



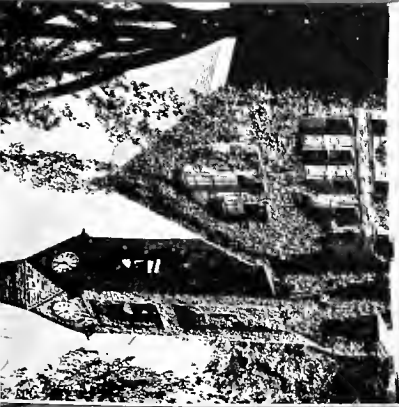


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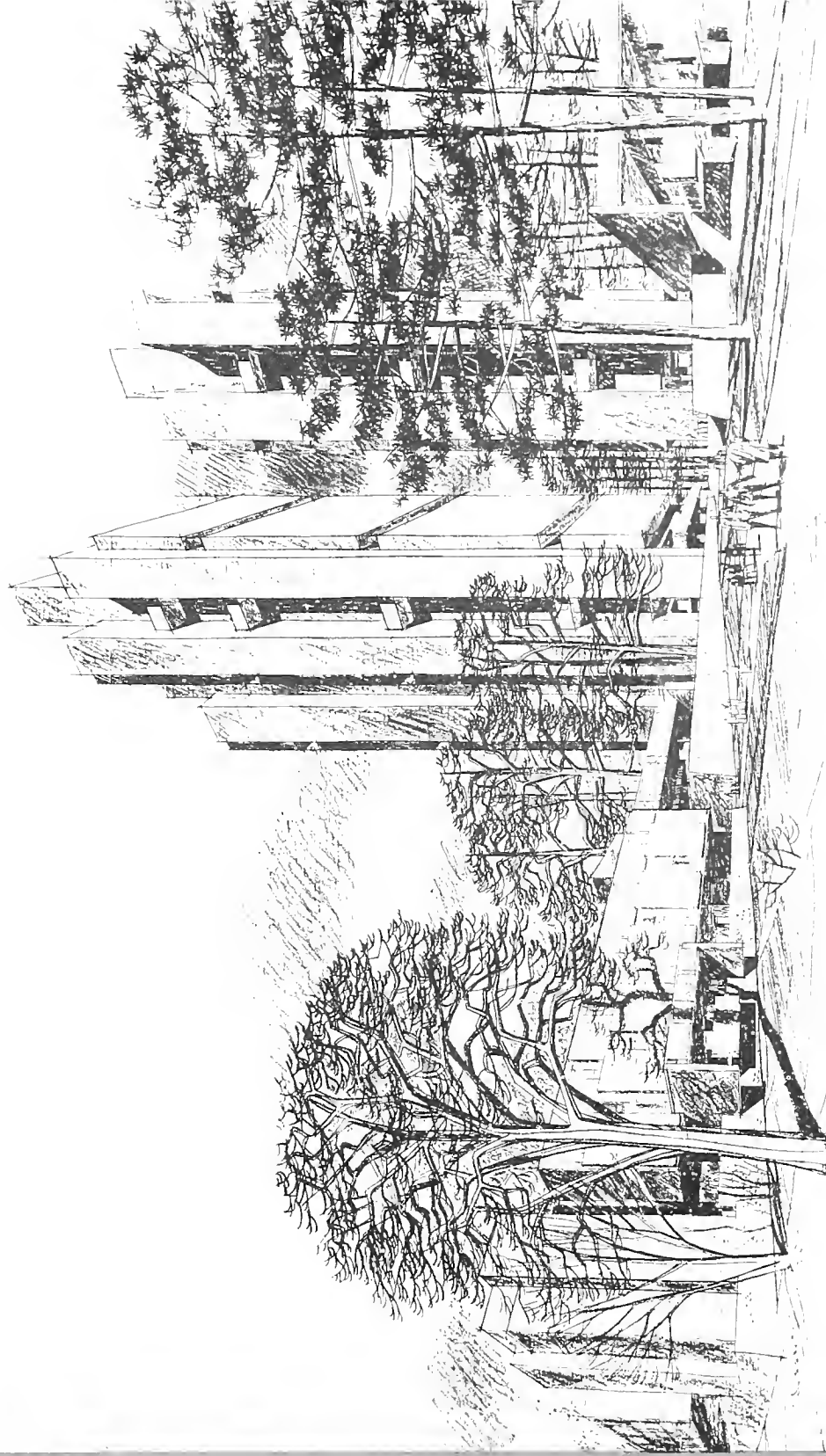
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UNIVERSITY OF MASSACHUSETTS
REPORT OF THE PRESIDENT

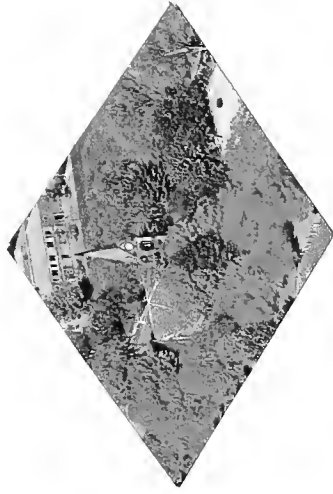
1962 - 1963

CENTENNIAL



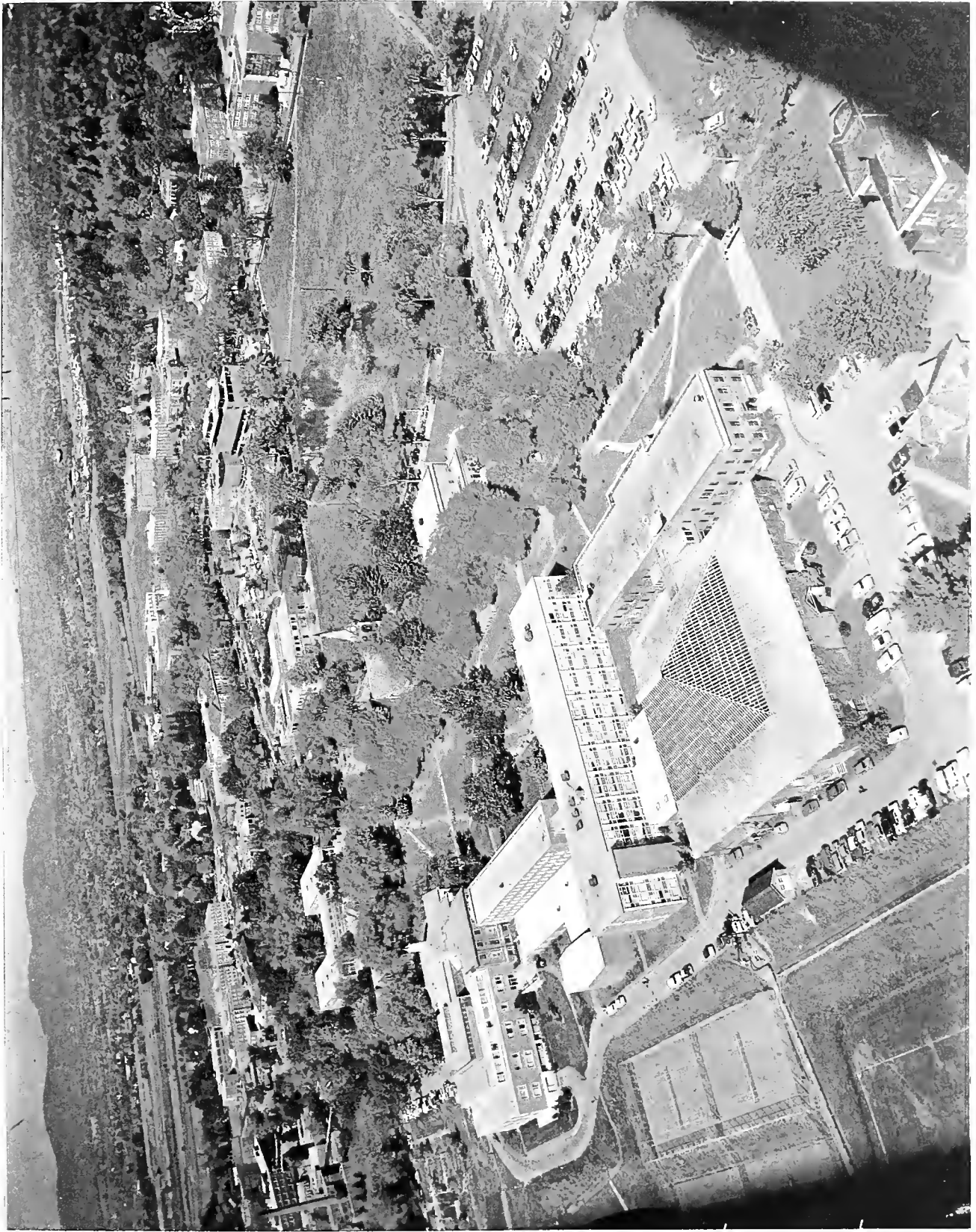
UNIVERSITY OF MASSACHUSETTS
BULLETIN

1863



1963





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Seated at left, behind table: Owen B. Kiernan; Dennis M. Crowley. Standing (l. to r.): Gilbert L. Woodside, University Provost; Charles H. McNamara; and Kenneth W. Johnson. Members of the Board not shown in picture: Mrs. Kathryn F. Furcolo, Miss Victoria Schuck, Ernest Hoflyzer, and J. John Fox.

