist 26 = 4	Math 31 = 1	Physics 6 = 7	Art 2 = 1	P.E. 33 = 1
4 = 1	Engl 1 = 1	Math 4 = 1	M.E. 1 = 1	Physics 7 = 1	Annor 2 = 1	P.E. 34 = 1
26 = 1	Engl 2 = 8	Math 5 = 12	M.E. 2 = 17	Psych 26 = 4	P.E. 3 = 12	
34 = 1	Hist 6 = 3	Math 6 = 19	Phil 25 = 1	Sociol 25 = 1	P.E. 4 = 19	
				Speech 3 = 1		

University of Massachusetts
School of Engineering

The following engineering seniors, class of 1961, have outstanding academic records at the end of their junior year. It should be noted that a 3.3 grade would average places the student in the top 10 percent of the senior class of engineering students and a 3.0 in the top 15 percent.

<u>Name</u>	<u>Major</u>	<u>Final Grade Point Average</u>
Corsal, John	E. E.	3.6
Holley, Kevin D.	E. E.	3.6
McClump, Adam B.	E. E.	3.6
Aspetkain, Valdis A.	Ch. E.	3.5
Hopkins, Leo J.	Ch. E.	3.5
Frye, Edmund A.	C. E.	3.5
Town, James A.	E. E.	3.5
Babillie, Robert W.	Ch. E.	3.5
Latan, Herbert T.	D. E.	3.5
Beran, Stanley Jr.	E. E.	3.4
Dunaway, James B. Jr.	Ch. E.	3.4
Pape, Marshall G.	E. E.	3.4
Brown, David C.	M. E.	3.3
Hawth, John J.	M. E.	3.3
Helle, Raymond R.	C. E.	3.3
Campbell, John A.	E. E.	3.2
Costantino, Michael J.	E. E.	3.2
Lavelle, Rolland L.	E. E.	3.2
Rohy, Howard E.	E. E.	3.2
Cain, John V. Jr.	E. E.	3.0
Minnestrom, H. L.	C. E.	3.0
McDougal, E. H.	C. E.	3.0
Marks, Manuel A.	E. E.	3.0

November 7, 1960

UNIVERSITY OF ILLINOIS
SCHOOL OF ENGINEERING

The following engineering students of the class of 1962, 1963 and 1964 have outstanding academic records based on four, two, and one semester's work respectively. They are all within the top 10 percent of their respective classes.

Class of 1962 (Juniors)			Class of 1963 (Sophomores)		
Name	Major	Cum. Grade Point Ave.	Name	Major	Cum. Grade Point Ave.
Robb, Canillo J. Jr.	E. E.	3.4	Garrigopy, Edward F.	E. E.	3.0
Walker, John E.	C. E.	3.4	Morrison, David C.	M. E.	3.7
Wright, James E.	Ch. E.	3.3	Daher, Fred E.	E. E.	3.5
Wright, Eugene A.	Ch. E.	3.3	Doyle, John A.	Ch. E.	3.0
Wright, Paul O.	E. E.	3.3	Flothers, Charles F.	E. E.	3.4
Wright, Leonard J.	E. E.	3.3	Wojcicki, Tom J.	E. E.	3.4
Wright, George E.	Ch. E.	3.2	Waters, Howard H.	E. E.	3.4
Wright, Daniel J.	M. E.	3.2	Camp, Charles W.	Ch. E.	3.3
Wright, Mitvars E.	C. E.	3.2	Harootyan, Leo G. Jr.	Ch. E.	3.3
Wright, R. D.	Ch. E.	3.1	Jones, Owen C. Jr.	M. E.	3.3
Wright, Warren J.	E. E.	3.1	Kasper, George F.	Ch. E.	3.2
Wright, John F.	E. E.	3.1	Warburton, C. L. Jr.	Ch. E.	3.2
Wright, Robert H.	E. E.	3.1	Waterman, David W.	E. E.	3.3
Wright, Chester F.	E. E.	3.1	Fuman, Anatal	E. E.	3.2
Wright, Michael A.	E. E.	3.1	Ireland, Robert J.	Ch. E.	3.2
Wright, William A.	C. E.	3.1	Boberlan, John G.	Ch. E.	3.1
Wright, John A.	Ch. E.	3.1	Klociak, Edward	M. E.	3.1
Wright, William H.	Co. E.	3.0	Talbot, Maurice R. Jr.	E. E.	3.1
Wright, Perry A.	C. E.	3.0	Bacsvas, Paul G.	E. E.	3.0
Wright, Albert L.	E. E.	3.0	Beck, Fred L.	Ch. E.	3.0
Wright, D. R.	E. E.	3.0	Carrigan, John F.	E. E.	3.0
Wright, Robert J.	E. E.	3.0	Deacon, Frederick L.	Ch. E.	3.0
Wright, R. A. Jr.	E. E.	3.0	French, Willard J.	M. E.	3.0
			Gorman, Daniel J.	E. E.	3.0
			Morris, Austin C.	M. E.	3.0

25

Class of 1964 (Freshmen)

Name	Major	Cum. Grade Point Ave.
Pillmore, Richard P.	Eng'g	3.7
Auer, Francis J.	Eng'g	3.1
Koussvian, James L.	Eng'g	3.1
Richardson, Helen F.	Eng'g	3.0

4

MEMORANDUM

From: School of Engineering Date: July 20, 1960
 To: The President
 Subject: Gifts to the School of Engineering 1959-1960

During the past year we have received the following donations of equipment, books, etc. It is recognized that all donations must have the approval of the President and it is for that reason the list is being submitted at this time. Most of these donations are the result of personal contacts of our staff.

EquipmentElectrical Engineering DepartmentFrom

Generalized Machine (1)	Westinghouse Electric Corp., E. Pittsburgh, Pa.
Ferris 18F Microvolter (1)	" " " " "
Standing Wave Ratio Meter (1)	" " " " "
Box of miscellaneous Components	" " " " "
Cross section of 100,000 KVA Cable	Western Electric Co., North Andover, Mass.
Capacitance Box (1)	Bell Telephone Laboratories, New York
Decade DB (1)	" " " " "

Mechanical Engineering Department

Custom Mark II FIL-85 Furnace	Iron Fireman Mfg. Co., Cleveland, Ohio
3 HP Varidrive Unit (1)	Smith's Vocational School, Northampton, Mass.
Equipment concerned with heat studies	Westinghouse Electric Corp., Springfield, Mass.

BooksCivil Engineering Department

Proceeds of Fourth International Conference on Soil Mechanics and Foundation Engineering, London 1957	Karl N. Hendrickson, Civil Engineering Dept.
2 copies Report on Sewage and Sewage Disposal	Metcalf and Eddy, Boston, Mass.
Plans and Specifications for Pumping Plant and Sewage Treatment Plant	" " " " "

General

4 copies "Schoolhouse" by Walter McQuade	Educational Facilities Labs., Inc., New York
1 copy "The Education of American Business- man" by Frank C. Pierson	Freeport Sulphur Company, New York

Graduate Education Report
Department of Economics

Number of Degrees Awarded - by Area of Study - by Degree Level

<u>Ph.D.</u>	1 in C.E., 1 in Molec., 3 in Bus. Adm., 1 in Econ.
<u>Master's</u>	1 in Econ.
<u>Other</u>	9 in C.E., 1 in Molec., 3 in Bus. Adm. from <u>1, 2, 3</u> graduates 27 in C.E., 3 in Military Engineering, 1 in Trans. and Traffic Eng. Business Administration from <u>6</u> graduates 11 in M.E., from <u>11</u> graduates 3 in M.B., 1 in M.B.A., 1 in Ph.D., 1 in Ph.D., 1 in Ph.D., 1 in Ph.D. 1 in Business Administration from <u>2</u> graduates
<u>and B.S.</u>	1 in C.E. and 1 in M.E.

Source from which degrees were received

University	Number of Degrees	Area of Study
University of California (Berkeley)	11	10 in Chemical Engineering, 1 in Civil Engineering
Massachusetts Institute of Technology	17	17 in Chemical Engineering
University of Cincinnati	1	1 in Civil Engineering
Georgia Institute of Technology	1	1 in Electrical Engineering
Case Western Reserve University	1	1 in Mechanical Engineering
University of Illinois	1	1 in Mechanical Engineering
Johns Hopkins University	1	1 in Mechanical Engineering
University of Massachusetts	1	1 in Mechanical Engineering
Massachusetts Institute of Technology	1	1 in Mechanical Engineering
University of Michigan	1	1 in Mechanical Engineering
Columbia University	1	1 in Mechanical Engineering
Northwestern University	1	1 in Mechanical Engineering
Stanford State University	1	1 in Mechanical Engineering
Ohio State University	1	1 in Mechanical Engineering
Research Polytechnic Institute	1	1 in Mechanical Engineering
University of Southern California	1	1 in Mechanical Engineering
Yale University	1	1 in Mechanical Engineering
Yale University	1	1 in Mechanical Engineering
University of Wisconsin	1	1 in Mechanical Engineering
Western Michigan University	1	1 in Mechanical Engineering
Western State Teachers College	1	1 in Mechanical Engineering
Yale University	1	1 in Mechanical Engineering

3/1/60

University of Massachusetts
School of Engineering

E.C.P.D. Accredited Curricula Leading to First Degrees in Engineering in New England Schools of Engineering - 1959.

	Chemical Engineering	Civil Engineering	Electrical Engineering	Industrial Engineering	Mechanical Engineering	Aeronautical	Agricultural	Bldg. & Construction Eng.	Engineering Physics	Metallurgical	Naval Architecture & Marine Eng.	Sanitary Engineering	Textile Engineering
University of Massachusetts	X	X	X	op	X								
University of Connecticut		X	X		X								
University of Maine	X	X	X		X		X		X				
University of New Hampshire		X	X		X								
University of Rhode Island	X	X	X	op	X								
University of Vermont		X	X		X								
Brown		X	X		X	X							
Dartmouth		X	X		X								
Harvard		X	X		X				X			X	
Lowell Technological Institute													X
Massachusetts Institute of Technology	X	X	X		X	X	X	X	X	X	X		
Northeastern	X	X	X	X	X								
Norwich		X	X		X								
Tufts	X	X	X		X								
Worcester Poly. Institute	X	X	X		X								
Yale	X	X	X		X					X			

op - optional Curriculum in M.E.

ANNUAL REPORT

Orcana Merriam, Acting Dean
School of Home Economics
University of Massachusetts
Amherst, Mass.

October 1, 1959 - September 30, 1960

1. Summary of Appropriations
2. Personnel
3. Organizational Chart
4. Students and Enrollments
5. Faculty Publications & Research Grants
6. Special Projects
7. Future Plans and Needs

1. Appropriations

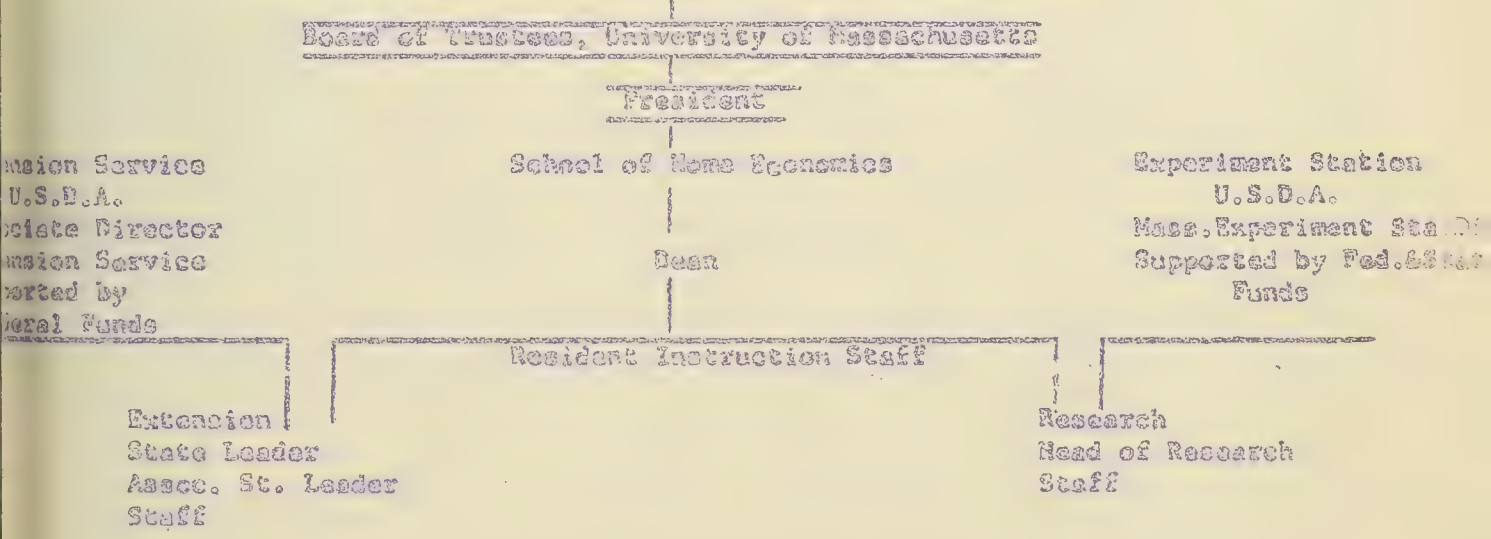
1958-59	\$7,000.00
1959-60	7,500.00
1960-61	6,343.00

2. Personnel - No. in each rank

	<u>Sept. 1958</u>	<u>Sept. 1959</u>	<u>Sept. 1960</u>
Instructor	3	4	7 (4 parttime)
Assistant Professor	4	3	2
Associate "	4	4	4
Professor (Div. Head)	1	1	-

3. Organizational Chart

UNIVERSITY OF MASSACHUSETTS
School of Home Economics - Administrative Organization



Detail reports from Home Economics Extension and Research are included in College of Agriculture Report.

4. Students or clientele

	<u>1958</u>		<u>1959</u>		<u>1960</u>
a. Number of majors	126		131		116
b. No. students taught (each semester)	<u>1st</u> 368	<u>2nd</u> 394	<u>1st</u> 427	<u>2nd</u> 312	<u>1st</u> 341
No. of non-majors	145	96	142	57	109
No. courses offered	18	18	20	23	21

5. Faculty Publications (Oct. 1, 1959 - Sept. 30, 1960)

1. Mitchell, Helen S. - chapter in 1959 Yearbook of Agriculture, "Food" - "Don't Be Fooled by Fads."
2. Wertz, A.W., M.E. Derby, P.K. Ruttensberg, and G.P. French - "Urinary Excretion of the Same Women During and After Pregnancy." Journal of Nutrition 68, 583, 1959.
3. French, G.P., A.W. Wertz - "Tryptophan Metabolism in Human Subjects." (In press - Journal of Nutrition)

Research Grants

Charles H. Hood Dairy Foundation Fellowship for research in nutrition, \$1800 per year for three years. (1959-62)

Research Projects - Nutrition and Consumer Research

Continuation of five projects on page 10 of appendix of College of Agriculture Report of 1959.

6. Special Projects or Programs

Mrs. Setsuko Santo and Miss Sachiko Yamashita arrived in the fall of 1959 to study and observe home economics and related courses in preparation for initiating a program at Hokkaido University, Sapporo, Japan, 1960-1. They left in August, following shortly by Dr. Helen S. Mitchell, retiring Dean of Home Economics, to assist in getting under way this new program.

Future Plans and Needs

Much depends on the leadership. A new Dean will bring ability in certain areas, and until the Dean is known the areas of strength remain uncertain.

The School of Home Economics now prepares teachers for junior high, high school, and nursery school; extension workers; dietitians; and home economists for business positions - there is a greater demand for these trained people than there are people getting prepared. The future indicates greater emphasis in the area of Family Economics, Management, Consumer Education, Equipment and Housing, and in the area of Human Relations and Child Development. The overall picture is for this School to use the background of science, physical and social, and art - to see that 50% or $\frac{1}{2}$ of the courses are from the fundamental courses.

Research is now only in Nutrition. Research should be in other areas -- Family Economics, Textiles, Human Relations, and Foods. This requires personnel and equipment. Combination positions - Research and Teaching or Research and Extension could be considered.

Massachusetts is behind in public education for nursery school or kindergarten. This may be coming in the near future. The Nursery School could be used for two sessions and thus serve twice the number of students for observation and training purposes.

Respectfully submitted

Oreana Merriam

Oreana Merriam, Acting Dean
School of Home Economics

Dec. 13, 1960

Idem

UNIVERSITY OF MASSACHUSETTS

School of Nursing

ANNUAL REPORT

October 1, 1959-September 30, 1960

UNIVERSITY OF MASSACHUSETTS

School of Nursing

ANNUAL REPORT

Table of Contents

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Personnel	1
Organizational Charts	1
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School of Nursing in Relation to University	1a
Faculty Organization of the School of Nursing (9/59 - 6/60)	1b
Faculty Organization of the School of Nursing (9/60)	1c
Faculty Publications, Research Grants, Research Projects ...	2
Special Projects on Programs	2
Future Plans and Needs	3 - 10

Appendix A - Faculty Activities 1959-1960

Appendix B - Committee Membership 1959-1960

Appendix C - Statistical Report of the School 1959-1960

UNIVERSITY OF MASSACHUSETTS

School of Nursing

ANNUAL REPORT

October 1, 1959-September 30, 1960

1. Appropriation:

1958-59	\$ 9,550.00
1959-60	\$13,895.00
1960-61	\$18,276.00

2. Personnel:

Rank	Number of Personnel		
	Sept. 1958	Sept. 1959	Sept. 1960
Dean	1	1	1
Professor	0	0	0
Associate Professor	2	2	3
Assistant Professor	2	2	1*
Instructor	3	3	5**
TOTAL	8	8	10

3. Organizational Chart:

- Chart I - School of Nursing in relation to University - page 1a
- Chart II - Faculty Organization of the School of Nursing - (effective 9/59-6/60) page 1b
- Chart III - Faculty Organization of the School of Nursing - (effective 9/60) page 1c

4. Students:

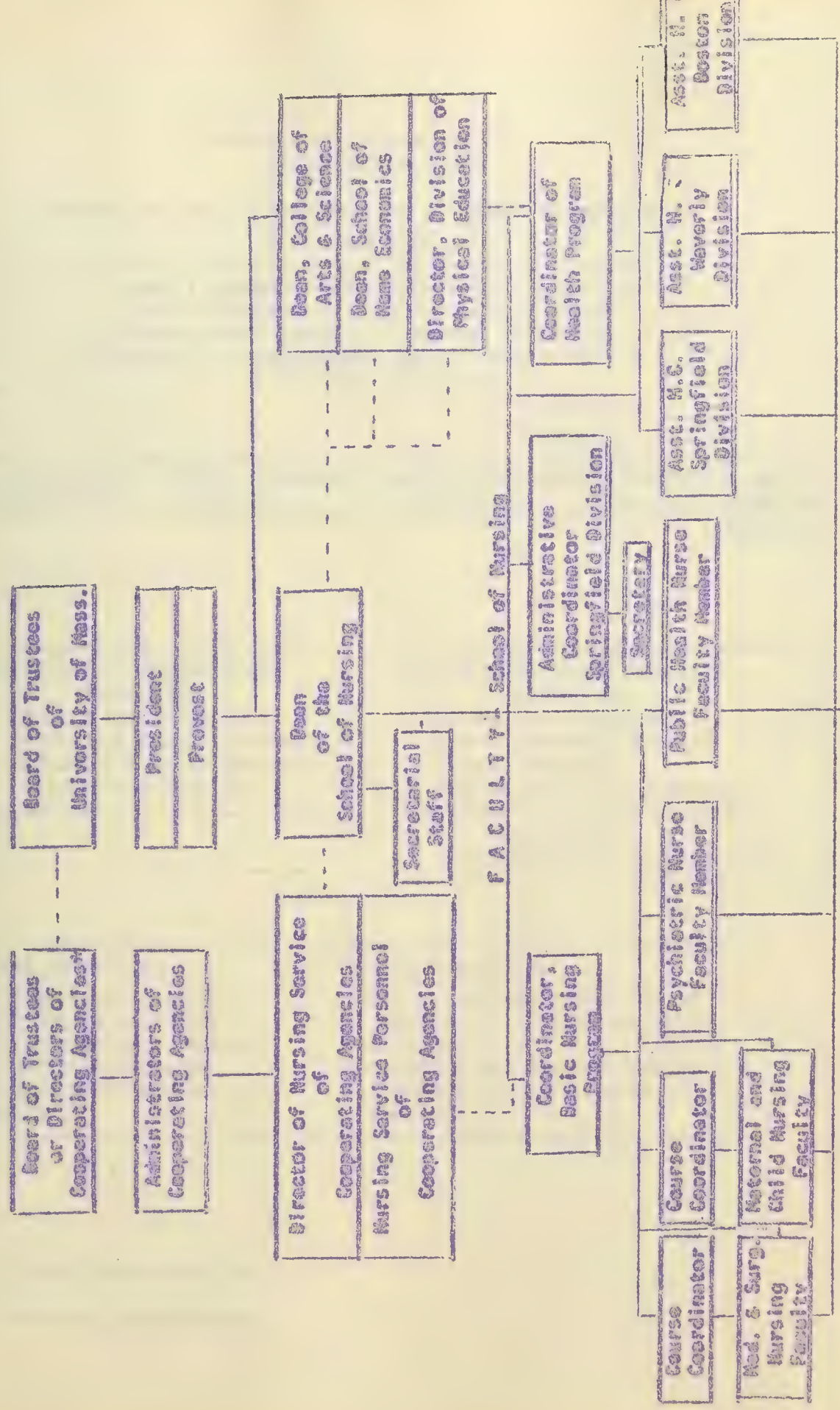
	Sept. 1958	Sept. 1959	Sept. 1960
Number of majors	67	97	109
Number of non-majors taught ***	14	28	Three Conferences Planned

* Resignation effective September 30, 1960.

** Appointment of one Instructor effective for Fall Semester 1960-1961 only.

*** Summer job-related work conferences for employed graduate nurses.

Chart of Organization
1959-1960



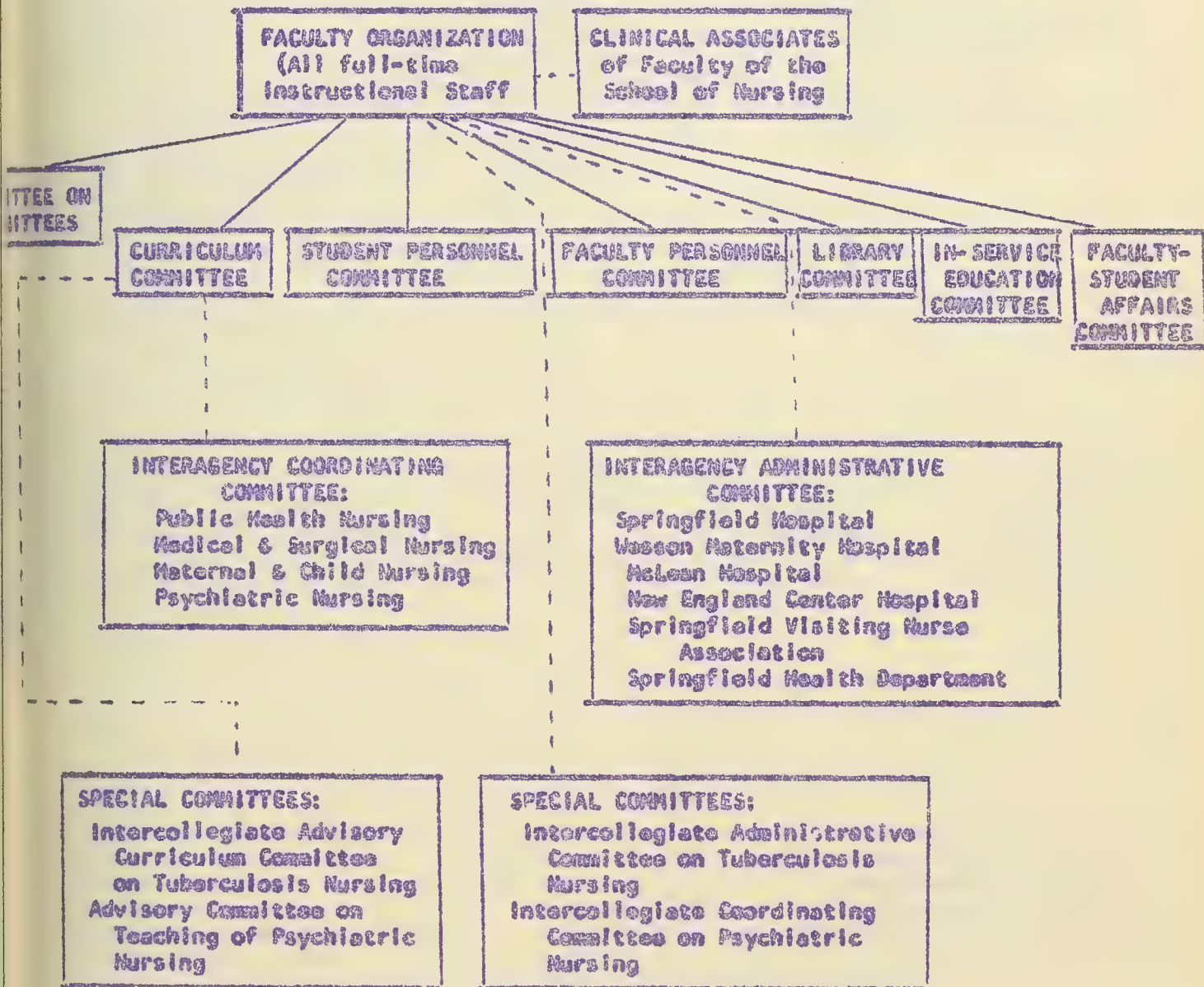
----- Direct Responsibility
 Collaborative Relationship
 * Six cooperating agencies utilized

Handwritten title or header text, possibly "Lecture 10: ..."



UNIVERSITY OF MASSACHUSETTS
School of Nursing

DIAGRAM OF FACULTY ORGANIZATION OF SCHOOL OF NURSING
1959-1960

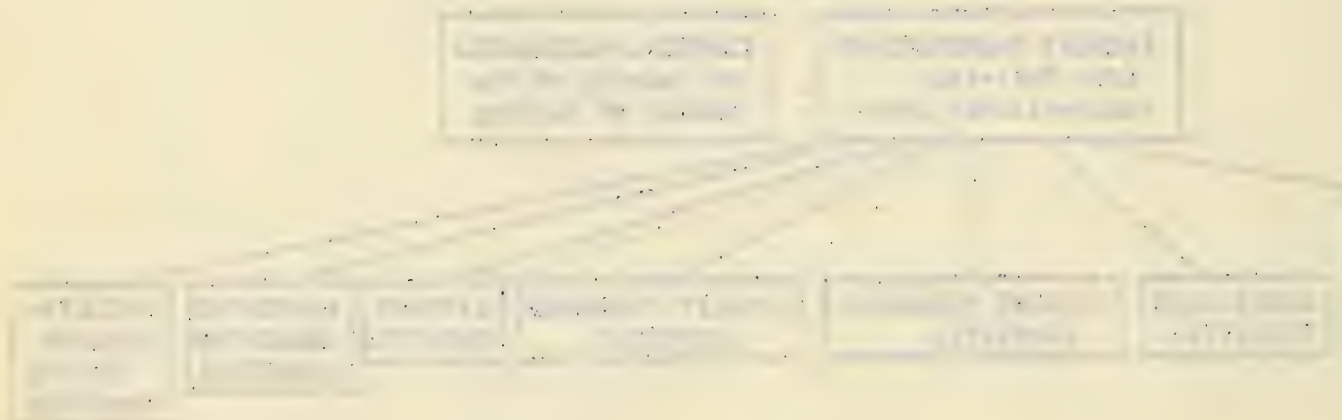


———— Direct Responsibility

- - - - - Advisory Relationship

ORGANIZATION OF THE BUREAU
OF THE ARMY

OFFICE OF THE SECRETARY OF THE ARMY
WASHINGTON, D. C.



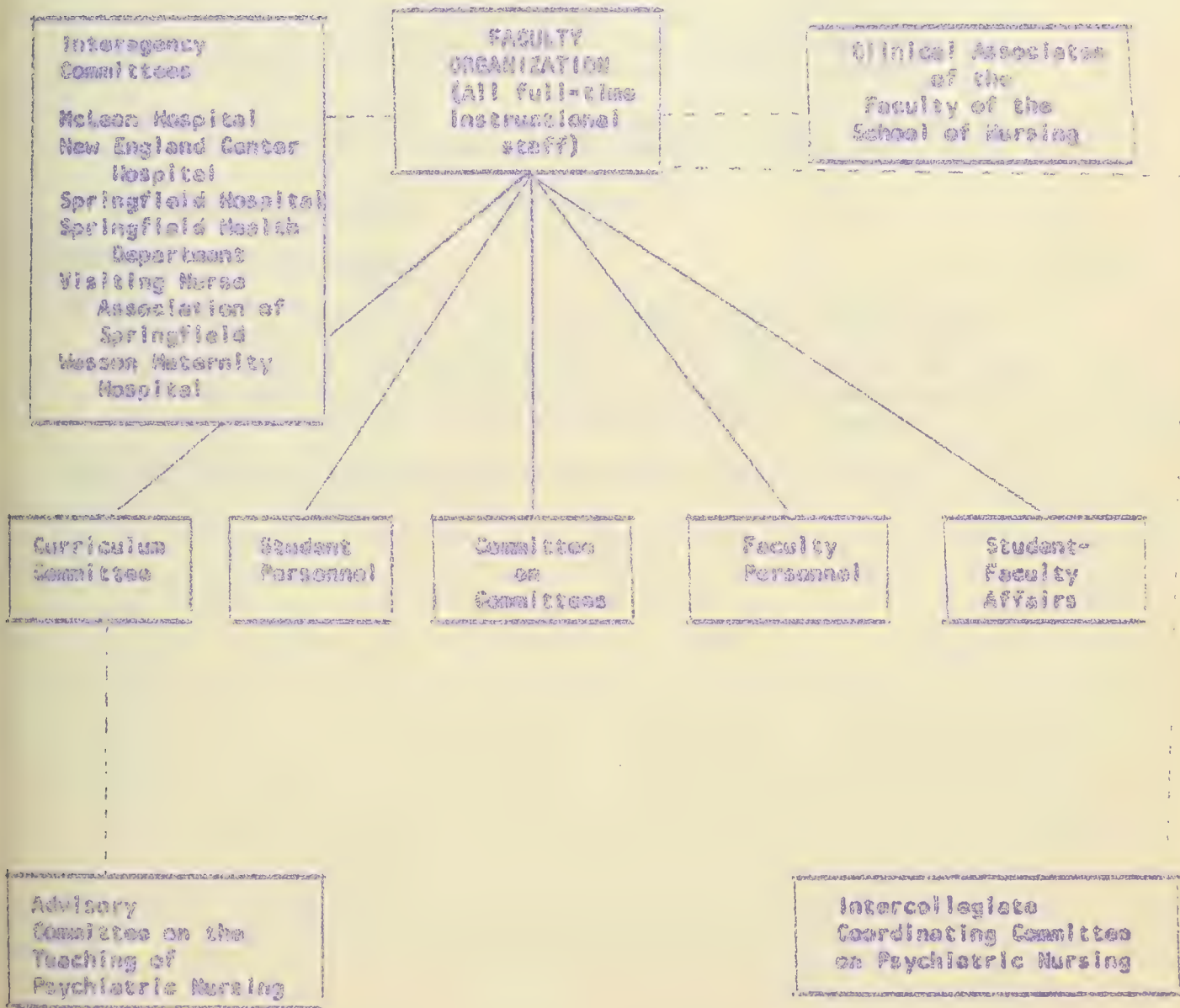
DEPARTMENT OF THE ARMY
OFFICE OF THE SECRETARY OF THE ARMY
WASHINGTON, D. C.

DEPARTMENT OF THE ARMY
OFFICE OF THE SECRETARY OF THE ARMY
WASHINGTON, D. C.

DEPARTMENT OF THE ARMY
OFFICE OF THE SECRETARY OF THE ARMY
WASHINGTON, D. C.

DEPARTMENT OF THE ARMY
OFFICE OF THE SECRETARY OF THE ARMY
WASHINGTON, D. C.

Faculty Organization of School of Nursing
1950-1961



———— Direct Responsibility

- - - - - Advisory Relationship

5. Faculty publications, research grants, research projects and other professional activities:

a. Grants:

A five-year grant for the purpose of integrating psychiatric nursing throughout the basic nursing program was made in July, 1956 by the National Institute of Mental Health United States Public Health Service.

Allotments are made to the School on an annual basis. To date \$68,543.00 has been allocated, 8% of which is designated for the University as overhead.

b. Professional Activities: See Appendix A.

6. Special Projects or Programs:

(a) The School of Nursing was fully accredited by the National League for Nursing on May 21, 1960. This was granted on the basis of (1) an extensive report filed by the School in July, 1959 and (2) the report of a one-week survey of the School and its facilities which was made by National League for Nursing personnel in January, 1960.

(b) Publication of a School of Nursing Bulletin (January, 1960).

Future Plans and Needs of the School of Nursing

THE PAST six years may well be characterized as a period wherein the faculty of the School of Nursing worked consistently toward the attainment of professional recognition. When, on May 21, 1960, the initial accreditation of the baccalaureate program in nursing was granted by the National League for Nursing, this primary goal was accomplished.

Each year more parents, secondary school personnel, graduate nurses, and citizens of the Commonwealth have become aware of the opportunity in nursing education at the University. As a result an increasingly larger number of very well qualified high school girl graduates have sought admission to our school.

Sixteen young women have graduated from the School, and all have earned the legal right to become designated as Registered Nurses (R.N.). The responses from a questionnaire sent to each employing agency, regarding the professional competency of our graduates, have been most gratifying. Several of the agencies wish to interest the 1961 graduates in joining their staff.

Summary of Graduates
(Employment Status)

Year of Graduation	No.	Home Maker	Nursing Education	Public Health Nursing	Institutional Nursing					
					Head Nurse	Staff Nursing Med. & Surg.	Re-search	Psy. Nurs.	Mat. Nurs.	Pod. Nurs.
1958	4	2	1		1					
1959	3			3						
1960	9	1				2	2	2	1	1
Total	16	3	1	3	1	2	2	2	1	1

(22 students will graduate in 1961)

THE FUTURE of the basic nursing program is dependant upon many factors not the least of which are the number, preparation and competency of the faculty, the standards of admission to the University and to the School of Nursing, and the curriculum pattern.

Since the nursing program is dependent upon the faculty members from the several departments of the College of Arts and Sciences, the School of Home Economics, and the School of Physical Education, as well as upon the nursing faculty, it is essential that all the course offerings which constitute the curriculum be viewed as a whole. The knowledge, understandings and attitudes gained by the students through study of the humanities, arts, biological, physical, behavioral sciences and applied sciences are as essential to the preparation of the person who is to assume the responsibilities inherent in the practice of professional nursing as are the courses in the nursing major. The development of a curriculum pattern which reflects a correlation of academic and nursing courses must, of necessity, be realized if fragmentation of learning is to be reduced to a minimum.

Major Factors influencing the Basic Nursing Program

1. Consecutive rather than a Correlated Type Curriculum Pattern due primarily to the geographical separation of the University and the clinical nursing laboratories, and absence of transportation facilities.
 - Because of the distance of the Springfield Division (25 miles) and the Meverly Division (90 miles) from the University, the desire of the School to develop a correlated program wherein there is simultaneous progression in both liberal education and professional education has not been realized throughout the four years. ⁽¹⁾ As a consequence: -
 - The freshman and sophomore students carry a very heavy class schedule while courses in the nursing major are given in the last two years.
 - Aside for the opportunity to take two liberal arts courses in the summer term following the junior year, there is no opportunity for the students to enroll in upper division courses in the humanities, arts, and social sciences.

2. The nature of the course offerings in the College of Arts and Sciences.

- Several of the basic courses offered by some of the departments of the College of Arts and Sciences, are planned primarily for students majoring in the particular department. As a consequence, courses which provide essential content for a professional program are not available. Presently, students of nursing are enrolled in the following science courses:

Biological & Physical Sciences:

	<u>Lect.</u>	<u>Lab.</u>	<u>Total</u>	<u>Credit</u>
Zoo. 1	30	45	75	3
Zoo. 37 & 38	90	135	225	8
Chemistry 1, 2, 33	180	165	345	10
Bacteriology	60	60	120	4
Total hours	360	405	765	25

Applied Science:

Nutrition	60	45	105	3
Total hours	60	45	105	3

Behavioral Sciences:

Psychology 26, 28	90	-	90	6
Sociology 25	45	-	45	3
Anthropology 63	45	-	45	3
	180		180	12

(1) Bridgman, Margaret. Collegiate Education for Nursing. New York, 1953. Russell Sage Foundation, page 109.

While 10 credits (365 hours) are allocated to Chemistry; content related to physiological chemistry, which is essential for the professional nurse practitioner, receives little or no emphasis.

Approximately twice as much weighting is given to the biological and physical sciences credit-wise (25 credits) as to the behavioral sciences (12 credits).

A comparison of the hours allocated to the biological and physical sciences (765 hours) as compared with those of the behavioral sciences (180 hours) presents the facts even more vividly.

Preparation for the profession of nursing, just as preparation for other professional groups sharing the responsibilities in health services to people, requires that basic knowledge in the physical, biological, and social sciences be acquired so that it may be applied: - "to prevent disease, to free man, and to help him free himself from the enslavement of pain, illness and disability, and equally from the great enslavement of fear, prejudice, and neurotic restriction, in order that man may function to the maximum of his capacity as an intelligent, conscious, free human being." (2)

3. Faculty of the School of Nursing.

The stability of the faculty has been one of the most encouraging factors in the progress of the School. Aside from two resignations (one to marriage, and one to graduate school), the faculty membership has remained unchanged.

The employment of two new full-time faculty members, each from a different graduate program, has served to enhance the faculty.

Several factors have negatively influenced the recruitment of a qualified faculty member with advanced preparation and teaching experience in a clinical nursing specialty within the past year.

a) Competition with non-governmental School of Nursing

- Nursing faculty employed in non-governmental school, on a calendar year basis, are usually granted the Christmas and Easter recess period as well as annual leave each year.
- This policy is justifiable because of the heavy faculty loads in degree nursing programs which results in an overloaded week in and week out. The Christmas and Easter recess of the University is thought of as recognition of this fact. Research reveals that: - (3)

13.92 hr./week - spent in formal teaching

20.62 hr./week - activities related to clinical nursing experience

34.54 hr./week (exclusive of faculty meetings)

(2) Dr. John Romano, University of Rochester School of Medicine. "Report of the Proceedings of the Inter-Professions Conference on Education for Professional Responsibility". Carnegie Press, Pittsburgh, 1948, p.168

(3) Potter, Ruby M. Faculty Work Load in Clinical Fields in Nursing Degree Programs. Nursing Research: Vol. 8, No. 3, Summer, 1959.

The complexity of a clinical nursing program, wherein the course coordinators must work with part-time faculty members from the allied professional disciplines in interpreting the objectives of the course,

a) the content which is pertinent for the students, while most essential, is time consuming (Exhibit A)

b) heavy service load of the faculty

- Presently our clinical nursing faculty members carry 24 hours of teaching and supervision of the students' practice each week. Time for faculty-student evaluation conferences, preparation of tests and examinations, correction of tests and term papers, replanning and selection of patients for student assignment must be found within the day. Faculty members find it necessary to spend evenings and weekends for planning, references, readings, and for the revision of course outlines and related bibliography. As a consequence, there is little opportunity for leisure, the initiation of research, or for the preparation of materials for publication.
- The non-clinical faculty members, participating in the teaching of students at the Springfield Division which necessitates traveling to Springfield, find their time dissipated and the day frequently extended.

c) a State Retirement System unsupplemented with Social Security

Graduates of advanced programs in nursing, qualified for faculty positions in collegiate nursing schools, are, for the most part, women between 25 and 35 years of age. Many are dedicated to a career in nursing education, but usually they do not feel committed to remain in one school of nursing. The opportunities for teaching positions far exceed the available supply of teachers. A retirement system, regardless of its merit, has little appeal to women in this age group. There is a great interest in provisions for Social Security.

- 50% of the state and local government employees in the U.S. are currently covered by Social Security.
- About 41% of these employees are covered by both Social Security and some other form of retirement system.

Ohio is the only state with no coverage by Social Security and in Massachusetts less than 0.5% of the employees have such coverage. (4)

(4) U.S. Department of Health, Education, and Welfare, Social Security Administration, State of Local Government Employment Covered by OASDI, January, 1960.

STEPS TOWARD CURRICULUM IMPROVEMENT

- Funds for transportation of the nursing students from the campus to the Springfield Clinical Division for a designated number of days each week throughout the semester were requested in the 1961 budget. When transportation is available, it will then be possible to develop a correlated curriculum pattern whereby nursing and academic courses can be taken concurrently throughout the program.
- Evaluation of the course offerings in the physical sciences and some of the social sciences by the faculty of the School of Nursing and the College of Arts and Sciences.
- Joint conferences of the nursing and academic faculty for the purpose of interpreting the educational needs of our professional program.
- Clinical resources and facilities for experiences in psychiatric nursing in Western Massachusetts. These resources and facilities are being explored. The Mental Health Center, housed at the Municipal Hospital, Springfield, and administratively responsible to the Massachusetts Department of Mental Health, holds some promise for developing a collaborative program. The possibility of utilizing selected clinical areas for psychiatric nursing experience and practice at the Northampton State Hospital will require further study and evaluation. The current study of the Hospital, by the Massachusetts Department of Mental Health, Charles Hamberg, Ph.D., Project Director, is viewed as the initial step in the development of a therapeutically oriented community program for the mentally ill in Western Massachusetts.
- The possibility of a University of Massachusetts Medical School, having a Medical Center under the direct control of the Medical School Administration, would provide the School of Nursing for greater flexibility in the use of the clinical resources, by the faculty of the School of Nursing than is currently possible in agencies with whom we have an "agreement" status. In addition, there would be opportunity for the students of nursing to experience an environment which is oriented to teaching and research.
- Curriculum areas which may well be effectively utilized for research have been identified by the faculty. Somehow faculty members interested in and qualified for research must be relieved of the day by day demands of the situation for a designated period of time. A second alternative, used by some schools of nursing, might be the employment of a faculty member to plan and direct research in nursing on a continuing basis.

THE GRADUATE NURSE PROGRAM (Supplemental B.S. Program)

From the very initiation of the School of Nursing at the University, graduates of diploma schools of nursing have sought admission for the purpose of completing the requirements of a bachelor's degree.

Yearly, more young graduates, particularly from the Schools of Nursing in Western and Central Massachusetts, have sought admission. A few graduate nurses have completed the requirements for a degree, and have majored in Sociology. Others have elected to postpone their study awaiting the announcement of a program for graduate nurses.

The reasons for initiating such a program at the University within the year is apparent to those concerned with nursing education and nursing service: -

- The public image as to the University's roles and responsibilities in Nursing Education.
- The public announcement by the American Nurses Association that all professional nurses should be prepared in a basic collegiate school of nursing as soon as possible, and that graduate nurses should seek to supplement their basic diploma program through University study.
- The motivation of the younger graduates for additional preparation.
- The geographical separation of graduates of diploma schools of nursing in Western Massachusetts from the three University Schools of Nursing in Boston offering a supplemental program.
- The high cost of the nursing program in private colleges.
- The need for more and better qualified faculty to prepare students of nursing to meet the responsibilities after graduation.
 - Faculty preparation is being critically evaluated by the professional accrediting service.
 - Only 35% of all nursing faculty in the 52 diploma schools of nursing in Massachusetts hold a bachelor's or higher degree. (4)
- A bachelor's degree, with a major in nursing, is a prerequisite to advanced programs in nursing while preparing teachers, clinical nursing specialists, and educational administrators.
- Massachusetts is interested in a regional approach to planning for nursing education in Universities and colleges.

The essential academic courses for the supplemental program are already available at the University. Nursing courses for graduate nurses, who bring a great deal of rich experiences to the learning situation, must be designed and developed. Methods of teaching designed to encourage and stimulate the adult learner will need to be introduced. The clinical situations, both in the hospital and in the community, must be selected and the personnel of the agency prepared for a cooperative venture in nursing education for graduate nurses.

A fresh approach to the development of the program will necessitate the employment of faculty members primarily responsible for this program. Knotty problems such as requirements for admission, transfer credit allowance for work completed at a diploma school of nursing, ratio and relationship of nursing and academic courses, housing, etc., must be explored and solved.

(4) Massachusetts League for Nursing, Survey of Nursing Needs and Resources in Massachusetts, 1960.

Three accredited nursing schools in the Boston area, namely, Boston College, Boston University and Simmons College, are currently offering advanced (graduate) programs in teaching, educational administration, public health nursing, allied nursing specialties, and in nursing service administration. It seems highly possible that these three schools of nursing will meet the need for advanced programs in Massachusetts, and possibly in New England, for the immediate and projected future.

Strongly motivated and qualified young graduate nurses must be helped to fulfill the requirements for admission to a graduate program if the supply of teachers, supervisors, and nursing service administrators is to be increased. The University is in a position to fill this educational gap.

PHYSICAL FACILITIES AND EQUIPMENT

The physical facilities of the School of Nursing at the University and in the Springfield Division are inadequate.

While the plans for the fourth wing of the Justin Morrill Center include office space and classrooms for the School, these facilities will not be available until 1962. Office space and equipment for the faculty responsible for the development of the Graduate Nurse Program will be essential at the University by September, 1961.

The one office allocated to the five faculty members of the School of Nursing and one secretary of the Springfield Clinical Division located in the Springfield Hospital is totally inadequate. Administratively some negotiations relative to additional space for faculty use is essential. The high cost of space within a hospital is a factor which causes hospital administration to look critically at requests for additional space.

SUMMARY

This School plans to move progressively forward in the years ahead in preparing qualified high school graduates as nursing practitioners through its basic collegiate nursing program.

As the student enrollment is increased, the need for developing a second clinical division becomes self-evident, as does the necessity for additional faculty.

The School aims also to spearhead the development of a Graduate Nurse Program.

As more programs in nursing education are included in the curriculum offerings of Community Colleges throughout the Commonwealth, it is anticipated that consultations will be requested from the faculty of our School.

The School must be ready and able to work toward a unified regional plan for the improvement of nursing education and nursing education in Massachusetts, and indeed show leadership in this area.

The progress made during these six years reflects the courage, determination, and devotion of the faculty to a high purpose, the sustaining support and interest of the University Administration, and indeed, of the many academic colleagues.

PROPOSED ORGANIZATION 1961-1962

President of University

Provost

Dean, School of Nursing

Professor of Nursing Education A
Chairman, Basic Nursing Department
and Program Coordinator

Assistant Professor of Nursing Education A
Chairman, Graduate Nurse Department and
Program Coordinator

SPRINGFIELD DIVISION

Course Coordinator &
M.S.N. Faculty Member
(Pediatric Nursing)

C.N. Fac.
Member
(Lactation)
(1)

Mental Health
Fac. Member
(P.T.)