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1892 — 1962

Member of the Board of Trustees, 1929 - 1962



TO THE PEOPLE OF THE COMMONWEALTH OF MASSACHUSETTS

*This report is presented as a summary
of the events and accomplishments
of the University's Centennial Year.*

*The report officially covers the academic year 1962-1963
but also incorporates material dealing with
Centennial-related events occurring both before and after
the period of the academic year.*

*We hope that from these pages the citizens of Massachusetts
may take increased pride in an institution
which, in the largest measure, they have built
for the education of their sons and daughters.*

*It is wholly fitting therefore that we dedicate
this report to the people of Massachusetts
and renew our pledge to maintain the high standards
that an enlightened Commonwealth must always
demand of those who serve it.*

John W. Lederle
President

December 30, 1963



REPORT OF THE PRESIDENT

Amid the clamors of crisis heard throughout the world the University of Massachusetts observed an anniversary. Born at a time when guns of war brought havoc into "hearts and hearthstones all over this broad land," the University in the era of the Cold War marked its one hundredth year as a place of higher learning.

During this year the campus community did not "pause" merely to celebrate, to congratulate itself on a milestone routinely reached. Instead, this was a time for discussion and debate, analysis and review, probing and planning. Deeply involved in the life of contemporary America and America's struggles in the world at large, the institution called upon national leaders and important thinkers in many vital fields to pose the questions and clarify the issues that affect a university's heart as a living force in the society of man.

The themes discussed during this Centennial Year served to reemphasize what a university is for. They indicated anew that a university exists to help men and women to greater self-fulfillment, even in contexts of crisis.

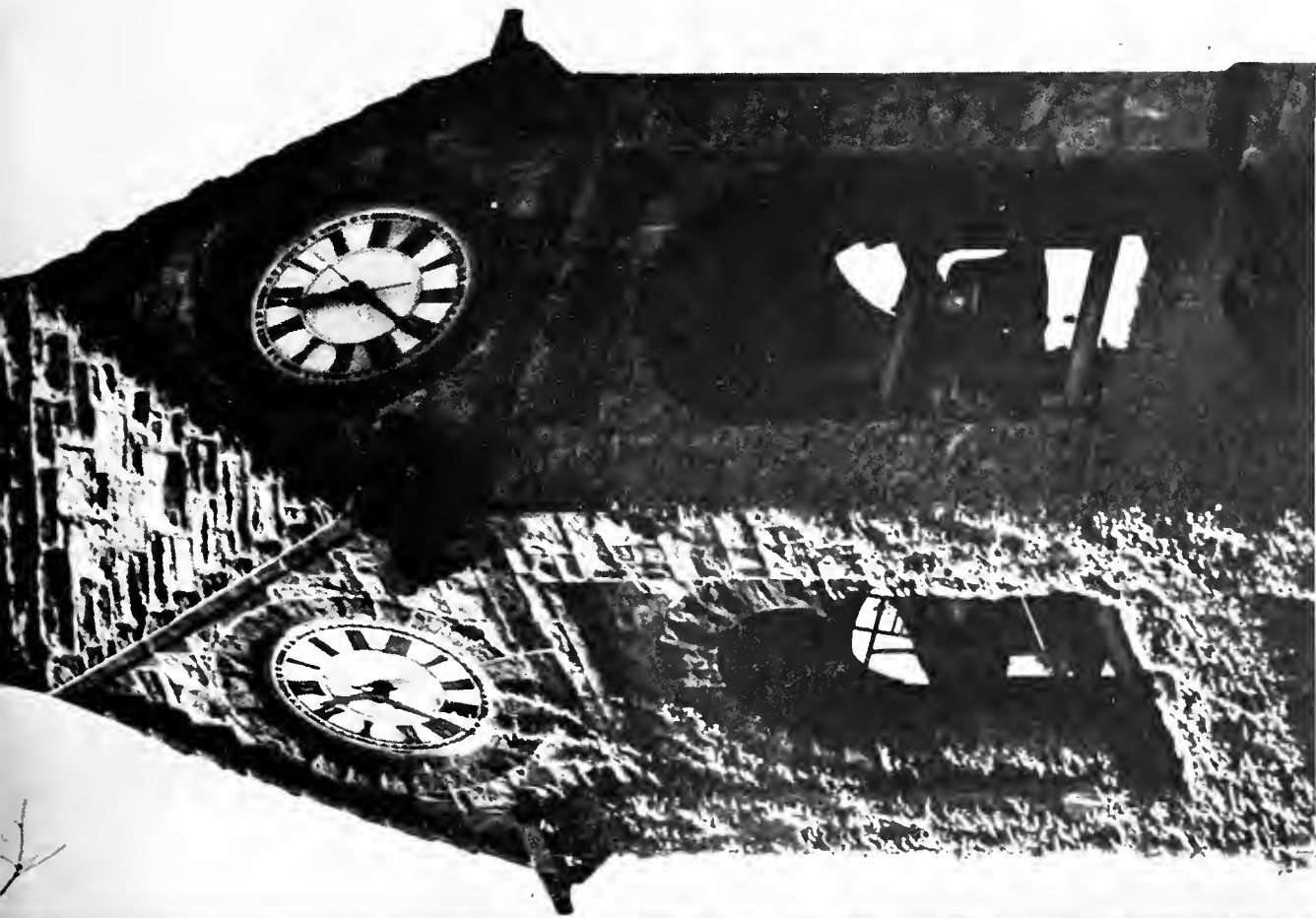
In the Centennial Year of 1962-63 the University of Massachusetts emerged from its own major crisis and began looking to the future in a new spirit of maturity and responsible freedom. Before 1962 the University was hampered in its fiscal operations by controls exercised by state agencies outside the campus. Such controls barred the continued building of a first-rate faculty and incurred delays at a time when flexibility and expeditious development of programs were prime necessities.

After careful and industrious work by a legislative Special Commission on Budgetary Powers at the University of Massachusetts, the General Court enacted legislation granting greater self-management powers to the University's trustees. Executive approval was given on July 11, 1962, and the University embarked on its second century with new confidence that it could take its place as an equal in the great community of public institutions of higher learning serving the country's millions of young people.

Enactment of the fiscal self-management law demonstrated, first and foremost, that the people of Massachusetts and their representatives in the legislature would not gamble with the most important commodity any society can produce — the fund of native intelligence and potential in its youth. The legislation assured the democratic right of qualified young men and women to pursue the highest possible goals in education. This "right of

"A century is the measuring rod of history, and its passage gives us special reason to pause for reflection."

*Dr. Glenn T. Seaborg, Chairman
U. S. Atomic Energy Commission
Charter Day
April 29, 1963*



opportunity" has been given to tremendously increasing numbers since the signing of the Morrill Land-Grant Act on a July day more than a century ago. Massachusetts has for many years been a source of educational excellence — but until recently mostly because of the great private colleges and universities within the state's boundaries. With the University's new birth of freedom, the Commonwealth must now see the opening of a new page of excellence, as reflected in the will of the people to honor only the best for their sons and daughters in the state's chief facility of higher education.

A TIME FOR GROWTH

How did the University of Massachusetts grow in its Centennial Year? As with all public universities in this explosive era, we must begin with the increase in numbers and consider a new and highly significant prospect they imply for the future. As against 7,000 students in 1961, the University enrolled 7,676 in the year beginning September, 1962. Applications for admission to the freshman class totalled 6,930 for 1,922 available places. In 1961 there were 6,521 applicants for approximately the same number of places, indicating that applications increased by 6.3 per cent in only one year.

With more than 90 per cent of the 351 cities and towns of Massachusetts represented in the undergraduate student body, it is obvious that the University is now, quantitatively speaking, a principal resource of higher education for the entire Commonwealth. But fully as important is the fact that the State University today, far more than ever before, is being listed on admissions applications as the enthusiastic first choice of applicants. Coupled with available evidence that the academic profile of the University's freshmen ranks at the top among state institutions in New England and nationally, this means that the University is recognized as a major educational facility, both quantitatively and qualitatively by the growing number of applicants seeking higher education.

These trends reflect the quiet revolution occurring in this state. Because the private colleges and universities have limited capacity for expanding their physical plants sufficiently to accommodate all applicants whom they

would ordinarily consider qualified, many Massachusetts students seeking college education look elsewhere. For a number of years a certain percentage of such students would list the University of Massachusetts as something other than first choice, and many would enroll in public institutions outside the state. The present trend, supported by responses to a questionnaire sent to parents of members of the freshman class, indicates that applicants are increasingly turning to the University of Massachusetts first — and for qualitative reasons.

All of this is encouraging, but it is not discussed here as a matter of institutional self-praise. Rather, it points up the magnitude of the responsibilities falling on the University in its second century. Any interpretation of current trends will immediately suggest the great new role the State University will play in the years ahead. Although it has enjoyed a reputation for quality throughout its entire history, it is only recently and by virtue of the numbers associated with it that the University has begun to have impact on the very life of the Commonwealth.

During the next 20 years or so, therefore, when the graduating classes will have up to 5,000 or more members, there will be an infusion of University-educated persons into every phase of life in the Commonwealth — even granted that many students will leave the state upon graduation. Planning the University's program for the future thus becomes a much more complex task than any facing a private college or university within the state. It is far from irresponsible to believe that such plans must be based upon the University's becoming the educational heart of the Commonwealth.

To think in lesser terms is to be unrealistic about the future and its demands. The only adequate thing to do is to formulate the best possible plans, establish quality programs, and maintain a timetable which will make the University equal to a tremendous task that will be thrust upon it if we do not now accept it as a long-range responsibility.

In these beginning days of the University's second century, therefore, numbers take on a meaning that they have not had before. The population explosion has affected not only the physical aspects of growth. Uniquely in the Commonwealth of Massachusetts it has also, in all probability, determined the kind of state university that must evolve in the decades ahead.

THE UNIVERSITY TODAY

What was the University of Massachusetts in its Centennial Year? Under conditions of vital growth and increasing stature, the University:

- Enrolled 7,676 students (6,250 undergraduates, 975 graduate students, and 451 students in the two-year Stockbridge School of Agriculture).
- Offered almost 1,000 courses in an academic program assigned to two colleges (College of Agriculture and College of Arts and Sciences) and six schools (Business Administration, Education, Engineering, Home Economics, Nursing, and Physical Education).
- Provided academic work in 45 departments, including — besides baccalaureate programs — opportunities in approximately 40 fields for master's degrees and 20 fields for doctorate degrees in the Graduate School.
- Carried a staff of more than 2,200 employees, with more than 650 of these full- or part-time faculty members.
- Maintained a beautiful campus of about 950 acres and more than 90 major buildings in Amherst, plus other important installations throughout the state, the entire plant having a replacement value of more than \$100 million.
- Conducted a research program in which sponsored projects aggregated more than a million dollars per year, and planned for careful growth and development in this area consistent with the general educational aims of the institution.
- Continued to develop as one of the leading universities in the nation in the employment of electronic data processing equipment for more efficient and economical handling of administrative procedures.
- Maintained many outstanding and often unique projects, such as a faculty-student committee for the recruitment of superior students (SCOPE — Standing Committee on Promising Entrants); the Four-College Cooperation Program conducted with the University's academic neighbors — Amherst, Smith and Mount Holyoke Colleges; the Four-College Hampshire Inter-Library Center for special research materials, located on the University campus; *The Massachusetts Review*, distinguished journal of the arts, literature and public affairs; a University Press Committee for publication of scholarly and creative works written by faculty members and others; the student-sponsored Distinguished Visitors Program; an outstanding Concert Series conducted under the recently established Fine Arts Council; a new and vital University Theatre; the Alumni Memorial Lectureship; the Dis-



tinguished Professorship of Practical Politics established under Ford Foundation auspices; and a growing number of specialized bureaus and interdisciplinary institutes, the newest of the latter being the Institute of Agricultural and Industrial Microbiology and the Institute of Environmental Psychology.

- Conducted a variety of programs designed to encourage student excellence, including the Senior Honors Program; the seminar-type Honors Colloquia, which this year permitted superior students from all three pre-senior classes to participate; advanced placement; and other independent study programs.

- Acted as a conference center for professional, civic, scientific and other groups interested in having seminars and workshops in an academic setting on an attractive campus. This year the number of participants in conference activities on campus reached a new high of 20,000.

The summary above is not at all complete, but it should reflect the essential vitality and creativity of the University as a modern American facility of higher education. Change is implied in almost every category listed above — change in the sense of creative development. Under its general Centennial theme — “Toward Higher Learning More Widely Disseminated” — words spoken by Justin Smith Morrill at the ceremonies commemorating the 25th anniversary of the founding of the Massachusetts Agricultural College — the University in its one hundredth year sought not merely to expand, but to grow where it was needful to grow, curtail wherever it was not, and bring a better balance where there was disproportion.

Probably the most significant development in the latter category was the more vigorous emphasis placed upon the University's programs in the arts and humanities. The historical dominance of scientific studies at Land-Grant institutions has resulted, as it has on the University of Massachusetts campus, in excellent curricula in the pure and applied sciences — and one can only be immensely proud of the work accomplished in these areas. Unfortunately, however, the arts and humanities have too often had far less impact on the general cultural development of students at public universities. Fortunately, at the University of Massachusetts there has always been a core of outstanding teachers in the humanities whose influence on student thinking supplied the needed balance. We continue to have such teachers; and if our faculty salary scale can be kept at nationally competitive levels, we will add greater and greater numbers of them in the future. There remains a very real danger.

however. It lies in neglecting to plan, develop and nourish activities and programs having specific cultural importance.

During the Centennial Year there were many hopeful signs that the University was indeed providing the means of balance. Curricularly, there was an appropriate increase or significant revision of course offerings in the humanities and the arts. Such adjustments have been largely effected to give students a living curriculum, rather than one based on outmoded scholarly concepts or a now-stagnant academic tradition.

A viable curriculum was thus the first consideration in the effort to maintain balance in 1962-63. But during this anniversary year there were other evidences of cultural growth. In the University's building program, a new Fine Arts Center was planned to provide an appropriate facility for the teaching and practice of art in its many forms. Also, the Department of Art brought a number of outstanding exhibits to the campus and embarked on an art acquisition program of its own that has already greatly enriched the University by providing a collection of paintings, sculpture, and other important art objects.

New developments in the areas of drama and music are also bringing greater cultural depth and substance to our general program. The highly successful productions presented by the University Theatre, along with the lectures and workshops conducted by our theatre staff at high schools throughout Massachusetts, are significant evidence of the University's importance in the area of cultural “outreach.” Soon, too, the University will have a symphony orchestra as well as other musical organizations and facilities where the composer and the performer may have freedom to work and to contribute to the arts in our society.

Other important instruments for cultural growth are *The Massachusetts Review*, started by faculty at the University and now in its fourth year, and the newly established University Press Committee which in 1962 published its first book, a volume of poetry (called *A Curious Quire*) containing original poems by four members of the Department of English and lithographs by a member of the Department of Art. In addition, of course, there are growing numbers of major lectures, exhibits, dramatic and musical productions by off-campus groups, and other cultural events.

The University will continue to support and to further all of these activities, and to initiate others which will give richer cultural opportunities to our students, faculty, and to the public at large.

... a viable curriculum



First consideration ...



As a progressive educational institution, the University moved not only to make needed adjustments in academic emphasis, but also to engage in new programs reflecting its deepening relationship with the society in which it exists. One of the most important of the new programs, initiated by legislation in 1962, was that of a state medical school to be operated within the structure of the University. While many problems will have to be solved before the University can grant its first Doctor of Medicine degree, it is encouraging that legislative actions affecting the new facility indicate that the people of Massachusetts want a first-rate medical school, and not simply one that will siphon off mediocre pre-medical students and leave the better students to the well-established medical colleges.

With this beginning in medicine, the University during 1962-63 continued to review the desirability of establishing other professional schools and various service facilities for industry, labor, government, agriculture, and urban development. While the University must take time to plan carefully and well, there is little doubt that, with adequate public support and understanding, programs will be organized that will have a major long-range effect on Massachusetts progress in each of the areas listed above.