Social
Worker
(P.T.)

Obstetrician
Pediatrician
Som. Workers
(P.T.)

Clinical
Nutric-
ionist
(P.T.)

Clinical
Nutric-
ionist
(P.T.)

Med. & Surg.
Fac. Member
(3)

Social Worker
(P.T.)

Course Coordinator &
Mental Health
Fac. Member
(P.T.)

Physician
(P.T.)

Course Coordinator &
Med. & Surg. Nurse
Faculty Member

Instructor of
Public Health
Sciences
(P.T.)

Clinical
Nutric-
ionist
(P.T.)

Course Coordinator &
Public Health Nurse
Faculty Member

Teaching
Assoc.
V.N.A.
M.O.
Member
(P.T.)

Social
Worker
(P.T.)

Assistant Professor
Advanced Nursing

WAVELEY DIVISION

Course Coordinator &
Psychiatric Nurse
Faculty Member

Psychiatrist
(P.T.)

Social
Scientist
(P.T.)

Community Nursing

Social
Worker
(P.T.)

APPENDIX

- A. Faculty Activities 1959-1960
- B. Committee Membership 1959-1960
- C. Statistical Report of the School of
Nursing 1959-1960

Faculty Activities

October 1, 1959-September 30, 1960

In addition to their regular administrative, teaching and counseling activities, the faculty of the School of Nursing has participated individually and collectively as follows:

A. Participation in the planning and implementation of educational and other services within the University:

1. All-University Committee Membership:

- Miss Mohr

- Faculty Committee, Member
- University Senate, Member
- Health Council, Chairman
- Provost's Administrative Council, Member
- Dean's Luncheon Group, Member
- Committee to Study Medical Education - Administrator and Coordinator of Study
- Dean's Meetings with Presidential Candidates

- Miss Byrne

- Committee to Plan High School Guest Day, Member

- Miss Kelly

- Library Committee, Member
- Discipline Committee, Member

- Miss Macdonald

- Course of Study, Member
- Honors Council, Member
- Honors Council Subcommittee on Eligibility, Member

2. School of Nursing Committee Membership:

- Miss Mohr

- Faculty Organization, Chairman
- Faculty-Student Affairs Committee, Chairman
- Interegency Administrative Committees, Chairman
- Curriculum, Student Personnel, Library, and Faculty Personnel Committees, Member
- Advisory Panel on Nursing Education, Member
- Advisory Committee on Psychiatric Nursing, Member
- Intercollegiate Coordinating Committee on Psychiatric Nursing, Chairman
- Intercollegiate Administrative Committee on Tuberculosis Nursing, Member

MEMORANDUM FOR THE RECORD

Reference is made to the report of the Committee on the Administration of the Government, dated June 1, 1954, and the report of the Committee on the Organization of the Executive Branch of the Government, dated June 1, 1954.

RECOMMENDATIONS

- 1. The Committee recommends that the President be authorized to appoint and remove the members of the Executive Branch of the Government, subject to the confirmation of the Senate.
- 2. The Committee recommends that the President be authorized to appoint and remove the members of the Executive Branch of the Government, subject to the confirmation of the Senate.
- 3. The Committee recommends that the President be authorized to appoint and remove the members of the Executive Branch of the Government, subject to the confirmation of the Senate.
- 4. The Committee recommends that the President be authorized to appoint and remove the members of the Executive Branch of the Government, subject to the confirmation of the Senate.
- 5. The Committee recommends that the President be authorized to appoint and remove the members of the Executive Branch of the Government, subject to the confirmation of the Senate.
- 6. The Committee recommends that the President be authorized to appoint and remove the members of the Executive Branch of the Government, subject to the confirmation of the Senate.
- 7. The Committee recommends that the President be authorized to appoint and remove the members of the Executive Branch of the Government, subject to the confirmation of the Senate.
- 8. The Committee recommends that the President be authorized to appoint and remove the members of the Executive Branch of the Government, subject to the confirmation of the Senate.
- 9. The Committee recommends that the President be authorized to appoint and remove the members of the Executive Branch of the Government, subject to the confirmation of the Senate.
- 10. The Committee recommends that the President be authorized to appoint and remove the members of the Executive Branch of the Government, subject to the confirmation of the Senate.

- Miss Byrne

- Faculty Organization, Member
- Curriculum, Student Personnel, Library, Committees, Member
- Committee on Committees, Chairman
- Faculty Personnel Committee, Secretary
- Interagency Coordinating Committee
Maternal and Child Nursing, Member
- Interagency Administrative Committee
Public Health Nursing Agencies, Secretary
- Nursing Club - Co-advisor to Finance Committee, Co-advisor to
Selection of Student Nurse of the Year Committee
- Health Coordinator, School of Nursing Student Health Program

- Miss Clarke

- Faculty Organization, Member
- Curriculum, Student-Faculty Affairs Committees, Member
- Student Personnel Committee, Secretary
- Interagency Coordinating Committee
Medical and Surgical Nursing, Member
- Student Council of School of Nursing, Advisor
- Advisory Panel in Nursing Education

- Miss DiMaggio

- Faculty Organization, Member
- Student Personnel Committee, Chairman
- Curriculum Committee, Secretary
- Interagency Coordinating Committees
Maternal and Child Care, Chairman
Public Health Nursing, Secretary
- Interagency Administrative Committees
Wasson Maternity Hospital, Member
Springfield Hospital, Member
Public Health Nursing Agencies, Member
- Advisory Panel on Nursing Education, Secretary
- Advisory Panel on Psychiatric Nursing

- Miss Gilmore

- Faculty Organization, Member
- Curriculum Committee, Member
- Faculty Personnel, Chairman
- Library Committee, Member
- Interagency Coordinating Committee
Medical and Surgical Nursing, Chairman
- Interagency Administrative Committee
Springfield Hospital, Member

- Miss Kelly

- Faculty Organization, Member
- Faculty Personnel, Secretary
- Curriculum and Student Personnel Committees, Member
- Student-Faculty Affairs, Secretary
- Library Committee, Chairman

- Miss Kelly (cont'd.)

- Interagency Coordinating Committees
Psychiatric Nursing, Chairman
- Interagency Administrative Committees
McLean Hospital, Secretary
New England Center Hospital, Member
- Advisory Committee on Psychiatric Nursing, Secretary
- Intercollegiate Coordinating Committee on Psychiatric Nursing, Member

- Miss Macdonald

- Faculty Organization, Secretary
- Curriculum Committee, Chairman
- Student Personnel, Library, Faculty Personnel, Committee on Committees,
Committees, Member
- Interagency Coordinating Committees, Member
- Interagency Administrative Committees, Member
Springfield Hospital, Secretary
New England Center Hospital, Secretary
- Advisory Panel of Nursing Education, Member
- Advisory Committee on Psychiatric Nursing, Member
- Intercollegiate Coordinating Committees
Psychiatric Nursing, Member
Tuberculosis Nursing, Member

B. Participation in the planning and implementation of programs related to the improvement of patient care and nursing education.

1. Organizational Activities:

- Miss Maher

- Member, Department of Baccalaureate and Higher Degree Programs,
Massachusetts League for Nursing
- Member, EACT Section, N.S.N.A.
- President, Massachusetts League for Nursing
- Vice-President, Massachusetts Nurses Association, District 1
- Chairman, Advisory Committee to Research Project: Study of the
Role of the Nurse in the Out-Patient Service
- Member, Executive Committee of M.L.N. for Survey of Nursing
Needs and Resources in Massachusetts
- Program Committee Coordinator, Western Massachusetts League for
Nursing and District 1, N.S.N.A.
- Member, New England Regional Conference for Public Health Nursing
Education and Member of Steering Committee

- Miss Byrne

- Member, Department of Baccalaureate and Higher Degree Programs,
Massachusetts League for Nursing
- Member, Public Health Nursing Section, N.S.N.A.
- Member, New England Conference for Public Health Nursing Education
- Member, Massachusetts Public Health Association and Member of
Nominating Committee
- Member, Legislative Committee, District #1, M.N.A.

- Miss Clarke

- Member, Department of Baccalaureate and Higher Degree Programs, Massachusetts League for Nursing
- Member, EACT Section, M.S.N.A.

- Miss DiMaggio

- Member, Department of Baccalaureate and Higher Degree Program, Massachusetts League for Nursing
- Member, EACT Section, M.S.N.A.
- Chairman, Interdivisional Council of Maternal and Child Health, Massachusetts League for Nursing

- Miss Gilmore

- Member, Department of Baccalaureate and Higher Degree Program, Massachusetts League for Nursing
- Member, EACT Section, M.S.N.A.
- First Vice-Chairman, EACT Section District #1, M.S.N.A.
- Chairman, Committee on Careers in Nursing, W.M.L.N.
- Board Member, Western Massachusetts League for Nursing

- Miss Kelly

- Member, Department of Baccalaureate and Higher Degree Program, Massachusetts League for Nursing
- Member, EACT Section, M.S.N.A.
- Member, Interdivisional Council of Psychiatric Nursing, M.L.N.
- Member, Committee on Civilian Defense

- Miss Macdonald

- Member, Department of Baccalaureate and Higher Degree Program, Massachusetts League for Nursing
- Member, EACT Section, M.S.N.A.
- Member, New England Regional Conference for Public Health Nursing Education
- Member, M.L.N. Subcommittee to Develop Educational Standards for Collegiate Schools of Nursing in Massachusetts
- Consultant, Legislative Committee, M.M.A.

2. Other Activities:

- Miss Maher

- Member, Advisory Committee, Franklin County Public Hospital School of Nursing
- Member, Board of Incorporators, Franklin County Public Hospital
- Member, Board of Registration in Nursing, Commonwealth of Massachusetts
- Member, Dean's Advisory Committee to Lemuel Shattuck Hospital Director of Nursing
- Member, Editorial Board of Nursing Research
- Member, Editorial Board of G. P. Putnam's Sons
- Member, Board of Directors, Hampshire County Public Health Association

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It is essential to ensure that all entries are supported by appropriate evidence, such as receipts and invoices.

3. The second part of the document outlines the various methods used to calculate the total amount due.

4. These methods include direct payments, bank transfers, and credit card transactions.

5. The third part of the document provides a detailed breakdown of the amounts paid and the corresponding dates.

6. This section includes a table summarizing the payments made over the period from January to December.

7. The final part of the document concludes with a statement of the total amount paid and the remaining balance.

8. It is noted that all payments have been made in full and the account is now closed.

- Miss Mohr (Cont'd.)

- Panelist: American Nurses' Association, Annual Convention - Miami
- Speaker: Cambridge City Hospital School of Nursing
- Moderator: Panel: Comprehensive Care of Cardiac Surgical Patient
- Panelist: Regional Planning for Nursing - Boston University School of Nursing
- Consultation to: Dean of Louisiana State University School of Nursing

- Miss Byrne

- Panel Participant, District #1, Public Health Nursing Section: Public Health Nurses Approach to the Medical-Social Aspects of Adolescent Behavior Patterns
- Vice-President, Simmons College Nurses Club
- Co-Chairman of Institute: Alcoholism - A Family Affair and Moderator of Panel - District #1, EACT Section, M.N.A. and W.N.L.N.

- Miss Clarke

- Member of Planning Committee - "Conference on Alcoholism" - District #1, EACT Section, M.N.A. and W.N.L.N.

- Miss DiMaggio

- Participant, Curriculum Conference - Maternal and Child Nursing, N.L.N. - Denver, Colorado - 1 week
- Resource Person - Eastern Regional Conference - M.C.N. Instructors N.L.N. - 1 week

- Miss Gilmore

- Panel Participant - "Teaching Medical and Surgical Nursing in the Basic Curriculum" - American College of Surgeons

- Miss Macdonald

- Member, Advisory Committee for Regional Nursing Education Program, Newton Junior College
- Speaker, Conference of American Hospital Association - "Job Counseling" - Boston, Massachusetts
- Speaker, District #1 - N.S.C.S.N. - "Parliamentary Procedure" - Amherst, Massachusetts
- Speaker, Institute for Head Nurses - National League for Nursing, Boston, Massachusetts
- Participant, Panel: New England Hospital Assembly, Boston, Mass.
- Graduation Address: Elliot Memorial Hospital School of Nursing, Keene, New Hampshire
- Consultation on Curriculum:
 - Mercy Hospital School of Nursing, Springfield, Mass.
 - Franklin County Public Hospital School of Nursing, Greenfield, Mass.
 - Pittsfield General Hospital School of Nursing, Pittsfield, Mass.

C. Faculty Attendance at Professional Meetings:

<u>Date</u>	<u>Meeting</u>	<u>Place</u>	<u>Faculty Members Attending</u>
10/5/59	N.E. Regional Conference on Public Health Nursing Education	Boston, Mass.	Miss Maher
10/15/59	N.S.N.A. - District #1 Annual Meeting	Belchertown, Mass.	Miss Maher Miss Clarke
11/4/59	W.M.L.N. - Annual Meeting	Amherst, Mass.	Miss Byrne Miss Clarke Miss Gilmore Miss Maher
11/19/59 and 11/20/59	M.L.N. - Annual Meeting	Boston, Mass.	Miss Maher (Vice-Pres.)
11/20/59	M.L.N. - Annual Meeting (one day)	Boston, Mass.	Miss Clarke Miss Gilmore Miss Macdonald Miss DiHaggio
11/21/59	N.E. Regional Conference for Public Health Nursing Education - Meeting for Executive Board and Public Health Nurse Faculty Members	Boston, Mass.	Miss Maher Miss Byrne
12/28/59 and 12/29/59	Conference on Curriculum (Dr. Pepsu)	Amherst, Mass.	All full-time faculty
1/20/60	Annual Meeting, Springfield, V.N.A.	Springfield, Mass.	Miss Byrne
1/26/60	Meeting, Massachusetts Public Health Association	Boston, Mass.	Miss Byrne
2/2/60 and 2/3/60	Work Conference for Presidents of State Leagues of Nursing, N.Y.C.	New York City, New York	Miss Maher (President of M.L.N.)
2/60	Massachusetts Conference on Children and Youth	Amherst, Mass.	Miss Maher Miss Byrne
2/22/60 to 3/2/60	Planning Conference - Maternal and Child Nursing, M.L.N.	New York City, New York	Miss DiHaggio
3/1/60	American College of Surgeons - Program on Teaching of Nursing	Boston, Mass.	Miss Maher

<u>Date</u>	<u>Meeting</u>	<u>Place</u>	<u>Faculty Members Attending</u>
3/14/60	Institute on Disaster Nursing	Boston, Mass.	Miss Gilmore
3/15/60	United Community Council - Annual Meeting	Springfield, Mass.	Miss Byrne
3/25/60	N.H.A. Conference on Economic Security	Boston, Mass.	Miss Macdonald
3/3/60 and 4/1/60	Regional Conference on Public Health Nursing	Boston, Mass.	Miss Byrne
4/24/60 to 5/6/60	Institute on Rehabilitation - New York Medical College	New York City, New York	Miss Clarke
5/2/60 - 5/6/60	A.N.A. - Annual Convention	Miami, Florida	Miss Maher
5/18/60	N.L.N. - Collegiate Board of Review - Accreditation Report	New York City, New York	Miss Maher Miss Macdonald

UNIVERSITY OF MASSACHUSETTS

School of Nursing

COMMITTEES
1959 - 1960

SCHOOL OF NURSING FACULTY COMMITTEES

Committee on Committees

Evelyn M. Byrne, Chairman
G. T. DiMaggio, Secretary
Mary E. Macdonald

Faculty Organization

Mary A. Maher, Chairman
Mary E. Macdonald, Secretary
All full-time faculty

Faculty Personnel

Mary E. Gilmore, Chairman
Winifred A. Kelly, Secretary
Mary E. Macdonald
Evelyn M. Byrne

Student Personnel Committee

Gellestrina T. DiMaggio, Chairman
Elizabeth A. Clarke, Secretary
Winifred A. Kelly
Mary E. Macdonald
Evelyn M. Byrne

Student-Faculty Affairs

Joan M. Mulhern, Chairman
Winifred A. Kelly, Secretary
Elizabeth A. Clarke
Ann Allyn
Carolyn Hyde
Phyllis Fetzer
Judith Sprague

Curriculum Committee

Mary E. Macdonald, Chairman
Gellestrina T. DiMaggio, Secretary
All full-time faculty

INTERAGENCY COORDINATING COMMITTEES

Maternal and Child Nursing

Gellestrina T. DiMaggio, Chairman
Joan M. Mulhern, Secretary
Evelyn M. Byrne
Mary E. Macdonald

Medical and Surgical Nursing

Mary E. Gilmore, Chairman
Elizabeth A. Clarke, Secretary
Winifred A. Kelly, Alternate
Secretary
Mary E. Macdonald

Public Health Nursing

Evelyn M. Byrne, Chairman
Gellestrina T. DiMaggio, Secretary
Mary E. Macdonald

Psychiatric Nursing

Winifred A. Kelly, Chairman
Mary E. Macdonald, Secretary
Mary A. Maher

INTERAGENCY ADMINISTRATIVE COMMITTEES

Wagon Maternity Hospital

Mary A. Maher, Chairman
Gellestrina T. DiMaggio, Secretary
Joan M. Mulhern
Mary E. Macdonald

Springfield Hospital

Mary A. Maher, Chairman
Mary E. Macdonald, Secretary
Gellestrina T. DiMaggio
Mary E. Gilmore
Joan M. Mulhern

Public Health Nursing
Agencies

(Official and non-official)
Mary A. Maher, Chairman
Evalyn M. Byrne, Secretary
Gellestrina T. DiMaggio
Mary E. Macdonald

McLean Hospital

Mary A. Maher, Chairman
Winifred A. Kelly, Secretary
Mary E. Macdonald

New England Center Hospital

Mary A. Maher, Chairman
Mary E. Macdonald, Secretary
Winifred A. Kelly

ADVISORY

Advisory Panel on Nursing Education

Gellestrina DiMaggio, Secretary
Mary A. Maher
Mary E. Macdonald
Elizabeth A. Clarke
Clinical Faculty Representative

Advisory Committee on Psychiatric Nursing

Winifred A. Kelly, Secretary
Mary A. Maher
Mary E. Macdonald
Gellestrina T. DiMaggio
Clinical Faculty Representative

UNIVERSITY COMMITTEES

Miss Maher

Faculty Senate
Health Council, Chairman

Miss Macdonald

Course of Study

Miss Kelly

Discipline Board

INTERCOLLEGIATE COORDINATING COMMITTEES

Psychiatric Nursing

Mary A. Maher, Chairman
Mrs. O. Dutra, Secretary
Winifred A. Kelly
Mary E. Macdonald

Tuberculosis Nursing

Administrative
Mary A. Maher with
Mary E. Macdonald, Alternate

Curriculum
Mary E. Macdonald

ADVISOR TO SCHOOL OF NURSING STUDENT ORGANIZATIONS OR COMMITTEES

Nursing Club

Advisors:

- Central:
- Finance Committee:
- Nominating Committee:
- Program Committee:
- Revisions Committee:

Joan M. Mulhern
Mary E. Gilmore & W. A. Kelly
Elizabeth A. Clarke
Evalyn M. Byrne
Gellestrina T. DiMaggio

Student Council of School of
Nursing

Advisor:

Elizabeth A. Clarke

UNIVERSITY OF MASSACHUSETTS

School of Nursing

Statistical Report

October 1, 1959-September 30, 1960

A. Current Enrollment: (as of October 1, 1960) Total: 109

Class of 1961A	- 8 -	five-year program
Class of 1961B	- 14 -	four-year program
Class of 1962	- 22 -	four-year program
Class of 1963	- 30 -	four-year program
Class of 1964	- 35 -	four-year program
Total	109	

B. Withdrawals by Class: Total: 18

Class of 1961A	- 1
Class of 1961B	- 0
Class of 1962	- 3
Class of 1963	- 11
Class of 1964	- 3

C. List of Withdrawals by Class: Total: 18

<u>Class</u>	<u>Name</u>	<u>Date Admitted</u>	<u>Date Withdrew</u>	<u>Reason</u>
1961A	O'Keefe, Carolyn Hyde	9/56	5/60	Marriage & Pregnancy
1962	Rabbitt, Pauline	9/58	12/59	Withdrew from University
	Redfearn, Thora	9/58	10/59	Transfer to Jr. College, Secretarial Course
	Salla, Katherine	2/59	10/59	Transfer to C.L.A.
1963	Benolt, Jane E.	9/59	9/60	Transfer to C.L.A.
	Blunsack, Eleanor D.	9/59	2/60	Transfer to C.L.A.
	Clavas, Gail E.	9/59	2/60	Transfer to C.L.A.
	Coleman, Katharine E.	9/59	2/60	Transfer to C.L.A.
	Gregory, Carolyn L.	9/59	9/60	Will transfer to S. of M. after 2 years
	Kaplan, Anita B.	9/59	3/60	Transfer to C.L.A.
	Lufkin, Carol L.	9/59	9/60	Will transfer to S. of M. after 2 years
	Mitchell, Barbara	9/59	2/60	Transfer to C.L.A.
	Noren, Judith	9/59	2/60	Transfer to C.L.A.

<u>Class</u>	<u>Name</u>	<u>Date Admitted</u>	<u>Date Withdraw</u>	<u>Reason</u>
	Osper, Anita	9/59	2/60	Transfer to C.L.A.
	Raid, Katherine	9/59	2/60	Transfer to C.L.A.
1964	Feeley, Ann	9/60	9/60	Transfer to C.L.A.
	Green, Carolyn	9/60	9/60	Withdrew from University - Health
	Shaw, Susan	9/60	9/60	Withdrew from University

D. Transfers to School of Nursing: Total: 1 plus 1 readmission

<u>Class of 1963</u>	<u>Admitted to University</u>	<u>Admitted to School of Nursing</u>	<u>Comment</u>
Kirkpatrick, Joyce	9/59	9/60	Transfer from School of Education
Gale, Judith	----	9/58	Readmission to School of Nursing in 9/60 - Reassignment to Class of 1963

E. Report on September 1960 Admissions:

Number of applications processed	* 78
Number of candidates accepted	52
Number of candidates put on waiting list ..	8
Number of candidates rejected	26
Number of candidates registered	44
Number of candidates withdrawing after registration	6
Number of Freshmen enrolled	38

F. Report on State Board Achievement:

1. Report of Class Means 1958-1960:

<u>Class</u>	<u>Medical</u>	<u>Surgical</u>	<u>Obstetrical</u>	<u>Nurs. of Child.</u>	<u>Psychiatric</u>
1958	634.8	569.3	577.5	560.3	605.5
1959	666	585.3	572	609.7	611
1960	630	592	586	562	610

* More than 2 times this number of applications were filed but only 78 candidates completed admission procedure.

2. Comparison of Class Mean with State and National Means for Appropriate Year and Series:

Class of 1958
(Series 157 - 1958)

Class-1958	Examination				
	Medical	Surgical	Obstetrical	Nurs. of Child.	Psychiatric
	634.8	569.3	577.5	560.3	605.5
State Mean (1,564 candidates)	541.1	508.1	504.7	498.9	504.1
	+93.7	+61.2	+72.8	+61.4	+101.4
National Mean (31,203 - 31,714 candidates in 55 juris- dictions)	536	518.7	519.4	512.9	535.3
	+98.8	+50.6	+58.1	+47.4	+70.2

Class of 1959
(Series 157 - 1/1/59-9/30/59)

Class-1959	Examination				
	Medical	Surgical	Obstetrical	Nurs. of Child.	Psychiatric
	666	585.3	572.0	609.7	611.0
State Mean (286 candidates)	560	541.5	530.6	516.1	593.1
	+106	+43.8	+41.4	+93.6	+77.9
National Mean (9,752 - 9,885)	+112.4	+34.8	+29.1	+76.7	+45.7

Class of 1960
(Series 160 - 10/1/59-8/30/60)

Inaugurated in Fall of 1959 - report not yet available.

University of Massachusetts
Memorandum

From: School of Physical Education Date: December 15, 1960
 To: John Gillespie, Secretary of the University
 Subject: Material for Annual Report

I. Appropriation - School - for all departments

Fiscal Year -	1958-59	1959-60	1960-61
	\$38,665	\$40,600	\$40,350

2. Personnel - listed by Departments

3. Organizational Chart attached

4. Students or clientele - listed by Departments

Department of Physical Education for Men

2. Personnel	1958-59	1959-60	1960-61
Professor	1	1	2
Assoc. Professor	2	2	2
Ass't. Professor	3	3	2
Instructor	3	4	4
	<u>9</u>	<u>10</u>	<u>10</u>

4. Students or Clientele

a. Number of Majors	82	101	128
b. Number of students taught			
(1) Majors and others	246	304	327
(2) General program	1257	1638	1742
	<u>1585</u>	<u>2043</u>	<u>2197</u>

Department of Education

Director

Mr. P. R. ...

Assistant

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Mr. ...

SPORTS INFO.

R. PAGE

R. BRASCIANI

5. Research Projects

- David Bischoff - A formula for determining a skill grade in badminton
John Douglas - A study on the use of visual aids as a method of teaching wrestling techniques
Robert James - A study on the relationship of leg strength per pound of body weight to speed in sprinting
Benjamin Ricci - Participation in physiological research under the direction of Dr. P. V. Karpovich, Springfield College

- a. Ergometric study on the affects of drugs on muscular contraction
- b. Measurement of range of motion in hinglymus type joints and a study of comparison of joint range involved in selected sport activities

6. Special Projects

a. Proficiency Tests in Physical Education

In an effort to adjust enrollment in the general physical education program to the limited facilities unit waiver of the requirement, through proficiency testing, has continued.

Courses in the general program will be offered for the first time in the history of the University during the current Summer Sessions program. The program is designed to provide the opportunity for students, deficient in the requirement, to complete deficiencies during the summer, thereby, reducing the enrollment load during the academic year as well as to provide required course offerings for the students in the accelerated program.

b. Graduate Program in Physical Education

A School Committee has completed a preliminary draft for a Graduate program in Physical Education which will be presented for administrative approval during the current academic year.

c. Adapted Program in Physical Education

The urgent need for expansion of the present limited program is essential in order to provide the services required by the Student Health Service in remedial, corrective and adapted exercise programs on a medical prescriptive basis.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the success of any business and for the protection of the interests of all parties involved. The text also mentions the need for regular audits and the importance of having a clear system in place for recording and organizing financial data.

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7. Needs

The predictions and effects of continued enrollment pressures upon the total physical education program for men has been elaborated upon in past reports.

The limits of improvement of teaching stations has been reached. The enhancement of the total physical education program through curriculum expansion, cannot be considered under the handicap of present facility limitations.

Increased enrollment cannot be accommodated in single section courses, due to the totally inadequate teaching station space. This necessitates multiple sections in both the general and major courses, in order to adjust enrollment to available facilities.

Personnel

Each staff member is responsible for teaching assignments in both the general and major programs. As the sections in both programs increase and the staff remains constant, the point is soon reached where the instructional staff is no longer adequate to fill the instructional needs. This situation was reached in September 1960 when part-time graduate students were used to supplement the permanent staff. This make-shift arrangement is not administratively sound or educationally defensible, due to lack of qualified graduate students available at the hours throughout each week when competent instructional staff is required. It has become practically impossible to interest qualified graduate students from Springfield College, for example, to commute to Amherst serve as part-time instructors in the general program, during the hours required, at the salary available. Additional full time staff must be made available to meet the increased enrollments in both the general and major programs and to insure retention of the present staff by reasonable reduction of their teaching load to a level comparable to that of the average University faculty member.

The teaching load of each staff member is far beyond normal acceptance when in case of illness, emergency substitution of one instructor for another cannot be made and the only recourse is to excuse the class.

The realization of a graduate program in physical education will be dependent upon the amount of reduction of the work load of the faculty concerned with graduate level instruction.

A highly qualified, competent and dedicated staff member cannot be expected to maintain enthusiasm and interest in a program of Adapted

Physical Education when his laboratory is the corridor, his class hours limited to the "drill hour" on Tuesday and the "Coffee Hour" on Thursday, which are the only unassigned hours during the week in which he is not teaching in the general or major program, in addition to coaching responsibilities after the normal class day.

Budget

The increase in the number of sections has placed greater demands upon the quantity and quality of laboratory equipment. Current purchase and repair costs of this equipment requires larger appropriations to meet enrollment demands. The budgets in 13 and 15 accounts have never been sufficient to establish a backlog of equipment for instructional use. Late allocation of funds in these accounts, coupled with the policy of competitive bid, delays receipt of equipment to the extent that instruction is impaired by insufficient or complete lack of equipment. Adequate appropriation for the building of a reasonable inventory of equipment is essential for the maintenance of high instructional standards. Allocation under 10 account is limited to and used exclusively for supervision of practice teaching. A limited additional appropriation should be made available each year, in order that staff members might accept invitations to serve on professional committees at both the state and national level. Several opportunities to represent the University and the department have been declined by certain staff members, due to lack of travel funds.

Department of Physical Education for Women

2. Personnel

	<u>1957</u>	<u>1958</u>	<u>1959</u>	<u>1960</u>
Professor and Head of Dept.	1	1	1	1
Associate Professor		1	2	1
Assistant Professor	2	2	3	4
Instructor	4	5	3	4
Part Time			1	2
	<u>7</u>	<u>9</u>	<u>10</u>	<u>12</u>
4. Clientele - Majors	0	14	33	48
Other Students	821	830	<u>1159</u>	<u>1349</u>
				<u>1307</u>

5. Professional Activities

Miss Vickery Hubbard is on leave to complete her doctoral dissertation at the University of California at Los Angeles. She expects also to prepare her work for publication during the year.

6. Special Projects

During the summer, a motor ability test and the college swimming test was given to all of the women students of 1964, except a very few who were incapacitated. Six hundred and ninety-three students were tested. Three hundred and fifty-nine passed the college swimming test. This is not an accurate number of those who can pass the test. The scores of the motor ability test ranged from 231 to 71, with a median of 136. From 170 up the scores were considered superior. Girls who scored below 110 were thought to be below standard.

A plan was devised to schedule all of those students who made high scores at the same time for their required physical education classes. It was felt that progress would be faster, interest higher and that there would be more zest in the classes with such homogeneous grouping. Unfortunately, the plan was impossible to carry through because of the mechanics of scheduling. Effort will be made to devise a workable plan for next year.

The plan to schedule the students with very low scores into homogeneous groups was successful. For the first time there are major students doing practice teaching. One student who completed all of her academic work in the past summer session is engaged as a cadet teacher at the Amherst Junior High School. Four others are teaching at Leominster High School, Classical High at Springfield, Holyoke Junior High and Athol Junior High.

Women's Athletic Association

The interest and participation in extra-curricular activities continues to increase. During the year the program included: Archery 50, Badminton 40, Basketball 175, Bowling 200, Gymnastics 25, Hockey 75, Modern Dance 65, Softball 80, Swimming 350, Volleyball 150.

7. Future Plans and Needs

The work on the fields is now completed enough for full usage with the tennis courts ready for use in the spring. With the opening of the education building in September 1961, the problem of students crossing the playing fields will become serious. The appropriation for a fence around the field, which has already been requested should receive immediate attention. This fence is needed not only to protect the grass but also the students, as they cross through hockey or other ball games or the archery range.

The addition of one full time teacher and one for half time has relieved the teaching load. In 1961-62, the number of student teachers will increase from 5 to 7 and the following year, 17 is indicated. This increase in load along with the probable increase in the number of sophomores and freshmen in required classes will require increase in personnel by the fall of 1962.

Classes for 1349 in the required service program three times a week, 8 sections of major students meeting three times weekly and the ever growing intramural program, are utilizing the building almost to capacity during the indoor season. The first and most desirable way to alleviate this pressure is to build on the dance studio and rifle range which were deleted from the original building plans. Request for this work was made for the 1961-62 budget.

Department of Recreation Leadership

2. Personnel	1958-59	1959-60	1960-61
Professor			1
Associate Professor	1	1	
Instructor		<u>1</u>	<u>1</u>
		2	2
4. Students or clientele			
a. Number of majors	15	17	26
b. Number of students taught	<u>30</u>	<u>63</u>	<u>98</u>
	45	80	124

7. Future plans and needs

As noted in the previous annual report, the "band of restricting circumstances" which prevented development of the Department of Recreation Leadership to a status of quality has largely disintegrated. With the arrival of Dr. Dana Harlow to fill the newly created second faculty position in the department, great strides forward have been achieved. The department feels that it is now on a firm foundation and is embarked on a continuing program of self-appraisal and improvement.

During the past year, the full array of departmental courses, as listed in the University catalog, was taught for the first time. The Practice Leadership course was adequately supervised, also for the first time.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
5408 S. UNIVERSITY AVENUE
CHICAGO, ILLINOIS 60637
TEL: 773-936-3700

RECEIVED
DATE: 10/15/80
BY: J. D. WATSON
FROM: J. D. WATSON
SUBJECT: [Illegible]

DATE	INITIALS	REMARKS
10/15/80	J. D. W.	Received from J. D. W.
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Acceptance of the major in Recreation Leadership by the Universities of Vermont and Rhode Island under the Regional Cooperation Program marked another milestone in the progress of the department. It is expected that some of the other state universities will follow this pattern in the future.

Consistent with its program of evaluation and revision, when indicated, the department is in process of preparing a proposal for various modifications of the major curriculum and course offerings. The most important feature of this revision is acceleration of certain courses to mesh with a block placement plan in Practice Leadership.

In certain career specialties, such as industrial recreation, the need to place students outside Massachusetts for the Practice Leadership experience is already evident. For several years, students desiring to serve their practicum in municipal recreation have been placed with the Brattleboro, Vermont Recreation Department, since this is by far the closest acceptable municipal agency to the University. The possible (or probable) desirability, because of student financial limitations, of placing Regional Students in cooperating agencies of acceptable quality which are located near the students' homes outside Massachusetts, is also recognized. The present requirement of obtaining specific approval in advance from the Governor and Council, for each supervisory trip, resulting in delay, inflexibility of timing, and required adherence to details presented in the request, presents an important obstacle to satisfactory and efficient performance of this essential supervisory travel. One of the important needs of the department, therefore, is the development of some officially sanctioned method of reimbursement for this type of travel which has in the past (and is at present), been performed at the personal expense of the instructor.

Other budgetary needs of the department remain essentially as they have been in recent years, with the following exceptions:

- a. As enrollments in regular courses increase, travel funds for class field trips must keep pace
- b. Each student enrolled in Practice Leadership creates a need for faculty travel funds for placement and periodic supervision trips
- c. Travel funds are needed to help support the modest amount of community consultation work being performed by the department
- d. Representation of the department and university at professional conferences (which does not involve professional improvement), continues to require increased support in the form of travel funds.

With expanded departmental faculty, enrollment, program, and collections of instructional equipment, space for office, classroom, laboratory, and storage has become totally inadequate. Construction of the proposed new Men's Physical Education Building, which will also house the Department of Recreation Leadership, is urgently needed.

Finally, a secretarial position within the department is now essential, the lack of which seriously interferes with productive performance of the faculty.

Department of Intercollegiate Athletics

2. Personnel

Coaching Personnel	1958-59	1959-60	1960-61
Ass't. Athletic Director	1	1	1
Head Coach	2*	2*	2*
Ass't. Football Coach	2	2	2
Athletic Coach	3	3	3
Ass't. Athletic Coach	3	3	3

*Matthew Zunic serving as Head Coach - classified as Associate Professor "A"

Sport	1957-58			1958-59			1959-60		
	V Games	F Games	Total Men	V Games	F Games	Total Men	V Games	F Games	Total Men
Football	8	4	90	8	5	88	9	5	95
Soccer	9	5	60	9	5	65	9	5	65
Cross Country	7	6	38	8	7	38	8	7	40
Basketball	22	10	55	21	10	50	21	12	50
Gymnastics	4	--	45	7	4	50	6	4	55
Hockey	14	3	40	11	2	40	16	2	45
Swimming	10	7	40	9	5	36	10	5	36
Track - Indoor	6	6	50	7	6	58	7	5	55
Wrestling	9	-	25	9	-	25	10	4	45
Pistol	10	-	10	9	-	10	12	-	10
Rifle	8	-	12	9	-	12	6	-	16
Ski	6	-	12	7	-	12	-	-	-
Baseball	20	9	50	19	10	50	19	10	60
Golf	7	3	20	8	3	22	9	5	22
Track - Outdoor	8	4	65	7	6	70	7	4	70
Lacrosse	10	4	60	9	4	65	10	4	65
Tennis	10	3	25	10	5	25	10	4	24
	168	64	697	167	72	716	169	76	753

The above listed number of contests does not include E.C.A.C. or N.C.A.A. championship contests. On occasion these events are entered into. Yankee Conference and New England College Athletic Conference Championships are included. In cross country, golf and track, many of our contests are triangular.

For the fifth time in six years, Coach Stephen Kosakowski's tennis team finished in first place in Yankee Conference competition. Other teams enjoyed only moderate success but strong freshman squads would indicate a brighter future.

During the 1959-1960 year, we participated in the following officially recognized tournaments:

Bowdoin College Christmas Hockey Tournament, which included Hamilton College, Brown University, University of New Hampshire, Williams College, Colgate University, Cornell University, Bowdoin College and the University of Massachusetts.

The Christmas Springfield College Invitational Basketball Tournament which included Amherst College, American International College, Albright College, Middlebury College, University of New Hampshire, Springfield College, Williams College and the University of Massachusetts.

The Annual West Point Plebe Basketball Tournament which included Syracuse University, University of Pennsylvania, Army and the University of Massachusetts.

The Yankee Conference Officially sponsors championship contests in the following sports: Cross Country, Golf, Tennis and Outdoor Track.

Stockbridge School Varsity Athletics

4. Students or Clientele

	1958-59	1959-60	1960-61
b. Number of students taught	102	120	178

Personnel in the Department of Athletics assist in the athletic program which includes: football, basketball, rifle, informal track and informal hockey. Sixty-five reported for football, 29 for basketball, 52 for rifle, 12 for track and 20 for hockey. A large group is expected to take part in the swimming program. Junior colleges, freshman teams and preparatory schools in New England are on their schedules. An organized spring program is impossible because of early placement of Stockbridge students.

Intramural Athletics

The Intramural Department sponsored activity in eight (8) different sports during the 1959-60 season. New activities include wrestling,

golf (hole in one), and lacrosse. From the period December 15, 1959 to November 22, 1960, 2417 men participated in 578 separately controlled, supervised contests.

The men's intramural department is now administered by (1) Director of Intramurals, (2) Senior supervisor, (3) Junior supervisor, (4) Sophomore supervisor. Special supervisors are added to assist with individual tournaments. Each scheduled contest is under the direction of officials trained in Physical Education #43 Officiating.

Much of the increase in participation in activities comes from Dormitory Independent groups. Limitations are still put on the number of Dormitory and Independent teams because of the serious facility limitations, of the School of Physical Education.

During the 1958-59 season, 1563 men were identified with the intramural program. Some 900 more were involved during the past season. This increase has pushed crowded facilities to the limit. In terms of the total number of students identified with the program, the saturation point has been reached. A higher school male enrollment and greater interest in the Intramural program can be expected to place more and more of a burden on the School of Physical Education. Attempts to include all who wish to participate will be impossible.

Summary

Activity	No. of Men	No. of Teams	Increase	
			Men	Teams
Basketball	546	43	206	9
Volleyball	230	23	80	8
Wrestling	59	--	59	-
Softball	518	32	58	3
Golf (Hole in 1)	413	--	413	-
Football	517	32	Same (1)	5
Lacrosse	60	6	60	-
Tennis	74	-	21	-
<hr/>				
Totals	2417	136	897	

(1) More teams - same # of participants due to roster limitations

Summary

Personnel (Instruction)

	1958-59	1959-60	1960-61
Professor	2	2	4
Associate Professor	4	5	3
Assistant Professor	5	6	6
Instructor	8	8	9
Part-time Instructor		3	4
Students - Majors	111	151	202
Total taught	2445	3265	3644

Personnel (Coaching)

Ass't. Athletic Dir.	1	1	1
Head Coach	2*	2*	2*
Ass't. Football Coach	2	2	2
Athletic Coach	3	3	3
Ass't. Athletic Coach	3	3	3

*Matthew Zunic serving as Head Coach, classified as Associate Professor

Participation (Inter-collegiate and Intra-mural)

1505	2980	3698
------	------	------

Capital outlay for provision of additional facilities resultant from

1. Increased enrollment and subsequent expansion of total program
2. Encroachment upon, and loss of, present outdoor areas through campus expansion under the "Master Plan".

I. Facilities - Men

A. Indoor

1. New Physical Education Building

B. Outdoor

1. Completion of second section of field area
2. Relocation and expansion of present outdoor field lights for multiple use areas in connection with football, lacrosse and intramurals

3. Relocation of maintenance storage building
 4. Preparation of site for replacement of alumni field football and track facility
 5. Enclosure of new baseball field with appropriate link-wire fence
- C. Assembly Hall-Field House-Hockey facility
Recommended for 1962-63 Capital Outlay Budget consideration

II. Personnel

Reasonable increase consistent with enrollment and contemplated developments in total program. (Chart will be prepared projecting needs for the next five years).

III. Budget

Reasonable increase consistent with needs in accounts 3, 9, 10, 12, 13, 14, 15.

WPM:B

Signed: _____

W.P. McGuirk
Warren P. McGuirk
Dean



ANNUAL REPORT OF THE DEPARTMENT OF AIR SCIENCE - 1960

1. Appropriations

a. Fiscal Year 1959

03 - Services, Non-Employees	\$200.00
04 - Food for Persons	75.00
10 - Travel & Automotive Expenses	50.00
12 - Repairs and Alterations	50.00
13 - Special Supplies and Expenses	100.00
14 - Office & Administrative Expenses	150.00
15 - Equipment	<u>310.00</u>
Total	\$935.00

b. Fiscal Year 1960

03 - Services, Non-Employees	\$ 162.00
04 - Food for Persons	75.00
10 - Travel & Automotive Expenses	50.00
12 - Repairs and Alterations	38.00
13 - Special Supplies and Expenses	250.00
14 - Office & Administrative Expenses	150.00
15 - Equipment	<u>450.00</u>
Total	\$1175.00

c. Fiscal Year 1961

03 - Services, Non-Employees	\$ 87.50
04 - Food for Persons	75.00
10 - Travel & Automotive Expenses	50.00
12 - Repairs and Alterations	50.00
13 - Special Supplies and Expenses	175.00
14 - Office & Administrative Expenses	<u>150.00</u>
Total	\$587.50

2. Personnel

a. September 1958

Colonel - 1
Major - 1
Captain - 4
1st Lt - 1
TSgt - 3
SSgt - 2
Sr Clerks-Stenographer - Grade 7 - 1

b. September 1959

Colonel - 1
Major - 3
Captain - 3
1st Lt - 1
MSGT - 1
TSgt - 2
SSgt - 2
Sr Clerk-Stenographer - Grade 7 - 1

c. September 1960

Colonel - 1
Lt Colonel - 1
Major - 1
Captain - 3
MSGT - 1
TSgt - 3
SSgt - 2

3. Organizational Chart - See Attachment #1.

4. Students or Clientele

a. Number of majors - None.

b. Number of students taught

(1) September 1958

Air Science 1 - 358
Air Science 2 - 246
Air Science 3 - 30
Air Science 4 - 44
Total 678

(2) September 1959

Air Science 1 - 525
Air Science 2 - 283
Air Science 3 - 28
Air Science 4 - 31
Total 865

(3) September 1960

Air Science 1 - 469
Air Science 2 - 385
Air Science 3 - 28
Air Science 4 - 32
Total 914

In the Fall of 1959 120 students completed the Air Force Officer Qualifying Test, which is the first step for a Basic Cadet to take toward applying for Advanced AFROTC. Of the students who took this test 28 were finally selected for entrance into the Advanced Course in the Fall of 1960.

5. Faculty publications, research grants, research projects and other professional activities - None.

6. Special projects or programs:

a. Revised Curriculum

Commencing September 1960 a revised Air Force ROTC curriculum was placed in effect at the University for basic and advanced students. The new program eliminates Air Science classroom work during the first semester of the freshman year and during the second semester of the sophomore year, and substitutes University courses in the social and natural sciences, mathematics, and the humanities. The courses are chosen by the student from those normally required for an undergraduate degree from the University. Air Science subjects previously covered during these semesters are condensed and are presented in the alternate semesters.

The curriculum change in the Advanced Air Force ROTC program resulted when the Air University Command of the United States Air Force and the University of Massachusetts determined that the substance of several advanced Air Science courses closely paralleled courses offered by the University in the humanities and social sciences. The change allows students to fulfill the ever-increasing requirements of many science and engineering courses and still enable them to better prepare themselves for military service by working for their commissions in the United States Air Force.

Completion of four University courses -- Extemporaneous Speech, Social Psychology, International Relations, and World Political Geography -- are required of the Advanced student during his junior and senior years. These courses are credited towards Air Force ROTC requirements as well as toward fulfillment of the University's degree requirements in the undergraduate schools.

b. Extra-Curricular Cadet Activities

The Granville Air Society, an honor society for Advanced Course Cadets to further their interest and professional ability in the field of aerospace power.

The Air Cadet Squadron, an organization composed of Basic Cadets, with the same purpose as the Granville Air Society.

The Flying Redmen Drill Team is composed of Basic Cadets who are interested in precision drill. The team has won first place for five consecutive years prior to 1959, won second place in 1959 and first place in 1960 competition, for the entire New England area. It has also placed highly in the National Meet held annually at Washington, D. C.

The Joint Army - Air Force ROTC Band.

The Rifle Team, which competes in postal and shoulder-to-shoulder matches throughout the year.

The Military Ball, which is the social highlight of the Corps of Cadets during the academic year.

Base Visitations are arranged so that the cadets may visit various installations in the area (radius of 500 miles) in order to observe at first hand how an Air Base functions. Air transportation in military type aircraft to and from the bases is furnished.

On June 1, 1960, the L-17 aircraft (Navion) was withdrawn from the APROTC program. A Flight Instruction Program (FIP) is being planned to replace the L-17 as a motivation instrument. Cadets participating in FIP would receive 36½ hours of flight instruction and a chance to obtain a private pilot license. The FIP should be in effect in September 1961.

e. First Air Youth Science Seminar

During the summer of 1960 Air Force ROTC personnel actively participated in assisting the University in the conduct of the first Air Youth Science Seminar, a test program of two 14-day sessions to introduce high-aptitude high school students to opportunities in the field of space-science.

7. Future plans and needs:

Increased student enrollment and one semester's experience in the new ROTC building (Dickinson Hall) have already demonstrated a need for the following:

a. An auditorium with a seating capacity of 500 plus. (Lack of such facility has necessitated scheduling of five separate auditorium size facilities for inclement weather and winter use for Air Force alone. No available facility is large enough to accommodate either Air Force or Armor cadets en masse.)

b. Storage space, for uniforms and other supplies, equal to that now incorporated in Dickinson Hall. (Inadequacy of the present space

has made it necessary for the Armor ROTC to retain the old supply space in the converted stables.)

c. Larger, acoustically suitable classroom facilities. (Increasing cadet enrollment has necessitated larger class sections. The few expansible-type classrooms in Dickinson Hall are narrow and acoustically unsatisfactory when so used.)

d. Additional rifle range facilities for required Armor ROTC rifle familiarization training and accommodation of the practice and match firing of university and ROTC rifle and pistol teams. (Present facilities are scheduled 147 hours per week and lack convenient drinking water and toilet facilities.)

e. Expanded hard-surface drill and parking area for cadet training. (Much training time is currently lost in marching cadets from Dickinson Hall to and from Memorial Field and other areas, often blocking road traffic en route.)

The existing building (Dickinson Hall) represents only one-half of the structure originally planned for the accommodation of the ROTC at the University of Massachusetts. An addition, conforming in size and architecture to the existing structure, should be erected without delay.

INSTITUTION

AIR FORCE ROTC
COMMAND

ASSISTANT
COMMANDANT

MILITARY
COORDINATOR

MILITARY
PROPERTY
CUSTODIAN

DEPARTMENT
OF
AIR SCIENCE

SECRETARY

EXECUTIVE OFFICER

EDUCATION

AS 1

AS 2

AS 3

AS 4

IN-SERVICE
TRAINING

LEADERSHIP
TRAINING

CORPS
OF CADETS

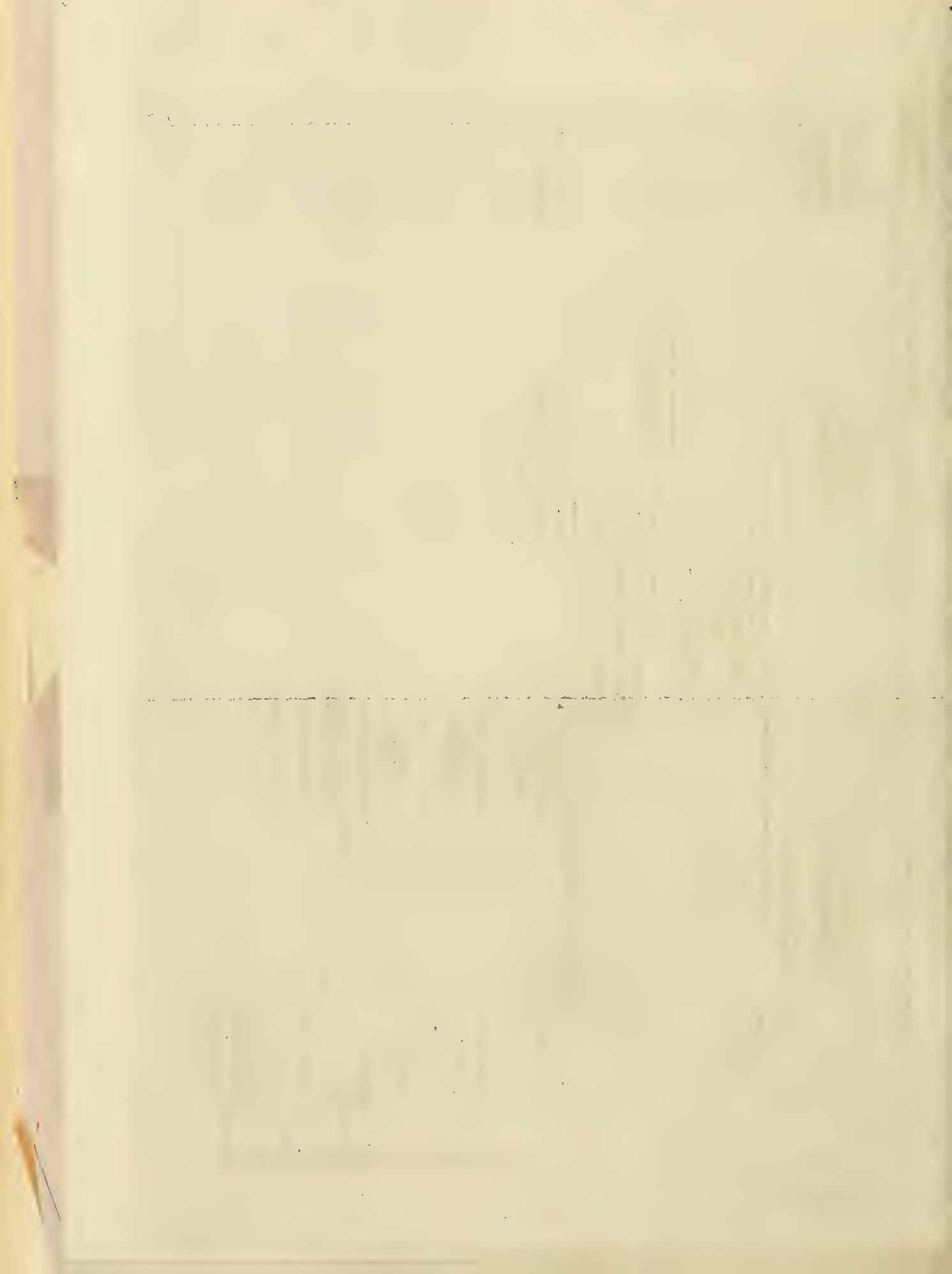
BAND

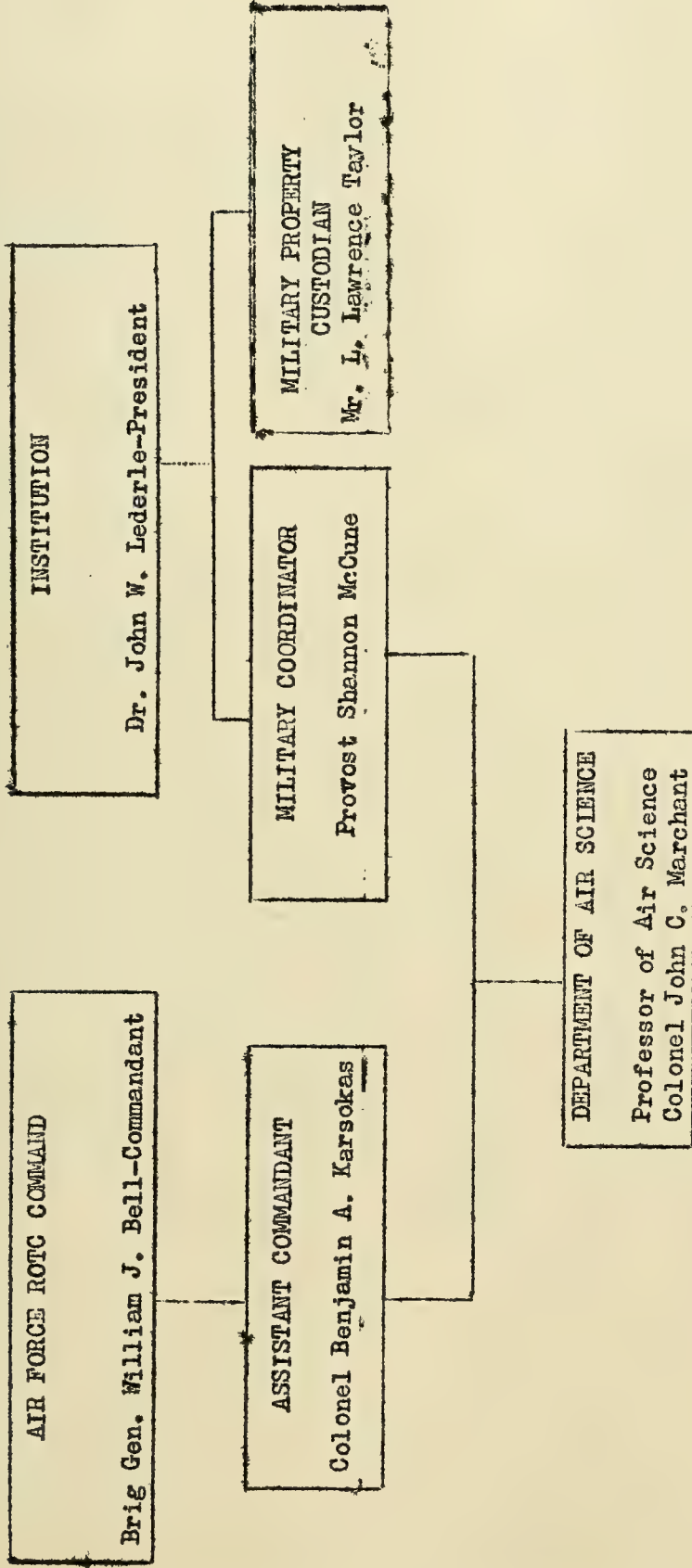
DRILL TEAM

RIFLE TEAM

ADMINISTRATION
PERSONNEL

SUPPLY







Organization
Air Force ROTC
Detachment #370
August 1960

INSTITUTION

MILITARY
COORDINATOR

AIR FORCE ROTC
COMMAND

ASSISTANT
COMMANDANT

DEPARTMENT OF AIR SCIENCE

Professor of Air Science

Responsible for the training of all Basic and Advanced AFROTC Cadets and for administration, training, supply of the Detachment. Ascertains and enforces University policies as relates to cadets. Advises institution officials of changes to, or new regulations and/or laws affecting AFROTC Program

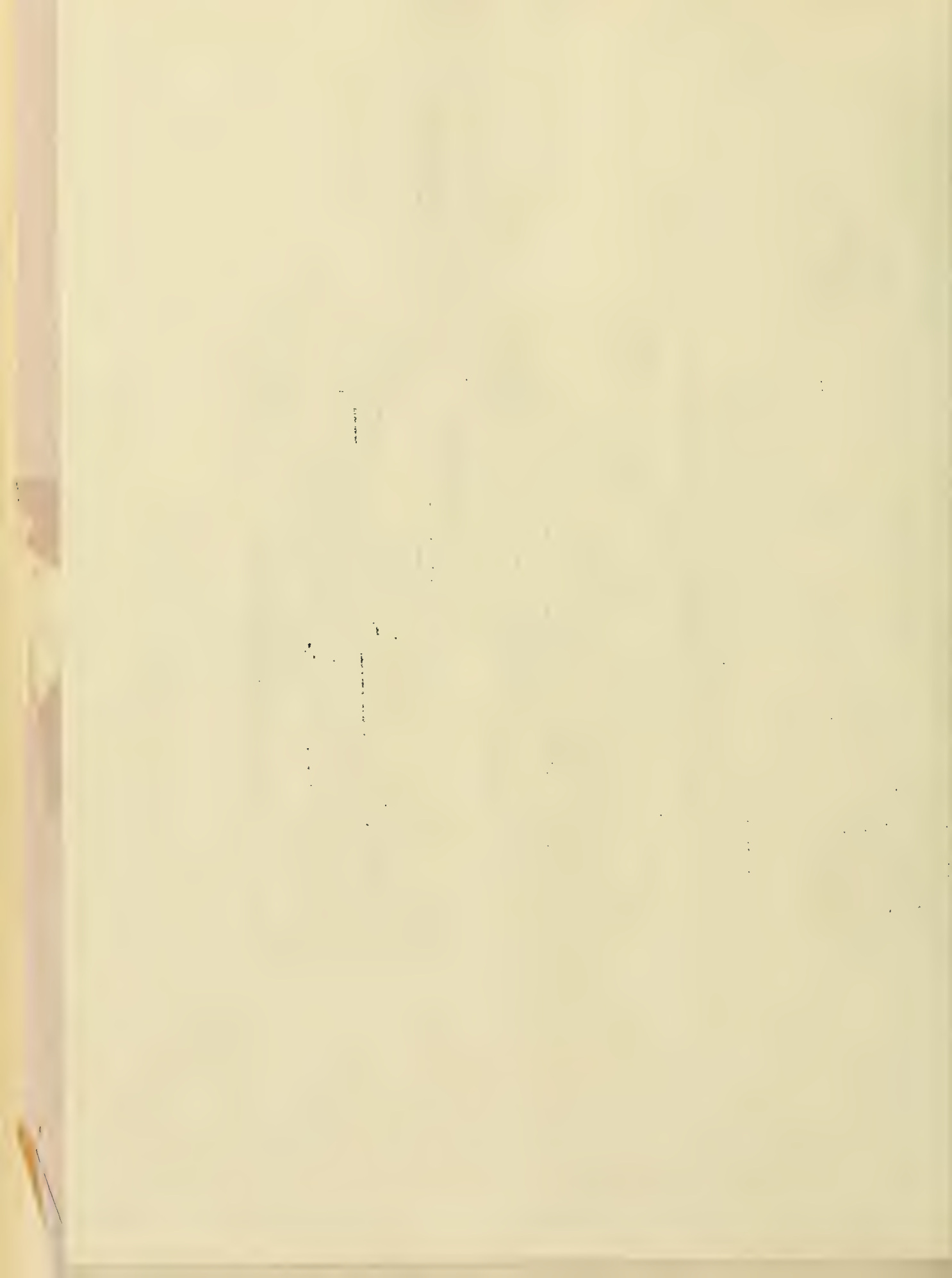
AUTH GR ASSIGNED AUTH AFSC
Colonel Colonel John C. Marchant 7516

SECRETARY
Miss Ethel Sheldon

EXECUTIVE OFFICER

Assistant to PAS - Acts for him in his absence. Advises PAS on all cadet, military, and educational training matters.
Liaison Officer for joint Armor-AFROTC functions.

AUTH GR ASSIGNED AUTH AFSC
Lt Colonel Carl W. Sprague



EXECUTIVE OFFICER

EDUCATION

Advises Executive Officer and PAS on all Education Training matters. Coordinates academic activities of AS 1, 2, 3, and 4. Schedules classrooms, size of classes and hours of meeting with University officials. Supervises classroom instruction. Responsible for establishing requirements for textbooks, training aids, evaluation policies, and all reports applicable to training. Prepares master schedule for academic year. Approves lesson plans.

AUTH GR	ASSIGNED	AUTH AFSC
	Lt Colonel Carl W. Sprague	
	TSgt Harold D. Carr	

PERSONNEL - ADMINISTRATION

Supervises the activities of the Personnel Section. Maintains Cadet Records, and Detachment Personnel Records. Responsible for proper submission of all reports, preparation of letters, duty rosters, routing of correspondence, and filing.

AUTH GR	ASSIGNED	AUTH AFSC
	Major George Vinsky	
TSgt	TSgt Harold D. Carr	70270
SSgt	SSgt Raymond J. LeBrun	73250
SSgt	SSgt Edward W. Bates Jr	73250

LEADERSHIP TRAINING

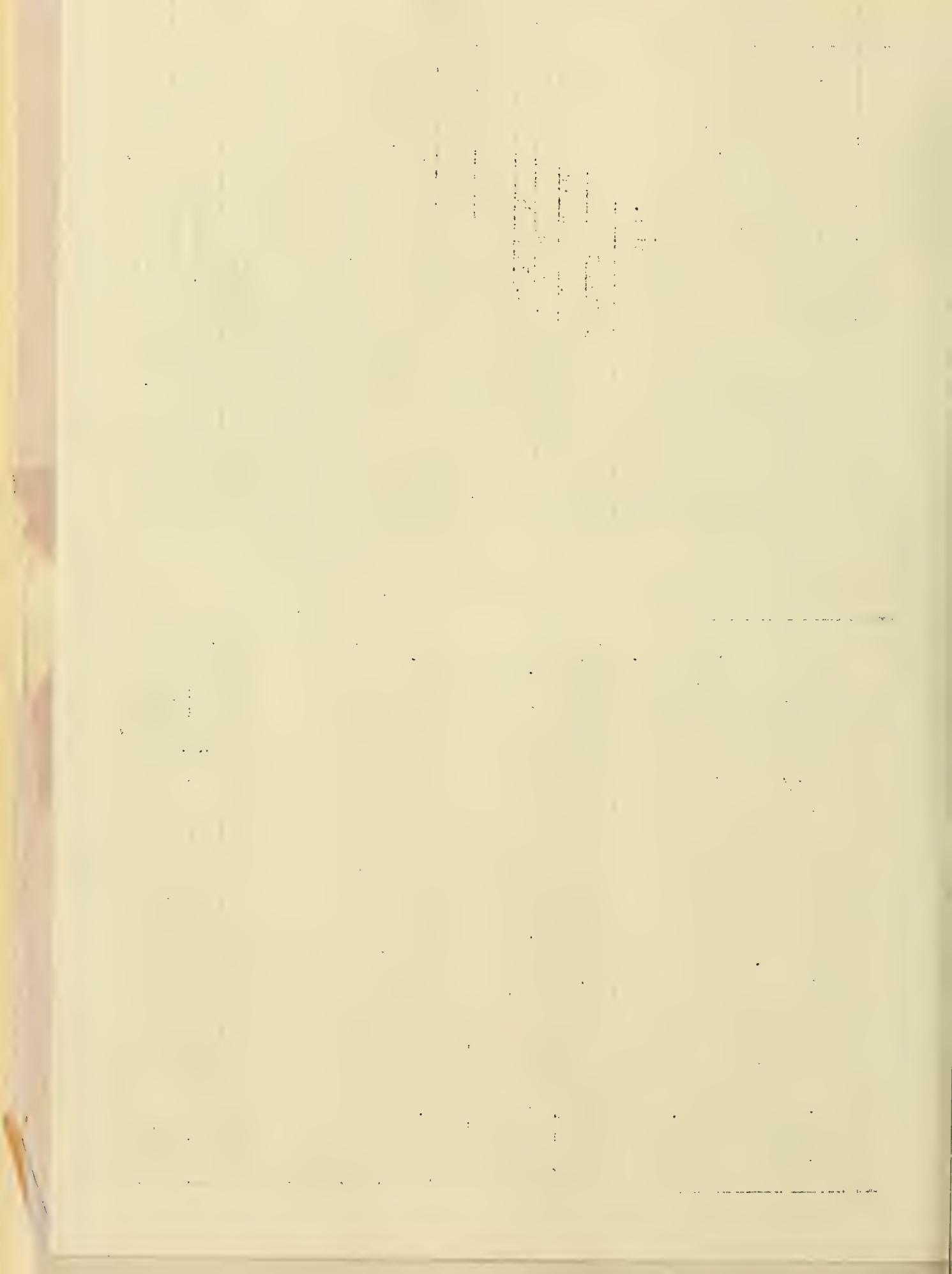
Advises Executive Officer and PAS on all matters relating to Cadet Military Training and the Detachment Personnel Training programs. Organizes and supervises the Cadet Wing in accordance with current directives. Implements provisions of Cadet Guide, and Cadet disciplinary provisions - demerits, merits, probation, and qualification boards. Directs and supervises AFROTC Drill Team, Rifle Team, and Band. Responsible for STU preparation.

AUTH GR	ASSIGNED	AUTH AFSC
	Capt Thomas J. Killion Jr	
TSgt	TSgt Mark W. Brenzo	75170
	SSgt Edward W. Bates Jr	

SUPPLY

Responsible for the procurement and issuance of all supplies and equipment for students and Detachment personnel, for the care, handling, and storage of all equipment and supplies. Responsible for administering AFROTC Appropriated Funds, Purchasing and Contracting (Imprest Funds), Unit Fund, and State Budget Fund. Responsible for submission of appropriate reports and forms pertaining to Motor Transportation and scheduling maintenance.

AUTH GR	ASSIGNED	AUTH AFSC
	Capt Thomas J. Killion Jr	
TSgt	TSgt Florian R. Duguay	64670



DEPARTMENT OF AIR SCIENCE

EXECUTIVE OFFICER

EDUCATION

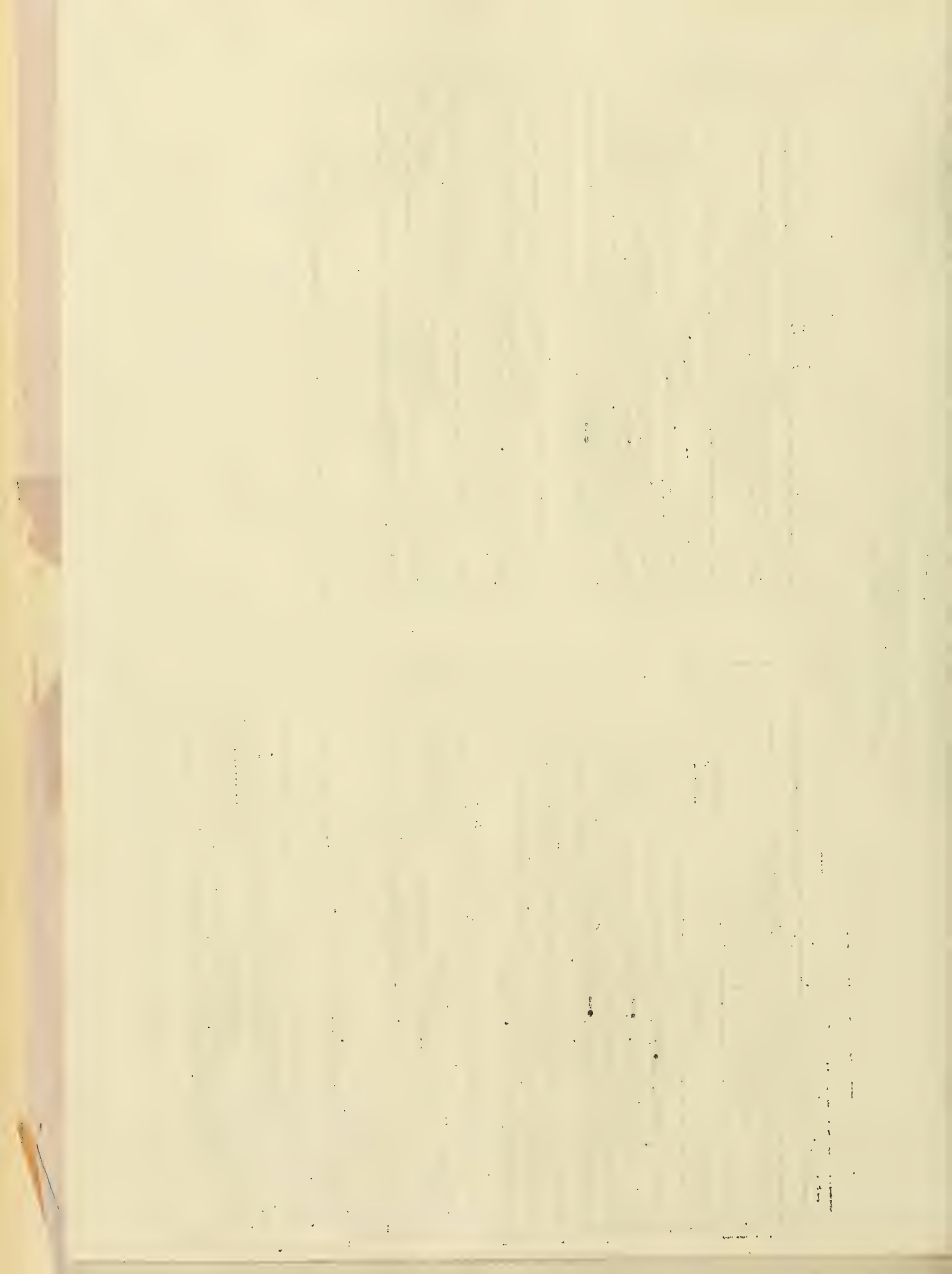
AS 1		
AUTH GR	ASSIGNED	AUTH AFSC
Advisors-Capt Charles V. Costantino Capt Thomas P. Martin		
Capt	Capt Charles V. Costantino	7535
Capt	Capt Thomas P. Martin	7535
	Lt Colonel Carl W. Sprague	
	Capt Thomas J. Killion Jr	

AS 2		
AUTH GR	ASSIGNED	AUTH AFSC
Advisors-Lt Colonel Carl W. Sprague Capt Thomas J. Killion Jr		
Major	Lt Colonel Carl W. Sprague	7535
Capt	Capt Thomas J. Killion Jr	7535
	Capt Charles V. Costantino	
	Capt Thomas P. Martin	

AS 3		
AUTH GR	ASSIGNED	AUTH AFSC
Advisor-Major George Vinskey		
	Colonel John C. Marchant	

AS 4		
AUTH GR	ASSIGNED	AUTH AFSC
Advisor-Colonel John C. Marchant		
Major	Major George Vinskey	7535

IN-SERVICE TRAINING		
AUTH GR	ASSIGNED	AUTH AFSC
	Lt Colonel Carl W. Sprague	



DEPARTMENT OF AIR SCIENCE

EXECUTIVE OFFICER

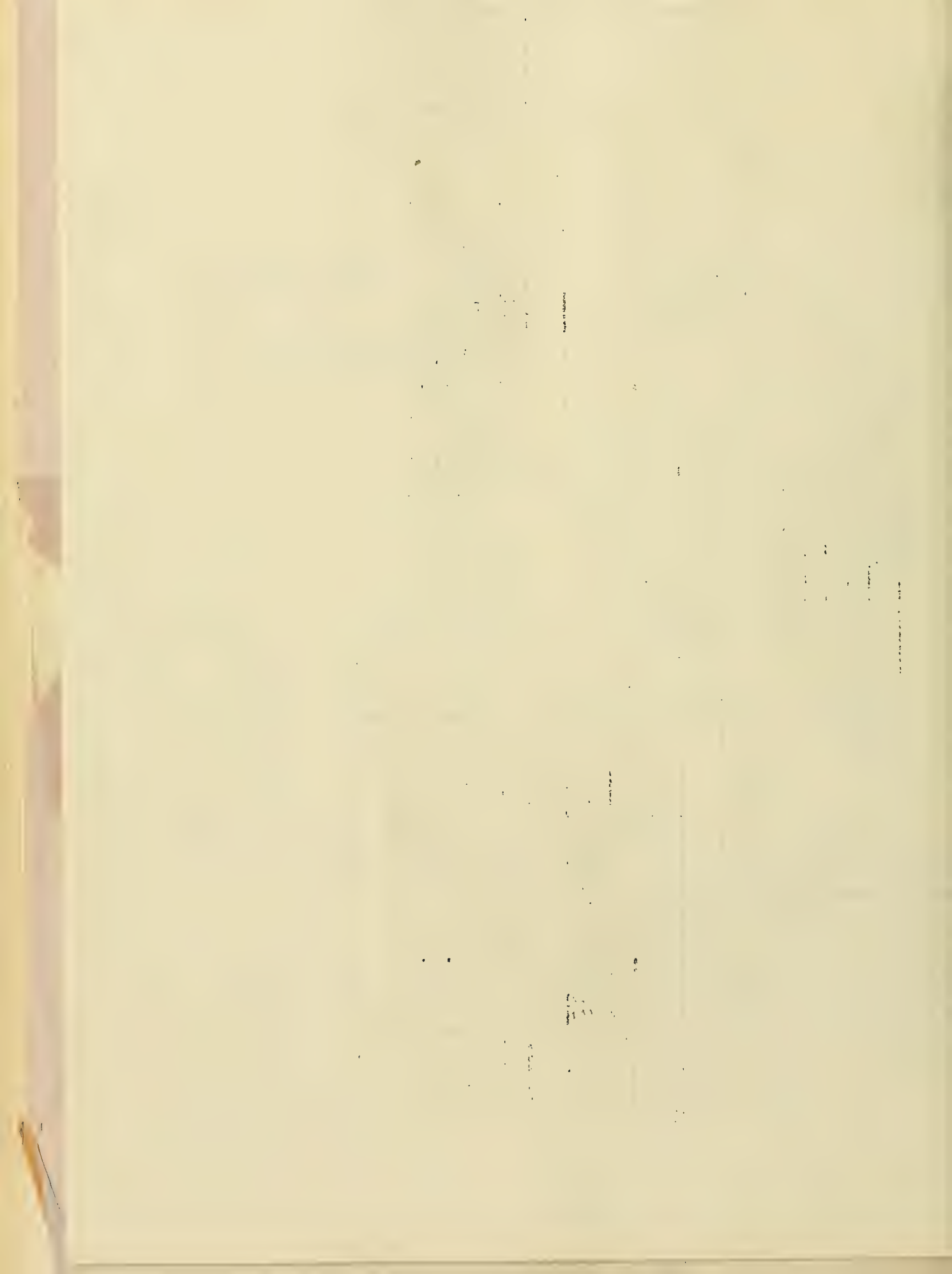
LEADERSHIP TRAINING

CORPS OF CADETS		AUTH AFSC
AUTH GR	ASSIGNED	
	Capt Thomas J. Killion Jr	
	Capt Charles V. Costantino	
	Capt Thomas P. Martin	
	TSgt Mark W. Brenzo	
	SSgt Edward W. Bates Jr	

RIFLE TEAM		AUTH AFSC
AUTH GR	ASSIGNED	
	Capt Charles V. Costantino	
	SSgt Edward W. Bates Jr	

DRILL TEAM		AUTH AFSC
AUTH GR	ASSIGNED	
	Capt Thomas J. Killion Jr	
	TSgt Mark W. Brenzo	
	SSgt Edward W. Bates Jr	

ROTC BAND		AUTH AFSC
AUTH GR	ASSIGNED	
	Capt Thomas P. Martin	
	SSgt Edward W. Bates Jr	



U.S. ARMY ROTC INSTRUCTOR GROUP
University of Massachusetts
Amherst, Massachusetts

16 December 1960

ANNUAL REPORT OF THE DEPARTMENT OF MILITARY SCIENCE

1. APPROPRIATIONS - by fiscal year:

	<u>1959</u>	<u>1960</u>	<u>1961</u>
03 Services, non-employee	\$200.00	\$163.00	\$ 87.50
04 Food for persons	75.00	75.00	75.00
10 Travel and automotive expense	50.00	50.00	50.00
12 Repairs and alterations	50.00	32.00	50.00
13 Special supplies and expenses	100.00	250.00	175.00
14 Office and administrative expenses	200.00	150.00	150.00
15 Equipment	155.00	450.00	31.25
TOTALS	<u>\$830.00</u>	<u>\$1170.00</u>	<u>\$628.75</u>

2. PERSONNEL - as of September, calendar year:

	<u>1958</u>	<u>1959</u>	<u>1960</u>
Colonel	1	1	1
LT Colonel	1	1	0
Major	1	1	2
Captain	4	5	7
Enlisted	8	8	7
Jr Clerk Grade 3	1	1	1

3. ORGANIZATIONAL CHART - see Inclosure #1

4. STUDENTS

a. Number of majors - None.

b. Number of students taught - September, calendar year:

	<u>1958</u>	<u>1959</u>	<u>1960</u>
Freshmen	318	490	452
Sophomores	194	287	375
Juniors	54	45	54
Seniors	54	50	43
TOTALS	<u>620</u>	<u>872</u>	<u>924</u>

5. FACULTY PUBLICATIONS, RESEARCH GRANTS, PROJECTS AND PROFESSIONAL ACTIVITIES:

In October 1960 a new course, MS 97 & 98, Special Problems Course, was initiated. Students enrolling for this course may receive either one or two credits depending upon course requirement.

6. SPECIAL PROJECTS OR PROGRAMS:

a. The Bay State Rifles, the Army ROTC drill team, has participated in three campus activities and in the Veterans' Day Parade, Springfield, Mass. The team is scheduled for other campus activities and at least two other off-campus trips during this academic year.

b. The joint Army-Air Force Band consists of 55 members and furnishes music for both Army ROTC and Air Force ROTC events. Many of its members also participate in the University Band.

c. The Army ROTC Rifle Team is active and participates in Postal Matches.

d. The University Varsity Pistol Team and the University Varsity Rifle Team are now coached by personnel of the Military Department and use the Dickinson Hall rifle range.

e. The Military Ball is a cadet managed social function open to the public and other University students. It is sponsored by the Army and Air Force ROTC

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ANNUAL REPORT OF THE DEPARTMENT OF MILITARY SCIENCE (Contd)

Departments alternately each year. Proceeds from the Ball are utilized in support of cadet activities, as a cost defraying fund retained by RSO for next year's ball.

7. FUTURE PLANS AND NEEDS:

a. A drill hall is needed for inclement weather drill instruction of the Corps of Cadets and of the drill teams. It could be used also for classes, dances, limited athletic activities, and other curricular and extra-curricular activities.

b. An increase in fund allocation will be necessary to support University student off-campus functions of the Bay State Rifles, the Army ROTC Rifle Team, the University Varsity Pistol Team, and the University Varsity Rifle Team. All of the activities mentioned in this subparagraph are ones which bring recognition to the University and the members of these activities represent the University particularly when they are absent from the campus as a group.

c. It is considered advisable to place the other half of Dickinson Hall in the budget at the earliest practicable date. The present structure is already filled to capacity, and will not accomodate numbers involved in the present expansion program.

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SECTION 1

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Commanding General
VIII US Army Depot

P. H. V.

Executive Officer

Civilian Secretary

UNCLASSIFIED
EXEMPT

Lieutenant

Assistant
Lieutenant

Staff Liaison
Asst. Adjutant

Asst. WCO

Operations Officer

Sergeant Major

Administrative
NCO

Motor Sergeant

Communications
Sergeant

Supply Sergeant

Radio Team NCO

Supply Officer
Warehouse NCO Team

Military Secretary
Custodian

M P C Clerk

Civilian Secretary

Civilian Armorer

Operations
Sergeant

Adv Course Coord
Asst. S. J.

Basic Course Coord
Asst. S. J.

Varsity Pistol
Team Asst. SS

Course Org.
Course Cpl.

Training Aids
NCO

Pistol Team
NCO

Staff functions and procedures are in accordance with FM 101-5.



UNIVERSITY OF MASSACHUSETTS

M E M O R A N D U M

From . . . Gilbert L. Woodside Date . . December 16, 1960 . .
 To Mr. John Gillespie
 Subject . . Annual Report

I am pleased to present the Annual Report of the Graduate School for the academic year 1959-60.

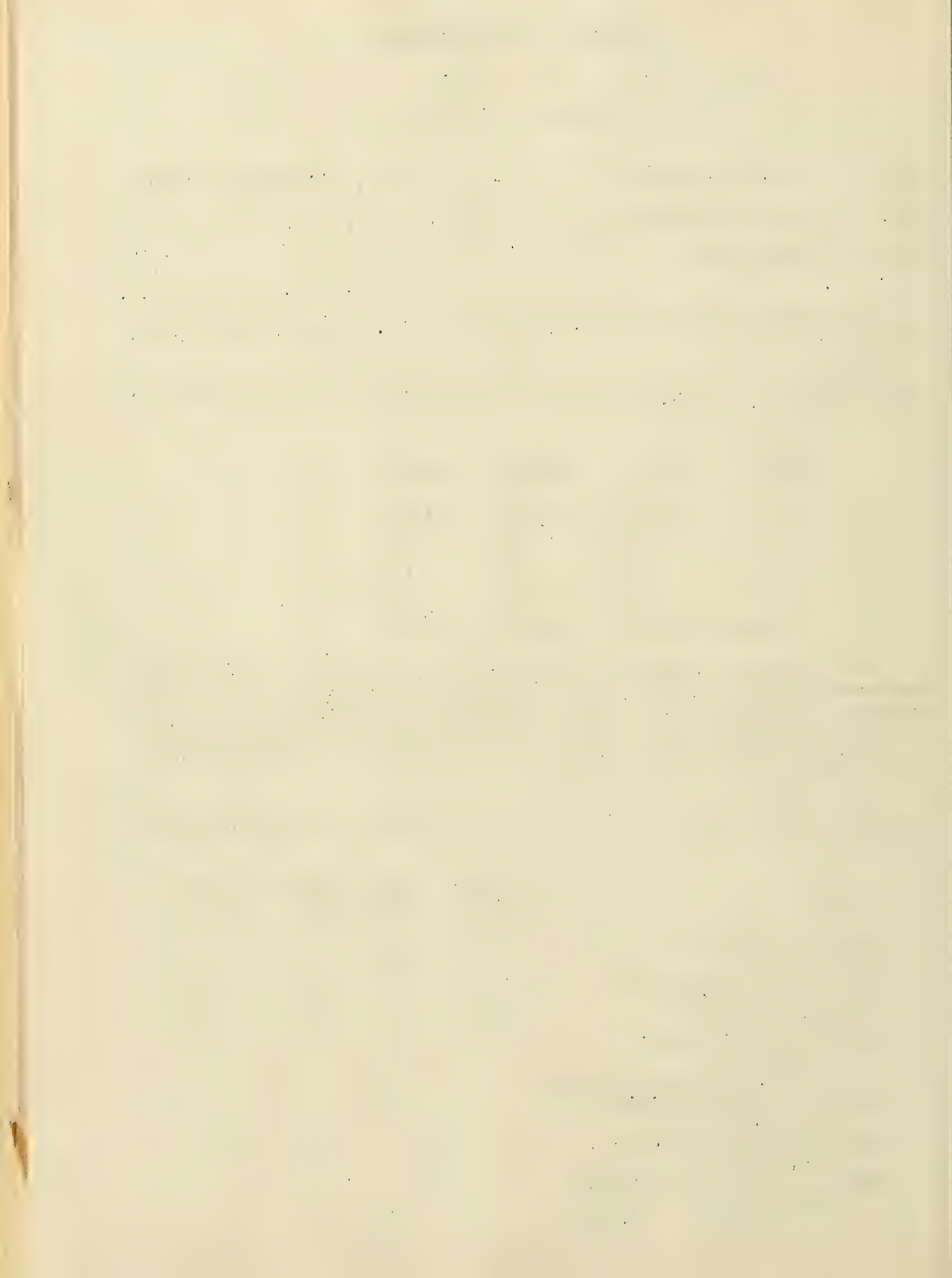
Listed below are Graduate School appropriations for the fiscal years 1958-59, 1959-60, 1960-61:

<u>Account Number</u>	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>
03	\$68,000	\$68,000	\$71,000
10	415	400	450
12	50	50	50
13	100	100	150
14	745	700	800
15	400	295	500
Totals	<u>\$69,710</u>	<u>\$69,545</u>	<u>\$72,950</u>

The enrollment during 1959-60 showed an even more striking increase than has been true in recent years. During the first semester, 780 students were enrolled. During the second semester 638 students were enrolled. In the fall of 1958-59 there were 568 and in the spring 535. The 1959-60 figures include 572 men and 208 women in the first semester and 480 men and 158 women in the spring semester.

The following advanced degrees were awarded during the year under consideration:

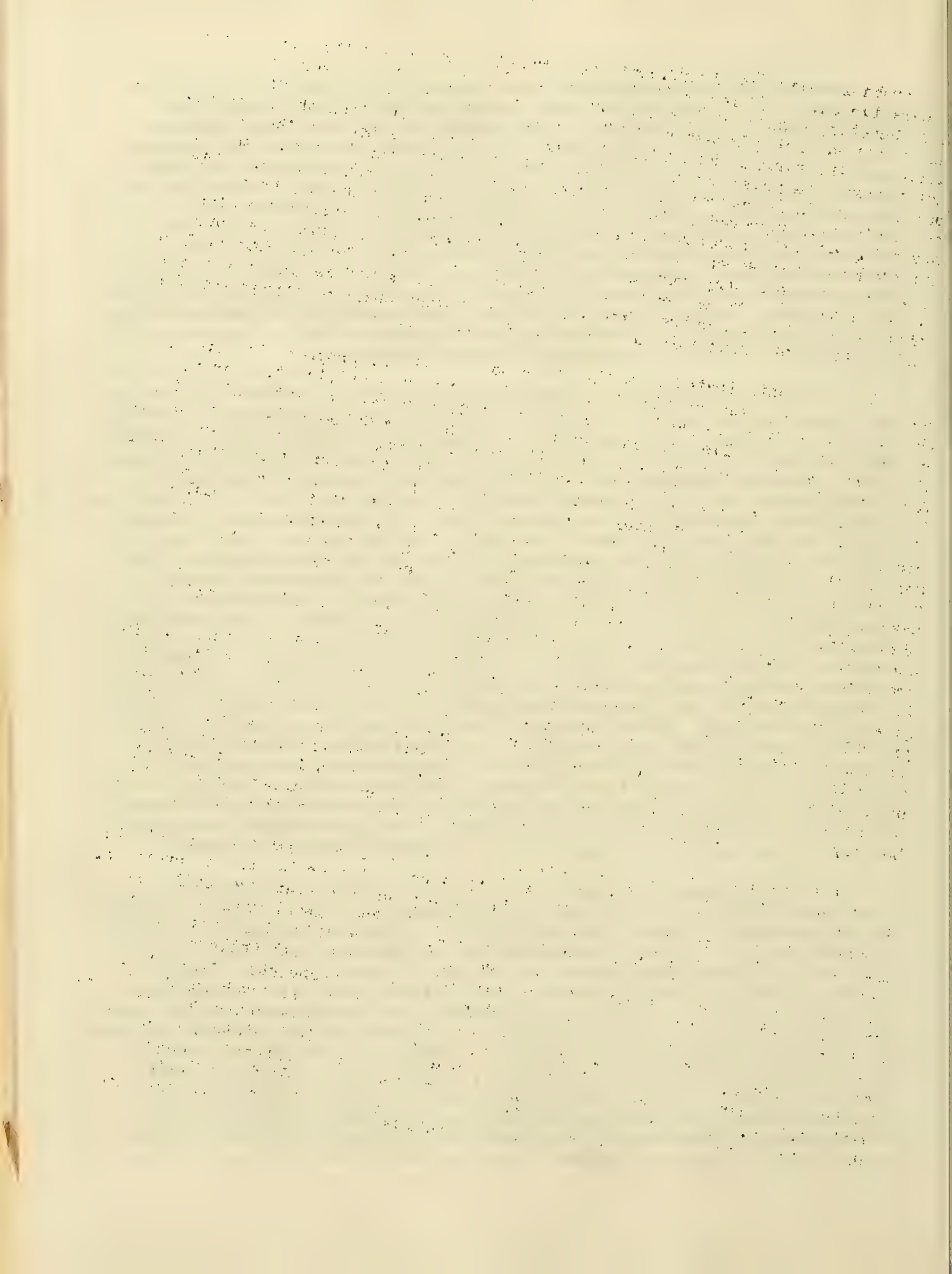
<u>Degrees</u>	<u>February 1960</u>	<u>June 1960</u>	<u>September 1960</u>	<u>Totals 1960</u>
Doctor of Philosophy	3	5	1	9
Master of Arts	1	14	15	30
Master of Arts in Teaching	1		2	3
Master of Education		16	20	36
Master of Science	4	36	8	48
Bachelor of Landscape Architecture		3		3
Master of Business Administration	2	5		7
Master of Science in Chemical Engineering				
Master of Science in Civil Engineering		1	3	4
Master of Science in Mechanical Engineering		3	1	4
Totals	<u>11</u>	<u>83</u>	<u>50</u>	<u>144</u>



Probably the most significant event during 1959-60 was the fact that a cooperative Ph. D. degree was voted by the Trustees of the University of Massachusetts, Amherst College, Mount Holyoke College, and Smith College. This occurred during December, 1959. Within a very short time the representatives of the various departments in the Biological Sciences at the four institutions had presented a petition to the Graduate Council asking that a Four College Ph. D. degree in the Biological Sciences be established. This was unanimously approved by the Graduate Council and subsequently by the University of Massachusetts' Board of Trustees. During the spring semester four students were accepted in this program. Later in the spring the four departments of chemistry were also granted the right to offer the Four College Ph. D. degree. Before the end of the year the Graduate Office had received a number of additional inquiries from various department chairmen concerning the possibility of offering this degree in their disciplines.

It is not anticipated that this Four College Ph. D. program will ever be very large, but we are confident that it will be very significant. For one thing, it is almost unique in terms of cooperation between a state university and three private colleges. It also provides the Four College Ph. D. candidate with a remarkable opportunity to benefit from the presence of outstanding faculty members on four different faculties. In the long run it is likely that four-college cooperation at the graduate level will achieve greater success than at the undergraduate level. One reason for this is that the scheduling problems of graduate classes are much simpler than for undergraduate. Much more of the work is done independently or in seminars which are frequently scheduled in the evening. Furthermore, large numbers of graduate students have their own cars and thus are not plagued by the transportation difficulties faced by the great majority of undergraduate students. With regard to courses, it would seem that there is less chance of duplication of advanced graduate courses than is likely to be the case with undergraduate courses. It is easy to see why the four departments within a discipline would hesitate to give up any of their present undergraduate offerings because most of them are probably needed in the major program of the department. Transportation and scheduling problems make it very difficult for very many undergraduate students to take courses at one or more of the other colleges. On the other hand, it would seem logical that if one of the departments in the Biological Sciences, for example, should have a course in Muscle Physiology there would be very little point in establishing such a course in any of the others.

Such developments may take time but we are convinced that they are all in the right direction. In some areas a large amount of inertia must be overcome. We are confident, however, that this will take place and that eventually the cooperation among the four institutions at the graduate level will be one of the most significant developments in the area. During this first year 24 members of the faculties of Amherst, Mount Holyoke, and Smith Colleges were added to the Graduate Faculty at the University of Massachusetts, and by their own wish their names will appear in the next edition of the Graduate Catalogue. Each college was represented by one faculty member on the Graduate Council. During 1959-60 these were Dr. Jyett Muus, Professor of Biochemistry, Mount Holyoke College; Dr. George Kidder, Professor of Biology, Amherst College; and Dr. Kenneth Sherk, Professor of Chemistry and Director of Graduate Studies, Smith College. These members have just as much voice in determining graduate school policy as any other member of the Graduate Council.



The number of Graduate Faculty members rose to 263 as of September 30, 1960, from 210 in 1958-59. I would say that the concept of having a separate Graduate Faculty is now very widely accepted in the University. There are, of course, a few members of the faculty especially in certain areas who are not sympathetic with the idea. Their reasons, at least as expressed to me, are based almost entirely on the fact that in order to become a member of the Graduate Faculty a person must have demonstrated by some means or other that he has done research or other creative work. In certain areas of the University this idea that a member of the faculty owes it to himself, to his students, and to his profession to try to contribute something to the advance of human knowledge has been resisted for a long time. A few of these people would much prefer to continue having a second job. In some cases this second job is in the person's own field (for example, teaching elsewhere); in other cases it is strictly below the professional level. This is a problem which most directly concerns department heads, college and school deans, and the provost, but I am convinced that it must be solved before we honestly can claim to be a university in fact as well as in name. I recognize the truth of the statement that if a person has spent, let us say, 25 or 30 years of his life doing nothing but meeting his classes and then forgetting about his obligation as a member of a profession, it is very unlikely that he will be able to turn over a new leaf and become a productive scholar. On the other hand, it seems to me that department heads and deans have an obligation to hire new people who give every evidence of developing in this direction. It seems to me that even in a strictly competitive market we should be able, if we really want to, to attract potential scholars in every field. If this were the sincere desire of every department head and every school and college dean we would soon be much closer to solving this problem.