At the same time that it contemplated greater service within the Commonwealth, the University maintained programs in the international field. Its heritage is such that, of all American public universities, it stands among the earliest pioneers in international cooperation through the far-reaching work of the University's third president, Colonel William Smith Clark, who traveled to Japan in 1876 and helped in the founding of Hokkaido University in Sapporo. The exchange program conducted by the University of Massachusetts with its far-eastern sister institution, particularly after World War II, has been a model of international cooperative activity. As a tribute to this strong tie of goodwill, Hokkaido University was represented at Charter Day exercises at the University of Massachusetts by its President, the eminent Dr. Harusada Suginome, and its Dean, Dr. Seijin Nagao, who with their wives traveled the long distance from Japan to honor the American university's Centennial.

This deeply rewarding association with Hokkaido reflects the pattern of constructive cooperation which the University is maintaining in international

projects. During 1962-63 one of the major programs undertaken was the founding of a school for girls in the African nation of Uganda. Sponsored by the Agency for International Development, the school was planned by Dr. Albert W. Purvis, Dean of the School of Education.

Participation of the University in Peace Corps training activities resulted in a highly successful program. Involving trainees from all parts of the country, the project was carried out by utilizing many departments and support facilities (like the Language Laboratory) to realize a comprehensive objective having great importance in the people-to-people program conducted by the United States Government.

Also in the international field, the University's Bureau of Government Research conducted a six-week project in public finance for major governmental officials from the Republic of the Congo. Carried out under an arrangement with the Agency for International Development of the U. S. Department of State, the program provided classroom work and field studies in municipal and state finance procedures for seven high-ranking officers from the African country.

Direct participation of the University's faculty in teaching, study and research abroad continued as in previous years under Fulbright and other programs designed to provide overseas opportunities for American scholars and teachers. Perhaps the farthest cooperative assignment was undertaken by University personnel in Nyasaland. An extension education program, the project was initiated by the College of Agriculture under a contract entered into by the Agency for International Development, the University, and the Government of Nyasaland.

*There help
is needed—
a helping hand:
Peace Corps
trainees at UMass*



THE DEVELOPING PROGRAM

A university is the sum of the operations of all of its parts. During the Centennial Year significant advances and accomplishments were sustained in each of the colleges, schools and administrative and service departments. A general summary of these evidences of progress follows.

CURRICULUM

As this Report indicated earlier, the University must maintain a curriculum that reflects the institution's involvement in the most pressing concerns of its time. Offerings on both the undergraduate and graduate levels have therefore undergone careful re-examination in the interests of shaping the strongest possible curriculum.

The thoroughness of such re-examination is indicated by the continuing increase and enhancement of offerings in departments of the College of Arts and Sciences. The College of Agriculture during this period reorganized its entire curriculum in order to equate the instructional program with the educational needs of its students. By combining a solid foundation in science with the humanities and social sciences, together with technical training in the student's major, the College now provides its students with a better basis upon which to achieve professional goals.

The Schools of Business Administration and Home Economics, both of which effected major curriculum changes prior to 1962, continued to study their programs for possible further improvements. The School of Nursing made several changes during the year providing for extension of the program requirements in the humanities and social sciences, increased opportunity for inclusion of elective and general education courses, implementation of upper division clinical curriculum for 1963-64 through utilization of the clinical resources in the greater Springfield area, and enrichment of course offerings in the nursing major through the use of the team teaching approach.

In the School of Engineering the first Bachelor of Industrial Engineering degree was awarded at the June, 1963 Commencement. Also, an important Engineering Freshman Orientation program was instituted to provide students with fundamental knowledge needed to keep up in a rapidly advancing field. Offered on a voluntary basis just before the opening of the fall semester, the program is supported by the Charles F. Kettering Foundation and the

University. The School of Education in April, 1963 underwent a thorough scrutiny of its teacher education program by the Visiting Committee of the National Council for Accrediting Teacher Education. Several months later the Council announced that the program of the School of Education was accredited on both the bachelor's and master's levels. The School of Physical Education has also received national accreditation of its major program from the N. C. A. T. E. Following a national trend, the Reserve Officers Training Program, the first two years of which have been compulsory for male students, was placed on a voluntary basis effective September, 1963, after action by the Board of Trustees in January of that year.



Teacher, artist, scientist — for each, the major requirements are interest, concern, commitment



In the complex area of purchasing and procurement the University has moved a long step forward in organizing its procedures according to modern principles of management. During 1962-63 these procedures resulted in earlier deliveries of goods and services and greater assurance that specifications were in accordance with requirements of the using departments. This has made for better performance in teaching and research activities, and improved morale among members of the faculty and staff.

The granting of greater self-management powers has also resulted in a more mature policy on faculty and staff travel. Attendance of personnel at regional and national conferences has led to direct benefits to the teaching, research, extension and administrative programs of the University. Also, contributions by faculty members at off-campus seminars and forums have brought wider recognition of the University than would otherwise be possible.

On campus, there have been important improvements in regulations and procedures affecting the health and safety of the student body and other members of the University community. Chief among these has been the establishment of traffic patterns and parking regulations according to a newly organized plan. In addition, the University has instituted up-to-date fire prevention and safety programs, sanitation control, and civil defense facilities.

In all of the areas mentioned above, the chief advantage afforded the University under "fiscal autonomy" is the assurance of on-the-spot attention to major University concerns by those who are best able to exercise appropriate responsibility. The freedom inherent in the grant of these powers is predicated on the proper discharge of responsibility and full public accountability for all actions taken in the University's interest. This policy, with its requirement that the University in all its operations be as a book, constantly open to public inspection, will continue to be the first principle under which the University will proceed into its second century of service.

PHYSICAL PLANT

During 1962-63 the University was given important properties which greatly enhanced the value of the physical plant and provided for the establishment of significant new educational resources. In April, 1962, the Massachusetts Fruit Growers' Association purchased the Peter Hanifan farm in Belcher town and turned it over to the University for use as a horticultural research center, where work progressed during 1962-63. The farm, consisting of 215 acres of land and a number of buildings, was given to the University in



Soon to be completed: new School of Business Administration building

Front and rear views of addition to Hasbrouck Physics Laboratory



recognition of a long and successful period of cooperation between fruit growers and the University's College of Agriculture.

In June, 1963, the University was given the 90-acre Stephen Peabody estate on Nantucket Island for establishment of a new research center in marine biology and related fields. The property was presented as a gift of the Nina Haven Charitable Foundation established by the late Stephen Peabody for the support of work in education.

During 1962-63 the University's building program on the campus in Amherst provided a number of excellent new structures for the use of a greatly increased student body. The third section of the Justin Morrill Science Center was completed, and plans were framed for the beginning of work on the fourth section.

Under auspices of the University of Massachusetts Building Authority, two handsome dormitories were dedicated during the Centennial Year. On November 16, 1962, Gorman House was dedicated as a memorial to Edwin Daniel Gorman (1912-1961), who as a Representative from Holyoke in the Massachusetts General Court made outstanding contributions to the development of education in the Commonwealth. Another men's dormitory, Brett House, was dedicated on December 9, 1962, as a tribute to Alden Chase Brett '12, longtime member of the University's Board of Trustees and one of his alma mater's most loyal, energetic and devoted sons.

A four-dormitory complex on the hill east of the campus continued under construction. A high-rise complex, the completed units will provide an attractive living center for 1300 students.

Holdsworth Hall, a new natural resources center for work in forestry and in wildlife and fisheries biology, neared completion in the summer of 1963. The building, named for Professor Emeritus Robert P. Holdsworth, pioneer forester and conservationist, was scheduled for dedication in the fall of 1963.

The handsome new physical education building for men — one of the finest facilities of its kind in the country — also neared completion at the

close of the Centennial Year. The structure will bear the name of Dr. Frank L. Boyden, beloved Headmaster of Deerfield Academy for more than six decades and current Chairman of the University's Board of Trustees.

On the south side of the campus, work continued on the beautiful School of Business Administration building, a much needed facility which will provide dramatic architectural interest at this entrance-point to the campus. Nearer the central part of the campus, the large addition to Hasbrouck Physics Laboratory was also under construction, with completion scheduled for January, 1964.

□ □ □



Frank L. Boyden Physical Education Buildings

PATTERN FOR THE FUTURE

What will the University of Massachusetts be like in its second century? This is one of the most important questions confronting the people of Massachusetts today. There is no doubt that in recent years a new awareness of the need for education has impelled the Massachusetts public to assure a more reasonable level of support to our educational effort. More and more, there has been the realization that education is like food, and that a society that lacks it perishes. Along with this has come the understanding that high-quality education cannot be picked up at "sale" prices at the corner supermarket. The shopper in the academic market place who believes that there can be such a thing as a bargain-basement education is suffering under a dangerous delusion — dangerous to himself and dangerous to the society in which he lives. Whether it is our elementary or secondary schools, our community colleges, our technical institutes, our state colleges or our state university, the brand of education we want must be clearly marked "Best Only."