The Graduate School was fortunate during 1959-60 to have 11 students as recipients of National Defense Education Act Fellowships; 3 were in Botany, 2 in Chemistry, 3 in Psychology, and 3 in Zoology. Each student received a Fellowship of \$2,000 and will receive for his second year \$2,200 and for his third year \$2,400. A generous dependency allowance was also included. The University received \$21,366.98 as overhead from the NDEA Office by virtue of having these fellows. The Trustees of the University of Massachusetts had already decided that this money should go to the Graduate School. I felt that we had no more urgent need than for more fellowship money and thus gave the entire amount to the Committee on Graduate Fellowships. This committee voted to provide additional Departmental Fellowships which are granted to graduate students in all fields on a strictly competitive basis. Thus the NDEA overhead money provided 11 fellowships for 1959-60. During the year we were also notified that for 1960-61 two departments would receive additional fellowships (3 in Chemistry, 2 in Zoology).

On the recommendation of the Graduate Council the Board of Trustees gave approval during the year for the Department of Government to grant the Ph. D. degree. This brings to a total of 12 the number of departments offering work at the advanced level. There are 38 departments which offer work leading to a Masters degree.

On May 6 & 7, 1960 the University of Massachusetts was host to the New England Conference on Graduate Education. As Vice-President of the Conference and Chairman of the Program Committee for the 1960 meeting, I was responsible for most of the preliminary planning. Forty-six delegates attended the Conference and many of them told me that they felt it was one of the most

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successful which had ever been held. We were extremely fortunate in the speakers we were able to engage. These included President Charles W. Cole of Amherst College; Doctor Hans Rosenhaupt, Director of the Woodrow Wilson Fellowship Program; and Doctor Henry Bent, Chief of the NDEA Fellowship Section.

During the year I continued as a member of the Land Grant University Senate Committee on Graduate Education of Extension Workers. In this capacity I attended a national meeting at Iowa State University during May 1960 and presented a paper dealing with graduate work in the field of extension.

The future plans of the Graduate School include continuing efforts to raise the general academic tone of the entire University. We hope to continue to do this by impressing the importance of research and other creative work, most especially as it contributes to better teaching. I am convinced that this should be the main reason for stressing the importance of research in a university. It is certainly just as important to both the researcher and the student as is the fact that research contributes to the sum total of human knowledge. There are already a number of research institutes in which presumably the latter function is certainly the main if not the sole function of the research. In a university, however, we should strive to attract faculty members who are true teacher-scholars. Such people wish not only to do research but to communicate their enthusiasm for research and creative work to younger minds. This, in fact, is one of the most important differentiating features which sets a true university apart from a research institute on the one hand and the typical small college on the other. The fact that we have so recently been a small college is, to my way of thinking, the main reason we are still having difficulty selling the idea of the great importance of research and creative work on the part of the faculty. I am pleased to report great strides in this general area within the past few years. Especially notable has been the progress in the College of Arts and Sciences.

The greatest need the Graduate School has is more money for fellowships. This means a significant increase in the O3 funds, although we are gratified to learn that the principle of using O1 funds for creating teaching associateships has been extended.

Extensive facilities for graduate research have been included in many of the new buildings. Much more needs to be done in terms of library resources and services.

By way of general summary I am proud to say that I believe the Graduate School is moving in the direction of a very promising future.



Gilbert L. Woodside

etc.

UNIVERSITY OF MASSACHUSETTS
OFFICE OF THE DEAN OF MEN

ANNUAL REPORT

December 1, 1959 - November 30, 1960

December 6, 1960

1. Appropriation - fiscal year 1960-61

As the Dean of Men's Office functions under an allotment made from the appropriations to Student Personnel, only such allotments pertaining to the Dean of Men's Office are listed as follows:

ALLOTMENTS FOR DEAN OF MEN'S OFFICE
1960-1961

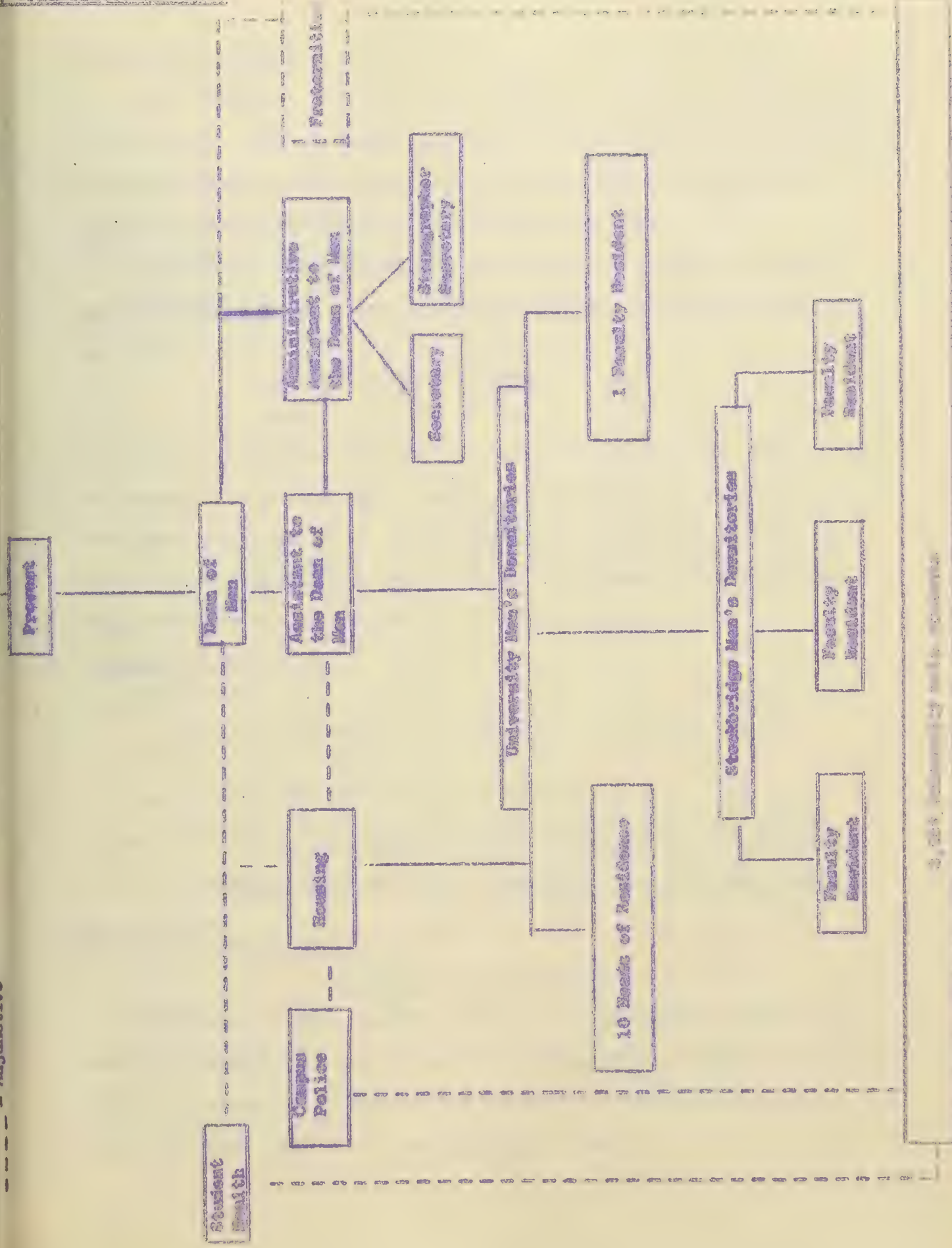
Account

03 -	\$13,557.00	\$17,707.00	(Dormitory commissaries and faculty residents... 2 Southbridge Dormitory heads, plus 1 4-year Dormitory head.) <u>200.00</u> (Dean of Men's Office plus mail testing service) \$17,907.00
10 -	\$300		
11 -	\$10.00		
12 -	\$85.00		
13 -	\$75.00		
14 -	\$1,000		
15 -	\$200		

2. Personnel - number in each year (Sept. 1959, Sept. 1960, Sept. 1960.)

<u>September 1959</u>	<u>September 1960</u>	<u>September 1960</u>
1 Professor A	1 Professor A	1 Dean of Men
1 Instructor A	1 Instructor A	1 Staff Assistant
4 Dormitory Matrons	7 Heads of Residence	10 Heads of Residence
1 Head Clerk	1 Head Clerk	1 Head Clerk
1 Junior Clerk and Stenographer	1 Junior Clerk and Stenographer	1 Junior Clerk and Stenographer
1 Junior Clerk	1 Junior Clerk	1 Junior Clerk

Organizational Chart





4. Students or clientele

As of September 1960 there were 3,257 men out of a total undergraduate body of 5,257. This is a rise of 133 men over September 1950. This office also continues to render certain services to the 395 men of Stockbridge School and the 600 men enrolled in the Graduate School.

The growth of the University of Massachusetts continues as reflected in the number of men per class in the Undergraduate School as of September 1950.

<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1964</u>
669	649	930	1009

As one can see from the above there has been an extremely rapid growth in the number of male students attending the University of Massachusetts. This rapid growth has brought about a need for additional personnel in the Dean of Men's Office and is the reason for the recommendation requesting additional personnel in section seven of this report.

5. Professional activities

Dean Hopkins

Faculty Advisor, Phi Eta Sigma, National Freshman Academic Honor Society

National Executive Board, Phi Eta Sigma

National Association Student Personnel Administrators meeting at the Ohio State University, Columbus, Ohio April 7-9, 1960

New England Regional Deans Meetings, University of Maine-June 1960.

6. Special projects or programs

A. Student Leader's Meeting

Regularly, an hour's meeting per week with male student leaders has produced a feeling of mutual respect and understanding. Informal and off-the-record discussions of everything from academics to women are encouraged. This is another positive piece of student personnel work.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the success of any business and for the protection of the interests of all parties involved. The document also highlights the need for transparency and accountability in all financial dealings.

100	200	300	400
500	600	700	800

The second part of the document provides a detailed overview of the company's financial performance over the past year. It includes a comprehensive analysis of the company's revenue, expenses, and profit margins. The document also discusses the company's financial strategy and its plans for the future.

Financial Statement

The financial statement shows that the company has achieved a significant increase in revenue over the past year, despite a corresponding increase in expenses. This is primarily due to the company's successful marketing and sales efforts. The document also notes that the company's profit margins have remained stable, indicating a strong and sustainable business model.

Conclusion

In conclusion, the company's financial performance over the past year has been impressive. The company's strong revenue growth and stable profit margins demonstrate its ability to maintain a competitive edge in the market. The document also highlights the company's commitment to transparency and accountability, which are key factors in building trust and long-term success.

B. Counseling Program

Both the Dean and his Assistant regularly see great numbers of students during each working day. Some of the conferences may be as short as a few minutes (to borrow money, to get recommendations for a job, scholarship etc.) while some last the normal 50 minutes. Each keeps a record of the major cases he sees and very often both consult on the more difficult ones. Emergency cases often cause near saturation of their facilities. By far, this occupies the major portion of our time and while it is neither as flashy nor showy as the discipline cases, it all adds up to a most positive contribution to the total welfare of the clientele.

C. The Dormitory Program

In September 1960, Hills North Dormitory, which houses 225 men, was opened raising the total normal capacity of the University Men's Dormitories to 2,281. Adding the three Stockbridge dormitories which have a total of 219 gives a combined University and Stockbridge normal dormitory capacity of 2,510.

To carry out the policy of establishing and maintaining a residential environment conducive to real academic effort, democratic living and a wholesome atmosphere the fourteen men's dormitories are staffed with ten Heads of Residence and four Faculty Residents. A weekly staff meeting is held each Thursday afternoon as an in service training program for these people. Current problems are discussed and reports and recommendations are made during the first half of the meeting. The second half of the meeting is usually devoted to lectures by members of one of the related student personnel services on campus. Examples are, the Guidance Office, Student Health Service and the Housing Office.

The major problem facing the dormitory system this fall was the necessity of

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO
THE DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY
5708 SOUTH EAST ASIAN AVENUE
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TEL: (773) 835-5200
FAX: (773) 835-5201
WWW: WWW.CHEM.UCHICAGO.EDU

THE UNIVERSITY OF CHICAGO

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housing 95 men above our normal capacity. It was decided to house these men in Van Meter Dormitory, normal capacity 420 men, and to move them into spaces made available when other students dropped out of school or decided to commute from home. As of this date it has been possible to relocate all men who were tripled.

As was stated in the Annual Report of 1960-1961, the psychological and operational aspects of this dormitory overcrowding have not made for a climate which we feel is proper in our dormitory program. When 95 men are tripled it affects 285 men thus spreading the problems of this trying situation. Again this year the Housing Office, Janitorial Staff, Heads of Residence, Faculty Residents and Counselors have done an excellent job in working with this problem.

It is the recommendation of this office that positive steps be taken to eliminate this problem in the future.

D. Summer Counseling Program

During the summer of 1960 this office assisted the Guidance Office in the annual summer program of testing and faculty counseling which is requested of all freshmen before they enter the University. It was the responsibility of this office to house and carry on a program of orientation for the more than one thousand entering male freshmen.

In addition to the Head of Residence in Mills House where the students were quartered, five student counselors were appointed to live in and supervise the sections of the dormitory. They also participated in formal and informal periods of orientation. The success of this year's program, from the standpoint of this office, was in a large measure due to the efforts of the Head of Residence and these counselors.

During each testing period the Dean of Men or his Assistant gave orientation lectures to the students attending and also to many of their parents during

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the Parents Program which was held on the third day of each period. As a result of this program, marked progress has been made in establishing understanding and cooperation between this office and the parents of the students whom we serve.

E. I. D. Card Program

This year marked the second time that finished I.D. cards were given out at fall registration. This was accomplished by taking the freshmen pictures during the Summer Counseling Program and by having the upperclassmen fill out their I.D. cards during spring pre-registration. Duplicates of the freshman pictures are made at the time of its original printing making it necessary to take student's photograph once while at the University.

Additional prints are made available to departments needing them.

7. Future plans and needs

The University is growing physically and in numbers of students and employees. This is a basic fact and needs no elaboration.

Very briefly, for the justification essay more properly belongs in the budget requests soon to be made, the crying needs in Student Personnel are for 1) additional personnel, and 2) the immediate establishment of a Student Personnel Program directed by a Dean of Students who has both responsibility and authority.

Additional personnel are vitally needed in the office of the Dean of Men to this extent:

- 1) an Associate Dean of Men
- 2) an Assistant Dean of Men
- 3) a Clerk - receptionist
- 4) a Clerk - typist

These people will assist the present staff by performing many of the

120
The following is a list of the names of the persons who have been appointed to the various committees of the Board of Directors of the Corporation for the year ending December 31, 1920.

COMMITTEES

1. The Finance Committee consists of Messrs. J. B. [Name], J. C. [Name] and J. D. [Name].
2. The Audit Committee consists of Messrs. J. E. [Name] and J. F. [Name].
3. The Executive Committee consists of Messrs. J. G. [Name], J. H. [Name] and J. I. [Name].
4. The Nominations Committee consists of Messrs. J. K. [Name] and J. L. [Name].
5. The Compensation Committee consists of Messrs. J. M. [Name] and J. N. [Name].

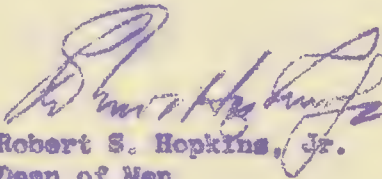
The Board of Directors of the Corporation has authorized the Chairman of each of the above committees to call such committees into session at any time and place as may be deemed necessary and proper for the purpose of carrying out the duties assigned to them.

6. The Special Committee consists of Messrs. J. O. [Name] and J. P. [Name].
7. The Committee on the Proposed Amendment to the Charter consists of Messrs. J. Q. [Name] and J. R. [Name].
8. The Committee on the Proposed Amendment to the By-Laws consists of Messrs. J. S. [Name] and J. T. [Name].
9. The Committee on the Proposed Amendment to the Articles of Incorporation consists of Messrs. J. U. [Name] and J. V. [Name].

Very truly yours,
J. W. [Name], Secretary

functions which we simply are not now doing because we cannot. For example, if we were able to do some extensive counseling after midsemester grades are reported, I would guess we could save a substantial number of freshmen. Perhaps some upperclassmen could be saved as well.

A Campus Safety Program should be instituted and advised by a small but interested, concerned, and knowing Safety Board. We have had no serious accident on campus recently but it seems only wise to exercise preventive measures now rather than afterwards!



Robert S. Hopkins, Jr.
Dean of Men

RSH:bl

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UNIVERSITY OF MASSACHUSETTS

MEMORANDUM

From: Helen Curtis, Dean of Women Date: December 16, 1960
 To: John W. Lederle, President (Via Secretary of the University)
 Subject: ANNUAL REPORT OF THE DEAN OF WOMEN

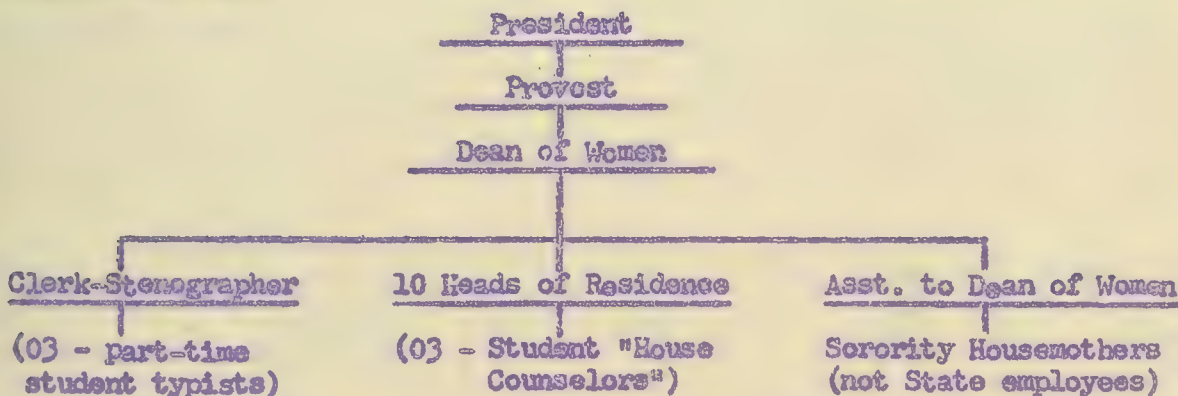
Appropriation

	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>
03 (Dormitory Counselors, etc.)		\$11,513	\$12,828
10, 12, 13, 14, 15		630	920
Total		\$12,143	\$13,748

Personnel

	<u>Sept. 1958</u>	<u>Sept. 1959</u>	<u>Sept. 1960</u>
Dean of Women { Holds tenure as "Prof.-A" Salary grade under review	1	1	1
Asst. to Dean of Women	Sept. - 1/2 Instr. Feb. 1 - "Instr.-A"	1 - "Instr.-A"	1 - "Staff Asst."
Head of Residence	5 - grade 09 3 - grade 07	Sept. 7 - grade 09 2 - grade 07 Oct. - 9 - grade 09	10 - grade 09
Clerk and Stenographer	1 - grade 03	1 - grade 03	1 - grade 05

Organizational Chart



See appended lists { Women Students' Residences
 Women Student Leaders

SECTION 1

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SECTION 2

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SECTION 3

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Student clientele

Since women students, particularly undergraduates, are my primary responsibility, the following statistics are pertinent:

	<u>Sept. '58</u>	<u>Sept. '59</u>	<u>Sept. '60</u>
Undergraduates	<u>1,495</u>	<u>1,765</u>	<u>2,000</u>
Special	63	67	51
Stockbridge	9	13	9
Graduate	<u>149</u>	<u>208</u>	<u>168</u>
TOTAL WOMEN:	1,716	2,053	2,228

Sept. 1960 $86\frac{1}{2}\%$ of undergraduate women live in 10 dormitories
 $7\frac{1}{2}\%$ of undergraduate women live in 7 sorority houses
6% of undergraduate women commute

Professional activities

Professional activities have included work on the State Executive Board of the Massachusetts Association of Deans of Women, composed of both College Deans and High School Guidance Counselors, my special interest being successful transition from school to college. I serve on the Advisory Committee of Deans for the Massachusetts Society for the University Education of Women and on the Board of Incorporators of the Horace Bushnell Fund, both being organizations which give financial aid to students. I am a member of the Advisory Council for the Women's Division of Massachusetts Department of Commerce and in Amherst, of the Camp Anderson Committee. This year I participated at a meeting of Worcester Alumnae and on the program of the Philadelphia Convention of the National Association of Women Deans and Counselors.

Special projects or programs

To recognize high scholastic achievement in the freshman year, and hopefully thereby add motivation for intellectual endeavor, a Freshman Women's Honor Society was started in 1959 which was admitted to membership in the national freshman women's scholastic Honor Society, Alpha Lambda Delta, in March 1960. Details have required much time and effort given by Miss Leonta Horrigan and myself who are advisers, but results have been worthwhile. Seventeen women of 1962 achieved the required average of 3.5 or above, and women of 1963 have earned initiation. The recognition they have won and the influence they are lending is gratifying.

The fifth annual Women's "Honors Tea" at the President's home was held with Dean Elizabeth Cameron of Mount Holyoke College as speaker. This was planned to recognize women students of all classes who achieved averages of 3.4 or better and to interest more women in aiming for graduate study.

My office assisted University of Massachusetts women students in again accepting the invitation of Radcliffe College to "exchange" two students for one week in March, resulting in a most interesting experience for these individuals and stimulating discussions with others on various aspects of higher education.

Guidance has been given by myself and my assistant to students in charge of the annual House Counselor's Workshop (1 1/2-day training program prior to fall opening of college), the Student Senate-sponsored Leaders Conference in September, and discussion groups in the Spring SWAP Conference. Five women student leaders and I drove to the University of New Hampshire in April and participated in the annual conference of New England Women's Student Government Associations with their Deans of Women advisers.



A good start has been made toward a long-held objective of securing art for walls of social rooms of women's dormitories. Formerly, several Massachusetts artists had generously loaned paintings for year-long exhibit in women's houses. To continue and extend this appeal for loans would have been an imposition on their good will. With donations from students' social funds and with the help of Dr. Paul Norton, Head of the Art Department, inexpensive but good prints of recognized art were secured and frames carefully made by the University carpenter shop. Later, more funds were made available by the University Building Association for similar pictures and for the purchase of several original oils, watercolors, and lithographs by University student and faculty artists. The Head of Residence, Mrs. Ruth Pitt, carries responsibility for distribution and inventory of these pictures. It would be highly desirable if funds could be secured by University Foundation for special gifts?) to build up a collection for all social rooms and a loan-collection to be made available at nominal charge for student rooms.

At the University of Massachusetts great responsibility is put upon women student leaders and House Counselors in the dormitories. These are respected and coveted positions because students enjoy and value the experience. The Heads of Residence have continued their strategic work of advising and supporting the student leaders and of counseling individual students who seek or need help on personal anxieties or problems of many sorts--roommate, family or boyfriend difficulties, study problems, financial worries, etc. This is a vital part of student personnel work because it is in the residence hall in a large university that a student can best be known as an individual.

In addition to counseling, Heads of Residence have supervised many constructive social activities, faculty coffee hours, etc. which are valuable opportunities for social training and growth.

The decision of the faculty, with support of the Trustees, to prohibit the use of liquor on campus and at mixed social events of University student organizations has been carried out with marked improvement in student social life, especially in the activities of minors. The excellent response and cooperation of student social chairmen during the first year has been followed by relaxation in the self-enforcement of the regulation. Continual guidance and support needs to be given student chairmen and presidents who must assume large and difficult roles among their peers in carrying out this regulation and higher standards for the conduct of mixed social events. Valuable help, especially in sound financial procedures, is given to class officers and some organizations by the Student Union Activities staff.

Registration of mixed social events and the counseling of student Social Chairmen which the Dean of Women's office handled for nine years has been discontinued. It is assumed by the Administration that the employment of Housemothers in fraternities and men's dormitories, as well as in women's houses, satisfies the need for guidance in the conduct of social events. However, because of the inexperience and rapid turnover of this personnel, the Dean of Men and Dean of Women should resume much more responsibility for this work as soon as more assistants in their offices are available.

The Freshman Pre-college Testing and Counseling program (eight three-day periods), "master-minded" and directed by Dr. Field, has proved of such worth that this again received priority in my summer work. My part of holding talk and question periods for men students--one for parents--and of training the student leaders for informal counseling in the dormitory, and the direction of an evening of co-recreation for each Freshman group of approximately 200 was strenuous but rewarding. This was added to four other major summer jobs of the Dean of Women and Assistant:

- 1) to secure and prepare for two new Heads of Residence (Johnson and Leach Houses);

The first part of the document discusses the general principles of the law of contract. It begins by defining a contract as an agreement between two or more parties, which is intended to be legally binding. The document then outlines the essential elements of a contract, which are offer, acceptance, and consideration. It also discusses the concept of intention to create legal relations, which is a key factor in determining whether an agreement is a contract.

The second part of the document deals with the formation of a contract. It explains how an offer is made and how it can be accepted. It also discusses the concept of a counter-offer, which is a new offer made in response to an original offer. The document also discusses the concept of a contract being void or voidable, and the consequences of such a contract.

The third part of the document discusses the performance of a contract. It explains the concept of a contract being breached, and the remedies available to the innocent party. It also discusses the concept of a contract being frustrated, and the consequences of such a contract. The document also discusses the concept of a contract being discharged, and the consequences of such a contract.

The fourth part of the document discusses the assignment of a contract. It explains the concept of a contract being assigned, and the consequences of such a contract. It also discusses the concept of a contract being sub-contracted, and the consequences of such a contract. The document also discusses the concept of a contract being novated, and the consequences of such a contract.

2) to plan furnishings for one new dormitory (Johnson House) and prepare detailed information for such orders and the same for the renovation of furnishings of Hamlin House;

3) to supervise housing of summer session women students;

4) to make and adjust room assignments for the largest-yet enrollment of women in September, which caught us with 64 over the normal capacity of the ten dormitories available for women, and an additional 19 to house when a sorority suffered a fire on September 2. Double rooms were tripled and utility and basement rooms pressed into emergency service for housing.

My assistant took only two weeks of her annual vacation and I again postponed mine or winter scheduling in order to meet the aggregate of these demands.

Future Plans and Needs

A. More trained student personnel staff

The number of professional student personnel staff is falling far behind the University of Massachusetts' increasing enrollments. A Dean of Students or Director of Student Personnel Services could be helpful in interpreting these needs and co-ordinating the work, but of equal or greater urgency is the addition of trained assistants for each of our strategic personnel staff.

With one assistant and one secretary my office is confronted with a load for which other universities provide the Dean of Women several assistants.

The Placement Officer for Women carries so much Senior placement work that she has had to curtail assistance to students trying to secure part-time or summer employment. Additional staff is needed for the Guidance Office and for others. University students should (and do) assume great responsibility for themselves for self-direction, but a university is failing in its obligations if it does not provide guidance for students who seek adult counsel on personal problems of many sorts, help in planning projects and activities of worthwhile student organizations, help in student government, etc.

The failure to advance the rank and salary grades of the student personnel administration staff has been a blow to staff morale. This involves not only money, but a lowering of status (compared to academic deans and faculty) which implies that these roles are not as valid a part of the educational service of the University. (Please note 7.B., page 4, of the attached report of the "Assistant to the Dean of Women.")

B. Better dining and dormitory facilities and personnel to staff them adequately

Education does not take place in courses alone. A student learns a great deal (for good or ill) from living on campus. The University of Massachusetts dormitories for women, though they have some structural inadequacies, do provide very valuable experiences in group living, social training and individual counsel through our system of supervision by Heads of Residence and student House Counselors. But our dining program is in serious need of revision. It is not only the physical plant which is inadequate, but supervision needed to maintain standards of cleanliness and order and acceptable student deportment. A university has a responsibility for more than mass feeding at lowest possible cost. Students should have nutritious and balanced meals in convenient and pleasant surroundings which are conducive to the development and practice of social amenities expected of educated citizens.

There will be an opportunity for such a program to be developed for women in the present Commons when a new Dining Commons will be serving chiefly men students. Co-ed dining with good standards could be developed with frequent "exchange dinners" if supervision is provided. But it is urged that all future dormitory complexes include dining facilities as a structural part of housing. Two "tower" dormitories, contemplated for the south end of campus, could be planned, one for men, one for women, joined by a one-story unit with dining facilities and social rooms.

C. Better maintenance of buildings and grounds

1. Dormitory structures and their furnishings need:
 - prompt attention to repair needs as they occur;
 - a continual rotating schedule for major repairs, painting and re-decoration;
 - a continual rotating schedule for new replacements of furnishings.

This is work for a supervisor and assistants who are trained in institutional management. Use and abuse of dormitories by conferences and juveniles need to be brought under control by stronger conference policy. After working to secure attractive and appropriate furnishings for women's dormitories, and training students to care for them and to take pride in their houses, it is wasteful and very disheartening to have the University permit such abuse.

2. Walks, steps, roads and landscaping in women's dormitory area and throughout the campus should be completed when a new building is occupied.

Lack of walks, stairs, and drives in appropriate places (such as at Johnson House and Mary Lyon House) has led to broken bones and sprained ankles and traffic hazards. If students' needs and convenience are not considered they make their own paths. This results in a destruction not only of the beauty of the campus but of student habits, respect for property, and pride in their campus.

It is granted that often people will not use walks when they are provided. Another "Walk on Walks" campaign (as successfully carried on by student leaders several years ago) is needed, but this would be meaningless until presently needed walks are provided.

It is a challenging time to work in one's own area of responsibility, and for each to feel he or she has a part in the great role the University of Massachusetts has before it. It is my view that leadership of the University is needed to place first emphasis on high quality in the academic program, diminishing emphasis on areas which give special privilege and training to limited groups (varsity athletics, fraternities, sororities) and increasing emphasis on opportunities and values for all students--especially the enrichment of the informal social, recreational, and cultural life of the campus.

Respectfully submitted,

Helen Curtis

Helen Curtis, Dean of Women



Reference List of Some of the Women Student Leaders for 1960-61

Senate Committee on Women's Affairs:*

Carol Jones '61, Chairman
 Gail Osbaldeston '61, V-Pres. of Senate
 Linda Achenbach '62
 Mary Jane Stack '62
 Nancy Riddle '63
 Barbara Sneider '63

Women's Judiciary Board:

Patricia Binkley '61, Chief Justice
 Esta Yaffee '61
 Dianne Coyle '62
 Carol Veno '62
 Jean Bruen '63

House Chairmen and Counselors:

Arnold House: Anne Reseigh '61, Chrm.
 Eileen Berenson '62, Sarah Dion '62
 Linda Frissel '61, Judith Madden '61
 Janet Parisi '62, Donna Pope '62
 Mary Jane Stack '62, Janet Taylor '62
Crabtree House: Christa Hahnenstein '61, Chrm.
 Elizabeth Bamford '62, Judith Kelley '62
 Jacqueline Kearns '62, Charlotte Kimball '62
 Priscilla Lincoln '62, Audrey Smith '62
Dwight House: Maren Simonds '61, Chrm.
 Jane Grant '62, Patricia Howorth '62
 Roberta Lincoln '62, Carol Neal '62
 Edith Schwartz '62, Barbara Winslow '62
Hamlin House: Carol Jones '61, Chrm.
 Carol Hunnewell '62, Judith Iverson '62
 Marsha Katseff '62, Henrietta Menkes '61
 Carol Mentor '61, Patricia Valiton '63
Knowlton House: Mary Leahy '61, Chrm.
 Ruth Butterfield '62, Judith Graham '61
 Marcia Howard '62, Elizabeth Karl '61
 Gail Osbaldeston '61, Doris Piercy '61
 Nancy Stiles '62
Leach House: Sheila Day '61, Chrm.
 Marilyn Carr '61, Barbara Gateriewicz '61
 Patricia Kraft '62, Rita Lisciotti '62
 Gertrude Meyer '62, Merle Swardlick '61
Lewis House: Joan Bornstein '61, Chrm.
 Lucy Dubiel '62, Doris Hollis '62
 Agnes Peltier '61, Priscilla Wahlen '61
 Nancy Warren '61, Doreen Waskiewicz '62
Mary Lyon House: Frances White '61, Chrm.
 Jean Condon '62, Diane Coyle '62
 Linda Hadley '61, Joan Hebert '61
 Judith Leonard '62, Gail Roycroft '61 (2nd)
 Elaine Steinberg '61
Thatcher House: Roberta Bernstein '61, Chrm.
 Anne Hall '62, Janice Ingham '62
 Dorothy Ravgiala '61, Deborah Read '62
 Martha West '62, Martha Derby (grad.)
Johnson House: Judith Allen '61, Chrm.
 Leslie Anderson '61, Ruth Ann Brown '61
 Janice Gage '61, Ruth Henderson '62
 Marilyn Pratt '62, Marjorie Proctor '61
 Carol Veno '62
Inter-Dorm Council Co-Chairmen:
 Ruth Ann Brown '61
 Janice Dimock '62

Phi Kappa Phi - National Scholastic

Honorary: Judith Glickman '61,
 Caroline Knight '61, Brenda Mason '61,
 Gladys McDonald '61, Gail Osbaldeston '61,
 Ann Reseigh '61

"Class Scholars": Anne Reseigh '61,
 Marilee Atkins '62, Patricia Adams '63

Alpha Lambda Delta, Members, Class of '63:

Carol McDonough, President; Judith Abel,
 Patricia Adams, Dorothy Adinolfi, Nancy
 Aserkoff, Karen Canfield, Marjory Bliss*
 Jan Clement, Marie Dickinson*, Hildreth
 Ferguson, Ann Furtado*, Louise Gardner,*
 Sandra Goddard, Miriam Halper, Martha
 Hume, Linda Immonen*, Patricia Juskiwicz,
 Elaine Kaplinsky, Rose Kirchner*, Ruth
 Levine, Christine Malin, Betty Miller,
 Lynn Musgrave*, Linda Nelson, Barbara
 Oliver, Bethel Peterson, Carolyn Price*,
 Caroline Rone*, Margaret Sawyer, Janet
 Schoonmaker, Ruth Wallace*

Mortar Board - Senior Women's Honorary:

Patricia O'Connell, President; Roberta
 Bernstein, Patricia Binkley, Mary Anne
 Blais, Judith Freeman, Christa Hahen-
 stein, Judith Konopka, Bryna Lansky,
 Constance Ledger, Mary Morrison, Gail
 Osbaldeston, Anne Reseigh

Scrolls - Sophomore Honor - Service:

Jean Bruen, President; Bette Broberg,
 Leona Carrell, Kathryn Connolly, Beverly
 DeMarco, Dorothy Goodwin, Roberta Hanna,
 Anna Kelly, Barbara Lavalette, Linda
 Lederman, Carol Madison, Carol McDonough,
 Elizabeth Nurmi, Sara O'Reilly, Sandra
 Russell, Valerie Smith, Susan Streeter,
 Patricia Valiton, Barbara Viera, Barbara
 Wood

Big-Little Sister Committee:

Sandra Baird '62; Linda Ledermann '63;
 Barbara Viera '63

Women Members of Revelers:

Jonie Knowles '61, Barbara Feldman '61,
 Mary Jane Stack '62, Donna Pope '62,
 Alice Edgerton '62, Nancy Pizzano '62
 Mimi Halper '63, Jane Benoit '63

Women's Athletic Association:

Carol Greaves '61, President

Panhellenic Council:

Esta Yaffee '61, President

Sorority Presidents:

Chi Omega: Denise Harmony '61
 Gamma Chi Alpha: Jane Messimiano '61
 Kappa Alpha Theta: Marcia Joyce '61
 Kappa Kappa Gamma: Sandra Gates '61
 Phi Delta Nu: Marilyn Bennett '61
 Pi Beta Phi: Joyce Teir '61
 Sigma Delta Tau: Judith Fredman '61
 Sigma Kappa: Susan Gallagher '61

* To be initiated

* Others to be elected



Responsibility by each to Dean of Women
 UNIVERSITY OF MASSACHUSETTS WOMEN STUDENTS RESIDENCES, 1960-61

House Phone Address Head Resident House Chairman

Arnold House 3-9230 Campus Jean Church 111 (Mrs. Alford) Anne Reseigh '61
 (3-9111) (3-3411, Extension 482)

Crabtree House 3-9116 Campus Ruth Pitt (Mrs. Lester I.) Christa Hahnenstein '61
 3-9140 (3-3411, Extension 469)

Dwight House 3-9256 Campus Winifred Field (Mrs. Richard) Maren Simonds '61
 (3-3411, Extension 365)

Hamlin House 3-9267 Campus Elsie Rich (Mrs. Mulford E.) Carol Jones '61
 3-9207 (3-3411, Extension 410)

Johnson House 3-9109 Campus Elsie Johnson (Mrs. Herbert) Judith Allen '61
 3-9103 (3-3411, Extension 644)

Knowlton House 3-9153 Campus Amy Judge (Mrs. Gerald A.) Mary Leahy '61
 3-9294 (3-3411, Extension 409)

Leach House 3-9159 Campus Martha Hoagland Sheila Day '61
 3-9210 (3-3411, Extension 468)

Lewis House 3-9215 Campus Marton Cumming (Mrs. R. Stuart) Joan Bornstein '61
 3-9273 (3-3411, Extension 270)

Mary Lyon House 3-9163 Campus Frances Pennington (Mrs. George D.) Frances White '61
 (3-3411, Extension 325)

Thatcher House 3-9249 Campus Incie Davey (Mrs. Stewart H.) Roberta Bernstein '61
 3-9201 (3-3411, Extension 269)

21

Presidents:

Chi Omega 3-9218 315 Lincoln Avenue Kathryn Young (Mrs. Edward W.), (3-3941) Denise Harmony '61
 Gamma Chi Alpha - Mabel Hamilton (Mrs. James E.), (3-7502) Jane Massimano '61, Hamlin
 Kappa Alpha Theta 3-7630 778 N. Pleasant St. Margaret D. Nelson (Mrs. Aro D.), (3-5650) Marsha Joyce '61
 Kappa Kappa Gamma 3-9202 314 Lincoln Avenue Emma Marshall (Mrs. Elliott), (3-3821) Sandra Gates '61
 Phi Delta Nu 3-9281 389 N. Pleasant St. Anne Mahoney (Mrs. Arthur H.), (3-7360) Marilyn Bennett '61
 Pi Beta Phi 3-3806 388 N. Pleasant St. Lillian Ryan (Mrs. L.), (3-2967) Joyce Teir '61
 Sigma Delta Tau 3-3565 409 N. Pleasant St. Katherine Young (Mrs. Benjamin), (3-7717) Judith Fredman '61
 Sigma Kappa 3-9224 19 Allen Street Miss Oreana Merrlam, (3-3411, Ext. 448) Susan Gallagher '61
 3-9297

Homestead Campus Miss Oreana Merrlam, (3-3411, Ext. 448) (House Chairman changes)



MEMORANDUM

From: Isabelle Conon, Assistant to Dean of Women Date: December 12, 1960
 To: Helen Curtis, Dean of Women
 Subject: Annual Report

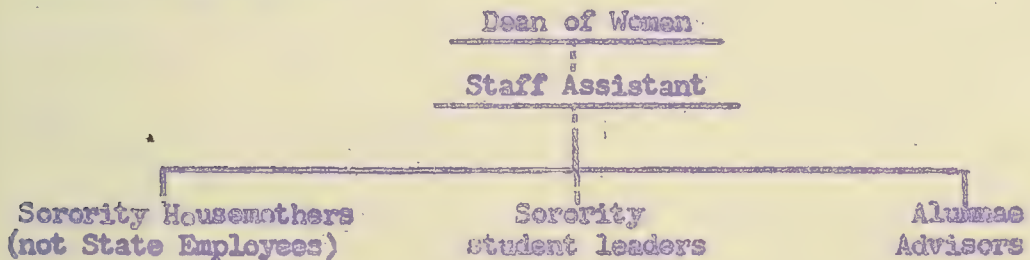
1. Appropriation

(Not Applicable)

2. Personnel

	<u>Sept. 1958</u>	<u>Sept. 1959</u>	<u>Sept. 1960</u>
Assistant to the Dean of Women	Sept. - 1/2 Instr. Feb. - 1 "Instr. A"	1-"Instr. A"	Staff Ass't.

3. Organizational Chart



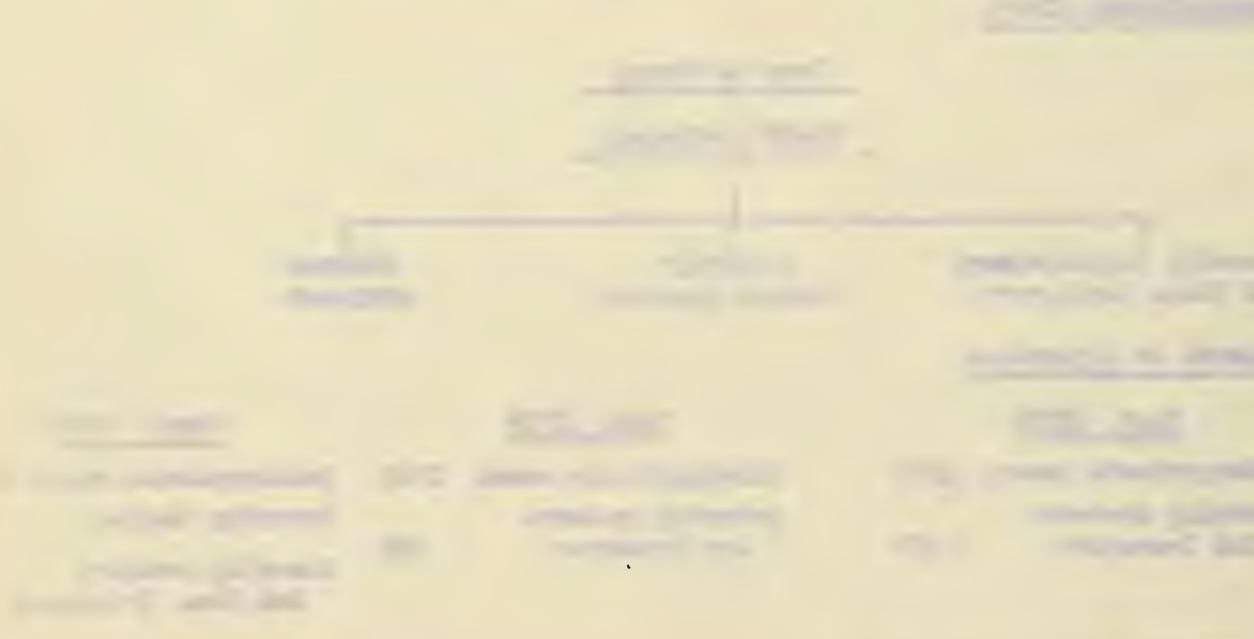
4. Students or Clientele

	<u>Sept. 1958</u>	<u>Sept. 1959</u>	<u>Sept. 1960</u>
Undergraduate women	1495	1765	2000
Sorority members			486
2nd Semester	594	579	Sorority members 2nd Sem. Estimated 636

- a. Panhellenic council adviser
 - Conferences with officers and chairmen of committees
 - Assistance in planning functions
 - Guidance of policy
 - Attendance at meetings and functions
- b. Sorority officers
 - Periodic meetings with Sorority presidents, scholarship chairmen, social chairman and house managers
 - Discussion of matters pertinent to their offices
 - Presentation of matters of concern to University for their constructive action
 - Interpretation of University policies and regulations, its expectations
 - Interpretation of goals, program and problems of the sororities, as well as of their individual weaknesses, at a given moment

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
LABORATORY OF ORGANIC CHEMISTRY

REPORT ON THE RESEARCH WORK OF
THE LABORATORY OF ORGANIC CHEMISTRY
DURING THE YEAR 1954



RESEARCH
TEACHING
ADMINISTRATION

c. Sorority alumnae advisers

Periodic meetings with sorority alumnae advisers and frequent individual conferences for ^{mutual} interpretation of goals and concerns to determine ways of alleviating the one and achieving the other

d. Individual students

Assisting Dean Curtis in helping individual students in finding solution to their problems, with referral to other resource people on campus where indicated

e. Housing

Assisting with housing assignments

f. Service on several University committees

g. Resource person at student workshops or conferences

5. Publications, research and professional activities

Outgoing secretary of Connecticut Valley Branch A.A.U.W.

Chairman of Workshop on Problems in Higher Education at regional meeting of A.A.U.W. held on campus of Connecticut College for Women

On Scholarship Committee of Amherst Women's Club

Outgoing director of Newcomers' Club of University Women

6. Special projects or programs

I have spearheaded concern by the Greeks on campus for the problem of discrimination, serving as resource person in group discussion at SWAP last Spring of sorority and fraternity leaders. Hopefully, groups would look not only at their constitutions but at their practices to determine whether they might be discriminatory. One group cared enough to send its delegates instructed to its National Convention to find out what hope there might be of attaining local autonomy in the selection of its members. Though the delegates were unsuccessful, they found enough sympathy among collegiate members to know "they were not alone." I have helped our local chapter Phi Delta Mu, which has a non-discriminatory clause written into its constitution, ~~weather~~ ^{and} its discouragement at being turned down by a national ~~has~~ ^{and} helped its alumnae advisers to get off the ground in its efforts to form its own national. It can continue to expect my support in seeking ways to finance ~~the~~ ^{its} initial organizational costs. In the meantime, the local Panhellenic has publicly commended the group for its courageous adherence to its ideals.

I have assisted in the planning of furnishings for Johnson dormitory and have followed up on receipt of the orders to assure satisfactory delivery and arranging in the dormitory. Still to come and arrange are furnishings which I helped to plan for the lounge of Hamlin dormitory, so much in need of refurbishing.

I have assisted in planning room choosing by upperclassmen and changes in room assignments as cancellations occurred during the summer.

To relieve the Dean of Women for her regular meetings with pre-college freshmen in the Freshman Testing and Counseling program, I worked closely with the women's summer school dormitory program, made the room assignments for each session and supported the Heads of Residence who had the responsibility in turn for the dormitory and its social program.

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New this year has been the implementation by Panhellenic of a quota limitation plan to help more nearly equalize the total membership of each of our eight sororities. The results have been most satisfactory. Except for Phi Delta Nu, each sorority has between 60 and 65 members, which will permit them to take twenty freshman pledges without exceeding the ceiling of 85. Phi Delta Nu has increased its membership to 30.

A successful rush period deferred to second semester last year has encouraged Panhellenic to follow the same pattern this year.

Gamma Chi Alpha's offer to purchase a house on Allen Street subject to procurement from the Amherst Zoning Board of a zoning variance was accepted by the owner. In spite of the support of the abutters and the absence of any objection by neighbors at the hearing, the Zoning Board denied the request for a variance.

There is general recognition that it will be well-nigh impossible for sororities or fraternities under existing zoning restrictions to purchase existing houses in the community for conversion to multiple use. There seems little likelihood that the land set aside, in the master plan, for sororities will be used for that purpose with difficulty of financing chapter houses under the prevailing interpretation of the so-called "recapture" clause. The proposal of a local contractor to sell bonds locally to form a building corporation and to build sororities adjacent to the campus is under consideration. It is feared, however, that because of the high tax rate in Amherst the cost of rental or purchase of satisfactory dwellings may be prohibitive to individual sororities under this plan. It might be well to consider an alternative plan to bring sororities under University housing and to build units for them on a rental basis.

Panhellenic alone, or in conjunction with I.F.C., has increased its emphasis on service to the University and to the community. Sororities participated again this year with the fraternities and supported the Heart Fund by soliciting contributions door-to-door in Amherst. An increasing number of sorority women, individually or as a house, have been giving their services at Belchertown State School and at the State Hospital in Northampton. I.F.C. and Panhellenic sponsored a sale of balloons at Homecoming and donated the proceeds to the library for the purchase of additional copies of books on reserve.

Sororities are responding to the changing climate of the University and to some pressure from their nationals by putting more emphasis on scholarship and intellectual achievement. There is a gratifying response to lectures and to other cultural opportunities open to students here and in the Valley. Discussions with sorority presidents and scholarship chairmen reveal a tendency to have more regard for individual interests and motivations, with less pressure on them to engage in social and organizational activities. Though this pattern is far from the norm yet, it is significant that such discussions are in the air.

7. Future plans and needs

a. Dormitory maintenance

The refurbishing of Hamlin lounge is just a beginning to provide for renewal of furniture in the women's dormitories after many years' use, not only by students, but by conference groups.

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The redecorating of Knowlton lounge would seem to have first priority (it is a year older than Hamlin). The present sturdy furniture, restored, could be put to good use in Knowlton Recreation Room.

Because of the difficulty of getting conference groups to assume financial responsibility for marring and breakage of furniture, a policy of requiring conferences to pay a deposit at registration against damages might well be instituted, the deposit to be refunded in whole or in part after inspection by one of their officers in company with one of our housing officers.

There needs to be a more effective method of control of dormitory furniture to be sent out to be restored or repaired. The removal of furniture last summer from women's dormitories for re-covering without prior approval or consultation with the Dean of Women, its inadequate identification, the lack of proper provision for choice of color and materials, the failure to date to return three pieces to Hamlin dormitory and one to Leach, and the prohibitive cost for shoddy workmanship all point up the need of a review of the current policy. When so little money is allotted for maintenance, a disproportionate amount is going for inferior workmanship. When so much time is spent in choosing furnishings which are harmonious in color and pleasing in texture, this haphazard system is discouraging to those who have labored long and wholeheartedly, as well as to those who must put up with glaring clashes of color in their day-to-day living. When valuable upholstered pieces which only need cleaning are taken to be re-covered in naugahyde and then lost entirely it is an indefensible waste of money.

b. Title

A matter of concern to me personally for my relations with students and faculty is my so-called verbal title of Assistant to the Dean of Women on the campus and my official title as Staff Assistant. It is just as embarrassing to be called the one and listed as the other in the faculty directory as it would be anomalous to be listed as Assistant to the Dean of Women without any right to the title. This should be just as embarrassing to the University as it is to me. Though I recognize and sympathize with the financial problems of this University, it certainly would ^{soon} indicate a disregard for a staff member's professional dignity, too great a reliance on her continuing availability, or too little respect for her ability, unless steps are taken to try to remedy this equivocal situation.

Apart from this area of concern, it has been a satisfying and productive year. Though I am sure you must feel that a disproportionate amount of my time is given to sororities, it is the area to which I have been assigned, and I hope you will feel that the work has been fruitful.

It has been gratifying to assist you in other areas and to feel that I can help in some measure to relieve you of some details as your work load increases.

Respectfully submitted,



Mrs. Maurice Gonon
Assistant to Dean of Women



ANNUAL REPORT - REGISTRAR'S OFFICE - DECEMBER 1, 1960

The Registrar's Office performs the three undergraduate services of Admissions, Registration, and Records.

A. ADMISSIONS

a. Admissions data for September 1960 and trends.

1. Applications requested and mailed out in state.

		<u>Men</u>	<u>Women</u>	<u>Total</u>
Sept.	1954	3,228	1,528	4,756
Sept.	1955	3,746	1,604	5,350
Sept.	1956	4,251	1,889	6,140
Sept.	1957	4,407	2,464	6,871
Sept.	1958	5,135	2,863	8,043
Sept.	1959	5,791	3,629	9,420
Sept.	1960	5,717	3,924	9,641

These figures represent applications mailed out in response to mail requests as of June 30. In addition, in 1960 over 1500 applications were given out over the counter or during interviews. There were also 3,208 out-of-state requests for applications. Beginning in May when our quota was filled, we stopped sending applications.

2. Applications returned.

		<u>Men</u>	<u>Women</u>	<u>Total</u>
Sept.	1954	2,321	960	3,281
Sept.	1955	2,730	947	3,677
Sept.	1956	2,743	1,264	4,012
Sept.	1957	3,021	1,717	4,738
Sept.	1958	3,547	1,861	5,408
Sept.	1959	3,286	1,876	5,162
Sept.	1960	3,768	2,271	6,039

3. Freshman students accepted and enrolled.

		<u>Men</u>	<u>Women</u>	<u>*Total</u>
Sept.	1954	810	372	1,182
Sept.	1955	698	390	1,088
Sept.	1956	723	425	1,148
Sept.	1957	730	536	1,266
Sept.	1958	828	538	1,366
Sept.	1959	1,135	703	1,838
Sept.	1960	1,009	716	1,725

*Includes transfers and former students assigned to that class.



4. New Freshmen (not including transfer, former students or those demoted).

Class	Selected		Paid		Paid and withdrawn		Paid less those withdrawn	
	M	W	M	W	M	W	M	W
1961	1037	821	771	668	142	131	629	537
1962	1272	847	926	660	190	124	736	536
1963	1775	1236	1318	895	263	194	1055	701
1964	1728	1202	1232	895	280	189	952	706

5. Per cent of loss based upon the number selected.

Class	Men	Women
1961	40	35
1962	42	37
1963	40.6	43.3
1964	44.9	41.3

6. Transfers

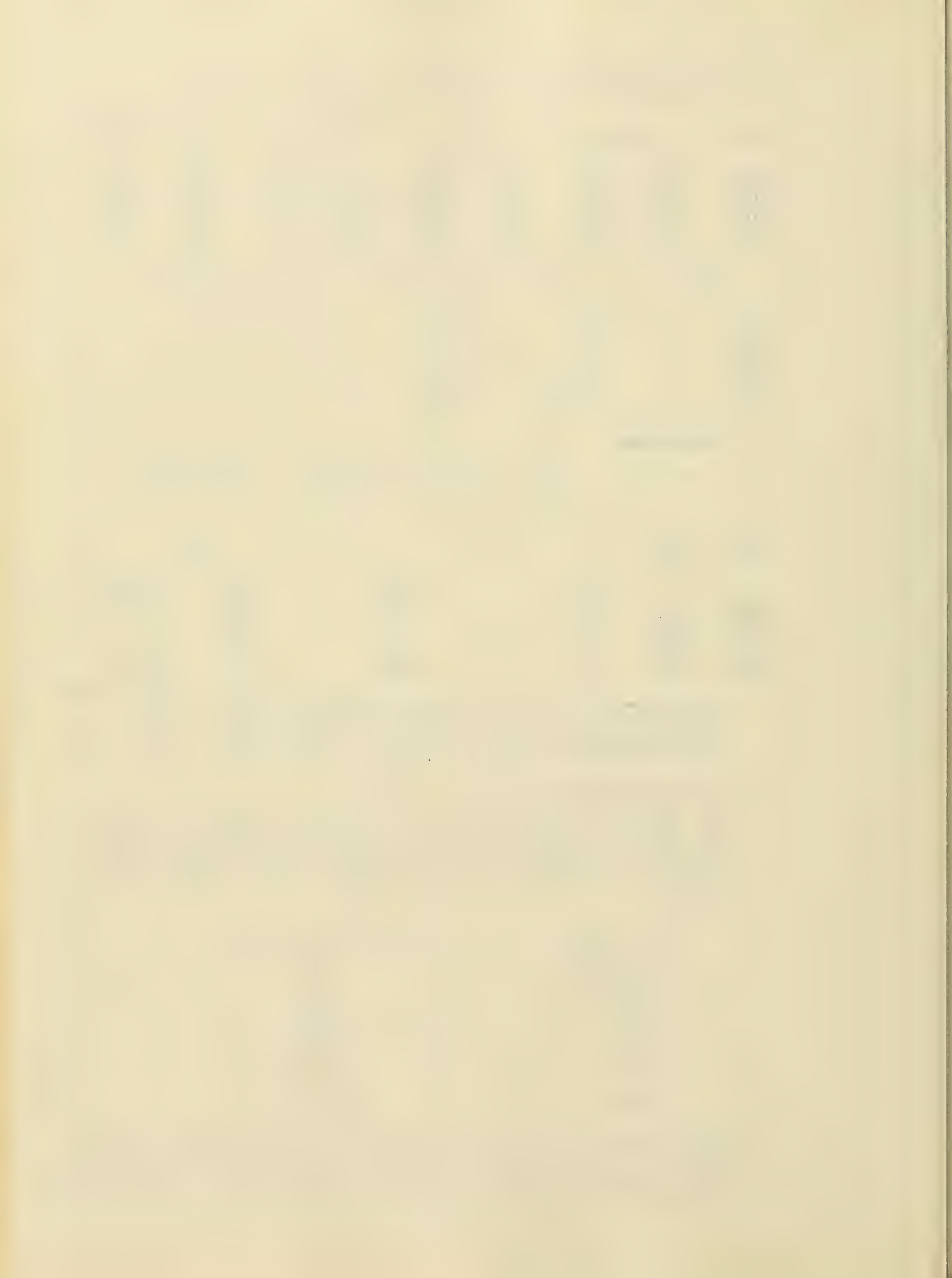
	Applications returned		Accepted and enrolled	
	Men	Women	Men	Women
Sept. 1956	534		81	
Sept. 1957	586	92	62	1
Sept. 1958	589	91	71	7
Sept. 1959	518	152	99	17
Sept. 1960	499	144	77	22
7. Former students who re-entered Sept. 1958			Men	Women
Former students who re-entered Sept. 1959			73	8
Former students who re-entered Sept. 1960			68	16
			83	14

8. College Board Reports 1959-60.

All applicants except Veterans were required to take the College Board Scholastic Aptitude Test. In case the applicant's high school record had several non-certified subjects the Achievement Tests were required also.

Date	Reports received
December	1094
January	5067
February	742
March	4223
May	1801
August	<u>154</u>
Total	13,081

These reports do not represent total individuals since some had more than one report sent in. In addition to these reports several hundred reports came in separately. No count was kept of these.



COLLEGE BOARD (CEEB) SCHOLASTIC APTITUDE

TEST SCORES FOR THE CLASS OF 1964

COMPARED WITH THE CLASS OF 1963

VERBAL

MATHEMATICS

CEEB SAT Scores	Percentage In Each Interval		Cumulative Percentage		Percentage In Each Interval		Cumulative Percentage	
	<u>1964</u>	<u>1963</u>	<u>1964</u>	<u>1963</u>	<u>1964</u>	<u>1963</u>	<u>1964</u>	<u>1963</u>
	700-up	1	1	99	100	2	2	100	100
650-699	5	3	98	99	6	6	98	98
600-649	11	9	93	96	16	11	92	94
550-599	22	17	82	87	23	21	76	83
500-549	27	26	60	70	30	28	53	62
450-499	20	22	33	44	16	22	23	34
400-449	9	16	13	22	6	8	7	12
350-399	3	5	4	6	1	3	1	4
300-349	1	1	1	1	0	1	0	1
250-299	0	0	0	0	0	0	0	0

The above percentages are based on 1624 students.

No CEEB scores were available for 61 students.



b. Admissions data Spring Semester 1959-60.

	1960		1961		1962		1963		Total
	M	W	M	W	M	W	M	W	
New Freshmen Re-enters and Transfers	2	3	19	4	58	8	71	11	200

B. REGISTRATION

a. Registration and Enrollment Trends.

1. Undergraduate Registration September 1960.

<u>Class</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
1961	669	327	996
1962	649	369	1018
1963	930	588	1518
1964	1009	716	1725
Total	3257	2000	5257
Specials	23	51	74
Instate	3220	1962	5182
Out-of-state	25	36	61
Foreign	12	2	14

2. Enrollment Trends - Total Undergraduates

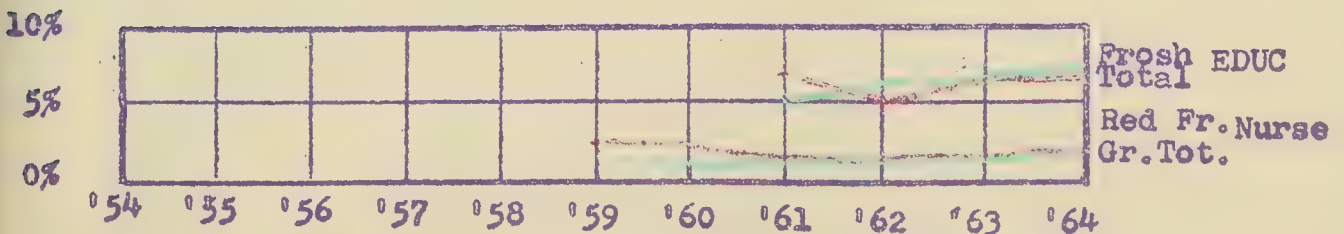
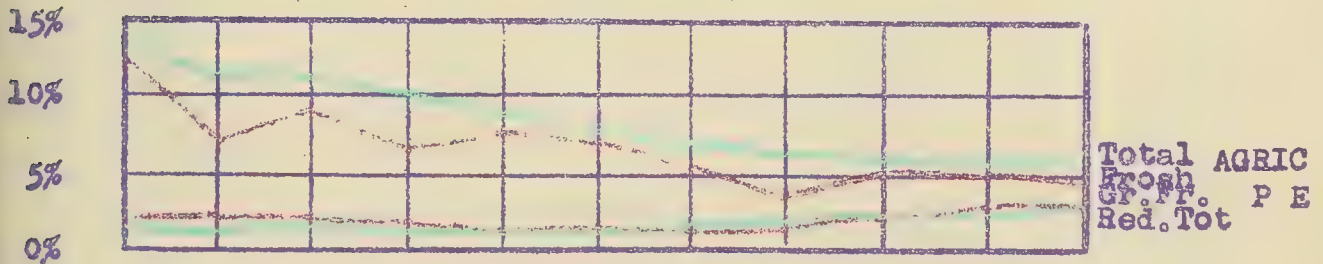
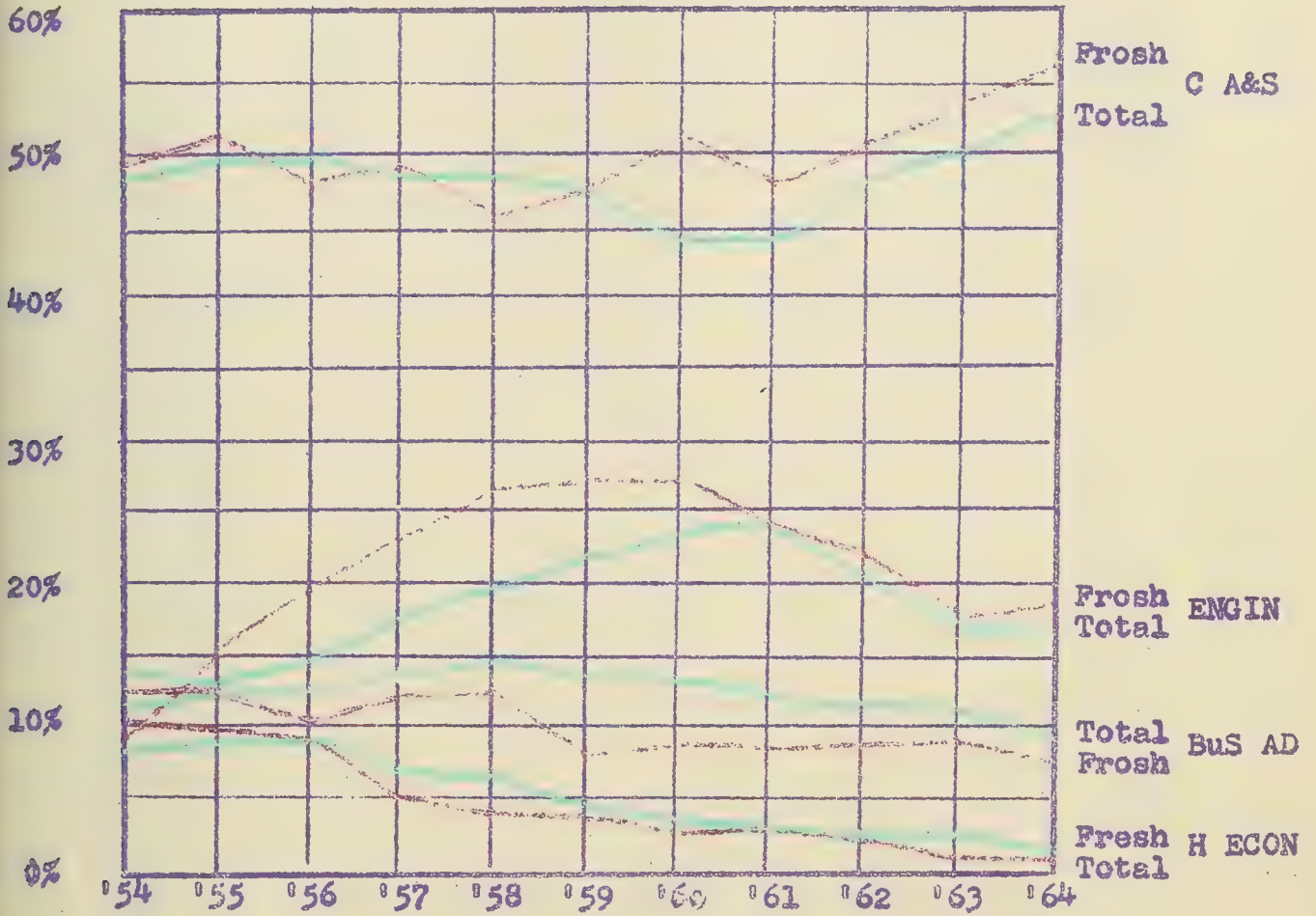
<u>Year</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
1950	1,981	770	2,751
1951	1,934	1,021	2,955
1952	2,032	1,164	3,196
1953	2,267	1,220	3,487
1954	2,479	1,224	3,703
1955	2,459	1,169	3,628
1956	2,581	1,212	3,793
1957	2,650	1,341	3,991
1958	2,772	1,495	4,267
1959	3,090	1,765	4,855
1960	3,257	2,000	5,257

3. Enrollment Trends - Freshman Men and Women

<u>Class</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
1954	539	308	847
1955	639	406	1,045
1956	669	407	1,076
1957	754	416	1,170
1958	810	372	1,182



Percentage of School Enrollment - Freshmen and Total Pages



Year	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
Population	1,000,000	1,050,000	1,100,000	1,150,000	1,200,000	1,250,000	1,300,000	1,350,000	1,400,000	1,450,000	1,500,000
Area (sq. mi.)	100	100	100	100	100	100	100	100	100	100	100
Population per sq. mi.	10,000	10,500	11,000	11,500	12,000	12,500	13,000	13,500	14,000	14,500	15,000

Year	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921
Population	1,550,000	1,600,000	1,650,000	1,700,000	1,750,000	1,800,000	1,850,000	1,900,000	1,950,000	2,000,000	2,050,000
Area (sq. mi.)	100	100	100	100	100	100	100	100	100	100	100
Population per sq. mi.	15,500	16,000	16,500	17,000	17,500	18,000	18,500	19,000	19,500	20,000	20,500

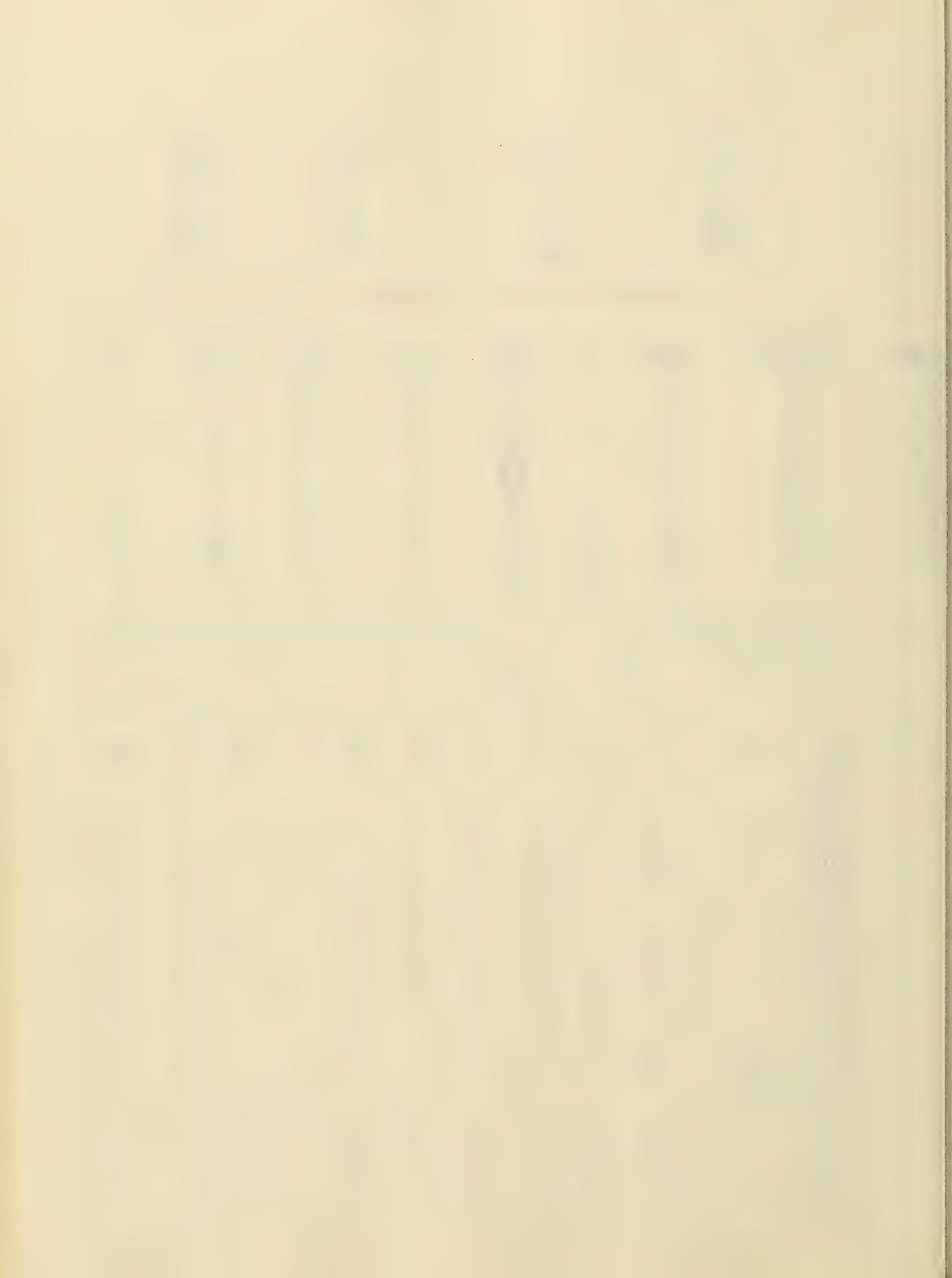
<u>Class</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
1959	698	390	1,088
1960	723	425	1,148
1961	730	536	1,266
1962	828	538	1,366
1963	1,135	703	1,838
1964	1,009	716	1,725

4. Enrollment Trends - Freshman Enrollment by Schools

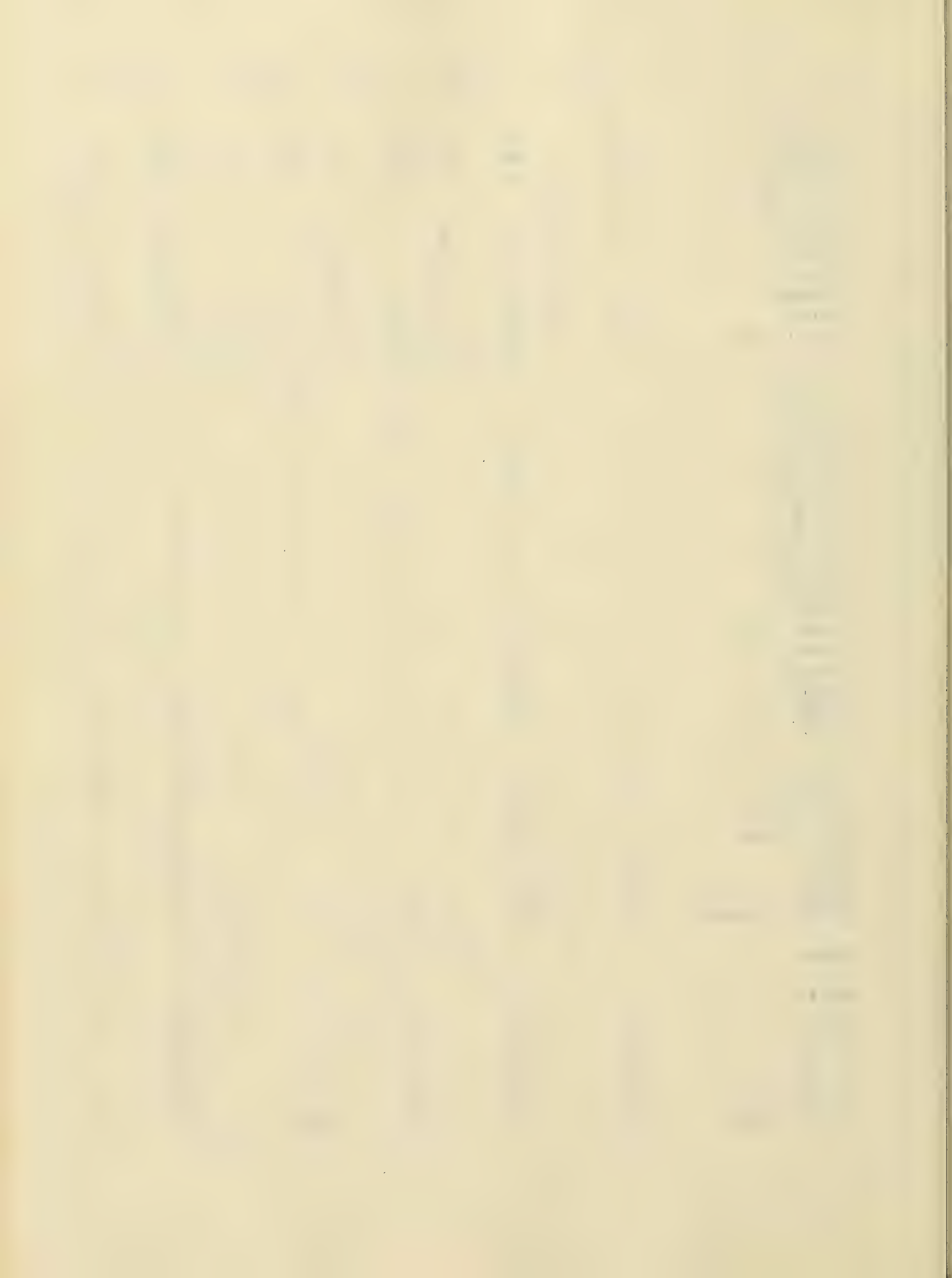
<u>Class</u>	<u>Arts and Science</u>	<u>Engin.</u>	<u>Ed.</u>	<u>Bus. Adm.</u>	<u>Agri.</u>	<u>Home Econ.</u>	<u>Phys. Educ.</u>	<u>Nurs.</u>
1954	422	77		107	118	99	24	
1955	540	157		130	91	103	24	
1956	522	213		115	99	102	25	
1957	577	277		146	83	64	23	
1958	543	314		148	98	55	24	
1959	519	295		93	86	52	20	23
1960	588	309		107	61	40	18	25
1961	607	309	90	116	55	45	23	21
1962	694	300	80	125	69	35	38	25
1963	987	321	127	173	92	37	63	39
1964	972	317	117	115	80	25	62	37

5. Distribution of Undergraduate Enrollment by Majors
September 1960

<u>Curriculum</u>	<u>1961</u>		<u>1962</u>		<u>1963</u>		<u>1964</u>		<u>Total</u>	
	<u>M</u>	<u>F</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>
Col. A&S			6	9	266	269	366	486	637	764
Art			4	6	2	4			6	16
Astro.	1								1	
Bact.	6	7		8		4			6	19
Botany	3	3	2	4	3				8	7
Chem.	17	2	31	7	23	12			71	24
Econ.	29	1	11	1	5				45	2
Engl.	16	36	22	61	17	22			55	119
Ent.			3		1				4	
French	2	8	3	8	1	8			6	24
Geol.	11		8	1	3	1			22	2
German	6	4	2	2		2			8	8
Govt.	47	11	33	8	29	6			109	25
Hist.	34	20	26	13	9	8			69	41
Ital.						1				1
Jour.-Engl.	3	4	2	1					5	5
Jour.-Geol.	1								1	
Jour.-Speech			1						1	
Jour.-Zool.		1								1
Journ.	2			1	1				3	1
Math	60	29	51	30	29	20			140	79
Music		1						1		2
Physic	15	1	17	3	10	2			42	6
Phil.	1	1	2	3	1	1			4	5
PreVet.			2				7	3	9	3



Curriculum	1961		1962		1963		1964		Total	
	M	W	M	W	M	W	M	W	M	W
PreDnt.	9		12		9		24		54	
PreMed.	9	1	16	4	15	2	67	16	107	23
Psych.	14	4	6	13	15	1	1		36	18
Pub. Hl.	2	1							2	1
Rom. Ig.	1				1	1			2	1
Russ.	2	3	4	1					6	4
Sociol.	8	39	9	18	5	6			22	52
Span.		4	2	5		2			2	11
Speech	3	4	3	5	3	1	1		10	10
Zool.	9	11	10	6	8	1			27	18
TOTAL A&S	311	105	288	218	456	374	466	506	1520	1292
Col. Agr.	1				6		15	1	22	1
A. E.			1		3		2		6	
Ag. Ec.	3				3				6	
Agron.	2		6		1		1		10	
An. Hus.	6		1				1		8	
An. Sci.			9	1	7		5	1	21	2
Dairy	3				6		3		12	
Fd. Mgt.	7		3		1		1		12	
Fd. Tec.	9		3		7		3	1	22	1
Flori.				1	2		1		3	1
Forest.	18		15		23		27		83	
Hort.							1		1	
Land. Arc.	10	1	15		16	1	9		50	2
Oleri.			2		1				3	
Pomol.			2						2	
Poult.	1		2	1	4		2		9	1
Wild. Lf.	5		14		9	1	6		34	1
TOTAL AGR.	65	1	73	3	89	2	77	3	304	9
Bus. Adm.			4	1	127	13	103	12	234	26
Acctg.	27	2	18		2	1			47	3
G.E. Fin.	29	1	22	1	1				52	2
Gen. Bus.			3						3	
Mgt.	36	2	34	1	2				72	3
Mkt.	14	3							14	3
Mktg.	6		20	2	1				27	2
TOTAL BUSINESS	112	8	101	5	133	14	103	12	449	39
Educ.		65	1	82	1	111	3	114	5	372
Engin.	2		3		9		311	4	325	4
C. E.	34		29		35	1			98	1
Ch. E.	23		25		45			1	93	1
E. E.	46		50		69		1		166	
I. E.	15		14		13				42	
M. E.	37		37	1	38				112	1
TOTAL ENGIN.	157		158	1	209	1	312	5	836	7



Curriculum	1961		1962		1963		1964		Total	
	M	W	M	W	M	W	M	W	M	W
Home Econ.		27		28		35		25		115
Nurse.		22		23		30		37		112
Phys. Ed.	5		18	5	1				24	5
Men. P. E.	13		4		38		48		103	
Rec.	6	5	6	2	3	3			15	10
Wo. P. E.		4		2		18		14		38
TOTAL PHYS. ED.	24	9	28	9	42	21	48	14	142	53

TOTAL
UNDERGRADUATES 669 327 642 369 930 588 1009 716 357 2000

6. Summer School Registration 1960

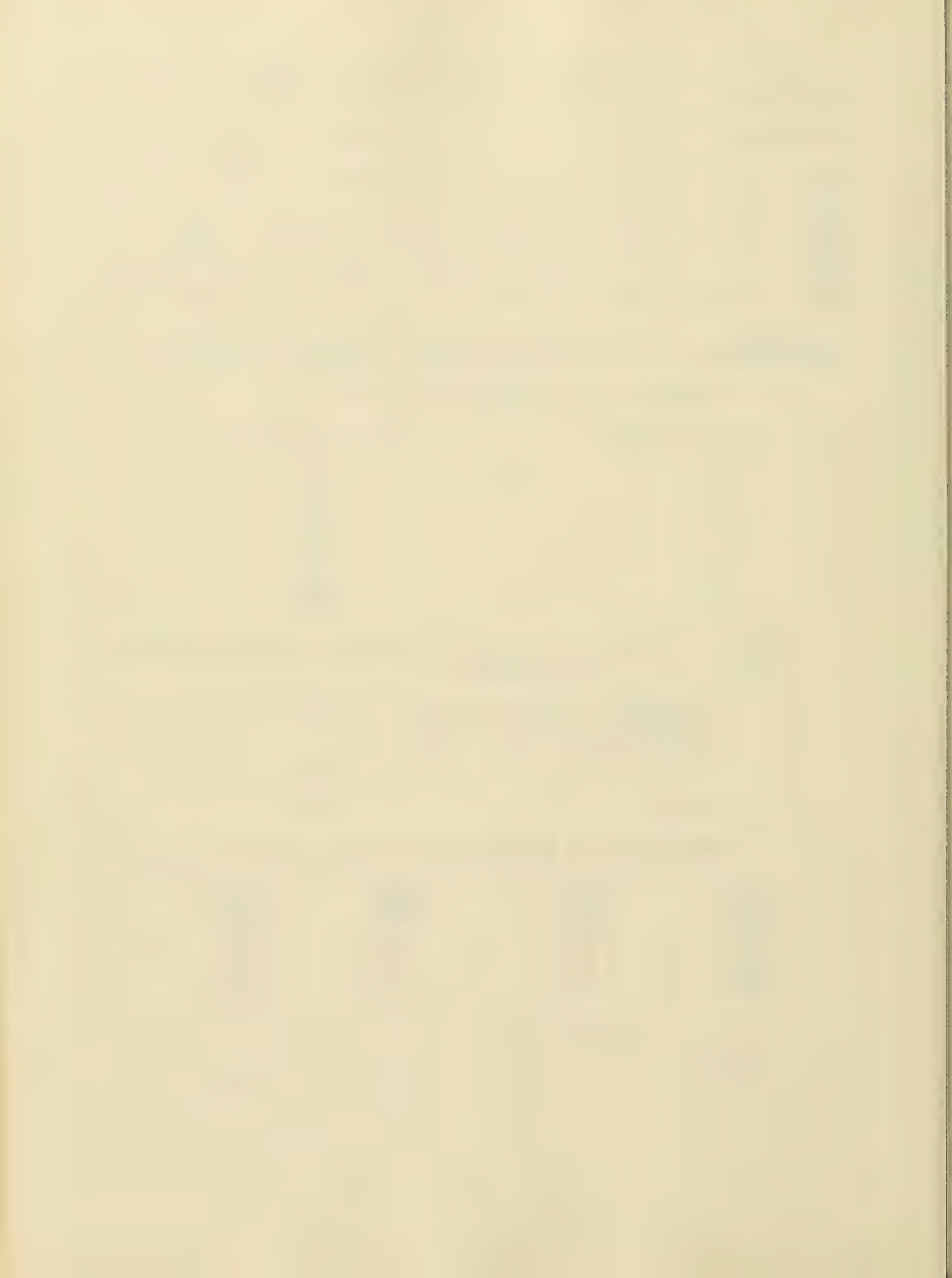
Session Number	Individual Students
1	131
2	657
3	30
4	524
5	18
6	56
Total	<u>1981</u>

Total individuals enrolled during the summer determined from I. B. M. grade reports.

University Undergraduates	632
Students from other Colleges undergraduate level only	<u>278</u>
Total	910

7. Undergraduate Registration Spring Semester 1959-60

Class	Men	Women	Total
1960	491	244	735
1961	659	344	1,003
1962	696	415	1,111
1963	1,009	676	1,765
1964	27	3	30
Total	2,962	1,682	4,644
Special	42	61	103



8. Registration on Interchange of Students Programs, Amherst, Mount Holyoke, Smith, and University of Massachusetts cooperating.

a. Spring Semester 1959-60

<u>From</u>	<u>Number of Students</u>	<u>Course</u>
Amherst	1	Chemistry 2
to Univ.	<u>1</u>	Philosophy 64
Total	2	
Mt. Holyoke	4	Philosophy 68
to Univ.	2	Speech 82
	1	Speech 84
	<u>1</u>	Social Sci. 69
Total	8	
Smith to	2	Social Sci. 69
Univ.	<u>1</u>	Psychology 56
Total	3	
Univ. to	3	Astronomy 42
Amherst	1	Economics 54
	1	Prob. & Stat. 54
	1	Public Opinion
	<u>1</u>	Russian History
Total	7	
Univ. to		
Mt. Holyoke	<u>2</u>	Dev. of Symp.
Total	2	Forms 318 B
Univ. to	6	Russian 23
Smith	5	Russian 31
	3	History of Russia
	1	Italian 31B
	1	Russian 40B
	1	Hist. Hum. & Soc. Sci.
	<u>1</u>	African Govt. 48
Total	18	

Total Course enrollments University to Cooperating Colleges - 27

Total Course enrollments Cooperating Colleges to the University - 13

b. Fall Semester 1960-61

<u>From</u>	<u>Number of Students</u>	<u>Course</u>
Amherst	1	Math 55
to Univ.	<u>1</u>	Soc. 25
Total	2	
Mt. Holyoke	1	Speech 83
to Univ.	<u>1</u>	
Total	1	



<u>From</u>	<u>Number of Students</u>	<u>Course</u>
Smith to Univ.	1	Govt. 93
	<u>1</u>	Accounting 25
Total	2	
Univ. to Amherst	3	Economics 73
	1	Adv. Stage Design 79
	1	Dramatic Art 71
	1	Dramatic Art 23
	1	Latin 5
	1	Biology 56S
	1	Cont. Relig. Thought
Total	<u>9</u>	
Univ. to Mt. Holyoke	5	Area Studies 351
	1	Russian 303
	1	Philosophy 313
Total	<u>7</u>	
Univ. to Smith	11	Russian 31
	3	Russian 35A
	7	Russian 22A
	1	Russian 24A
	2	Russian 41A
	2	Russian 41
	3	Russian 26A
	2	Russian 23
	1	Govt 48A
	1	History 425A
	1	Theatre 34A
	1	Bacteriology 34
	1	Bacteriology 43
Total	<u>56</u>	

Total Course enrollments University to Cooperating Colleges - 51

Total Course enrollments Cooperating Colleges to University - 5

9. Registration Pittsfield Undergraduate Program Sept. 1960

	<u>Apprentice</u>	<u>Tuition</u>	<u>Total</u>
Returning Students	57	34	91
New Students	23	17	40
Totals	80	51	131
Freshman Equivalent	48	20	68
Sophomore Equivalent	32	18	50
Junior Equivalent	—	13	13
Totals	80	51	131



C. RECORDS

1. Withdrawals

a. Academic Dismissals - college year 1959-60

<u>Class</u>	<u>February</u>	<u>June</u>	<u>Total</u>
1960	2		2
1961	15	15	30
1962	44	41	85
1963	75	195	270
1964	<u>—</u>	<u>1</u>	<u>1</u>
Total	136	252	388

* In addition three members of the class of 1960 failed to make the required cumulative average of 1.70 to graduate in June and nineteen were removed from the June graduation list because of failures.

b. Trend in academic dismissals for freshmen year.

<u>Class</u>	<u>Number of dismissals in freshman year</u>	<u>Total enrollment Sept. of freshman year</u>	<u>Rate of dismissals per cent</u>
1957	103	1170	8.8
1958	172	1182	14.5
1959	129	1088	11.8
1960	144	1148	12.5
1961	167	1266	13.2
1962	166	1366	12.15
1963	270	1838	14.7

c. Conditions of academic dismissals - college year 1959-60

1. Class of 1960

January. Dismissal if cumulative average was below 1.6 except that such a student was not dismissed if the average for the current semester was 1.7 or higher.

June. A cumulative average of at least 1.70 required for graduation.

2. Class of 1961

January. Dismissal if the cumulative average was below 1.5 except that such a student was not dismissed if the average for the current semester was 1.6 or higher.

June. Dismissal if the cumulative average was below 1.6 except that such a student was not dismissed if the average for the current semester was 1.7 or higher.

3. Class of 1962

January. Dismissal if the cumulative average was below 1.4 except that such a student was not dismissed if the average for the current semester was 1.5 or higher.



June. Dismissal if the cumulative average was below 1.5 except that such a student was not dismissed if the average for the current semester was 1.6 or higher.

4. Class of 1963

January. Dismissal if three failed academic courses with a combined aggregate of eight or more semester hours unless a C grade or higher was obtained in each of the other academic subjects.

June. Dismissal if the cumulative average was below 1.4 except that such a student was not dismissed if the average for the current semester was 1.5 or higher.

5. Class of 1964

June. Same as class of 1963 for January.

d. Summary of withdrawals - college year 1959-60

1. Fall Semester

a. Withdrawals during the semester.

Class	1960		1961		1962		1963		Total
	M	W	M	W	M	W	M	W	
	6	5	15	5	17	4	41	9	102

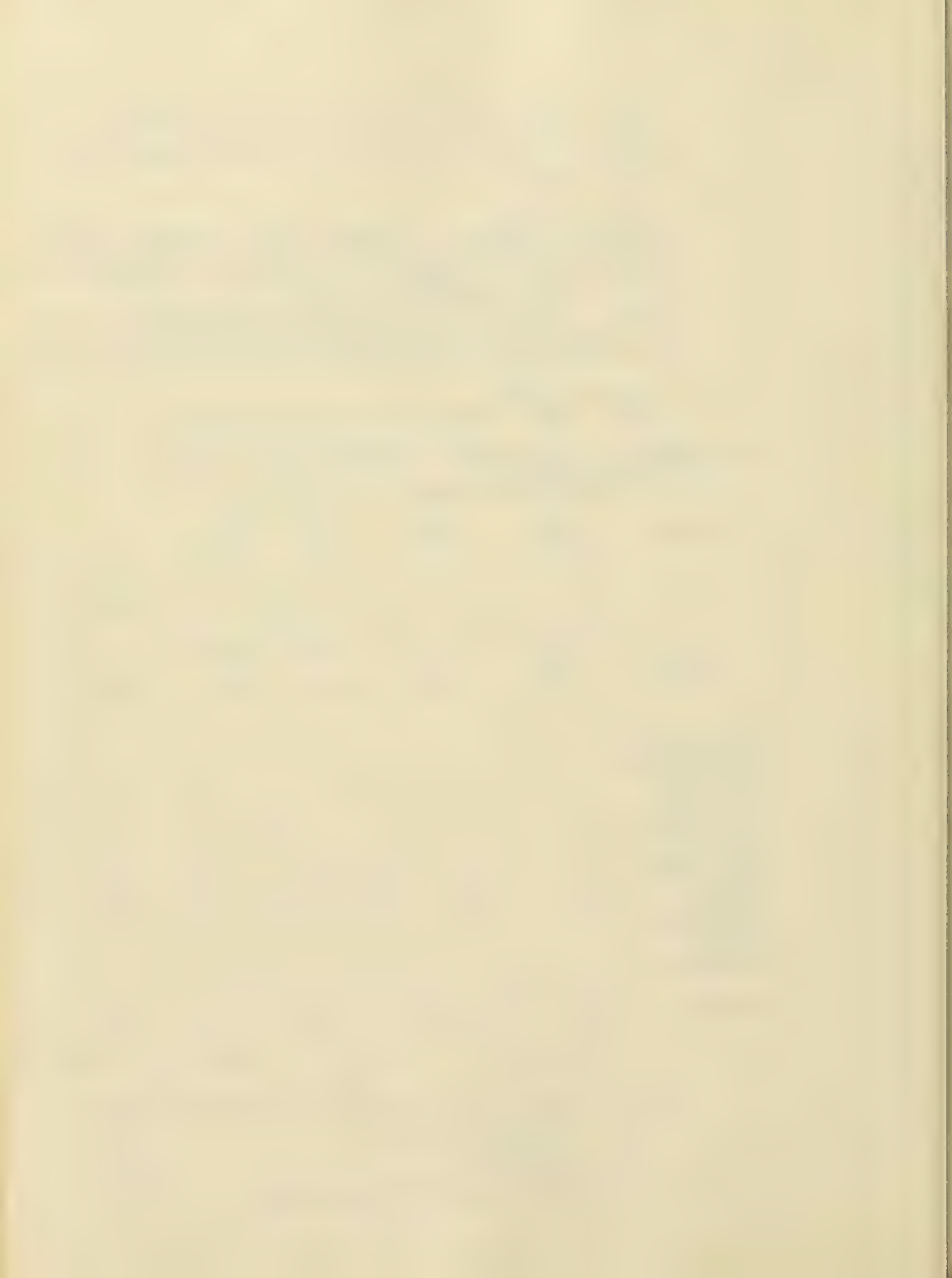
b. Failed to return for Spring Semester

Class	1960		1961		1962		1963		Total
	M	W	M	W	M	W	M	W	
Difficulty with Studies	1	1			2		1		5
Financial			1		2		3	4	12
Transfer	1	3	3	3	3		5	3	21
Discipline							3		3
Personal	7	1		2	7	2	2	6	27
Enlistment			1		1				2
Health			1		1	1	1	2	6
Unknown	2		4	2	4	2	4	1	19
Marriage				4		3		1	8
Became Specials		2		2	1				5
Totals	11	7	6	14	21	13	19	17	108

c. Graduation - Men 56 Women 15 Total 71

d. Summary of Withdrawals Fall Semester 1959-60

1. During the Semester	102
2. Academic Failures	136
3. Graduation	71
4. Failed to return	108
5. Total including graduates	417



2. Spring Semester

a. Withdrawals during the Semester

Class	1960		1961		1962		1963		1964		Total
	M	W	M	W	M	W	M	W	M	W	
Difficulty with Studies			2			1	4	2	1		10
Financial			2		3		2				7
Transfer							2				2
Discipline							2				2
Personal	2		5	1	5	1	10	2	2		27
Enlistment			1		1		2				4
Health	3		3	2	5	2	3	5			21
Totals	5	0	13	3	14	4	25	9	3		78

b. Withdrawals June to September 1960

Class	1960		1961		1962		1963		1964		Total
	M	W	M	W	M	W	M	W	M	W	
Difficulty with Studies			4		2			1			7
Financial			1	3	6	4	8	5			27
Transfer	1		3	7	8	22	11	21	1		74
Discipline			2		2			1			5
Personal				1	3	1	3	5			13
Enlistment					1		2				3
Health				1				2			3
Unknown	2		6	4	12	13	20	9	1		63
Marriage				6		2		8			14
Totals	3		18	22	36	40	44	50	2		215

c. Summary of Withdrawals Spring Semester 1959-60

1. Withdrew during Semester	76
2. Academic failures	252
3. Withdrawals during Summer	215
4. Total	<u>543</u>

3. Summary of withdrawals college year 1959-60 Not including graduates at end of fall semester.

Fall Semester	346
Spring Semester	<u>543</u>
Total	889

Per cent of withdrawal based upon enrollment of 4,855 undergraduates less 71 graduates is 18.5

Withdrawal Trends	Per cent
1956 - 57	14.3
1957 - 58	15.2
1958 - 59	16.7
1959 - 60	18.5



4. Summary of withdrawals class of 1960
 A study of 1,249 members of the class of 1960 gave the following withdrawals:

- | | | | |
|----|-----------------------------|----|--------------|
| 1. | Graduated in 1960 | -- | 813 |
| 2. | Withdrew before graduation | -- | 436 |
| 3. | Percent of class graduating | -- | 65.1 percent |

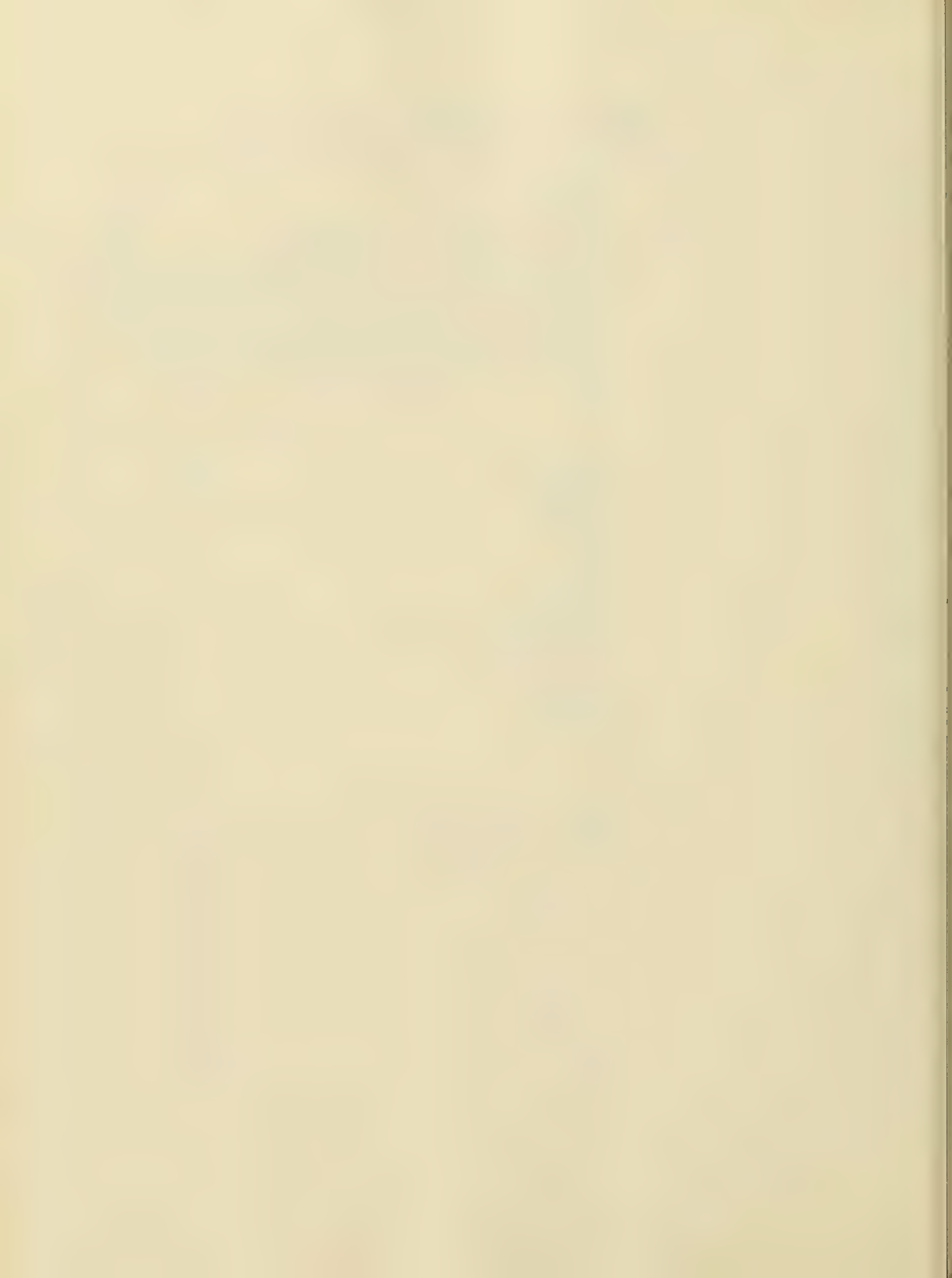
This study was not based solely on the 1,148 members of the class entering in September 1956. It included the transfers, former students returning and students demoted into that class. It did not include members demoted from that class and now enrolled in another class.