The hard practical fact is that all callings, all professions in modern society demand the best — not tolerable competence or minimal proficiency, but the most creative use of mind possible by human beings.

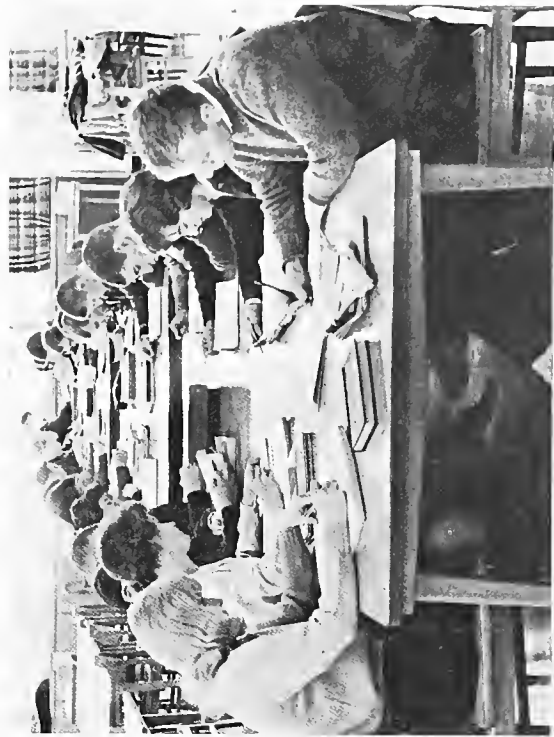
This means that the old phrase "getting an education" must become obsolete, along with its implication of picking up a license qualifying one to do a particular job with never any post-graduate taxing of learning capacity. Many an alumnus has found that, after graduation, a harsher day often dawned, and the knowledge that filled the bill yesterday is no longer good enough today. Thus, the pious but stubbornly unfulfilled hope of many graduates that "it sure would be good to go back for some refresher work" is now a mandatory national concern.

Obviously, our universities must be ready for the many who are interested in taking the road back in order to move forward. The arbitrary limiting of educational effort to one's younger years, coupled with the fallacy that the college or university is a place where one learns fundamentals only, must give way to a more important definition of the role of an institution of higher learning.

The American university must shift itself to a new point of vantage in our scheme of things: it must be at the very center of all creative, social, cultural



Needed above all — "the most creative use of mind possible by human beings . . ."



and professional activity. Above all, it must forever abandon the notion that it is a "terminal" institution — terminal if all you want is a bachelor's degree, terminal if you make it to the master's, and terminally terminal if you stick it out to a doctorate. The university in America must always be devoted to beginnings — the beginnings of new knowledge for all who are qualified to have it and who, like Justice Holmes at the age of 90, feel there is indeed a great deal more that they can learn.

This is the kind of institution that the University of Massachusetts should be in its second century. It should serve not only the youth of the Commonwealth, although that is paramount, but adults as well. The University must become a resource of total service to the entire citizenry of the state.

The factors calling for such a university are compelling, arising as they do out of the massive ferment of our society. The problems of burgeoning urbanization, technological change, population mobility, and increasing "leisure" time — all these reflect the need for a creative and broad-based national program of continuing education. Ultimately such a program must emerge from the great network of public universities in the United States. In so urbanized and industrialized a state as Massachusetts, there must be immediate planning in this vital area.

In its Long-Range Planning Report (1962) the University made its first recommendations along these lines. Although a specific program will have to wait until full consultation is accomplished with all interested parties, the University has accepted in principle the establishment of a "strong and solidly based program of university outreach . . . (utilizing) all academic resources and extended with a sense of genuine commitment" to the people of the Commonwealth.

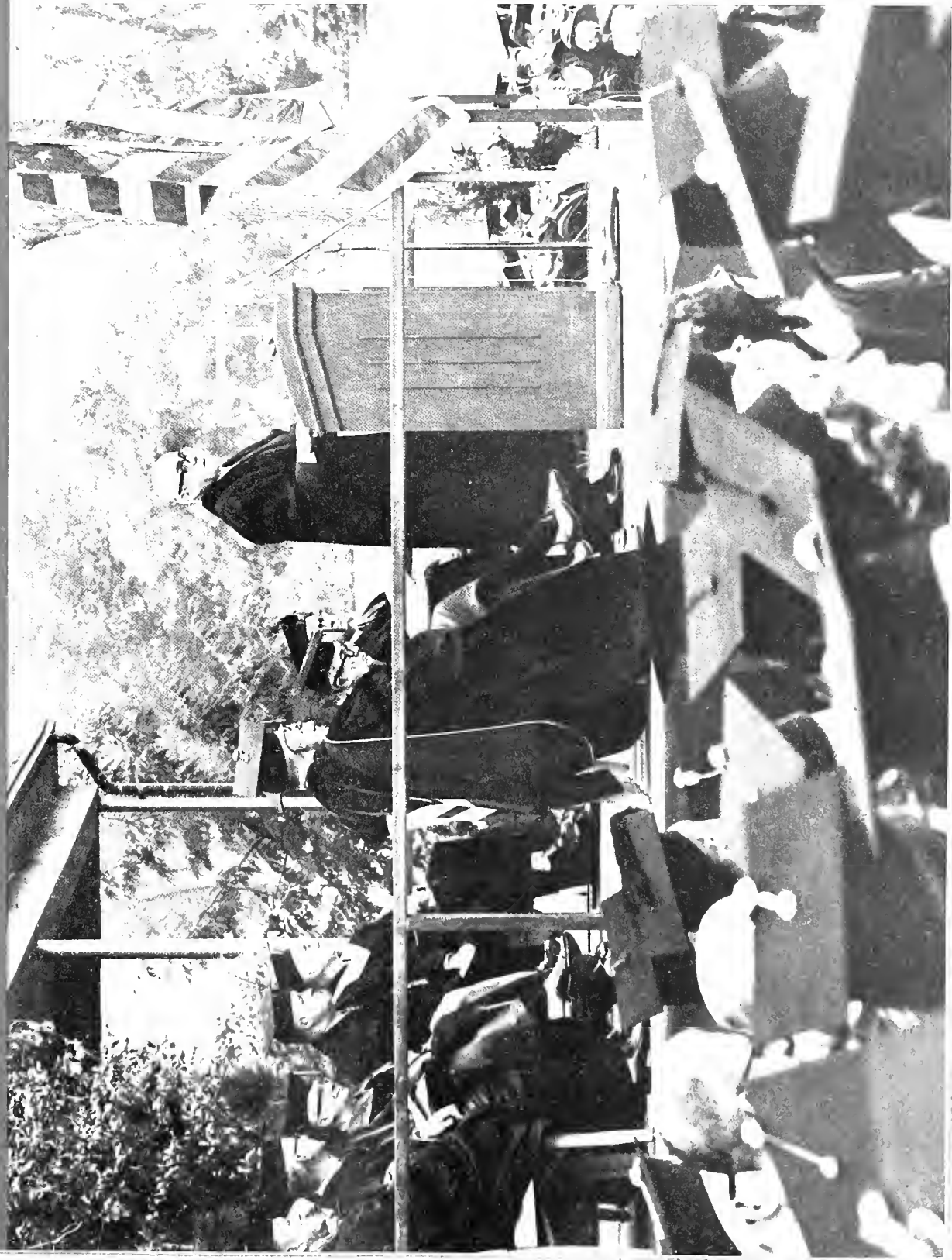
Activities feasible under such a program include an evening division of the University; a center for continuing education in which conferences, seminars, special courses and institutes could be scheduled; services and special events designed to enhance the social and cultural welfare of the Commonwealth; regular visitations by University faculty members to cities and towns for workshops and forums on matters of major civic interest; and other similar activities.

All of this is predicated on our firm conviction that the citizen is not a good citizen unless throughout his lifetime he maintains a parallel function as a student. In this, the public university must assume a much broader role so that resources for systematic, continuing learning are available by common right to all who are qualified to use them.



HIGHLIGHTS OF THE CENTENNIAL YEAR...

- OPENING CENTENNIAL CONVOCATION
- CHARTER DAY
- THE CENTENNIAL IN BRIEF



*"The imperative must be
the achievement of excellence."
John J. McCloy giving principal
address at Opening
Centennial Convocation*

OPENING CENTENNIAL CONVOCATION

October 4, 1962

Amid the sound of workmen's hammers beating out the story of physical expansion on campus, Dr. James T. Nicholson '16, as Centennial Chairman, came before the thousands gathered on the east terrace of the Student Union and officially inaugurated the one hundredth anniversary observance.