4. Reasons for withdrawal from the class

Reason	Number withdrawing
Scholastic	164
Unknown	104
Transfer	48
Personal	27
Health	26
Marry	22
Finances	16
Difficulty with Studies	11
Discipline	8
Enlistment	4
To have baby	3
To work	1
Accident	1
Death	1
Total	<u>436</u>

5. Time of withdrawal

After 1 Semester	62
" 2 Semesters	146
" 3 "	62
" 4 "	69
" 5 "	28
" 6 "	36
" 7 "	15
" 8 "	8
" 9 "	9
" 10 "	<u>1</u>
Total	436



2. Class and University yearly grade point averages 1959-60

Averages are compiled in two ways. In one case the average is derived by dividing the total number of quality points obtained by average of individual averages.

<u>Class of 1960</u>	<u>Number of Students</u>	<u>Total Quality Points by Total Credits</u>	<u>Average of Averages</u>
Men	1035	2.523	2.517
Women	519	2.735	2.740
Class	1554	2.591	2.591
<u>Class of 1961</u>			
Men	1330	2.254	2.246
Women	696	2.558	2.552
Class	2026	2.356	2.351
<u>Class of 1962</u>			
Men	1382	2.052	2.043
Women	842	2.286	2.282
Class	2224	2.138	2.133
<u>Class of 1963</u>			
Men	2148	1.909	1.906
Women	1359	2.183	2.181
Class	3507	2.011	2.013
<u>Class of 1964</u>			
Men	25	2.040	2.058
Women	3	3.081	3.100
Class	28	2.144	2.178
<u>Total</u>			
Men	5920	2.130	2.122
Women	3419	2.372	2.367
<u>University</u>	9339	2.216	2.212



3. Degrees

Bachelors Degrees awarded 1960. Students who received the degree in the calendar year 1960 graduated as of the class of 1960.

School	February	June	September	Total
Arts & Science	33	383	52	468
Agriculture	10	45 (Includes	2 (Includes	57
Business	18	94 4 BVA)	19 1 BVA)	131
Engineering	6	93	7	106
Home Economics	2	24	1	27
Nursing	0	9	0	9
Physical Education	2	11	0	13
Total	71	559	83	813

4. Transcripts of Records Issued July 1959 to July 1960

a. Undergraduates

Transcripts no charge	2,730
Transcripts paid	3,258
Transcripts defective	1,598
Transcripts to other offices	<u>1,463</u>

Total Undergraduate Transcripts 9,149

b. Graduate School. Beginning October 1, 1959 the Registrar's Office prepared transcripts for the Graduate School.

Transcripts no charge	634
Transcripts paid	476
Transcripts defective	<u>256</u>

Total Graduate School Transcripts 1,366

c. Total Transcripts Prepared 10,515

D. RESEARCH

In 1958 President Mather pointed out the importance of the use of some system of the equitable evaluation of objective data in admissions. The staff of the Registrar's Office began by investigating reports of work in this area by other institutions and by the College Entrance Examination Board.

The College Board, meanwhile, established several seminars prediction of success in college and Mr. Cadigan attended such seminar in February of 1959.

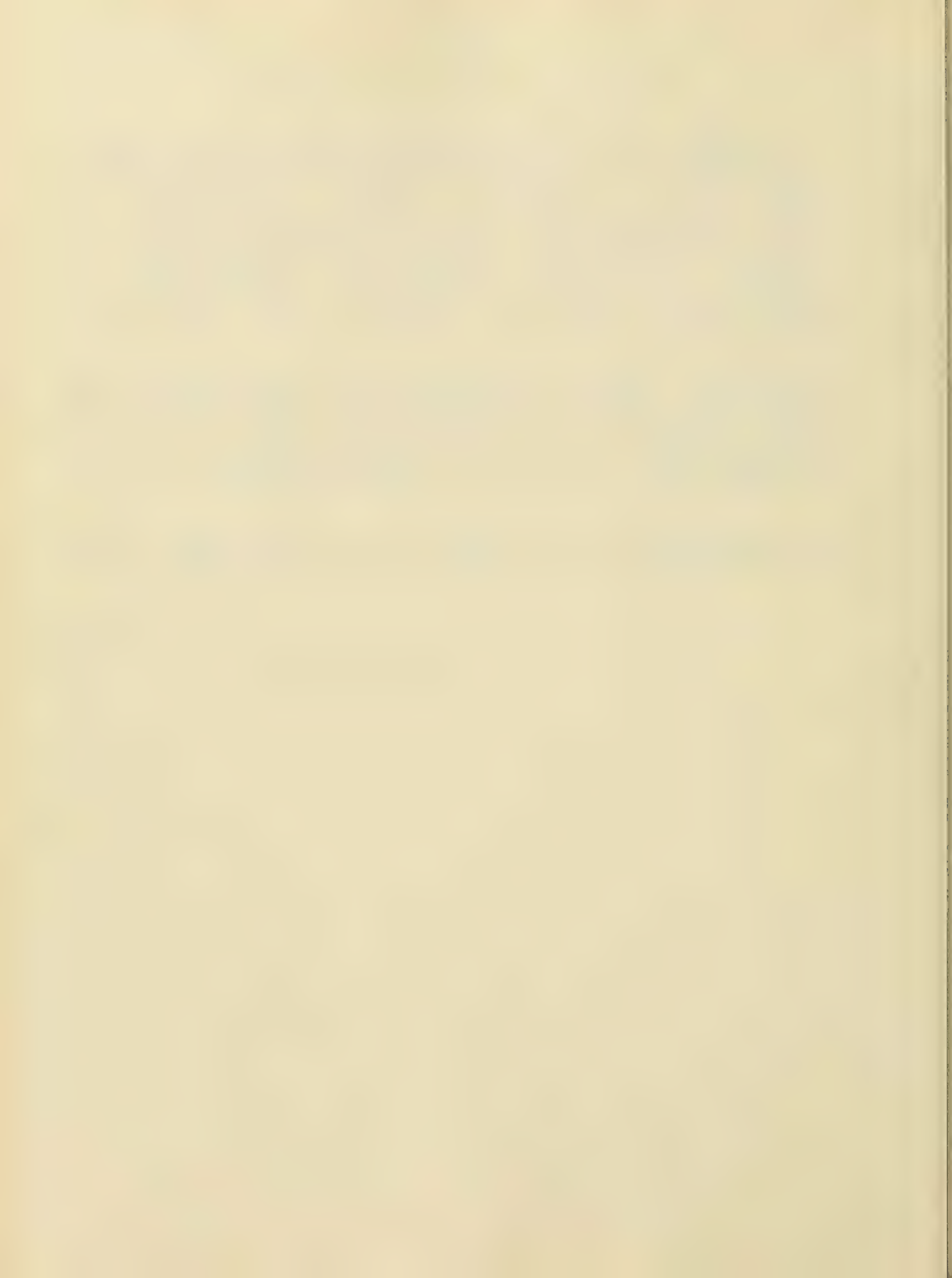


Because of the number of applications received, it was soon realized that any prediction procedure established by the University would require the use of our IBM installation. It was concluded that in the long run, the attempt to predict college success from admissions data would require the development of a complete procedure utilizing punched cards, and work to develop such a procedure was started. New cards were designed and some of our existing office methods revamped to be integrated into a machine-records operation at a later date.

These ventures have undoubtedly been in the nature of an experiment. The basic procedure has been designed and written up. At the present time, the Registrar's Office, subject to pressures of work and availability of personnel, is in a position to develop the necessary mathematical constants for use in a prediction formula based on data obtained from the Class of 1963.

It is hoped that the formula can be developed and applied experimentally to the admissions of the Class of 1965.

H. C. Laphear
Registrar



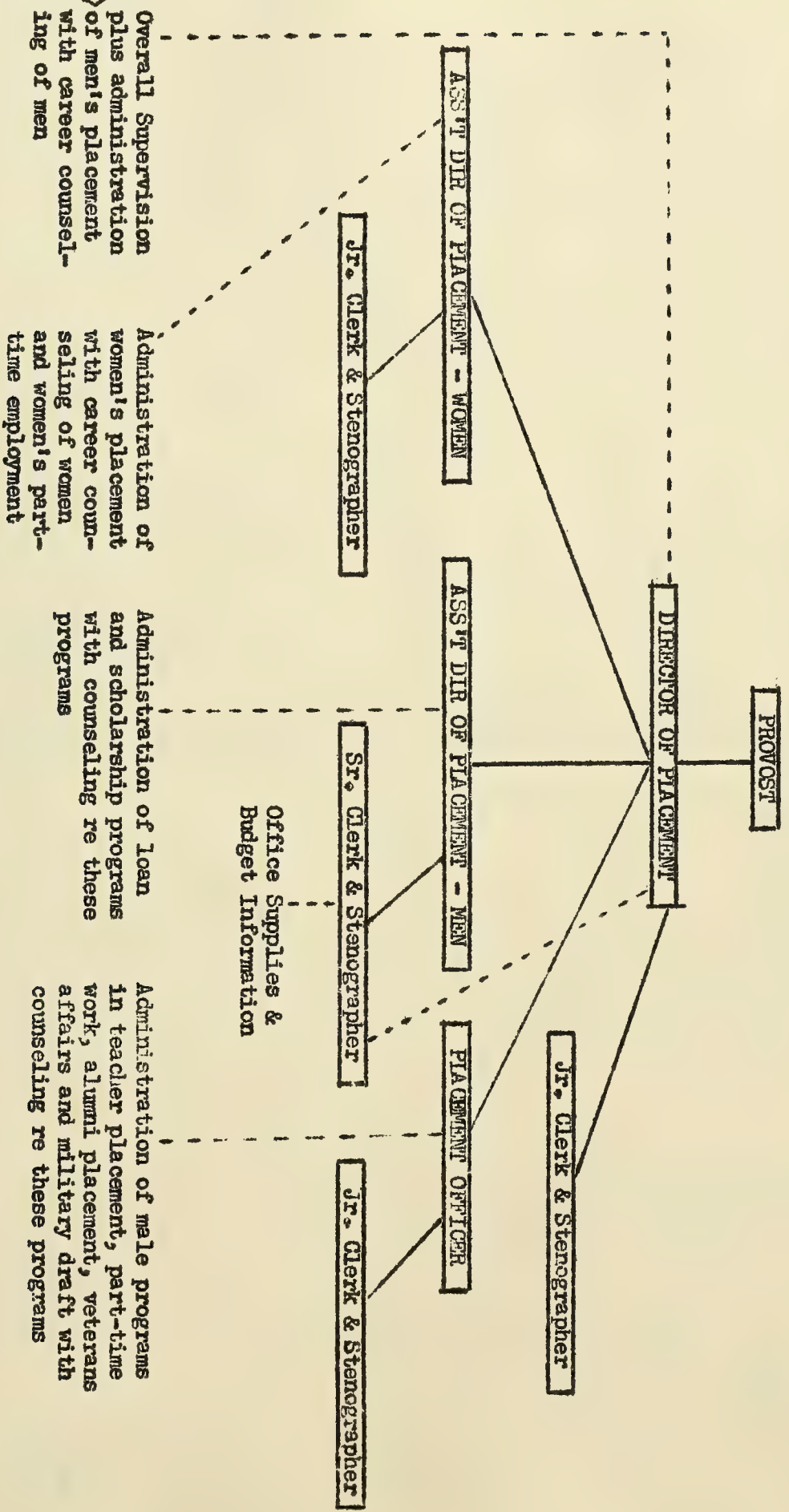
(1959-1960) ANNUAL REPORT OF THE PLACEMENT SERVICE

As per the memorandum from the Secretary of the University dated November 17, 1960, the following report of the activities of the Placement Service for the period, 1 July 1959 through 30 June 1960, is submitted.

<u>1. APPROPRIATION - Fiscal Year</u>	<u>1958-59 Actual Expenditure</u>	<u>1959-60 Actual Expenditure</u>	<u>1960-61 Allotment</u>
Student Labor - 03	\$1107.00	\$1872.00	\$1415.00
Travel - 10	765.00	694.00	400.00
Printing - 11	-	92.00	35.00
Repairs - 12	60.05	35.00	50.00
Classroom Supplies - 13	-	277.00	100.00
Supplies - 14	985.00	1166.00	1000.00
Equipment - 15	-	368.00	200.00

<u>2. PERSONNEL - Number in each rank</u>	<u>Sept., 1958</u>	<u>Sept., 1959</u>	<u>Sept., 1960</u>
Director of Placement	-	-	1 (1 on sick leave to retirement)
Professor	1	1	-
Ass't Dir. of Placement - Men	-	-	1
Asso. Professor	1	1	-
Ass't Dir. of Placement - Women	-	-	1 substituting for ↓
Ass't Professor	1	1	(1 on leave without pay)
Placement Officer	1	1	1
Senior Clerk & Stenographer	1	1	1
Junior Clerk & Stenographer	3	3	2 plus 1 substituting for (1 on leave without pay)

3. ORGANIZATIONAL CHART



RES P O N S I B I L I T I E S

1870

1870

1870

1870

4. STUDENTS OR CLIENTELE

A. 1. Students - Our placement functions per se are primarily concerned with seniors although we are pushing our program in some areas back into the junior year to gain earlier career counseling. We also counsel members of all other classes as well as alumni at any time they visit the Placement Service.

	<u>Sept., 1958</u>	<u>Sept., 1959</u>	<u>Sept., 1960</u>
No. of Seniors (including Stockbridge)	838	659	996
Frosh., Soph., Jrs., Alumni (approx. figures)	240	250	275
Part-Time Student Workers (See Appendix A)	1753 (1958-59)	1778 (1959-60)	1216 (Will increase)
Veterans Serviced (See Appendix B)	790	616	404

2. Clientele - Employment Recruiters (including School Administrators) (See Appendix C for salary offerings and other information on class of 1960)

	<u>1958 - 1959</u>	<u>1959 - 1960</u>	<u>1960 - 1961</u>
Recruiters (See Appendix D)	296	319	Expect 350+
Interviews Held on Campus	4501	3006	Expect 5000+

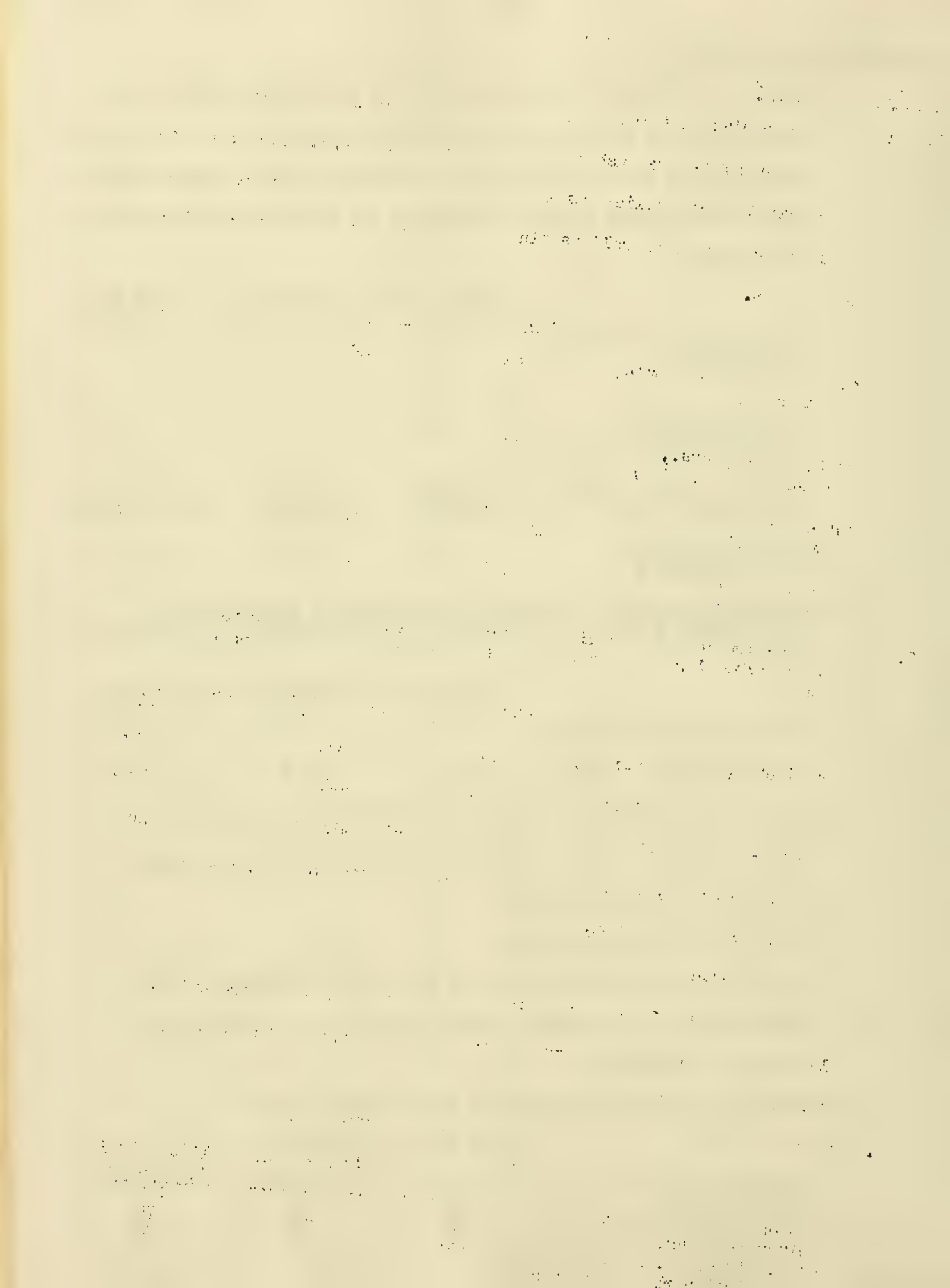
3. Clientele - Industrial Representatives & School Administrators visit the office, telephone, write, wire giving information on jobs, company policy, aid to education, etc.

About 100 such visits per year.

No attempt made to tabulate total of the myriad of telephone calls, letters, wires, and follow-up details. 1585 women credentials were furnished in 1959-60.

4. Students Seeking Loans (See Appendix E for amounts loaned)

	<u>1958 - 1959</u>	<u>1959 - 1960</u>	<u>1960 - 1961</u> <u>July to Oct</u>
National Defense Loans	-	87	136
University Loans	291	252	74
Mass. Higher Ed. Loan (clerical work only required only on latter Loan)	289	344	96



- B. 13 students taught Personnel Management by present Director in Fall of 1959 Junior Executive Training Program lectured by Director in spring of 1960 and again in fall of 1960.

5. FACULTY PUBLICATIONS, ETC.

- A. The Director has an article in College Placement Annual of 1961 on communication in job hunting. Annual is distributed free to 190,000 college seniors.
- B. The Director was elected 1st Vice President of Eastern College Personnel Officers Association.
- C. The Assistant Director - Men has prepared lists of scholarship recipients for 1960-61 and is preparing a new booklet on Financial Aids.
- D. The Director and the Assistant Director - Women have held career lectures on campus and have lectured on Placement to University Guidance class and other groups.
- E. The Assistant Director - Women lectured to a group of Superintendents in Athol (Worcester County).
- F. The Director participated in a radio career program on WHMP with Northeastern University Career Specialist.

6. SPECIAL PROJECTS OR PROGRAMS

The transition of scholarships to Placement and Stockbridge Placement Training to School of Agriculture has taken place.

The Director with the Dean and Director of Placement at Babson Institute is planning a conference of novice Employment Recruiters to be held on the University of Massachusetts campus in May 1961 with nationally prominent speakers.

7. FUTURE PLANS AND NEEDS

With the incorporation of Loans and Scholarships as a Placement Service function and the mounting size of the student body plus the increasing demands put upon us by business, industry, and school administrators, it is imperative that the Placement Service be given another Jr. Clerk and a promotion for at least one of our present Jr. Clerks to Sr. Clerk. Equipment-wise we are very

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

Furthermore, it is noted that the records should be kept in a secure and accessible format. Regular backups are recommended to prevent data loss in the event of a system failure. The document also mentions that the records should be reviewed periodically to identify any discrepancies or trends.

In addition, the document highlights the need for clear communication between all parties involved. Any changes to the recording process should be communicated promptly to ensure everyone is on the same page. This helps in maintaining the integrity and accuracy of the information.

Finally, the document concludes by stating that the records are a valuable asset and should be treated with the same level of care and attention as any other critical business data.

The second part of the document provides a detailed overview of the current status of the project. It begins by summarizing the progress made since the last meeting. Key milestones have been reached, and the team is on track to complete the project by the end of the quarter.

However, there are some challenges that need to be addressed. The delay in receiving the necessary data from the external vendor is a concern. The team is working closely with the vendor to expedite the process and ensure that the data is received in a timely manner.

Another challenge is the limited resources available for the project. The team is stretched thin, and it may be necessary to prioritize tasks to ensure that the most critical aspects of the project are completed. The document suggests that additional support or resources should be considered if the current pace is not sufficient.

The document also outlines the next steps for the project. This includes finalizing the data collection, conducting a thorough review of the results, and preparing a final report. The team is committed to delivering a high-quality outcome and ensuring that all stakeholders are satisfied with the results.

In conclusion, the document provides a clear and concise summary of the project's progress and challenges. It offers practical solutions to the identified issues and outlines a clear path forward. The team is confident that they can overcome the current obstacles and achieve the project's goals.

shorthanded. Loans and Scholarships processes require more filing cabinets and equipment than we have on hand.

Our six typewriters are 1, 4, 6(2), 10, and 11 years of age and we are anxious to rapidly move to electric typewriters (we now have one and one on order) due to the heavy load put on these machines daily.

Our 2 dictating machines are 4 and 12 years of age. We are in need of another one (preferably the portable kind) irrespective of the fact that the 12 year old machine needs replacing.

A small adding machine should be acquired for the massive tabulations required for loans and scholarships.

Our printing costs are mounting due to the increased load of loans and scholarships and the creation of efficient forms for use in this program plus increased loads in the Placement activities.

Our student labor fund will have to be replenished if we are to accomplish basic objectives without extending our activities to things we should be doing but cannot due to the limited staff.

The first part of the document discusses the importance of maintaining accurate records and the role of the auditor in this process. It emphasizes the need for transparency and the use of appropriate accounting methods to ensure the reliability of the financial statements.

The second part of the document focuses on the specific requirements for the preparation of financial statements, including the selection of accounting policies and the application of the relevant accounting standards. It also addresses the issue of the timing of the financial statements and the need for consistency in the presentation of the information.

The third part of the document discusses the role of the auditor in the preparation and review of financial statements. It highlights the importance of the auditor's independence and the need for the auditor to exercise professional judgment in the performance of their duties.

The fourth part of the document discusses the consequences of non-compliance with the requirements for the preparation and review of financial statements. It notes that non-compliance may result in the financial statements being considered unreliable and may lead to the imposition of penalties.

In conclusion, the document emphasizes the importance of the preparation and review of financial statements and the role of the auditor in this process. It stresses the need for transparency, accuracy, and the use of appropriate accounting methods to ensure the reliability of the financial statements.

STUDENT PART-TIME EMPLOYMENT

	<u>NO. OF STUDENTS WORKED</u>	<u>TOTAL EARNINGS</u>
1958 - 1959	1753	\$228,488.66
1959 - 1960	1778	\$263,166.95
1960 - 1961	1216 (to Dec. 1, 1960)	Not yet Calculated

	<u>NUMBER OF WOMEN</u>	<u>NUMBER OF MEN</u>
1958 - 1959	563	1190
1959 - 1960	428	1350
1960 - 1961	476	740

1. 1900

2. 1901

3. 1902

4. 1903

5. 1904

6. 1905

7. 1906

8. 1907

9. 1908

10. 1909

11. 1910

12. 1911

13. 1912

14. 1913

15. 1914

16. 1915

17. 1916

18. 1917

19. 1918

20. 1919

21. 1920

STATISTICS ON VETERANS

Number of Veterans Enrolled for Academic Year, 1958 - 1959	790
Number of Veterans Enrolled for Academic Year, 1959 - 1960	616
Number of Veterans Enrolled for Academic Year, 1960 - 1961	404

VETERANS, 1960 - 1961

Number of Veterans Enrolled Under Public Law 550 (Korean War Veterans)	357
Number of Veterans Enrolled Under Public Law 550 in G. E. Project (Korean War Veterans at Pittsfield G. E. Program)	8
Number of Students Enrolled Under Public Law 634 (War Orphans)	30
Number of Veterans Enrolled Under Public Law 894 (Disabled Veterans)	9
	<hr/>
TOTAL	404

1910

1. The first part of the report deals with the general principles of the theory of the atom. It is shown that the atom is a system of particles which are bound together by forces of attraction. The forces of attraction are of two kinds: the forces of attraction between the particles of the atom and the forces of attraction between the atoms themselves.

2. The second part of the report deals with the experimental methods used to determine the structure of the atom. It is shown that the structure of the atom can be determined by measuring the deflection of alpha particles by thin foils of various metals. The deflection of alpha particles is caused by the forces of attraction between the alpha particles and the nuclei of the atoms of the foil.

INFORMATION ON CLASS OF 1960

SALARIES

Women Graduates	\$2880 - \$6300	
Teachers	\$3300 - \$4800	
Engineers	\$4944 - \$7449	(Average - \$6276)
Business Administration - Men	\$3600 - \$6240	(Average - \$5100)
Sciences - Men	\$4800 - \$6000	(Average - \$5712)
Liberal Arts - Men	\$3504 - \$6000	(Average - \$4860)

NUMBER OF 1960 GRADUATES GOING ON FOR FURTHER STUDY

Women	27
Men	72

JOB LOCATION OF TEACHERS FROM CLASS OF 1960

	<u>WOMEN</u>	<u>MEN</u>
Massachusetts	79	9
Connecticut	18	3
New York	6	1
Others	7	2

MILITARY SERVICE

48 men were known to enter immediate military service following graduation

SENIORS

All senior women are counseled in groups and individually.

All senior men are counseled in groups. Between one-third and one-half of these are counseled individually.

1890

THE HISTORY OF THE

The first part of the history of the
 country is the history of the
 early settlement of the
 country by the
 first settlers who
 came to the
 country in the
 year 1607.

THE HISTORY OF THE

1607	1608	1609	1610	1611	1612	1613	1614	1615	1616	1617	1618	1619	1620	1621	1622	1623	1624	1625	1626	1627	1628	1629	1630	1631	1632	1633	1634	1635	1636	1637	1638	1639	1640	1641	1642	1643	1644	1645	1646	1647	1648	1649	1650	1651	1652	1653	1654	1655	1656	1657	1658	1659	1660	1661	1662	1663	1664	1665	1666	1667	1668	1669	1670	1671	1672	1673	1674	1675	1676	1677	1678	1679	1680	1681	1682	1683	1684	1685	1686	1687	1688	1689	1690
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The second part of the history of the
 country is the history of the
 middle settlement of the
 country by the
 second settlers who
 came to the
 country in the
 year 1630.

RECRUITING STATISTICS

	<u>1958 - 1959</u>	<u>1959 - 1960</u>	<u>1960 - 1961</u>
Total Recruiters on Campus (Industrial Representatives and School Administrators)	296	319	Expect 350+
Total Interviews Held on Campus	4501	3006	Expect 5000+
Industrial Recruiters Interviewing Women on Campus	96	78	--
Industrial Recruiters Interviewing Men on Campus	245	264	--
Industrial Recruiters Interviewing Men and Women	45	33	--
Teacher Recruiters on Campus	38	45	--
(Believe new state salary minimum for teachers - \$4000 - has in- creased student interest in the teaching field)			

Financial Statement

Date	Particulars	Debit	Credit
1912	To Balance		1000000000
1913	By Cash	500000000	
1914	By Cash	750000000	
1915	By Cash	1000000000	
1916	By Cash	1250000000	
1917	By Cash	1500000000	
1918	By Cash	1750000000	
1919	By Cash	2000000000	
1920	By Cash	2250000000	
1921	By Cash	2500000000	
1922	By Cash	2750000000	
1923	By Cash	3000000000	
1924	By Cash	3250000000	
1925	By Cash	3500000000	
1926	By Cash	3750000000	
1927	By Cash	4000000000	
1928	By Cash	4250000000	
1929	By Cash	4500000000	
1930	By Cash	4750000000	
1931	By Cash	5000000000	

NATIONAL DEFENSE LOANS

	<u>1958 - 1959</u>	<u>1959 - 1960</u>	<u>1960 - 1961</u>
Number of Loans	--	87	136
Amount	--	\$46,700.00	\$70,000.00

UNIVERSITY LOANS (Short Term Loans)

	<u>1958 - 1959</u>	<u>1959 - 1960</u>	<u>July - Oct. 1960 - 1960</u>
Number of Loans	291	252	74
Amount	\$34,289.95	\$35,271.11	\$10,338.00

MASSACHUSETTS HIGHER EDUCATION LOANS

	<u>1958 - 1959</u>	<u>1959 - 1960</u>	<u>July - Oct. 1960 - 1960</u>
Number of Loans	289	344	96
Amount	\$128,045.00	\$155,688.00	\$46,800.00

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice to ensure transparency and accountability.

2. The second section outlines the procedures for handling discrepancies between the recorded amounts and the actual cash received. It states that any such variance should be investigated immediately and reported to the appropriate authority.

3. The third part of the document details the process of reconciling the accounts at the end of each month. It requires that the total amount recorded in the books should match the total amount shown in the bank statements.

4. The fourth section discusses the role of the internal audit department in monitoring the financial records. It notes that the internal auditors should conduct regular reviews to identify any potential areas of concern.

5. The fifth part of the document describes the process of preparing the annual financial statements. It highlights the need for a thorough review of all records and the involvement of external auditors to provide an independent opinion on the accuracy of the statements.

6. The sixth section discusses the importance of maintaining the confidentiality of financial information. It states that all records should be stored securely and access should be restricted to authorized personnel only.

7. The seventh part of the document outlines the process of archiving old records. It requires that records that are no longer needed for day-to-day operations should be properly stored and indexed for future reference.

8. The eighth section discusses the process of disposing of old records. It states that records that have reached the end of their useful life should be destroyed in a secure and controlled manner.

9. The ninth part of the document describes the process of updating the financial records to reflect changes in the company's structure or operations. It requires that all changes be properly documented and approved by the appropriate authority.

10. The tenth and final section of the document discusses the importance of maintaining accurate records of all financial transactions. It reiterates the need for transparency, accountability, and regular reviews to ensure the integrity of the financial records.

UNIVERSITY OF MASSACHUSETTS
LIBRARY

ANNUAL REPORT
July 1, 1959 - June 30, 1960

GENERAL

Each year the Librarian finds himself largely reviewing the basic problems which have been present in any previous year. In any year it can be said that the Library remains in the position of being able to provide far less than it should in services to the rapidly expanding academic community. With the competition for admission to college, the type of student coming to the University improved perceptibly each year. The serious student rightfully imposes a greater burden on the Library and its staff since the book collection is more heavily used and the research aspects of his work receive greater emphasis. This requires better educated and trained staff to provide the assistance and direction in the use of library materials.

A marked change in use of Library facilities has been noticeable in the years since 1952 when the present Librarian took up his duties. During the six years from 1952 through 1958 a large portion of the time of staff was spent in keeping order and in trying to keep the open stack in some state of usable order. Reference assistance, while always important, was frequently used inconclusively and the floundering student never seemed to make very intelligent requests of any of the Library personnel. The Library personnel itself was largely junior clerical staff which made up in earnestness and interest for its lack of subject knowledge and experience. The Library enjoyed a relatively poor reputation which was augmented by vast influxes of students during the night hours who used the Library as a student union and social center.

The Librarians, three in number, spent a large portion of time in a hopeless effort trying to train transient staff, supply guidance and knowledge and carry on the important work of acquiring and controlling the books.

Since 1958 the situation has grown perceptibly better and with the advent of additional professional positions the Library staff began to take proper shape with the establishment of an administrative and technical organization. The year 1959/60 was spent in creating a properly staffed and trained reference and circulation department, although the use of the reference desk was at times disappointing, considering the amount of time and energy expended in this area.

Work was begun on a careful analysis of the serious book losses in the stack, though the open stack system still prevailed. A file of desiderata for replacement has been established and a systematic attempt to replace lost out-of-print books was undertaken. It will take years of the most minute searching to replace many of the titles.

The Library continues to suffer from unintelligent criticism from all quarters with some of the faculty frequently being the source of unthinking comments. It is easy to mouth the phrase that "the library is the heart of a university" yet the intelligent use of library resources in some subject areas is still very evident. Interesting situations have been precipitated by staff who have requested faculty members providing odd assignments to come in and find the answers themselves, often with amusing results. Fortunately this situation is beginning to change and with the advent of younger and more active faculty this problem will eventually disappear.

In any event, the greatest need - more reader space - is now virtually satisfied with the completion of the Library addition. Attractive new service areas are to be provided and large, well-lighted reading rooms will provide quiet areas for study.

Beginning on June 20, 1960 a group of six students began the book moving program from the old building to the new addition. This extremely able crew of two men and four women supervised by Mr. George Wright, Cataloger, moved 200,000 volumes in a period of two months to the new stack areas, working an average of five days a week and 7½ hours a day. During this period there was no interruption of service even though a summer school was in progress. All classifications were carefully measured in linear footage and a percentage factor was added for a five year anticipated growth

plan based on current acquisitions. Annual circulation statistics were analyzed, thus the most used books were placed wherever possible at points nearest the main circulation desk. It should be noted that less than 1,000 books were moved more than once in order to provide proper sequence.

At the start of the academic year in September 1959, by joint agreement between the Librarian of Amherst College Library and the University Librarian it was decided to discontinue the use of undergraduate direct loans to either student body. All loans were placed on an interlibrary loan basis via the Northshire Interlibrary Center messenger service, delivering three times a week. This system has virtually eliminated the influx of University undergraduates to the Amherst College Library and has also reduced book thefts at Amherst by University students. Graduate students were also brought in under the program at the same time. There have been some abuses of the borrowing privilege by members of the University faculty who have borrowed books in their own names to give to students. There have been unfortunate and time-consuming problems resulting from this.

In general, most of the year was spent in planning for the removal of all service functions to the new building in order that when the time came the least possible disruption of service was necessitated.

It is to be hoped that in future annual reports more time can be taken to critically analyze the trends in library use. The Librarian regrets that the constant demands made upon his time for things non-library in nature prevent a closer analysis in this report. The growth of the University has been so rapid as to outdistance its total administrative and service staff, many of whom are untrained and untutored in the ways of accepting responsibility along with authority. Perhaps this is the greatest single reason why the library staff "runs to stay in place".

It is probably inevitable that during a very rapid period of growth the library is usually placed in a poor light and can be berated for apparent service inefficiency and book stack deficiency.

Personnel

The year 1959/60 was marked by a much larger number of positions being requested in the personnel budget in order to provide staff for the new library building which was to be opened as soon as possible after acceptance of the building by the state.

The Library personnel requested by the Librarian and agreed to by the University Administration for incorporation in the University budget totaled 18 positions as follows:

- 1 Associate Librarian
- 3 Assistant Librarians
- 5 Catalogers
- 8 Library Reference Assistants
- 1 Senior Library Assistant

This represented a reduction from the original budget request of the Librarian by 11 positions. The personnel as finally appropriated by the legislature for the library totaled 8 in number as follows:

- 1 Assistant Librarian
- 5 Library Reference Assistants
- 2 Senior Library Assistants

Thus the personnel for the year was increased to 1 Freedom Bill and 27 budgeted full time positions of which three were permanent professional and one additional position; that of Associate Librarian was carried as a Freedom Bill (1956 Acts & Resolves, Chap. 556) appointment. This position was created in 1956 to provide the Librarian with a highly experienced associate to oversee the acquisition program. The grand total of full time personnel was, therefore, 28 positions.

The net result of this increase was to provide an additional professional position which was immediately filled by a much needed cataloger as Instructor A, in lieu of Assistant Librarian. However, the approved positions enlarged the ratio of professional Librarians to clerical staff to 1:6 from the previous ratio of 1:3.6. When it is realized

at according to American Library Association standards for a college library a 1:2 ratio is considered average and in an intensively used and rapidly expanding library the need may necessitate a 1:1 ratio; it is obvious that the lines of supervision for the trained librarians were very seriously extended with a resulting reduction in the amount of effective use of experience and training.

The training of the clerical staff is a very important and exceedingly time-consuming aspect of the work in this Library. Fortunately the salary scale is high enough so that at the Library Reference Assistant level an exceedingly high type of personnel can be recruited which is either skilled in office work or college educated and relatively permanent in length of service, thus warranting intensive training. Most of the persons in this classification would be considered as of sub-professional calibre in the privately endowed university libraries.

This Library enjoys a unique position among university libraries in the northeast having among the highest paid clerical staff of any library and in also having the highest ratio of clericals to professionals in the region. It also enjoys the lowest position in the list of libraries reporting to the Association of College and Research Libraries for the number of professional staff based on the size of library and the number of enrolled students which the library must serve.

Thus the library can operate its service areas with a better than average result but it cannot perform the highly technical work of classifying and cataloging books with nearly the speed which the present situation requires. The Library can acquire books and periodicals but it cannot catalog them and get them on the shelves in the quantity which is currently needed. This is entirely due to the serious lack which still prevails of positions for professionally trained and experienced librarians.

The present position of Library Reference Assistant if provided with a sliding scale factor for experience and training and a four-week vacation would allow for recruitment of beginning level librarians at a very adequate pay scale, since much training is always necessary even for beginning professionals in a library. It would

ke this position much more attractive to career personnel and would allow the Cataloger, U of M, position, which has repeatedly been requested, to be used as an intermediate level position for librarians with more experience who could act as supervisors of sections under the Assistant Librarians.

The fact that so many professional positions are now filled "in lieu of" is an indication of the need for greater flexibility at the lower end of the professional scale of positions. It is ridiculous to pay an inexperienced trained librarian a salary scale for Assistant Librarian until that librarian has proven his worth to the organization. It is also very demoralizing to highly skilled librarians with years of experience and a heavy burden of responsibilities to realize that the differential in salary scale amounts to a \$1000 or \$1200 difference between the beginners and the experienced.

This in essence is a plea for greater autonomy on this campus for library personnel (Grade X). This position cannot be overrated for its ideal salary scale from minimum to maximum, but the potential for acceleration of increments is inflexible with the present 7-year requirement.

As an example, the Library has in the position of Library Reference Assistant a trained architect who has also been librarian of an architectural library. This person had years of experience in several fields, yet she must perforce progress through the steps on a 7-year basis since the few present professional positions must be reserved for trained librarians in cataloging and acquisitions work. Had the librarians the ability to use a sliding scale in the position of Library Reference Assistant, a proper salary could be arrived at for the present period pending future personnel budgets.

As for the immediate future, the personnel needs must be squarely met in the coming budgets. At least eight (8) additional positions of Cataloger (U of M) must be appropriated in order to provide personnel both trained and experienced for the

Acquisitions a, rawhler is not so overburdened with new books and orders for books that only a portion of these can be processed in any given year.

Organization charts appear as Appendix D-1, December 30, 1950, and D-2, June 1, 1960, to the present report.

Reference and Circulation Department

This department which is, with the single exception of the Reserve Book Section, the source of the greatest number of direct contacts with students and faculty, has been under the supervision of Mrs. Louise A. Addison who as Chief of Reader Services has striven to provide the best possible service to the University community with a staff which has been trained on the job in this library.

The public relations aspect of this work is extremely difficult and is only rarely casually appreciated by the library patrons. Probably the most serious complicating problem in library relations with users is the direful lack of any adequate contact among students in their secondary school training with proper high school library facilities and with adequate book resources. This situation is especially prevalent in Massachusetts, since the State Department of Education has no minimum standards or requirements for maintaining high school libraries within the Commonwealth.

The sheer numbers of trained library personnel which would be necessary to provide the training for students during the second semester term paper program in the brief span of two weeks is sizable.

In order to supply a library oriented training program of at least three 50-minute sessions at least five qualified and trained librarians would be required. Some element of credit might be required with an examination at the end of the program. It is the hope of the librarian that at some future time a one-semester course in bibliography be required for all graduate students. The use of library facilities and sources by these students is only slightly above that demonstrated by undergraduate. A lack of ability to use the expensive and extensive resources of the library is a direct cause of the unintelligent and immature reprisals of library services offered

the students and faculty on this campus.

The Reference-Circulation personnel are keenly aware of the situation and they strive therefore to provide individual assistance on catch as catch can basis. Organized instruction is impossible to provide under the present inadequate staffing pattern for the Library. Organized instruction in the use of the Library and its sources has perforce been left to the English Department which in the freshman year provides in the spring semester an element of training in conjunction with a term paper program. The program is, however, left to the whim of the individual faculty member with uneven results. The Librarian has compiled a 16-page instruction sheet for general assumption, listing some of the more important reference tools helpful for term paper work, and a series of detailed instructions on the use of the card catalog.

The Reference Desk personnel maintain a ceaseless vigil to intercept and provide assistance to the student fumbling in the use of the library tools and the card catalog. The ever-present fear is that some students will be too shy to ask for aid and will leave the Library unsatisfied.

To provide some element of the scope of the task it should be cited that in 1959/60 there were some 60 sections of Freshman English each averaging 30 students. In order to alleviate some of the elements of inconvenience in use of Library materials during the period of term paper writing, which had occurred in previous years, the English Department arranged through Mr. Elliot Allen to schedule the program over a period of 10 weeks in order that not more than 1/3 of the Freshman class (approximately 20 students) was employed in writing papers at any one time. With the open stack facility, as the Library was then operated, this scheduling program had a salutary effect on both Library staff and student morale. The greatest shortage of Library resources occurred in the Dewey 821 classification which covers the works of American and British authors.

During the student vacation periods Mrs. Addison held a series of daily hour-long training programs to provide the staff with a closer analysis of the more important reference works in the Library. Short tests were given at the end of each lecture to

give the staff members an opportunity to evaluate materials to more purpose.

Interlibrary loans account for a very important element of the work load of the reference section. Mr. Martin Hubbard at present is the sole staff member in this area and the demands made upon him for assistance have trebled since the fiscal year 1957/58. Appendix B-1 provides a summary of the statistics of the Interlibrary Loan unit.

Each year a larger proportion of the faculty is composed of younger teachers who are more research minded and who require resources not available in the University library. The rapid increase in the number of graduate students also contributes to the greater demands made upon the library resources of this and other libraries. The Interlibrary Loan unit handles all requests to borrow materials from other libraries including the libraries of the confederacy of the Hampshire Inter-library Center. Requests from other libraries to borrow material in the collections of the University of Massachusetts library are one-sixth as numerous as the University's requests to borrow. If the present trend in loans continues a second staff member will have to be added to this unit.

The Circulation Section was under the supervision of Mrs. Gay Bossart who won the regard of both staff associates and library users with her pleasant and efficient manner. She resigned in May, 1960, to assume the duties of housewife and mother.

The Library operated as an open stack collection during the report year and while the Circulation Desk was extremely busy especially during the second semester, the total number of books circulated for the year amounted to 284 more than in 1958/59, despite the fact that the student population increased by 1300!

At the time of writing this report approximately five months of limited access stack operation has elapsed and during this period it has become very evident that for the first time in the history of the Library it is possible to receive a true circulation figure, which was denied the Librarian during all the years of the open stack. Book thefts during the period of open stack must be numbered in the thousands and the final figure cannot be secured for at least another two years.

In preparation for a program of replacing lost copies, the book losses in British and American literature were ascertained by completing an inventory of the Dewey 000-329 classifications. Nearly 1000 books in this small area alone were found to be lost, strayed, or stolen. This points up most graphically the shocking disregard for property which is so prevalent on the campuses of today. The University fought for years any intelligent approach to an exceedingly difficult problem in the guise of doing the student a real favor in allowing unhindered browsing. This indifference, which was never accepted by the librarians, will eventually cost in dollars for replacement of resources, when the full extent of loss is known, upwards of \$100,000. Can this figure be lightly brushed aside as the cost of education?

Much time was spent during the year in revising the procedural code for the service operations of the entire department. Greater supervision of students in the several tasks of shelving, shelf reading, and circulation duties resulted in much improved service to readers. Incidentally, the student assistants felt they learned more on the job under these conditions. The selection of student personnel has always been exercised with the greatest care and has resulted in an excellent staff-student assistant relationship which is a priceless asset to any library.

After many years of pressure from students the Librarian was able, due to an increase in number of staff positions to lengthen the hours of Saturday operation from 12:30 p.m. to 4:30 p.m. During the second semester the Library attendance figures appeared to warrant this increase in the hours of opening; the first semester's figures have always left doubts in the mind of the Librarian as to the feasibility of this decision.

The annual summary of the circulation statistics appear as Appendix B in this report. Reader use of building statistics appear as Appendix C, and Summer School statistics as Appendix C-1.

Reserve Book Section

This area is an extremely important one from a public relations point of view, since for many students it is their sole contact point with the Library for the four years they remain on campus as undergraduates. Mrs. Genevieve Hamilton is head of this section and provides thoughtful, firm, and efficient service. The number of students who try to sign out books under false signatures has been reduced drastically. Even the amount of fines for overdue books has shown a material drop indicating that the direct contact of Mrs. Hamilton with forgetful or recalcitrant students has resulted in a more cooperative attitude toward the Reserve Desk.

Persons who fail to cooperate after two or three opportunities to explain their problems are referred to the Librarian for disciplinary action. It is a pleasure to report that not more than ten cases a year have to be handled in the Dean's Office.

Faculty cooperation in the handling of Reserve book lists for course reserve has steadily improved. Invariably the new faculty have to be indoctrinated firmly and quickly. Mrs. Hamilton has improved the faculty relationship many fold and the respect which is now felt for her section is widespread.

Much of the evening and weekend operation is left to the student assistants who have been carefully trained in the procedures to be followed. The statistics covering the Reserve Book Circulation appear as Appendix B-2 in the report. Summer School use as Appendix B-3.

Catalog Department

This department is one of the most important units in the entire Library and is responsible for the cataloging of all books and library materials for the total University system, including department libraries. It is under the able supervision of the Assistant Librarian, Miss Irene Kavanaugh who has the assistance of two trained Catalogers and one Assistant Cataloger.

The work area in the Old Library for this department amounted to 400 square feet

of floor space in which six persons were situated. At periods of each day two student assistants were squeezed into the remaining space. Needless to say, the situation was intolerable and the proper flow of work was seriously impaired.

In November 1959 the department was moved into the new Library building, Room 508 which provided 3020 square feet of floor space for the combined departments of Cataloging and Acquisitions.

In January 1960 the Friden Flexowriter was installed and immediately made use of for the typing of large numbers of catalog cards sets for which Library of Congress cards could no longer be purchased. This machine makes use of a punched tape which is cut at the typing of the first card. After the card is proofread and any corrections made on both card and tape, the tape is then inserted in the reader mechanism and the cards are automatically run off in as many copies as required. The greatest asset of the Flexowriter is that the cards are produced rapidly without errors and in quantity, thus eliminating the extensive proofreading necessary in the case of individually typed cards.

Under a reorganization plan activated in March 1960 the serial checking unit which was formerly attached to the Reference Department was moved into the Catalog Department for closer supervision and to create a well knit bindery-serials unit. For the first time in years all records were united except for U.S. Government publications and state agricultural experiment stations.

Prior to this, the binding unit was moved for administrative purposes from the Librarian's Office to the Catalog Department in order to provide a closer relationship with the processing of serial materials. In March 1960 the Library lost Mrs. Myrtha Banfield through resignation. She has served the Library most ably for six years as head of the binding unit. When she came to the Library in 1954 the binding was in chaos and after five years of labor the present system of procedures and records was perfected. Relationships with the departmental libraries were greatly improved because of the closer supervision of the serial binding which was provided by Mrs. Banfield.

After a short interruption in the continuity of the binding program, during which period Miss Hope Gilson carried on the work of two sections, the Librarian was fortunate enough to secure the services of Mrs. Margaret Tilley who has maintained the high standards set by her predecessor.

The binding program is seriously encumbered with the tedious and inordinately slow system of public bid, which is the source of the greatest number of complaints from departments. Journals always seem to be bound at times when they are most likely to be in demand. There is no satisfactory answer to this complaint and if the present system is continued the complaints can never be resolved.

The chief problem which must be faced into for the Catalog Department in the immediate future is more extremely well trained and experienced catalogers. Cataloging personnel for this department is the most difficult type to find and recruit in the entire library profession. Relatively few catalogers are looking for new jobs and they frequently remain disinterested at the thought of working in a library with as many problems as this one possesses. However, unless this area is adequately staffed with well trained personnel the faculty - student complaints about the Library will continue indefinitely.

The Cataloging staff are to be especially commended for their spirit and hard work against a background of insuperable problems. The psychologically detrimental knowledge of an increasing backlog of deferred books and serials has made it all the more difficult for the small staff. This is particularly true of the Assistant Librarian who has borne the brunt of the problems of staff work load and satisfying complaints of those who are sure that "the Library is too slow in cataloging books".

Acquisition Department

This department which is supervised by the Associate Librarian, is staffed by four and one half personnel who, under the exacting training of Mr. Hatch have been brought to a high level of competence. This is the most seriously overworked department

in the Library as it processes all orders for all types of library materials from pamphlets, books, periodicals, to maps and microfilms.

During the year invoices were processed in the amounts as follows:

Library 13 account	\$62,604.00
Capital outlay (8157)	25,000.00
Teachers Research	750.00
Ford Foundation Grant	800.00
Private funds	1,900.00
Trust funds	<u>1,000.00</u>

Total invoices processed \$92,054.00

In addition to the above, current orders, outstanding and not yet received, amounted to \$20,000.00 for the capital outlay (8157) and \$1700.00 for the Ford Foundation Grant.

The present staff of four and one half ($4\frac{1}{2}$) persons is much too small to cope with the quantity of work involved by the special (limited time) appropriations. All such appropriations should run for at least a two year period, especially in cases where the requirement is for the purchase of current individual books from publishers. The number of invoices which result from this type of restriction may run twenty times the number which would arise in purchases from book dealers. It takes as much time to process a \$5.00 invoice as it does a \$2,000 invoice. The inefficient invoicing routine of itemizing by author and title prevents the expenditure of even the smallest amount of money without great effort. While other libraries can expend \$200,000 with a minimum of paper work due to purchasing in lots, this Library must do three times the paper work to expend the same amount of money.

The Librarian can cite cases where dealers would have sold the University quantities of much needed material at one half the usual sale prices if the invoicing system had not required so much paper work. One of the most time consuming aspects of acquisition work is getting reputable publishers to fill orders properly without the constant problem of returning wrong books sent with its concomitant factor of correspondence and credit memoranda. It is estimated that about one-third of the time of one person is involved with this work.

It is apparent from this past year's experience that the department personnel will have to be expanded to a total of ten (10) from four and one half (4½). There is immediate need for one full time position to process periodical and serial subscriptions as a beginning move to satisfy requests for new and duplicate journal titles. If the special funds are to show any further increase, and there is no doubt that such is to be the case, two full time positions will be needed to handle the orders requested under these funds. The recent Ford Foundation Grant virtually swamped the department because of the foreign titles and the verifying of bibliographical information. Two full time persons will be needed in current order work and two persons to handle the invoicing and accounts routines. Three highly trained and experienced librarians will be required for the bibliographical search work which is the essential element in preventing large expenditures for unwanted duplicate purchases.

The Associate Librarian especially commends the hard work and loyalty of the Acquisition Department staff who have worked under the most severe pressures with no relief in sight.

The statistics covering the Cataloging and Acquisition Departments appear as Appendix A to this report.

New Library Addition

The Librarian; the Associate Librarian; Clerk of the Works, Frank Dowd; Construction Engineer, Hugill; spent many hours of time checking the blueprints and the construction details of the building addition. At least four extensive inspections of the building were made prior to its acceptance by the University on August 10, 1959. "Punch Lists" or trouble sheets were made up and followed through with the contractor who fumed mightily over the minuteness of the details. In addition, the Librarian spent from May 1959 to November 1959 preparing specifications, following up bid proposals and documenting reasons for refusing to accept low bids in several important cases. For three weeks in September 30 bidders were individually required to appear in the Librarian's Office

to discuss bid proposals and display equipment. Hours of time were spent in documentation to establish proper awards for bids.

In September 1959 Miss Florence Stiles, a registered architect, joined the staff and assisted the Librarian by preparing complete occupancy drawings for every floor of the building upon which every piece of equipment was located. Miss Stiles supervised the installing of two circulation desks and the erection of bookcases and other equipment.

As soon as possible after the acceptance of the building the Catalog and Acquisition Departments were moved to Room 503 to provide a large work area for the staff. New equipment was not forthcoming for at least 10 months after the move.

Except for this move the new building was not placed in general use until the fiscal year 1960/61 due to the lack of equipment and to the many building details which had to be rectified by the contractor prior to occupancy.

The second level was occupied on June 7, 1960, when the Hampshire Interlibrary Center Library was moved from the Mount Holyoke Library at South Hadley to the University Library.

Hampshire Inter-Library Center

Monthly meetings of the Executive Committee were attended where possible by the Librarian or the Associate Librarian. One meeting in the spring was held at the University. The fall and spring meetings of the Board of Directors were attended by the Librarian, President Mather, and the Faculty representative, Dr. Walter Ritchie.

On June 7, 1960, occupancy of Level 2 of the new building was established with the removal of the HILC book collection from the Milliston Memorial Library at Mount Holyoke College. The books were moved by a local mover in three days. At the University the six student assistants hired for the moving of the books in the University Library were assigned for a period of four days to unpack and shelve the HILC Library collection. The University Library assumed all costs for this task, which amounted to 173 hours of student and staff time, costing \$324.00. A telephone extension was provided and connected to the University switch board at University expense.

The HILC Library remained closed to readers during the summer period of establishing itself in new quarters. Interlibrary loans were processed and the messenger service functioned immediately upon arrival.

Summary of Problems needing immediate attention:

1.) Additional professional positions in Grade 15-E Cataloger (U of N) which in the next two to three years should number 10 positions. It is much more realistic to provide four to five positions a year rather than appropriate all positions in one year because of the difficulty in securing competent persons in large numbers on short notice. The fact that some positions may go unfilled for as much as a year may be a source of embarrassment to the University administration if all positions are requested in a single budget.

Professionally trained personnel with library experience will be needed as follows:

Catalog Department

- 4 Catalogers for books
- 2 Catalogers: Serial Unit
- 1 Cataloger: Documents unit.

Acquisition Department

- 3 Catalogers: Bibliographical searchers and specialists in subject fields.

2.) Clerical personnel especially needed in the Acquisition Department for order work probably three (3) in number -- Senior Library Assistants.

3.) Need for an intelligent analysis of the departmental library problem which needs definition as to the number, the preparedness of the administration to face into the personnel requests which will be necessitated if intelligent use of these libraries is to be effectuated.

A special faculty committee might do the preliminary survey work and develop a series of recommendations which could guide the University in making decisions. A committee cannot resolve this problem nor can it do more than recommend one or more approaches to the problem.


4.) An intelligent study of the needs for the University either for an entirely new library building or an addition to the existing building complex before the next capital outlay request for the Library in the mid 1960's.

5.) Proper purchasing and accounting procedures to promote an intelligent and enlightened approach to University housekeeping details. University autonomy in these areas would allow for a more effective program.

A system for making immediate and businesslike decisions with regard to fiscal problems which arise within the Library program in the course of any fiscal year.

If these areas can be resolved or at least set up on a trial basis, the Library program will be improved and can carry on its heavy burdens more intelligently.

Respectfully Submitted,


Hugh Montgomery
Librarian

December 20, 1960

UNIVERSITY OF MASSACHUSETTS
LIBRARY

Annual Summary of Statistics
Acquisitions and Cataloging Statistics

July 1, 1959 - June 30, 1960

Books Cataloged by Dewey Classification Groups

Books Discarded

<u>Dewey Classification</u>	<u>No. of Vols. Added</u>	<u>No. of Vols.</u>
General	463	---
Philosophy	204	3
Religion	76	---
Social Sciences	1,364	35
Languages	53	1
Science	312	43
Useful Arts	800 (except 630-9)	55
Agriculture	104	1
Fine Arts	258	1
Literature	479	35
Travel	170	1
Geography	209	2
History	363	30
Reference	1,715	11
Microfilm	762	---
Total	8,033	227

Total Volumes Processed	8,033
Total Volumes Withdrawn	227
(Not total cataloged)	<u>7,806</u>

Total Volumes in Library System 227,927

Deans Books Recataloged 3

Replacements 122

Total Purchased Books	5,191
" " Serials	<u>2,771</u>
	6,962

Total Gifts	
Books	475
Serials	<u>596</u>
	1,071

UNIVERSITY OF MASSACHUSETTS
LIBRARY

CIRCULATION STATISTICS

July 1, 1959 - June 30, 1960

Total circulation 36,304
 Number of days library was open 335
 Average circulation per day 109.6

Circulation by Dewey Classification

000 General Works	240
100 Philosophy	1,502
200 Religion	409
300 Social Sciences	5,253
400 Linguistics	250
500 Pure Science	1,175
600-629, 640-699 Applied Science	1,400
630-639 Agriculture	231
700 Arts and Recreation	1,005
800 Literature	9,246
900-909, 920-929 History	3,120
910-919 Geography and Travel	611
920-929 Biography	1,102
Overnight reserve books	2,908
800 Literature	1,305
300 Social Science	5,253
900-909, 920-929 History	3,120
600 Applied Science	1,400

Three months having largest circulation:

March	5,072
April	3,192
February	4,431

UNIVERSITY OF MASSACHUSETTS
LIBRARY

Interlibrary Loan Statistics
1959-1960

Books borrowed by University Library.

Lending Library

Amherst	528
Forbes	40
RLLC	134
Mt. Holyoke	348
Smith	372
Other Libraries	548
TOTAL	1871

Books loaned by University Library.

Loaned to

Amherst	98
Forbes	4
Mt. Holyoke	31
Smith	68
Other	180
TOTAL	385

Books borrowed by University Library by type of borrower.

<u>Lending Library</u>	<u>Undergraduates</u>	<u>Graduates</u>	<u>Faculty</u>	<u>Total</u>
Amherst	242	183	103	528
Forbes	26	5	9	40
RLLC	18	43	73	134
Mt. Holyoke	73	113	57	348
Smith	112	155	95	372
Other Libraries	47	135	326	548
TOTALS	537	635	670	1871

COMPARATIVE STATISTICS

	<u>Books Borrowed</u>	<u>Books Loaned</u>
1957-1958	630	330
1958-1959	1034	345
1959-1960	1871	335

UNIVERSITY OF MASSACHUSETTS
LIBRARY

RESERVE BOOK CIRCULATION

First Semester
September 14, 1959 - January 23, 1960

<u>Hours</u>	<u>Circulation</u>	<u>Average per hour</u>	<u>Days</u>
8-9 a.m.	1,420	18.7	104
9-10 a.m.	2,078	19.9	104
10-11 a.m.	2,300	21.1	104
11-12 a.m.	1,493	18.4	104
12-1 p.m.	1,969	19.5	101
1-2 p.m.	1,870	18.5	101
2-3 p.m.	2,517	20.3	116
3-4 p.m.	2,950	25.4	116
4-5 p.m.	1,665	15.9	105
5-6 p.m.	941	10.1	93
6-7 p.m.	2,475	26.6	93
7-8 p.m.	3,250	34.9	93
8-9 p.m.	2,372	25.5	93
9-10 p.m.	520	5.7	93

Total in-building circulation: 23,839
Average per day: 259.8

Total overnight circulation: 4,017
Average per night: 34.3

Second Semester
February 1 - May 31, 1960

<u>Hours</u>	<u>Circulation</u>	<u>Average per hour</u>	<u>Days</u>
8-9 a.m.	1,500	15.9	99
9-10 a.m.	2,275	22.9	99
10-11 a.m.	2,506	25.3	99
11-12 a.m.	2,077	20.9	99
12-1 p.m.	2,064	20.8	99
1-2 p.m.	2,790	28.1	99
2-3 p.m.	3,009	30.9	115
3-4 p.m.	3,281	28.5	115
4-5 p.m.	1,779	17.7	100
5-6 p.m.	990	10.2	96
6-7 p.m.	2,620	27.2	96
7-8 p.m.	3,380	35.2	96
8-9 p.m.	2,724	28.3	96
9-10 p.m.	727	7.9	96

Total in-building circulation: 32,632
Average per day: 326.9

Total overnight circulation: 5,350
Average per night: 36.1

Total reserve book circulation for the year 1959-1960: 69,898

UNIVERSITY OF MASSACHUSETTS
LIBRARY

RESERVE BOOK CIRCULATION
Summer School 1952

First Session
June 22 - July 20

<u>Hours</u>	<u>Circulation</u>	<u>Average per hour</u>	<u>Days</u>
8-9 a.m.	64	2.37	27
9-10 a.m.	95	3.56	27
10-11 a.m.	141	5.22	27
11-12 a.m.	171	6.33	27
12-1 p.m.	108	4.15	26
1-2 p.m.	146	5.62	26
2-3 p.m.	142	5.46	26
3-4 p.m.	109	4.19	26
4-5 p.m.	67	2.58	26
5-6 p.m.	17	1.05	16
6-7 p.m.	73	4.56	16
7-8 p.m.	89	5.56	16
8-9 p.m.	25	1.56	16
9-10 p.m.	0	0	16

Total in-building circulation: 1248
Average per day: 22.71

Total overnight circulation: 602
Average per night: 17.93

Second Session
July 29 - September 1

<u>Hours</u>	<u>Circulation</u>	<u>Average per hour</u>	<u>Days</u>
8-9 a.m.	72	2.88	25
9-10 a.m.	165	6.6	25
10-11 a.m.	75	3.0	25
11-12 a.m.	26	1.12	25
12-1 p.m.	48	1.92	25
1-2 p.m.	93	3.72	25
2-3 p.m.	80	3.2	25
3-4 p.m.	87	3.48	25
4-5 p.m.	29	1.16	25
5-6 p.m.	16	0.64	7
6-7 p.m.	28	1.12	7
7-8 p.m.	13	0.52	7
8-9 p.m.	11	0.44	7
9-10 p.m.	0	0	7

Total in-building circulation: 749
Average per day: 18.57

Total overnight circulation: 276
Average per night: 11.04

Total reserve book circulation for summer school 1952: 3,775

UNIVERSITY OF MASSACHUSETTS
LIBRARY

READER USE STATISTICS

First Semester
September 14, 1959 - January 23, 1960

<u>Mon-Fri.</u>	<u>Total number</u>	<u>Average per day</u>	<u>Days</u>
9:30	6,742	84.23	80
3:00	9,100	113.86	80
7:15	14,401	180.70	78
8:45	14,020	191.41	76
<u>Saturdays</u>			
10:00	812	50.75	16
2:00	1,140	75.0	15
4:00	770	51.33	15
<u>Sun. & Holidays</u>			
4:00	2,627	188.17	15
8:45	3,124	208.26	15

Second Semester
February 1 - May 31, 1960

<u>Mon.-Fri.</u>	<u>Total number</u>	<u>Average per day</u>	<u>Days</u>
9:30	7,248	93.01	79
3:00	9,753	123.45	79
7:15	15,014	190.05	79
8:45	16,364	203.34	79
<u>Saturdays</u>			
10:00	700	52.60	15
2:00	1,450	96.66	15
4:00	1,010	67.33	15
<u>Sun. & Holidays</u>			
4:00	2,630	189.26	15
8:45	2,896	190.73	15

UNIVERSITY OF MASSACHUSETTS
LOWELL

READER AND STATISTICS

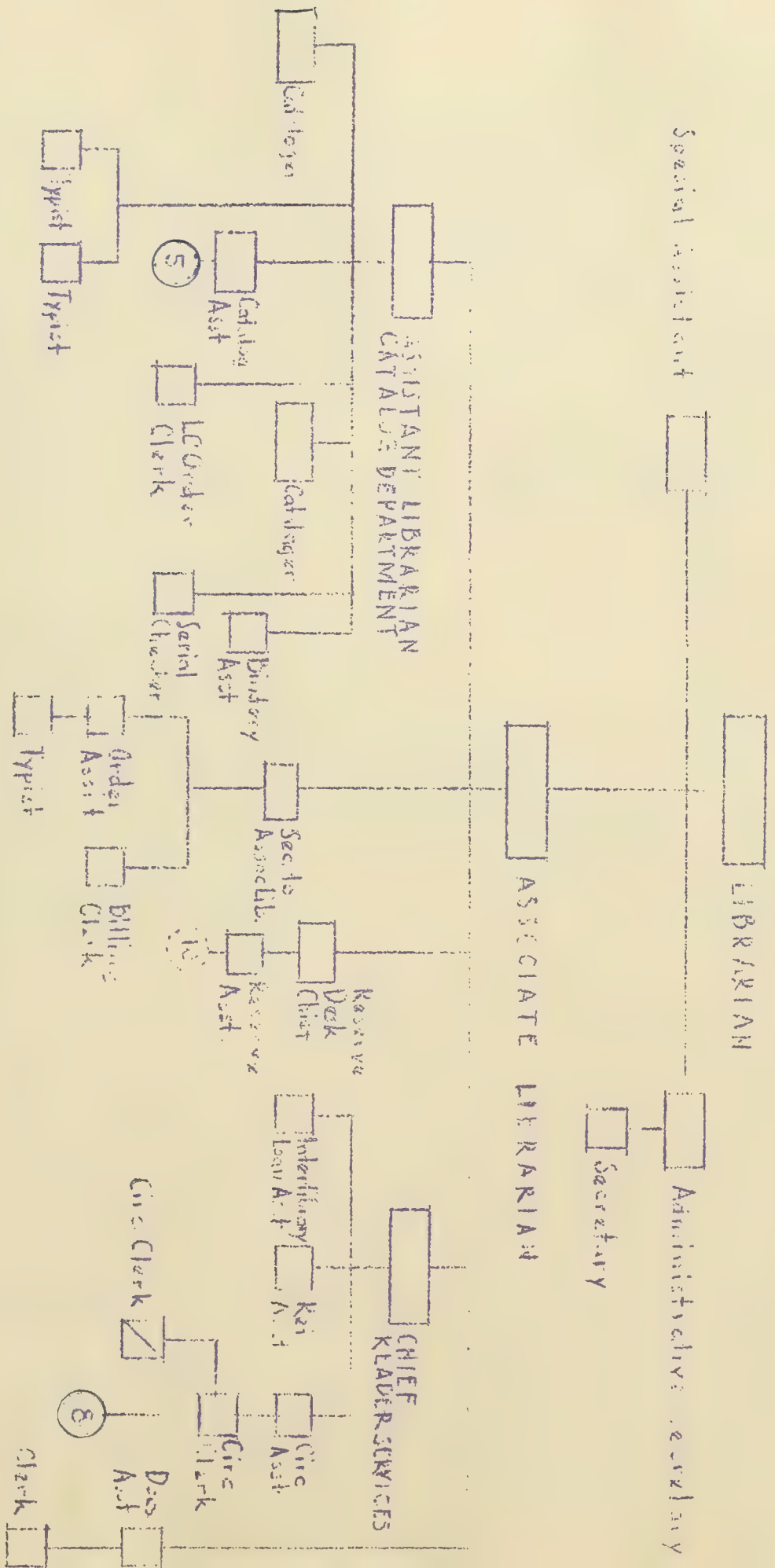
Summer School 1959First Session
June 22 - July 28

Mon. - Fri.	Total number	Average per day	Days
9:30	441	16.33	27 *
3:00	393	15.12	26
7:15	309	12.31	16
8:45	261	16.31	16

*Open one Saturday
morning during
examinationsSecond Session
July 29 - September 1

Mon. - Fri.	Total number	Average per day	Days
9:30	294	11.36	25
3:00	271	10.04	25
7:15	91	13.0	7
8:45	103	14.71	7

University of New South Wales
 LIBRARY ORGANIZATION CHART June 1, 1960



○ Part-time student assistant

Total Permanent Personnel 27
 Part-time Special Personnel

ANNUAL REPORT
 December 1960
 Bureau of Government Research
 University of Massachusetts

I. TOTAL APPROPRIATIONS (including 01 and 02, personal services)

<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>
\$2,875.00	\$5,125.00	\$5,200.00

II. PERSONNEL

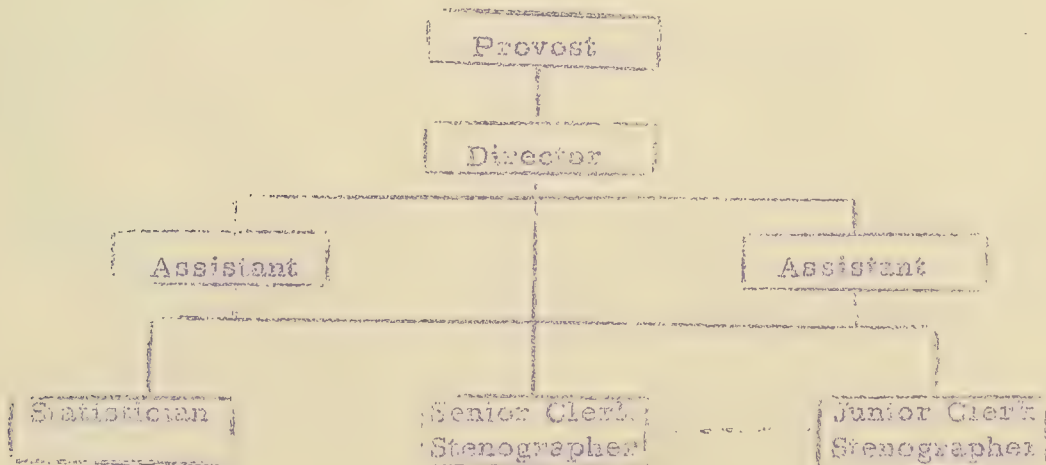
	Director	Ass't. Director	Ass't. Prof. "A"	Statis- tician	Senior Clerk & Stenoq.	Junior Clerk & Stenoq.
1958-59	1	1	1	1	1	1
1959-60	1	1	1	1	1	1
1960-61	1	2	0*	1	1	1

Present Staff:

William G. O'Hare, Jr., Director
 Gerald J. Grady, Assistant Director
 Edwin A. Cere, Jr., Assistant Director
 Edward T. Dowling, Statistician
 Hazel J. Tilton, Senior Clerk and Stenographer
 Kathleen M. Dansereau, Junior Clerk and Stenographer

*Position reclassified effective 7/1/60.

III. ORGANIZATIONAL CHART



Solid Line--Immediate Supervision
 Broken Line--Intermediate Supervision

IV. CLIENTELE

Bureau staff members continue to teach in the Department of Government: Government 25, 51, 78, 84.

The Bureau is pleased to report that in the course of the year its contacts with various associations of public officials, service organizations, and units of local government have increased significantly. A comparison of Part VI of this report with that of last year is indicative of this.

Requests for publications, information, and consultation have likewise increased. Mention should also be made of the measurable multiplication of speaking engagements for staff members which has occasioned a staggering number of overtime hours on their part.

On the basis of spoken and written words, and the above data, there is every reason to believe that the Bureau is effectively performing its mission.

V. PUBLICATIONS

Handbook for Massachusetts Municipal Planning Boards
 Proceedings of the Eleventh Governor's Conference
 Proceedings of the Twelfth Governor's Conference
 Inter-County Employment of Agricultural Extension Agents
 Proceedings of the Fourth Annual School for Massachusetts Assessors
 Standard Practices Manual--revised
 Massachusetts Town Expenditures--1959
 Role of the Town Counsel
 Handbook for Massachusetts Selectmen--2nd edition
 Administrative Organization in Massachusetts Towns

VI. SPECIAL PROJECTS

Conferences Conducted

Selectmen's Seminar--Concord--6 weeks
 Selectmen's Seminar--Bridgewater--6 weeks
 Massachusetts Personnel Boards Association--Amherst--1 day
 Governor's Conference--1 day
 City Managers--1 day
 Assessors' School--4 days
 Massachusetts Conference on Atomic Energy--1 day
 Public Works Seminar--6 weeks

Conferences and Meetings Attended

Hampshire County Public Health Association
 Institute of Public Service, University of Connecticut

Hampden County Public Health Association
 Massachusetts City Managers Associations--monthly
 Massachusetts Association of Town Finance Committees--Cambridge
 Democratic State Committee and Republican State Committee--to
 establish student interns
 Massachusetts Selectmen's Association--Executive Committee Meeting--
 Brookline
 Massachusetts Selectmen's Association--Annual Meeting--Northampton
 Massachusetts Self-Survey--Boston--3 meetings
 American Society for Public Administration--Western Massachusetts
 Chapter--2
 Springfield Public Health Department--Springfield
 Town-County Conference--Greenfield
 New England Conference on Conservation--Boston
 The Massachusetts Assembly--Tufts University--3 days

Principal Speaking Engagements

Business and Professional Women--Northampton
 League of Women Voters of Massachusetts--state meeting--Boston
 Christian Association--University of Massachusetts
 Springfield Metropolitan Planning Council--Springfield
 Medford League of Women Voters
 Holy Name Society--Blessed Sacrament Parish--Northampton
 Northampton Council, Knights of Columbus
 Pioneer Valley Alumni Club of the University of Notre Dame
 Hampshire County Public Health Association--Amherst
 Air Force Non-commissioned Officers Academy--Westover Air
 Force Base--4
 Catholic Women's Council--Florence
 League of Women Voters--Needham
 Daughters of Isabella--Easthampton
 Lions Club--Agawam
 Public Welfare Conference (Conducted Public Relations Institute)--
 Lenox--2 days
 Massachusetts Mayors' Association--Malden
 New England Finance Officers Association--Newport, Rhode Island
 Malden League of Women Voters
 Massachusetts Municipal Auditors and Accountants Association--
 Northampton
 Hampden County Extension Service Meeting--West Springfield
 Massachusetts Catholic Order of Foresters--Boston
 Massachusetts Town Finance Committee Association
 Barnstable County Selectmen and Planning Boards--Yarmouth
 Holyoke Home Owners Association--Holyoke
 Worcester League of Women Voters
 Business Management Club, University of Massachusetts
 Northampton Taxpayers Association
 Mens Club--Methodist Church--Amherst

Smith College Politics Club-- Northampton
 Senior Class - Northampton High School
 Junior Chamber of Commerce--Amherst
 Amherst League of Women Voters
 Western Massachusetts Town Clerks Association--Northampton
 Democratic Women of Western Massachusetts--Northampton
 Massachusetts Town Clerks Association--annual meeting--Chatham
 University of Massachusetts Summer Senior Students
 Maine City Managers Association--Orono, Maine
 Berkshire County Extension Leaders--Pittsfield
 Leverett Men's Club
 Parent Teachers Association, White School--Holyoke
 Wesley Foundation -Amherst
 Rotary--Williamsburg
 Wellesley League of Women Voters
 JETS--University of Massachusetts

Unclassified

Mr. Amin Alimard, University of Southern California--foreign visitor
 Public Achievement Awards by Bureau to a city, town, and three persons--
 to be made annually
 Town Report Contest--Massachusetts
 Town Report Contest--New England
 Town Government Study Committee of East Longmeadow
 Board of Selectmen--South Hadley
 Convocation--Assumption College--Worcester
 State Internship Interview board

VII. THE FUTURE

The Bureau anticipates publishing materials on the following topics: municipal finance administration, public reporting and public relations, revaluation, voting in Massachusetts, intergovernmental fiscal relations, and a handbook for municipal clerks.

Further, future training programs have been scheduled for town finance committees, selectmen in three locations, school committee members in two locations, public works personnel in one location, and town finance committees in one location. In addition to the Governor's conference, personnel conference, city managers conference, and the assessors' school, a two-day workshop for public welfare personnel and another for municipal planners have been listed for 1961.

The Bureau continues its striving for a federation of Massachusetts municipalities.

The Bureau instituted its Public Achievement Awards which will be granted annually to a town and a city that have made remarkable strides as well as to three persons who have contributed to good government. A board of impartial judges performs the selection function.

As was pointed out in earlier reports additional staff will soon be necessary. We anticipate a budgetary request for fiscal year 1962-63 to cover two full-time professional staff positions.

APPROPRIATION

#1

	<u>Receipts</u>	<u>Disbursements</u>
1958-1959	\$47,425.45	\$38,795.43
1959-1960	See Attachment A	
1960-1961	Recommended Budget -	See Attachment B

PERSONNEL

#2

* Evan V. Johnston	Executive Director
William L. Mahoney	Assistant to the Executive Director
** Lydia H. Hoynoski	Junior Clerk Stenographer
** J. Elizabeth Lombard	Junior Clerk Stenographer
** Florence V. Lewis	Junior Clerk Stenographer
Linda Cook	Secretary (Paid by Alumni Office)
Joyce Walters	Part Time Secretary (Paid by Alumni Office)

* The Executive Director is no longer paid in part by the State as a Field Agent effective July 1, 1960.

** These three positions are paid for by the University as compensation for keeping of records.

Number of Alumni 13,200

Financial Statement Jan. 1, 1960 to Dec. 31, 1960
Associate Alumni - University of Massachusetts

DISBURSEMENTS

PROGRAMS AND SERVICES

SCHOLARSHIPS - - - - -	\$ 1,000.00
ALUMNUS- - - - -	9,730.00
MASSACHUSETTS REVIEW - - - - -	1,400.00
NEWSLETTER - - - - -	1,630.00
HOMECOMING - - - - -	944.00
REUNIONS - - - - -	409.00
MEMORIAL LECTURES - - - - -	1,100.00
SCIENCE FAIR- - - - -	75.00
ARTS FESTIVAL - - - - -	350.00
CAPS AND GOWNS - - - - -	3,704.00
DISBURSEMENTS TOTAL- - - - -	<u>\$20,342.00</u>

OPERATIONAL AND PROMOTIONAL COSTS

SALARIES - - - - -	\$13,250.00
TRAVEL AND TELEPHONE - - - - -	3,100.00
POSTAGE AND PRINTING - - - - -	2,300.00
OFFICE EQUIPMENT, CONTRACTS, AND TAX - - - - -	1,450.00
COST OF FUND DRIVE- - - - -	6,275.00
COMMITTEES - - - - -	1,700.00
PAYMENT OF LOAN FOR EQUIPMENT - - - - -	5,000.00
CAPITAL EXPENDITURES - FILES - - - - -	258.00
CAPITAL EXPENDITURES - - - - -	227.00
COSTS TOTAL- - - - -	<u>\$33,560.00</u>

TOTAL DISBURSEMENTS AND COSTS - - - - - \$53,902.00

RECEIPTS

ALUMNI FUND - - - - -	\$40,000.00
INTEREST - - - - -	222.00
CAPS AND GOWNS - - - - -	2,700.00
CLASS SERVICE - - - - -	1,623.00
SENIOR TAX - - - - -	2,400.00
SALE OF UNIV. OF MASS. CHAIRS - - - - -	166.00
BENEFIT GAMES- - - - -	1,000.00
SALE OF EQUIPMENT- - - - -	2,290.00
TOTAL RECEIPTS- - - - -	<u>\$50,401.00</u>

EXCESS OF DISBURSEMENTS OVER RECEIPTS - - - - - \$ 3,501.00

ADMINISTRATION

Salary, Exec. Dir.	\$ 9,000	
Salary, Ass't. to Exec. Dir.	5,200	
Salary, Office Manager	200	
Salary, Clerical	1,352	
Travel	2,000	
Telephone	650	
Postage	1,500	
Printing-Supplies	1,000	
Office Equipment - Depreciation	400	
Equipment Contracts	100	
Insurance	250	
Social Security Tax Paid	525	
Audit	150	
Blue Cross	350	
	<hr/>	
Total		\$22,677

"THE ALUMNUS"

Services	\$ 1,400	
Printing	7,500	
Photography	200	
Cuts-Line Drawings	600	
Postage	375	
	<hr/>	
Total		\$10,075

NEWSLETTERS

Services	\$ 100	
Printing	1,000	
Postage	200	
	<hr/>	
Total		\$ 1,300

ALUMNI FUND

Salary, Clerical	\$ 1,352	
Part-Time Clerical	200	
Travel - Meetings	700	
Printing	1,800	
Postage	2,000	
	<hr/>	
Total		\$ 6,052

BOARD OF DIRECTORS

800

HOMECOMING

400

COMMITTEES

Finance	\$ 150	
Nominating	25	
Student Contact	100	
Alumni Medals	50	
	<hr/>	
Total		\$ 325

PROGRAMS

\$ 4,500

CAP AND GCWN PURCHASE

\$ 1,000

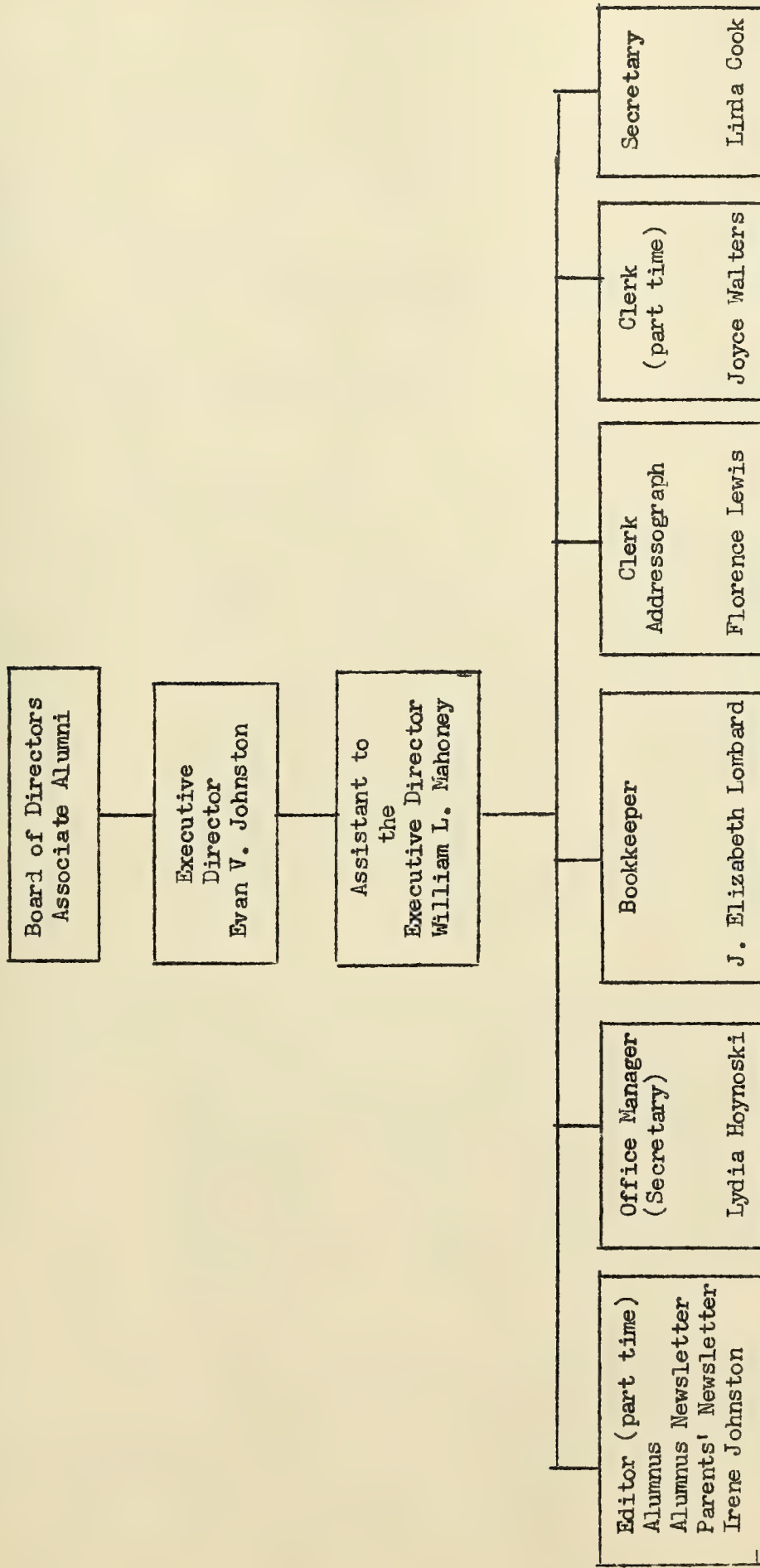
CONTINGENCY

\$ 1,500

GRAND TOTAL

\$48,629

#3 - ORGANIZATIONAL CHART



4. Clientele

Total alumni is approximately 13,200.

5. Publications

Four issues of The Alumnus: September, December, March, May

6. Special Projects or Programs

See Financial Statement (Attachment A) under Programs.

7. Future Plans and Needs

1. The Association is grateful for the painting and plastering which has been done in the main floor of Memorial Hall and hopes that the rest of the building can be completed in the Spring along with some re-landscaping around the building. Paul Procopio of the Land.-Arts Dept. has worked up a plan for the grounds outside of the building which we hope the University will agree to provide the labor and materials. With the beautiful addition of Bartlett Hall, the grounds around Memorial Hall look even more seedy than ever. I would like to present Mr. Procopio's plan which we want to have expanded to include a parking mat and trucking access when new building construction eliminates the parking lot to our south.
2. There is some equipment (about \$10,000 worth) which the Association needs in order to substantially increase the flow of Alumni dollars into the University. This includes an Addressograph Letter Writing machine and a Pitney-Bowes Postage Meter machine. It is our hope that the University will see fit to increase the allowance to the Alumni Office sufficiently so that this equipment could be purchased. \$3,000 the first year and \$2,000 thereafter, added to this allowance, would be sufficient to purchase this equipment which, in turn, would help us to bring much more Alumni interest and support to the University program.
3. The FUND Drive for the last few years has fallen below the desired goal primarily because of a need for a more efficient operation through mechanization.

I hope that we will have a chance to discuss these items with you and to present detailed proposals on these requests.

AUDIO-VISUAL CENTER

University of Massachusetts

Annual Report

December 12, 1960

APPROPRIATION

Account	1958-59	1959-60	1960-61
03	600	1200	500
10	300	200	150
11	500	500	450
12	800	700	1000
13	3000	4500	4000
14	410	650	300
15	5900	2000	2000
TOTAL	11,510	9750	8400

PERSONNEL

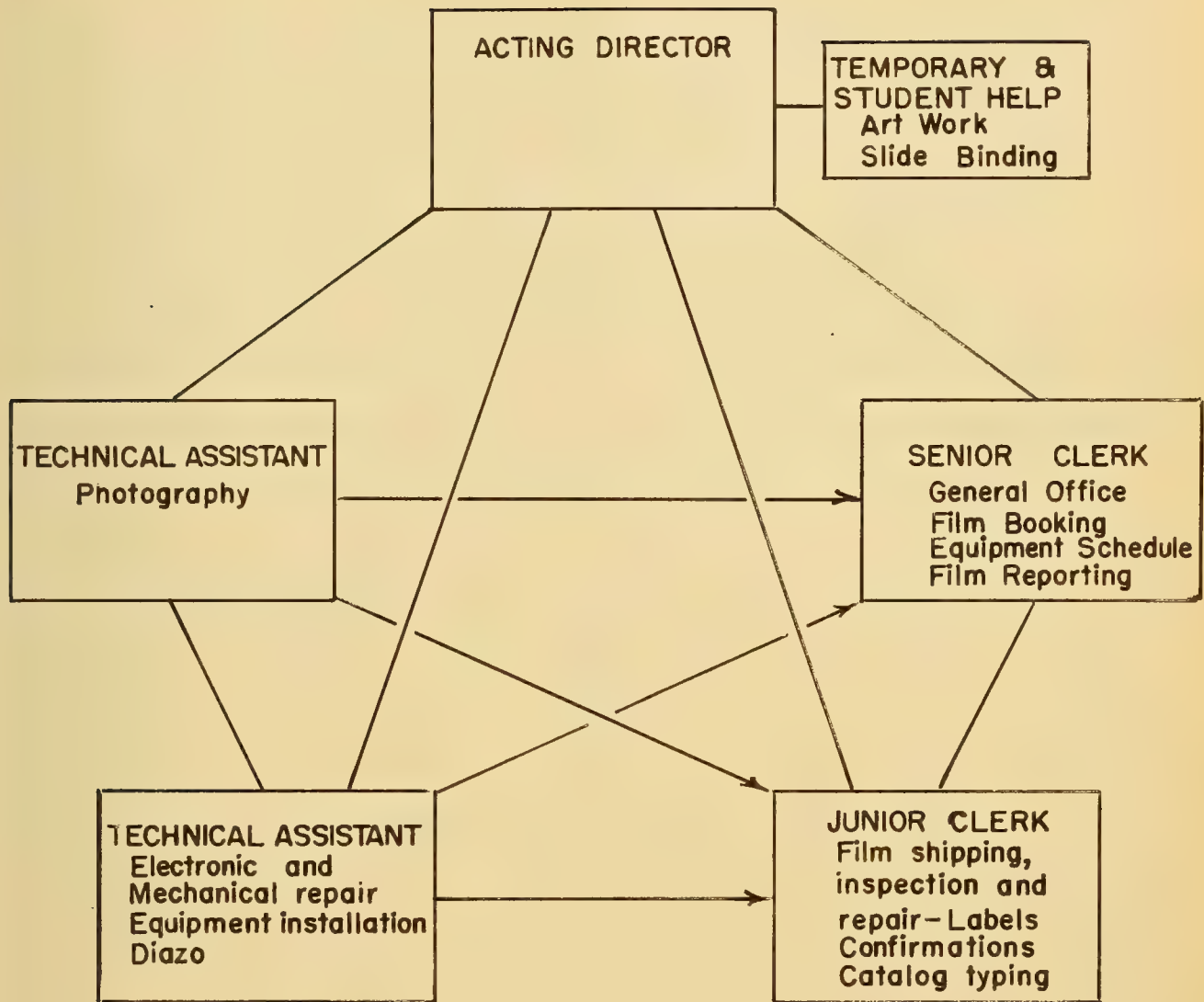
1. Director (Acting)
 2. Technical Assistant (Photography)
 3. Technical Assistant (Electronics)
 4. Senior Clerk & Typist
 5. Junior Clerk & Typist
-

These positions have been the same for the past three years. The number one position has been called by various titles -Assistant Professor A , Assistant Director , and Acting Director - but the duties have been the same.