One of the country's most distinguished public servants in the cause of world-wide humanitarianism, Chairman Nicholson urged the building of a University "vastly surpassing in depth and breadth of achievement the extent of its physical growth—a University ever growing in service to the needs of the people of the Commonwealth and of the Nation—a University characterized, to an ever increasing degree, as a wellspring of not only intellectual, but also of moral greatness."

With these words the University formally began its one hundredth year as a major public resource of higher education. And in its new era the institution was immediately caught up in history, in the pressures and challenges of the world of the later 20th century.

As main speaker at the Convocation, John J. McCloy, chairman of the United States General Advisory Commission on Disarmament, declared that, in confronting the problems of the years ahead, the Land-Grant colleges are well-equipped to meet the new needs of an emergent era.

Mr. McCloy warned, however, that "neither an 'ivory tower' nor 'filling station' role befits the present or the future. The constant stress on basic knowledge and instruction in fundamental principles in all fields will be the demand of the future as it has been in the past. There is no room for narrow compartmentalization in any institution which strives to be . . . a university in the best sense. Perhaps with their emphasis on the application of knowledge, the Land-Grant (institutions) can better lead the way toward the demonstration of newer and more effective educational procedures than can some of their sister institutions."

But whatever their emphasis, Mr. McCloy asserted, "the imperative must be the achievement of excellence." Good teachers and quality teaching being the chief requirements, Mr. McCloy urged that "the tradition of excellence in teaching continue to have priority, for only by its maintenance can we hope to produce that mixture of knowledge and character which is in such frightful demand in this country . . ."



Academic procession: Opening Centennial Convocation

Mr. McCloy's talk was preceded by a colorfully impressive academic procession. Seated in the audience were alumni, students, faculty, administration, members of the University's Board of Trustees, legislators and government officials, and many other citizens. A special reserved section contained hundreds of members of the Class of 1963, the Centennial Class.

Greetings from the Commonwealth were extended by His Excellency, Governor John A. Volpe. The address of welcome was given by Dr. Frank L. Boyden, Chairman of the University's Board of Trustees. Following Mr. McCloy's address, honorary degrees were conferred on the University's distinguished guests by President Lederle. The Convocation's principal speaker, Mr. McCloy, received the degree of Doctor of Laws. In addition, the degree of Doctor of Humane Letters was awarded to each of the presidents of the three private colleges participating with the University in the Four-College Cooperation Program. The recipients were: Richard Glenn Gettell of Mount Holyoke College, Thomas Corwin Mendenhall of Smith College, and Calvin Hastings Plimpton of Amherst College.

The opening Centennial Convocation was also the occasion for inaugurating a Distinguished Teacher Award to be granted to a member of the University's faculty on an annual basis in recognition of the need for excellence in teaching. The first award was presented to Dr. William H. Ross, Professor of Physics. Established by the Board of Trustees, the award was made possible through the generosity of Dr. Clifford B. Cherry of Los Angeles and the late Dr. Kathryn B. Cherry. The award will continue to be granted hereafter at the Convocation opening each academic year.

*Recipient of the first
Distinguished Teacher of the Year award:
Professor William Ross of the
Department of Physics, shown on right
in business suit*



*Honorary degrees went to:
Mount Holyoke College President Richard Glenn Gettell (left),
Smith College President Thomas Mendenhall (middle),
and Amherst College President Calvin Hastings Plimpton (right)*





CHARTER DAY

April 29, 1963

The public university as one of the chief vehicles of the continuing revolution in American education — this was the recurring theme sounded in speech after speech at Charter Day activities held on a bright, sunny April 29th.

The University's total involvement in the demands of the present and future was recognized as fully as its past was honored. After the formal opening of the Charter Day Convocation by Centennial Chairman James T. Nicholson '16, President Lederle in his opening remarks told the overflow audience that Charter Day celebrated "not alone the growth and development of an educational enterprise which is, on this day, a century old. We are gathered here to honor the spirit of learning itself, and the growth and development of free men as they strive in the ageless quest for a greater order of humanity, a greater wisdom, a greater realization of their own capacity for achieving the fulfillment of humankind's highest aspirations."

Dr. Lederle then read the most important congratulatory message received by the University on the occasion of its Centennial Charter Day. In a letter sent from the White House, President John Fitzgerald Kennedy extended "to the students, alumni, faculty, trustees and administration of the University of Massachusetts, heartiest congratulations on one hundred years of progress and accomplishment . . . Yours should be a proud campus as you celebrate the culmination of this progress on your Charter Day. The record of your achievements is a worthy one, reflecting the spirit and dedication of all of the pioneering Americans who have contributed to our society by advancing

the cause of public higher education . . . I take great pleasure in commending all those participating in your Charter Day and the rededication that it symbolizes. There is every evidence that in the years ahead the University of Massachusetts will further increase its stature and influence not only in the Commonwealth, but also throughout the whole fabric of American education."

The principal address, entitled "Public Higher Education and the National Good," was delivered by Dr. Glenn Seaborg, Chairman of the U. S. Atomic Energy Commission. Dr. Seaborg told an overflow audience gathered in the auditorium of the Women's Physical Education Building that it is "essential that our public institutions of higher learning continue to grow in strength and capacity in the years ahead."

Dr. Seaborg asserted that "the challenge of the future to the University of Massachusetts — and, indeed, to all of higher education — is unprecedented in the history of learning. You must double your enrollment in a little more than a decade, all the while striving to increase the quality of learning. The nature of our world calls upon you to produce . . . a new and wiser breed of men and women."

This breed, Chairman Seaborg said, "must see and comprehend larger horizons than men have ever known. They must know the total world and yet have the foundation for the special skills the world requires. They must cherish old values — especially our humane, liberal heritage of freedom — and be able to perceive and preserve these values in a constantly changing world. They must have the flexibility to welcome change, in order to cope with an environment that more than ever tests man's capacity to adapt. They must understand the enormous new power of man, its sources and its potentials; and they must know how to use it with wisdom and restraint. They must come closer than ever before to the real practice of the philosophy that all men are brothers."

This — Dr. Seaborg said — "is a tall order. But these are tall times. The people of Massachusetts have contributed more than their share of leadership to the American Revolution, to the Industrial Revolution, and to the Scientific Revolution. Through the University of Massachusetts, I am sure they will bear their full share of responsibility in meeting the primary challenge of our time — the fullest possible democratization of higher education."

The colorful Charter Day program, held before an audience that included hundreds of delegates of other institutions of higher learning, reached one of its highpoints with the conferring of honorary degrees on the University's distinguished guests. The degree of Doctor of Laws was awarded to four

Charter Day audience



outstanding Americans: Mr. Charles F. Avila, President of the Boston Edison Company; Mr. George Meany, President of the AFL-CIO; Dr. James Kerr Pollock, Murfin Professor of Political Science at the University of Michigan; and Dr. Seaborg. In a surprise ceremony, Dr. Harusada Sugimoto of Hokkaido University conferred the degree of Meiyō Hakushi (Doctor of Laws) on President Lederle in honor of the long and rewarding association between the University of Massachusetts and her sister institution in Japan.

Reflective moment during Convocation — (l. to r.) Board Chairman Frank L. Boyden, State Senate President John E. Povers, President Lederle, Governor Endicott Peabody, and U. S. Senator Edward M. Kennedy



*Centennial honors for:
James K. Pollock (top)
Charles F. Avila (center)
George Meany (bottom)*



CHARTER DAY LUNCHEON

At the Charter Day Luncheon, His Excellency Governor Endicott Peabody issued a strong challenge to participants in the Centennial program: "Let each of us, in our own area of concern, leave this Centennial celebration with a resolve: To encourage and support the education of our young people as the cornerstone of a strong and free society."

Asserting that "the culture of the mind and of the spirit is man's first line of defense for the preservation of his liberties," the Governor said that in the battle of "freedom versus slavery . . . being waged on the stage of the world, the way in which we educate our children may well be the deciding factor in determining the victor."

The Governor pointed out that "our rapidly expanding population requires that we educate vastly greater numbers of students on the university level than was even dreamed of only a decade or two ago. It is up to our public universities to meet the educational demands of an unchained democracy. Free, or at least low cost, education is one of the noblest traditions of our democracy and our Commonwealth. Public education is the people's education."



More than 600 guests of the University hear Governor Peabody's Charter Day Luncheon address in Student Union Ballroom

CHARTER DAY SYMPOSIUM

In the afternoon symposium, Mr. George Meany, Mr. Charles Avila, and Professor James Pollock joined with Dean Edward C. Moore of the University's Graduate School (as moderator) in a discussion of "Public Higher Education and the National Need."