The persons in these positions as of Dec. 10, 1960

are:

1. Donald Curtis
2. Nathan S. Tilley
3. William M. Bates
4. Louise N. Dziuba
5. Kathleen M. Ursia



The last few persons to be employed were told that they would be required to work at any task in the Audio-Visual Center that needed doing. It is not uncommon to find the electronics man inspecting films, or the photographer making diazo copies. The type of work one does depends upon the urgency. If a clerk is absent from work, someone will carry the work along so that the public and staff is served. The work shift is generally in the direction of the arrows. The clerks are not able to perform the duties of the Technical assistants.

IV.

The students who attend classes under the instruction of the Audio-Visual Center are Education students, mostly public school teachers working for a Master of Education degree. Their only aim is two credits, and are for the most part not really interested in the "Production of Visual Aids". We would suggest that the course be transferred to the Art Department where a course in poster and bulletin design and room decorations be offered as an undergraduate course for Elementary school teachers.

The number enrolled in Ed. 120 :

1958	1959	1960
7	Cancelled	6

VI.

The Audio-Visual Special projects are their every day work problems. We strive to make the quality of campus teaching better, and the off campus teaching through the Extension Service more effective. To this end we are currently working on:

1. Mass teaching of botany. This experiment is being conducted with the cooperation of the Botany Department, and particularly with Prof. Putala. With a freshmen class of 219 students located in the Public Health Auditorium it was impossible to teach an effective course by lecturing alone. The chalk boards are small, poorly lighted and hard to see at any distance. We have been preparing this course incorporating the overhead projector. Some of the simple drawings are developed by drawing directly on the acetate sheet with a "Opina Marker", but the more complex drawings are prepared at the Audio-Visual Center. See attached paper prints made from original tracings. Prof. Putala reports that it would have been impossible to teach the course with this number of students without the overhead projector technique.
2. We started this past Spring to photograph in color on 2x2 slides the tree flowers of interest to the Amherst area. This season we made about 190 photographs. This represents only about a third of the flowers desired. The collecting is done by the men from the Shade Tree Laboratory. When the series is complete, the Department of Forestry will have a set of the native forest trees. The Shade Tree Laboratory will have a complete set, and there will be a smaller set made up with a script for the Extension Service for use with Garden Clubs, Granges or any one who would want the program.
3. Three other projects are under way, but at this point are not too well organized. They are a series of pathological photographs and slides for publications and extension work on native tree and shrub diseases. Another is the photomicrographing of wood structures (pit pairs, spiral thickenings, resin ducts, etc.) for the instructional use in wood anatomy in the Forestry Department. It is thought that a more definite understanding can be had by actually pointing out the structures on the screen, rather than to try to describe them to the students individually.

VI continued

The start has been made on a series of photomicrographs of Entomological materials. Proper equipment for a reasonable series of enlargement has been lacking, but this requires only a small expenditure, and soon we hope to be producing. Our first experience with mite eggs from the front of the Student Union shrubs put us in position of borrowing from the Floriculture Department. The photographs turned out excellent.

VII

As the complexion of the University is continually changing, it is almost impossible to chart an exact course. A year ago we were very busy with the television series that the University took part in....today television is a sleeping issue. No matter what the University does, the Audio-Visual center will be prepared to carry out it's share.

Rumor has it that the Audio-Visual Center will be moved in two years as a large piece of I.B.M. equipment will be put in this area. If such a move is made we would hope for a space where a classroom could be a part of the Center. We have some professors who can not operate projectors. These people want to bring their classes to a place where we can put on a professional showing of the film. Our current arrangement is not good as we have to stop our activities when a class is being held. Our rooms open into the classroom area. As we are situated now, we have about the space we require, but the arrangement could be improved.

We feel that the only immediate additional person we could use efficiently is that of a commercial artist. The need has been here for some time, but we have managed, perhaps poorly in some cases. If a commercial artist could be added, we would extend our services to some departments where help is needed.

Our equipment situation is changing. The Education class in Visual Aids has been held in this department, with the machinery used by the students. Beginners do a lot of damage to the equipment. With the School of Education soon to open with all new equipment, our plan is to turn in the old equipment toward the purchase of newer models. This will not be a

VII continued

financial problem. As new buildings are constructed and equipped with audiovisual devices, the demand for our equipment decreases, but the demand for servicing increases. We shall have to maintain amplifier tubes, projection lamps, connectors, screen fabrics and many other items. If the buildings go up in quantity, and the equipment increases, it is possible that more repair time will have to be made available.

The one piece of equipment that we really need is a film inspecting machine. This University is the only one with a film library of a thousand films that I know of that does not have such a machine. Our inspection methods allow some bad films to get out into circulation. In addition they are slow. Anyone with any gumption would not hire out to a job where they sit all day long and crank a film between their fingers. It is my belief that we could obtain a higher quality of person and give them some more interesting work, along with the film inspection, if we purchased a machine. The efficiency of the Film Library and The Audio-Visual Center would be increased.

It is my desire to improve the photographic section of our service. The need for technical photography is here. The man doing this work should have a good background in the biological sciences, agriculture, and engineering, as well as being a photographer. I hope that Mr. Tilley will take courses in some of these sciences during his "School Days".

As you will note, our budget has been dropping during the past three years. This is due in part to improved methods in putting out the film catalogs, partly to a change in policy in film purchases, some to limiting travel to only the most

important or profitable meetings, in part to the equipment purchases in new buildings, in part to eliminating some student help.

Respectfully submitted,

Donald Curtis
Donald Curtis

We find that a busy person is the happiest. Sometimes we get time to write down what we have done, but more often than not, things are done and forgotten. The following appendix is by no means a measure of our activities, but does show some of the things we have done.

APPENDIX 1950

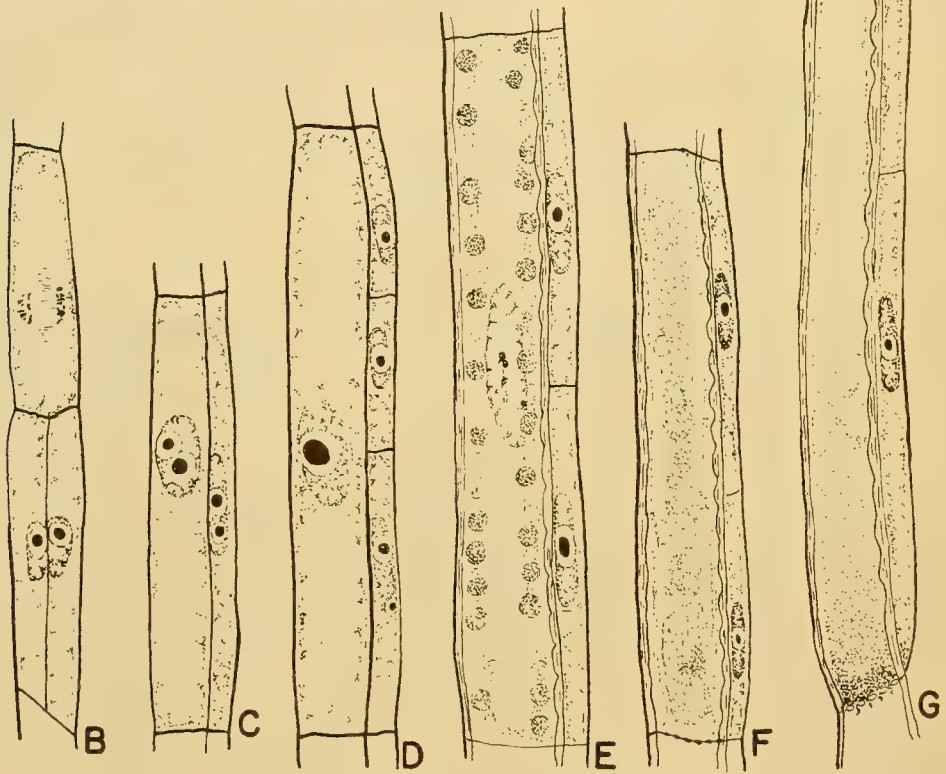
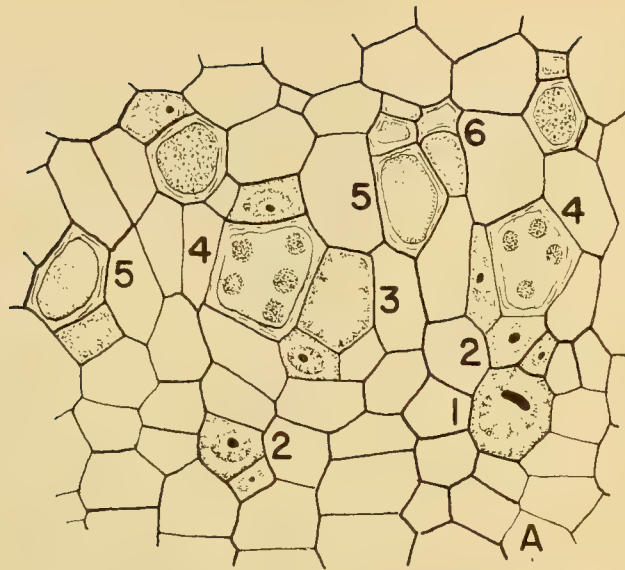
"2 X 2" slides - Black and White	1857
"2 X 2" slides- Color	478
Photographs	93
Photo prints	394
Drawings for charts	66
Diazo Transparencies	56
Diazo Prints	496
Convention Signs	718
Mounting slides furnished	275
Dry mounting photos and art work	31

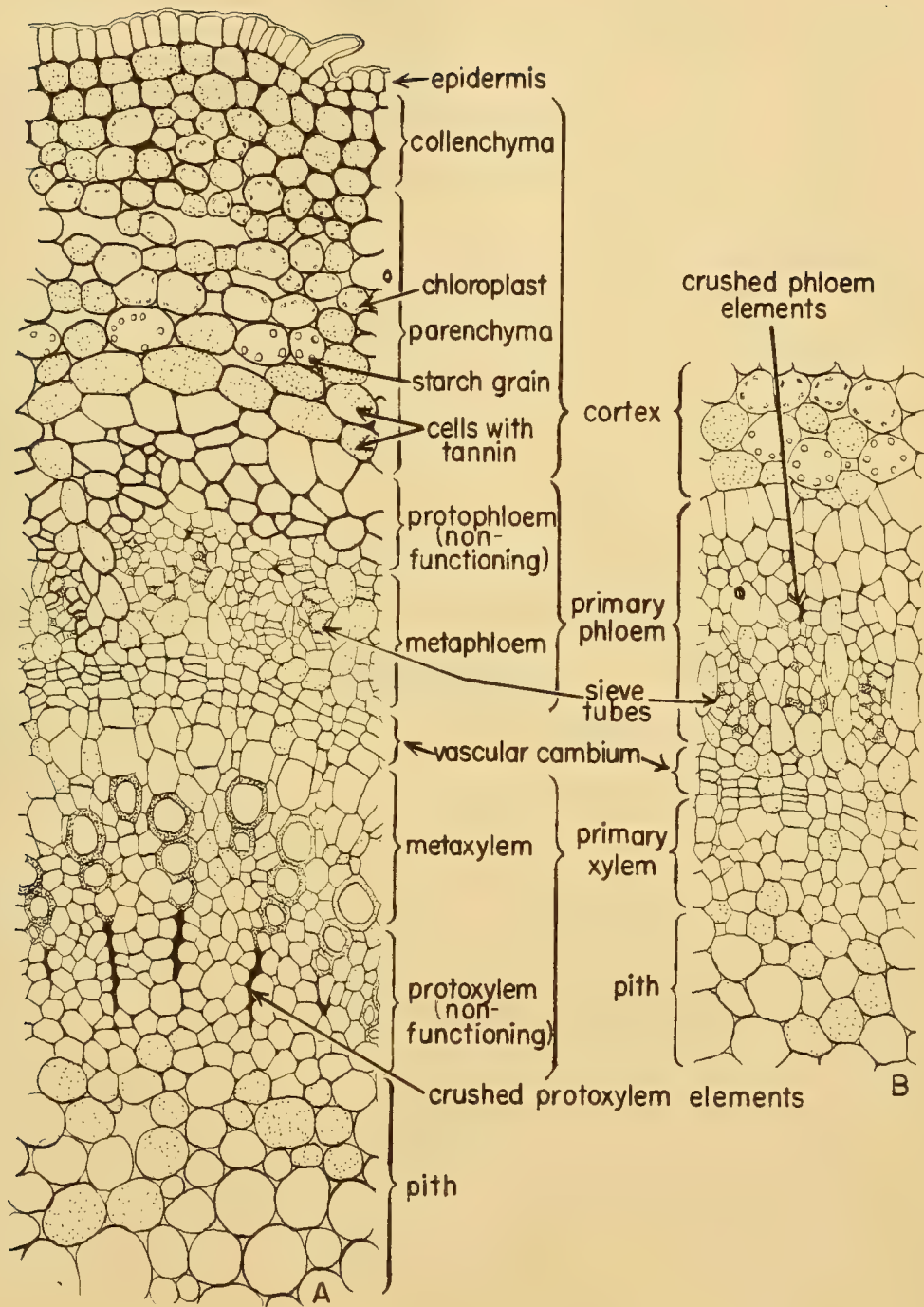
 Equipment usage - not including that located in buildings permanently.

Sound Motion picture projectors	197
Filmstrip-2X2 projectors	165
Lantern slide projectors	45
Screens	220
Public Address Systems	55
Overhead Projectors	30
Opaque Projectors	33
Record Players	50
Tape Recorders	110
Miscellaneous equipment	65

 Film Library

Motion picture showings	33,302
Motion picture attendance	1,421,026
Motion Picture film "pick Ups"	210
Filmstrip showings	412
Filmstrip attendance	7,938
Filmstrip "pick ups"	210
Slide Showings	172
Slide attendance	5,076
Slide Pick ups	82





BOARDING HALLS

December 16, 1960

ANNUAL REPORT

Boarding Hall

	<u>58-59</u>	<u>59-60</u>	<u>60-61</u>
1. <u>Appropriation 03-15</u>	\$437,675.	\$527,200.	\$622,490.

2. <u>Personnel</u>	<u>Sept. '58</u>	<u>Sept. '59</u>	<u>Sept. '60</u>
Assistant Baker	4	4	4
Assistant Manager	-	1	1
Assistant Meat Cutter	1	1	1
Baker	2	2	3
Chef	3	3	3
Cook	6	9	11
Dietitian	1	1	1
Dining Room Attendant	4	4	4
Dining Hall Supervisor	3	4	4
Executive Chef	1	1	1
Head Clerk	1	1	1
Head Cook	7	10	9
Head Dining Room Attendant	1	1	1
Housekeeper	1	1	1
Janitor	2	1	2
Junior Clerk	2	2	2
Junior Clerk & Stenographer	1	1	1
Kitchen Helper	31	31	41
Manager of Boarding Hall	1	1	1
Meat Cutter	1	1	1
Mechanical Handyman	1	1	1
Motor Truck Driver	1	1	1
Storekeeper	1	1	1
Storeroom Helper	2	3	3
	<u>78</u>	<u>86</u>	<u>99</u>

3. Chart

4.	<u>Sept. '58</u>	<u>Sept. '59</u>	<u>Sept. '60</u>
Feeders	2415	2950	3200

	1958-59	1959-60	1960-61
01			
02			
03	40000.00	40000.00	60000.00
04	380000.00	466650.00	532240.00
06	15000.00	16000.00	20000.00
10	50.00	50.00	500.00
11	125.00	200.00	250.00
12	2000.00	2000.00	4000.00
14	100.00	300.00	500.00
15	400.00	2000.00	5000.00
	<u>427675.00</u>	<u>527200.00</u>	<u>622490.00</u>

BOARDING HALLS

1 Manager
Boarding Halls
U. of M.
1 Asst. Mgr.
Boarding Halls
U. of M.

Accounting
Clerical

1 Exec. Chef
1 Dietitian
1 Head Clerk
1 Jr. Cl. Stenog
2 Jr. Clerks

Dining Commons

2 D.H. Super.
1 Housekeeper
2 Janitors
1 Mech. Handy.

Greenough

1 D.H. Super.

Butterfield

1 D.H. Super.

Bakery

Din. Hall

Kitchen

1 Chef
2 H. Cooks
2 Cooks
6 K. Help.

Bakery

3 Bakers
2 A. Bakers

Kitchen

1 Chef
5 H. Cooks
6 Cooks
1 Meat Cut.
1 Meat Cut. Asst
26 K. Help.

Dining Hall

1 H.D. Att.
4 D.R. Att.

1 A. Baker

1 Chef
2 H. Cook
2 Cooks
6 K. Help.

Kitchen

Bakery

Din. Hall

2 K. Help.

Receiving
and
Storage

1 Storekeeper
3 Storeroom Help.
1 Truck Driver

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ANNUAL REPORT (Cont.)

Boarding Halls

7. Effective September 1, 1960, the Boarding Halls were set up as a Trust Fund facility. This should result in a much more efficient and flexible operation. We are now able to hire full and part time workers as needed, and are not limited to a state budget quota.

This fall we are feeding over 3,100 students. A sixth cafeteria line was opened in the old snack bar and is taking care of about 400 students. This is an inefficient stop-gap operation until the dining commons addition is completed.

This addition is due to commence operations in September 1961, but is behind schedule both as to construction and the ordering of equipment. If this addition is not completed by that date, we will be in serious trouble.

New dining areas must be made available by September 1963 if the enrollment increases as planned. Location and type of building are apparently still undecided, with those responsible for the operation having little voice in these decision.

No increase in board rates is contemplated if food prices remain relatively stable. We have absorbed two wage increases totalling approximately 15 per cent in the past year.

There is apparently pressure on the administration to rob the Boarding Halls to finance other trust fund operations whose inadequate planning will result in deficits. Of course, current board rates could not be maintained if such proposals are carried out.

UNIVERSITY OF MASSACHUSETTS

GUIDANCE OFFICE

ANNUAL REPORT

December 16, 1960

1. Appropriations - Fiscal Year 1959-1960

03	-	\$15,000.	Summer Counseling Program obligations commit \$7030. of this to faculty counselors and \$6246.60 to student labor.
10	-	100.	Travel
12	-	30.	Repairs
13	-	2,175.	Test Materials
14	-	620.	Office Supplies
15	-	200.	Equipment
16	-	750.	Rental - IBM Test Scoring Machine

2. Personnel

	1958	1959	1960
Director of Guidance	Filled	Filled	Filled
Guidance Counselor (Inst. A)	"	Vacant	"
Technical Assistant (10 months)	"	Filled	"
Jr. Clerk	"	"	"

3. Organizational Chart

The Director of Guidance reports through the Student Personnel Administrative Council to the Provost.

4. Students or Clientele

Some 380 students were provided with vocational and personal counseling in some way related to their current progress at the University. An increasing number of students this year could not be offered counseling services due to the vacancy in the Guidance Counselor's position for a seven-month period. There was also some reduction in the number of students who could be offered assistance in reading and study skills through group activities. The demand for these services has continued to increase, and the number of students who seek and could profit from this service is at least double the number now being handled.

GENERAL INSTRUCTIONS

SECTION I

1. The first part of the examination is a written test.

SECTION II

Subject	Duration	Weightage
Mathematics	3 hours	40%
Science	3 hours	30%
History	3 hours	20%
Geography	3 hours	10%
Physical Education	3 hours	10%
Art	3 hours	10%
Musical Education	3 hours	10%
Language	3 hours	10%
Practical Work	3 hours	10%

The examination is held in the month of May. The candidates are required to appear for the examination in the month of May. The examination is held in the month of May. The candidates are required to appear for the examination in the month of May.

SECTION III

The examination is held in the month of May. The candidates are required to appear for the examination in the month of May.

SECTION IV

The examination is held in the month of May. The candidates are required to appear for the examination in the month of May. The examination is held in the month of May. The candidates are required to appear for the examination in the month of May. The examination is held in the month of May. The candidates are required to appear for the examination in the month of May.

There has been a great increase in the use of machine scorable examinations in the University as departments have developed larger lecture sessions and examinations which combine essay portions and machine scorable portions. The technical assistant and one or two student aids devote full time to the processing of departmental examinations during each of the hour examination periods and during final examination times. Special statistical services have also been provided to departments to aid in assessment of student learning. Similar services were provided for several public schools in the immediate area on a low-fee basis in order to aid them in the development of guidance programs. Research to develop and improve various testing and counseling procedures has continued with emphasis throughout this year on an intensive evaluation of all placement and test procedures as they were applied to the Class of 1963 through Summer Counseling and the freshman year. This evaluation is being concluded with an interview investigation covering more than 10 per cent of the current sophomore class.

6. Special Projects or Programs

The Summer Counseling program was once again expanded in flexibility and scope to recognize the increasing efforts of high schools to move ahead in the education of able students and the continuing program at the University in developing special programs to build on these high school efforts. Once again the University emphasis on individual student achievement of basic educational goals as opposed to the mere accumulation of credits has been the guiding point in developing this educational program.

For the third year more than 3000 parents came to the campus during one of the eight counseling periods and took part in a Parents' Seminar for their orientation to the University.

Advanced placements in various academic subjects were made to a higher percentage of students entering in the Class of 1964. For example, approximately 10 per cent of all students were placed immediately in the second semester English course, English 2, and the first quarter of all students were found to be exempt from the basic introductory Speech requirement. The number of students examined in various areas also increased with more than 900 students examined through College Board placement tests for assignment to language levels.

7. Future Plans and Needs

There are three factors which become quite apparent as one views the development of guidance in the University. The first of these is a firm commitment to the development of

services within the Guidance Office which compliment and support the efforts of the various school guidance programs and advisement systems. The second is the development of counseling services for individual students and for groups of students which are easily available to students either on their own initiative or on referral of advisors. Finally there is a need for the Guidance Office to pursue a plan of departmental investigation and research that will relate to both of the preceding points. The instruction of graduate and undergraduate students in courses in guidance and counseling, and the further development of practicum facilities is absolutely necessary if we are to have an efficient and responsive guidance program.

We cannot without additional professional personnel fulfill adequately these three programs. Our present activities in any one area can be maintained only at the expense of needs unmet in the others; and while we have maintained efforts in all areas, it has had to be on an intermittent and inefficient level.

I feel that we have the information and the experience on which to base sound plans for the development of adequate student guidance. Any delay in this development is directly due to the existing staff inadequacies.

The complimentary roles of the personnel specialists, the faculty counselors and the deans, are the key to our successful freshman guidance efforts during the summer. These roles during the remaining months of the year and for the three upper classes are too frequently overlapping or conflicting, rather than complimentary.

The various teaching divisions of the University are developing their own approaches to advisement, programming and guidance, which are increasingly less well known to the personnel specialist. At the same time, the special skills, resources and information of the personnel specialists are less and less accessible to the faculty and school counselors. It seems important to re-establish and to improve communications in order to use most effectively our limited resources for student counseling.

With a minimum of three full-time professional counselors in the Guidance Office, it would be possible to have each counselor responsible for developing informal and functional relationships with one or two of the academic divisions of the University. For perhaps one-fifth of their time these counselors could move out of the Guidance Office and work cooperatively with the faculty advisors in a particular academic unit. The development of a broader base of mutual understanding should permit improved referrals for the counseling to the Guidance Office and

should result in a higher level of efficiency in all counseling relating to that division of the University. It should be clearly understood that no interference with the advisement programs of the divisions is intended, nor should there be any administrative involvement with a particular school's programs. However, if we are to emphasize the "do-it-yourself" aspects of educational development in the years immediately ahead, we must work at developing useable blueprints and guides for students through broadened group activities and a greater utilization of information and resources already in existence but not conveniently accessible.

Plans have been developed for a broader information exchange with secondary school guidance personnel, in order to give continuity to a student's total educational plan. The return to the high schools this year of a complete profile of test score data and course placements for each of their students completing the Summer Counseling Program, was a first step. Continued follow-up of these students is planned and additional data will be developed to improve the high school counselor's guidance efforts.

Respectfully submitted,

William F. Field
Director of Guidance

PERSONNEL OFFICE

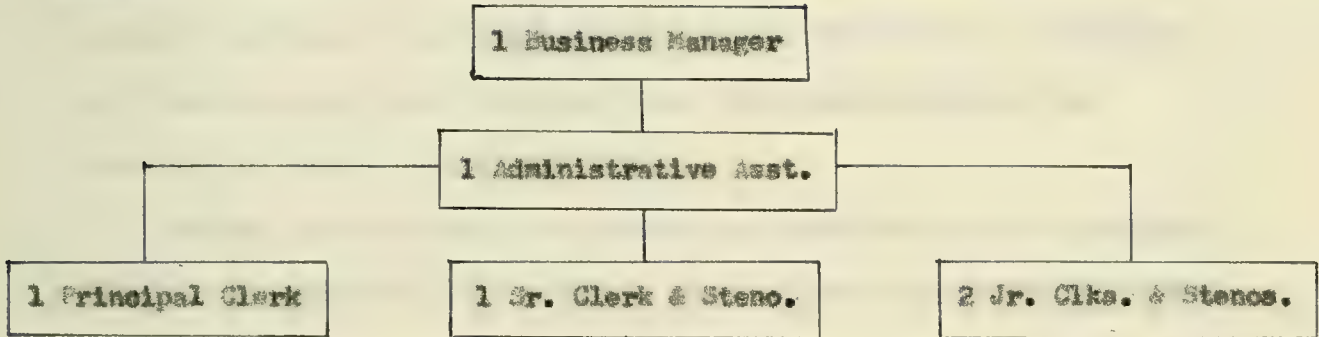
December 16, 1960

ANNUAL REPORT

Business Manager's Office

	<u>58-59</u>	<u>59-60</u>	<u>60-61</u>
1. <u>Appropriation 07-15</u>	\$1,125.	\$1,125.	\$1,175.
2. <u>Personnel</u>	<u>Sept. '58</u>	<u>Sept. '59</u>	<u>Sept. '60</u>
Business Manager	1	1	1
Administrative Assistant	1	1	1
Principal Clerk	0	0	1
Senior Clerk & Stenographer	1	2	1
Junior Clerk & Stenographer	3	2	2

3. Chart



ANNUAL REPORT (Cont.)

6. & 7.

The work of the Personnel Office is concerned primarily with the processing of employment papers, requisitions, termination notices, step-rate increases, industrial accident cases, sick leave and vacation records, insurance program, etc., and increases with the expanding payroll each year. The numerous new reports required by the Division of Personnel and State Employees Group Insurance Commission are continually adding to the work load.

During the past year, two general pay increases and the inauguration of the optional life insurance program have been processed by this office.

The present salary schedule compares favorably with non-professional wages in this area, but there is still difficulty in obtaining stenographers.

A training program for clerical employees was inaugurated last year consisting of five sessions with speakers from various industries, such as the telephone company and I.B.M., and proved very successful.

It is expected that future personnel requirements of this office will increase in proportion to the growth of the University.

UNIVERSITY OF MASSACHUSETTS
AMHERST

ANNUAL REPORT
PUBLICATIONS AND NEWS

THE YEAR'S WORK

Publications

Bulletins produced during the year included the following:

General Information Bulletin - 15,000
Undergraduate Catalogue - 10,000
Summer Sessions Bulletin - 6,000
Stockbridge School Catalog - 5,000

In addition to these annual publications, the office produced a Campus Guide (2,000 copies) for the use of visiting groups and individuals. The Guide is one in a series of auxiliary publications which the office hopes to provide on a regular basis hereafter.

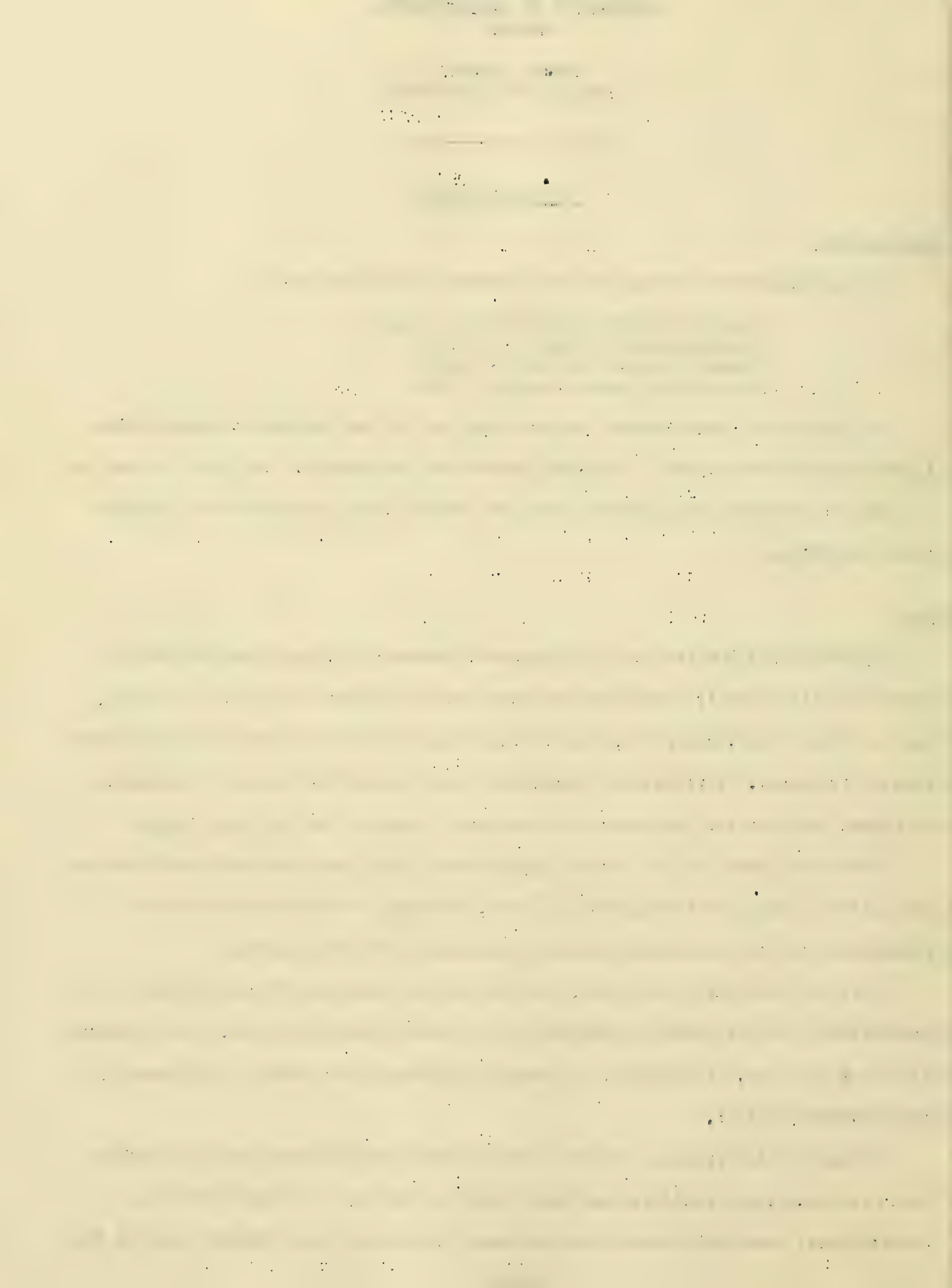
News

Approximately 300 stories on the general University program were written and released to the state's newspapers and radio and television stations. This year, more so than in previous years, such stories appeared in the Boston newspapers with regular frequency. Particularly significant was the fact that major developments on campus made for the appearance of a number of items in the New York Times.

"Hometown" news, in the form of approximately 2000 items on individual students, was sent to newspapers throughout the state, yielding a very important kind of recognition for the educational program performed by the University.

More and more during the year, the News Office found itself cooperating in the production of feature stories initiated by the newspapers themselves. Such cooperation took the form, principally, of extensive informational materials prepared by the University Editor.

Because of the pressure of other work and the lack of staff, the News Office as in previous years could produce very little in the way of feature material. Nevertheless, some such material was produced, including a significant essay on the



University program placed in the New Englander Magazine.

Radio-TV

The most important accomplishment in this area during the year was the production of a television program featuring the University and transmitted over the facilities of WBZ-TV. Initiated by WBZ as part of that facility's "Breakthrough" series, the program was written in its entirety by the University Editor and produced as a film by the public affairs director of WBZ. The program elicited a highly favorable response throughout the Greater Boston area in which it was shown.

Writing and production of a regular series of programs was, as in previous years, impossible since the Office of Publications and News lacks staff to undertake anything more than "one shot" efforts. Nevertheless, in every instance of a request for script material or the arrangement of an interview for television or radio stations, the News Office responded as much as it possibly could.

Public Relations

As in other years, the News Office found itself deeply involved in activities properly called public relations. The involvement is a necessary one since there is an increasing awareness on the part of the public of the University's activities and a desire to know more about the general program. A major source of attention derives from the growing importance of public universities in the process of educating the country's youth. As a result, various groups are undertaking studies of specific schools for purposes of analyzing the amount of support needed from the public to sustain the work of these institutions. The News Office therefore found itself supplying a great deal of information, on request, to private and governmental groups as well as to newspapers and news magazines.

Events such as Open House, the University's Science Fair, Commencement, the forthcoming Centennial, distinguished lectures on campus, conferences involving "newsworthy" personages -- all these required the attention of the News Office during the year.

Adding the many miscellaneous duties performed in this area during the year, one can conclude that the public relations function has ceased being an adjunct activity of the News Office and is integral in the overall University program.

Photography

Since almost all of the activities undertaken by the News Office are enhanced by graphic representation, the University's photographer processed approximately 1500 prints for use in publications and as accompanying illustrations for news stories. Demand for such material by newspapers and other media is becoming heavier as each year passes. Newspaper requests alone place a great burden on the photographer and his facilities. Nevertheless, important strides have been made in making significant progress in this area. To mention only one or two accomplishments, the University's photographer produced a number of picture layouts for use with feature stories on important aspects of the institution's academic program. In addition he has provided a set of color prints of outstanding quality for potential use in newspapers, magazines, University publications, and displays. All this was accomplished in addition to the heavy burden of routine work performed daily by the photographer.

PROBLEMS AND RECOMMENDATIONS

In preparing this year's report on the operations of the Office of News and Publications, I find it necessary to resort to very plain talk as to current conditions in this office and prospects for improving them.

At present, the University Editor is responsible for: 1) preparation and dissemination of news releases about the University's ongoing program (exclusive of agriculture and sports), 2) editing of bulletin series publications and preparation of copy for the printer, 3) preparation of feature stories for magazines, newspapers, football programs, etc., 4) aiding in the preparation of special reports issued by the University, 5) preparation of script material for radio and television stations -- mostly on request of such stations, 6) liaison with other administrative officers on matters which may eventuate as news stories, 7) maintenance

MORE

of the University's Speakers Bureau, 8) responding to requests for information sought in surveys and questionnaires, and 9) a host of other tasks relating to the dissemination of information from a growing University to a public becoming more and more interested in its programs.

There is no need here to rehearse the arguments advanced in many previous annual reports as to the need for additional staff, the restoration of balance in public information activities by a reorganization of the communications agencies on campus, and the formulation of an appropriate long-range program of public information and communication.

All these matters have been gone over thoroughly. The need now is for definite action. If the University is to succeed in fulfilling its responsibility to the public, then it must provide the proper means by which a concerted, well-balanced program of public information can be launched. If a reorganization is for any reason unfeasible at this time, then support staff of a very definite kind must be provided for the University Editor. One man cannot possibly handle the multifarious demands of an office which at other universities is staffed by three professionals--one for news, one for publications, and a third for radio and television.

There is, in addition to these three, the area of graphic arts. Here again the University Editor is seriously hampered in that he has no direct access to a graphic arts specialist. He must attempt layout and design problems himself, utilizing resources other than those usually provided by an artist with much better effect.

As for photography, the University has yet to give professional status to the technical assistant now handling assignments in this area. Although the work involves full professional competence, the News and Publications Office must settle for an arrangement restrictive in both staff and scope.

The net result of all this is a limited program of activity in an area which obviously demands greatly increased activity.

I therefore recommend:

- 1) Immediate relief for the University Editor by the release of -03 funds to permit the employment of a competent graduate student on a half-time basis.
- 2) Appointment of a committee to study ways and means of effecting a reorganization of the communications offices on campus.
- 3) Steps toward providing professional status for the University's photographer.
- 4) Appointment of a research specialist to take up the job of responding to the many surveys and questionnaires now handled by the University Editor.

The demands on the Office of News and Publications are such that its problems must be solved soon in some reasonable fashion. These recommendations are therefore intended as the means of working out adequate solutions. There are no alternatives to such proposals - except further crippling of an indispensable program.

Respectfully submitted,

William Deminoff
University Editor

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* ANNUAL REPORT STUDENT HEALTH SERVICE *
* *
* ROBERT W. GAGE, M.D. DIRECTOR *
* *****

ANNUAL REPORT-STUDENT HEALTH SERVICE

1. Appropriation-fiscal year.
2. Personnel.
3. Organisational Chart.
4. Clientele.
5. special Projects.
7. Future Plans and Needs.
8. Copy of Report for The Board of Trustees, November 20, 1960.
9. Analysis of Services Performed from June 1, 1960 to August 31, 1960.

ANNUAL REPORT-STUDENT HEALTH SERVICE

1. Appropriation-fiscal year:

1959-1960	\$6,430.00
1960-1961	\$7,225.00

2. Personnel:

<u>Position</u>	<u>1958</u>	<u>1959</u>	<u>1960</u>
Director-Health Service			1
Senior Physicians	1	1	3 Part-time
Assistant Physicians	1	1	
Psychiatric Consultant			1 Part-time
Nurses:			
Hospital Supervisor, R.N.	1	1	1
Registered Nurses	4	4	4
Registered Nurses	5	5	5 Part-time
Clerical:			
Junior Clerk Stenographer			1
Junior Clerk Typist	1	1	1
Kitchen:			
Head Cook	1	1	1
Assistant Cooks	2	2	2
Kitchen Helpers	2	2	3 Part-time
Housekeeper	1	1	1
Laboratory Technician			1 Part-time Student-hel

3. Organizational Chart:

Attached .

4. Clientele:

	*Sept. '57 to <u>June '58</u>	*Sept. '58 to <u>June '59</u>	*Sept. '59 to <u>Sept. '60</u>
Out-patients	11,343	11,388	15,601
Bed-patients	1,188	577	803
Hospital Days	3,664	1,417	1,867

* Figures are not available these years from June 1, 1958-59 to August 31, 1958-59.

* For analysis of services performed from June 1, 1960 to August 31, 1960, see attached index.

6. Special projects:

Beginning September 1, 1960, with the appointment of the current Director of Health Service, the program outlined by the Board of Visitors has been launched; because of budgetary restrictions the progress made this year has been less than anticipated. As a means of gaining perspective a questionnaire was circulated to over 100 colleges and universities whose status resembled University of Massachusetts in size and purpose. Results have been helpful in planning for realistic development in the near future. The filing system has undergone a complete reorganization, imperative as a means for providing co-ordinated medical care. Arrangements have been made with Dr. Vincent Keedy to make the physiotherapy facilities of the Department of Physical Education for Men available for girls one hour daily. The services of a consultant in psychiatry have been secured for one day on alternate weeks. These are all small but very significant gains.

7. Future Plans and Goals:

With the beginning of the current academic year (September, 1960) the Health Service takes a major step forward in implementing its immediate purpose of providing for the students a superior grade of health care. The basic aim of this program at present is to minimize the loss of valuable time from educational pursuits for reasons of health.

The meager but genuine gains made this year in services rendered will have to be augmented many-fold next year when the new infirmary is occupied. With these new facilities it will be physically possible for the first time to provide medical care of a genuinely

(7, future plans and needs, continued)

personal quality. Realization of this possibility will be affected only if the professional staff can be increased to a realistic level. A memorandum outlining the immediate needs has been presented previously; (November 20, 1940), a copy is appended for this report. The favorable reaction of the Board of Trustees to the establishment of a trust fund supported by a student health fee is an encouraging initial step.

Plans for the future are in anticipation of a continued increase in utilization of health service facilities, probably soon reaching the level of 3-7 out patient visits per student per year, which is the experience of comparable health services. This increased volume of calls for service readily justifies the immediate aim of having three physicians and a psychiatrist to aid the Director in establishing a high level of care in the new infirmary. In addition, a full-time laboratory technician and full-time physiotherapist are necessary; an x-ray technician would be very helpful, but possibly not indispensable for a year or two. Increase of the clerical staff is an absolute condition to satisfactory service.

It is hoped that the building will be fully equipped, so there should be no major needs in this area in the near future.

There is definite anticipation that in the near future the scope of health service activities can be widened. The fundamental purpose of the University is education; the health service anticipates active alignment with this purpose. Every personal contact offers an educational opportunity at some level. As our service becomes better oriented and more realistic we hope to make more of these invaluable personal

(7, future plans and needs, continued)

contacts. In addition, the Health Service anticipates engaging more actively in the more formal academic program. Recruitment of personnel is pursued with the aim of enlisting the services of physicians, nurses, and others who will have both capability and eagerness in contributing to the academic life of the university community thru lectures, courses, discussions, etc. as opportunities may arise in any area related to health and health education.



Robert W. Sage, M.D.
Director of Health Service

RS/G/mab

DIRECTOR OF HEALTH SERVICE

Secretary to Director
1

Clerk
1

Psychiatrist
1
Part-time

1
Part-time

Senior Physicians
3
Part-time

3
Part-time

Hospital supervisor
1
R.N.

1
R.N.

Registered Nurses
4
Full-time

4
Full-time

Registered Nurses
5
Part-time

5
Part-time

Housekeeper
1

Head Cook
1

Assistant Cooks
2

2

Kitchen Helpers
3
Part-time

3
Part-time

Laboratory Technician
1

1
Student Part-time help

1
Student Part-time help

In the Fall of 1959 a Board of Visitors, composed of 18 physicians and educators, was convened with the purpose of "setting new goals" for the Health Service. The Board pointed out that both the staff and the scope of the Health Service activities must increase in order to provide adequate standards of concern and care for matters pertaining to the health, both physical and emotional, of the students. The basic role of the Health Service, as at present conceived, must be to guide the students in pursuing their education with as little interruption as possible for reasons of health. Later, as this basic goal is realized, more attention can be devoted to contributing in many ways to the total educational experience.

When the new Infirmary is occupied, in the Fall of 1961, it will be imperative that the staff be augmented significantly so that the facilities, which will for the first time make it possible to render total student health care, may be utilized as intended. Even the proposed professional staff, as outlined in the budget, of 5 physicians for 1961-1962 is minimal for care of the needs of 7,000 students; the recommended ratio for a Student Health Service, is one physician per 1,000 students. The 7 physicians projected in 1963-1964 for an estimated 9,000 students is somewhat more nearly adequate and is probably the minimum upon which a complete first-rate medical service can be run. Salaries for professional staff are the minimum recommended by the Board of Visitors, and surely represent no more than the minimum to be competitive for the services of an alert, well trained and devoted staff.

In its discussion of financing the Student Health Program, the Board of Visitors stated: "We consider that the Commonwealth has a responsibility to maintain a highly competent Health Service for the student of the University of Massachusetts. This includes the provision and maintenance of an adequate physical facility and the employment of well-trained

carefully chosen staff of adequate numbers. However, in the special circumstances of providing proper medical care to student, it is appropriate for the students to pay into a trust fund a health fee adequate to employ a highly qualified professional staff and to cover incidental expenses."

Analysis of essential Health Service functions suggests that some activities are not a direct reflection of provision for medical care for students. Thus, when resources of the Health Service are used for teaching purposes, when time of a physician is taken to attend a varsity football game, or when attention is devoted to a campus safety or disaster program, the impact on student health is tenuous or indirect. To assess students an augmented fee because of these vital Health Service functions is to ask them to bear part of the Commonwealth's responsibility in maintaining educational or other essential services. It seems, therefore, that there is valid reason to anticipate a continued contribution by the Commonwealth to the resources of the Health Service.

It is recognized that the Commonwealth has, in fact, made a generous contribution to the health program for students in providing the new Infirmary. Amortization of building costs, continued maintenance of the building with janitor and housekeeping service, and continued provision of heat, light, and phone service could be considered a continuing yearly contribution of about \$50,000. If, in addition, the cost of food service could be borne by the Dining Commons, an additional \$29,000. could be


removed from the budget. The remainder, to be secured from a Student Health Fee would be:

	<u>1961-1962</u>	<u>1963-1964***</u>
Total projected budget	221,400.00	336,995.00
Food service	- <u>25,381.00</u>	- <u>28,109.00</u>
	203,019.00	308,886.00
Housekeepers	- <u>9,399.00</u>	- <u>9,967.00</u>
	193,620.00	299,019.00
1961-1962 - if 7,000 students - Health Fee		26.60
1963-1964 - if 9,000 students - Health Fee		33.20

Therefore, a student Health fee of \$34.00 is suggested, to begin in 1961, this will provide a small reserve, (44,379.00) and will avoid the distasteful prospect of a substantial increase in the Health fee during the next two years.

***1963-1964 is chosen because by then a fairly complete organization of the Health Service should have been achieved.

A supplementary insurance program will still be necessary to insure students against expenses incurred for services which the Health Service is not able to provide, or services rendered while students are not in residence in Amherst. It is expected that the premium may be substantially lower than would be the case were it not for the expanded Health Service Program.



Robert A. Gage, M.D.
Director of Health Service

ANALYSIS OF SERVICES RENDERED FROM JUNE 1, 1960 to AUGUST 31, 1960:

<u>CLASSIFICATION OF PATIENTS:</u>	<u>OUT-PATIENT</u>	<u>IN-PATIENT</u>
Students, regular and graduate	238	13
Boston Patriots	130	13
Music School	24	7
4-H	15	1
Staff (polio injections)	35	1
Visitors	2	
Special Students	4	
Youth Air Science	5	
High School All stars	15	
Boy's State		5
American Field Service	—	<u>13</u>
Totals	486	53