Mr. Meany, in a hard-hitting talk, took the nation to task for not making a high enough commitment to public education. Mr. Meany called for massive federal support of higher education. "I believe that it should be the proper concern of our society as a whole that every young person is educated to the full extent of his ability. We are not talking about an expenditure; we are talking about an investment, an investment in our most valuable resource, an investment in our future."

The distinguished labor leader said, however, that there will still be many who cannot go to college because they cannot afford to. "This means that we must bring college to the students in the form of junior colleges, community colleges and branches of universities. A number of states have made great strides along this road in recent years, among them your own state. Future legislation should be designed to encourage the process."

Mr. Meany told the afternoon audience in Bowker Auditorium that "the labor movement expects of higher education that it be available; available to young people whether or not they have high incomes and unusual intelligence; available to the whole community in terms of leadership for economic and social progress; available to working people to help them do better as union members, as producers and as citizens."

Boston Edison President Charles F. Avila, speaking on the response of public higher education to the needs of business, urged educators to "see your responsibility for teaching a thought process—a habit of reasoning—by which your students would be capable of contributing solutions to the problems we face."

Explaining that much of what is learned in university courses becomes inadequate before the end of a professional lifetime, Mr. Avila said, "This points up the vital need for continuous updating in the educational process. Here at the University of Massachusetts during the past century there has been demonstrated a great capacity to adapt to change. This university has been able to serve the varying needs of a society that has moved in one hundred years from the relatively primitive phase of the Industrial Revolution to today's highly complex development. We must be ready to respond

to the even greater challenge of the future.”

Mr. Avila asserted that “if man is to prosper in the highly technological setting which he inhabits, then our universities must develop more sophisticated educational techniques. The new scholar of our era will probably be the person whose expertise lies in his ability to work out the methods by which human gains can be made at the same time that human adjustments are made to new conditions.”

Professor James Pollock praised American colleges and universities for their contributions to a nation whose governmental establishment has become vastly complex. Professor Pollock declared that “the response of higher education in general and of public education in particular to the needs of government . . . has not only been good . . . it has been indispensable. There is much to be said for the thesis that our whole society is not only conditioned by but also utterly dependent upon the quality of our educational system.”

The eminent political scientist said that “in a free society this means more than training technicians. It means the development of a feeling of civic responsibility; it means the training of democratic leaders and free, independent citizens who, at all levels of government, will conduct and criticize, maintain and change, public policy.”

Professor Pollock concluded that “the contributions of our educational system in developing free and responsible citizens must be recognized and admired. In the development of leaders, higher education can take particular satisfaction. I have lived long enough and seen enough to say with a good deal of satisfaction that successive generations of university graduates have been absorbed in all walks of life, but notably have provided local communities, our states, and the nation with trained and responsible leadership. I am well aware of the aberrations, but I can strongly document what it has meant to America to have produced leaders in thought and action equal to the requirements of the times.”

“Equal to the requirements of the times” — in effect each speaker during this milestone event in the University’s history had asked the institution to be just that. As the day closed, the discussion continued — among students, members of the faculty, visiting graduates, and friends of the University. No one minimized the difficulty of the challenges immediately ahead. And no one believed that simple sentiment or academic nostalgia, although appropriate on anniversaries such as this, could substitute for the kind of hard thought that would be needed as the University began the mission of a second century of service.

The Commonwealth of Massachusetts

By His Excellency

ENDICOTT PEABODY

Governor

A PROCLAMATION

1963

WHEREAS, The University of Massachusetts in this year is celebrating the Centennial of its founding, and

WHEREAS, This University has in the past one hundred years effectively served the Commonwealth and the nation by preparing for life many thousands of liberally educated and highly trained men and women, and

WHEREAS, The University of Massachusetts, dedicated to excellence in higher education, in this its Centennial year looks forward hopefully to ever-increasing service to the Commonwealth and the nation in the years ahead;

NOW, therefore, I, ENDICOTT PEABODY, Governor of the Commonwealth of Massachusetts, do hereby proclaim as

UNIVERSITY OF MASSACHUSETTS CENTENNIAL WEEK

April 29 through May 5, 1963

and urge all the citizens of the Commonwealth to give due recognition to this observance.



GIVEN at the Executive Chamber in Boston, this ninth day of April, in the year of our Lord one thousand nine hundred and sixty-three and of the Independence of the United States of America, the one hundred and eighty-seventh.

By His Excellency the Governor,
ENDICOTT PEABODY.

KEVIN H. WHITE,
Secretary of the Commonwealth.

God Save The Commonwealth of Massachusetts

CENTENNIAL IN BRIEF

FEBRUARY 14, 16, 1962 Resolutions congratulating the University on the occasion of its Centennial Observance adopted by the Massachusetts House of Representatives on February 14 and by concurrence of the Senate on February 16.

MAY 6, 1962 Jonathan Baldwin Turner Day (held in Templeton, Massachusetts) . . . tribute to one of the pioneers of the Land-Grant movement . . . sponsored jointly by the University's Centennial Committee and the Bicentennial Committee of the Town of Templeton, where Turner was born . . .

JUNE 10, 1962 The University's pre-Centennial Commencement . . . Federal Judge Thurgood Marshall tells more than 850 degree candidates and an audience of thousands that the whole process of American education "can and will be used in the ever continuing march toward freedom so that every man in this country may stand before the law equal to every other man . . ."

JULY 2, 1962 One hundredth anniversary of signing of Morrill Land-Grant Act held in National Archives, Washington, D. C. . . . University represented by Dr. James T. Nicholson '16, UM Centennial Chairman . . .

SEPTEMBER 16, 1962 Three murals, painted by artist Phyllis Gardner and depicting three stages of University's development, unveiled at ceremonies in Student Union . . .

OCTOBER 4, 1962 Opening Centennial Convocation . . .

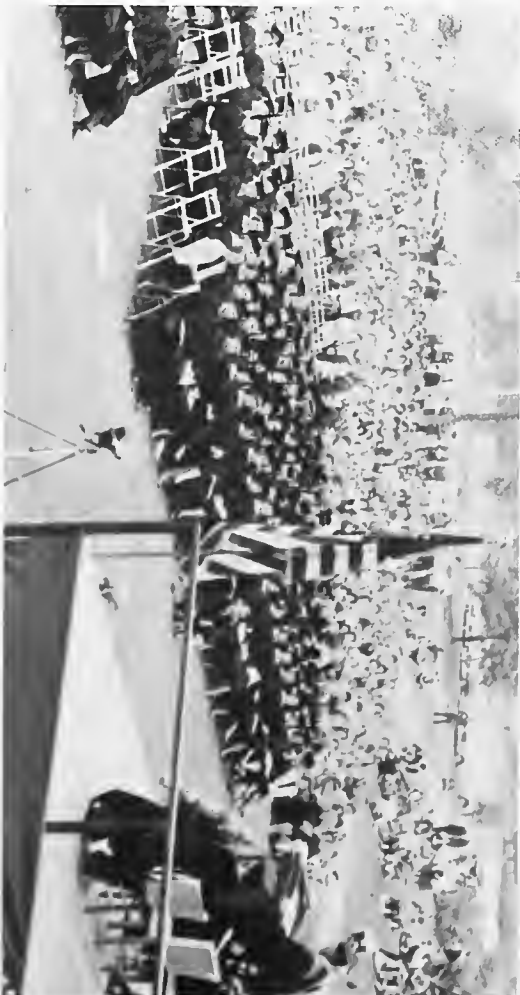
OCTOBER 11, 1962 Conference of New England Association of Colleges and Secondary Schools . . . Main speaker: Arthur S. Adams, former President of American Council on Education. Asa S. Knowles, President of Northeastern University, and President Leterle also address delegates. Charting the conference: Bertram H. Holland '29, Headmaster of Brookline High School and President of NEACSS.

OCTOBER 12-13, 1962 Centennial Homecoming Weekend . . . Largest number of graduates ever to return for an Alumni Homecoming pay tribute to University's 100th anniversary . . .



President David D. Henry of University of Illinois: main speaker at Turner Day ceremonies

The setting for the Opening Convocation



Murray D. Lincoln speaking at Centennial Honors Convocation of the College of Agriculture



OCTOBER 25, 1962 College of Agriculture Centennial Honors Convocation . . . Murray D. Lincoln '14—philanthropist, public servant, humanitarian — tells Convocation audience that Americans “must continue the Revolution of 1776 by distributing abundance around the world. There is a ferment going on in the world that we in America have caused. We did it by showing how people, properly organized and properly led, could eliminate all the age-old curses of mankind” . . . But much remains to be done in underdeveloped countries, and “someday we are going to find out how to organize this world on a peace and plenty program” . . .

NOVEMBER 2-4, 1962 Horticultural Show attracts close to 15,000 people . . . Celebrating its own 50th anniversary, the Show is designed around a Centennial theme . . .

NOVEMBER 2-3, 1962 Sophocles' *Oedipus Rex* . . . first production of new University Theatre . . .

NOVEMBER 14-16, 1962 Conference on “The Volunteer in Today's Culture” . . . sponsored by Massachusetts Co-operative Extension Service and Sears-Roebuck Foundation . . .

NOVEMBER 16, 1962 Centennial Legislators' Day . . . large contingent of Massachusetts lawmakers inspect campus during 100th year anniversary . . . Dedication of Edwin Gorman House in memory of distinguished Representative from Holyoke who was a leading spokesman for education in the Commonwealth . . . Main speaker: John F. Thompson, Speaker of the Massachusetts House of Representatives . . .

DECEMBER 1, 1962 Alumni Adelpia Seminar . . . “How to Improve the Academic Atmosphere in an Expanding University” . . . wide-ranging discussion by students, faculty, administrators and guests . . . published proceedings to serve as basis for future programs . . .

DECEMBER 1-3, 1962 Alumni War Memorial Lectureship presents Philip Roth, William Manchester and Ralph Ellison in discussion of “The Novel and the American University” . . . one of a series of Centennial lectures . . .

DECEMBER 6, 1962 School of Physical Education Centennial Colloquium . . . three-part parley on health, physical education and recreation in the Sixties . . .

Centennial Year exhibit: Horticultural Show



DECEMBER 9, 1962 Dedication of Alden Chase Brett House . . . tribute to distinguished member of Class of 1912 who continues to serve cause of education as member of University's trustees . . .

DECEMBER 15, 1962 Menotti's "Amahl and the Night Visitors" presented as Centennial offering of UM Opera Workshop . . .

DECEMBER 6-20, 1962 First exhibit under auspices of new UM Art Acquisition Fund.

JANUARY 11-13, 1963 Centennial Winter Carnival . . . Theme: "These Wonderful Years" . . . An estimated 43,000 people come to campus to view snow sculptures and attend special events . . .

JANUARY 26, 1963 Special Centennial Scholarship presented to University in honor of anniversary by UM Maintenance Staff . . .

FEBRUARY 4, 1963 Special issue of *Massachusetts Review* honors Centennial with a centenary review of the life and work of Henry David Thoreau . . .

FEBRUARY 14, 1963 *The University of Massachusetts: A History of One Hundred Years* . . . Official history of UM, written by Professor Harold Cary, is published . . .

FEBRUARY 22, 1963 By special invitation of the new Governor of Massachusetts, His Excellency Endicott Peabody, UM Chorale presents program at Governor Peabody's Washington Day reception . . .

FEBRUARY 27-28, 1963 Colloquium held under Distinguished Visitors' Program on "Federal Aid to Education" . . . Participants include U. S. Senators William Proxmire and Clifford Case, Author Russell Kirk, President Francis Horn of the University of Rhode Island, Dr. Martin Licherman of New England Board of Higher Education, and Louis M. Lyons '18, distinguished journalist . . .

MARCH 5, 1963 English Department Centennial Lecture . . . Richard Kain: "On the Modern Novel" . . . one of a series of English Department talks held during observance . . .

<h2>The Massachusetts Review</h2>	
	
A Centenary Gathering for Henry David Thoreau	
FICTION - ARTICLES - POETRY - REACTIONS	
Kenneth Lamont, Robert Peckings, Vernon Gokwale, Murray Krings, Leonard E. Nathan, Anne Halley, Scott Greer, Ann Sanford, William G. O'Donnell, Raymond Williams, Thomas Bisan, Seymour Rubin	
AUTUMN 1962	

Centenary tribute to Thoreau

Students meet Senator: (l. to r.) Lee Ann Mansell '64, Lloyd David '63, and John Burke '64 greet U. S. Senator William Proxmire, participant in Distinguished Visitors' Colloquium on Federal Aid to Education



MARCH 8-10, 1963 International Weekend . . . Theme: "A Country Called Europe" . . . Keynote speaker: George R. Kaplan '47, Specialist in International Relations, Bureau of European Affairs, U. S. Department of State . . .

MARCH 14, 1963 Major conference presented by Student Senate on Women's Affairs . . . "Centennial Focus on Women" . . . Speech delivered by keynoter Dr. Pauline Tompkins, General Director of the American Association of University Women, is later published in May 18, 1963 issue of *Saturday Review* . . .

MARCH 27-28, 1963 "Family Life Conference" . . . sponsored by Massachusetts Co-operative Extension Service in honor of UM Centennial . . .

APRIL 4, 1963 President Lederle and other members of staff report to Massachusetts Congressional delegation in Washington on progress of UM in its 100th year . . . general problems affecting public higher education also discussed . . .

APRIL 9, 1963 Governor Endicott Peabody proclaims April 29 - May 5, 1963 as University of Massachusetts Centennial Week . . .

APRIL 16, 1963 Choral groups from Amherst, Smith, Mount Holyoke and the University combine for Four-College Centennial Serenade . . .

APRIL 19, 1963 Top officials and educators attend Governor's Conference on Rural Land Use . . .

APRIL 29, 1963 Centennial Charter Day . . .

APRIL 30, 1963 Student Leaders Night . . . Special award initiated on this Centennial occasion to honor faculty member who contributes most to helping students engaged in extracurricular activities . . . Centennial Year award goes to Mr. Albert Madeira of English Department . . .

MAY 9, 1963 Centennial Honors Day Convocation . . . Dr. John W. McConnell, President of the University of New Hampshire, speaks on "Only a Phi Beta Kappa Key and a Handful of Little Poems" . . . hundreds of students receive honors . . .



Meeting in Centennial Year conference are representatives of industry and education who form advisory committee of new Institute of Agricultural and Industrial Microbiology

In native costume: Wives of Dean and President of Hokkaido University, Mrs. Seijin Nagao and Mrs. Harusada Suginome, at Charter Day Convocation

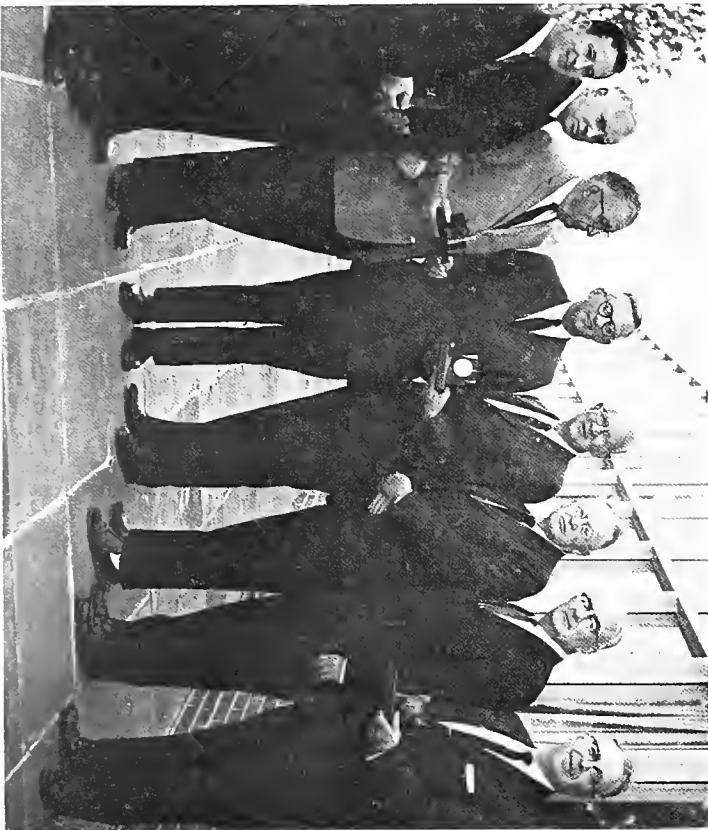


MAY 12, 1963 Centennial Float Parade . . . sponsored by Student Centennial Committee . . . thousands of people line Amherst streets as parade gives colorful salute to UM's 100th anniversary . . .

JUNE 7-8, 1963 Centennial Alumni College . . . Theme: "The Essentials of Excellence" . . . Problems of quality at an expanding University are discussed before large alumni audiences . . . Report of Centennial Committee on University Development is presented and becomes basis for future planning . . .

JUNE 8, 1963 At Associate Alumni Luncheon, Senate President John E. Powers is given special citation for his "twenty-five years of devoted public service and leadership in The Great and General Court." Alumni Medals are awarded to James T. Nicholson, class of 1916, former executive vice-president of the American Red Cross and the University's Centennial Chairman; Dr.

Centennial medals for seven outstanding graduates: (l. to r.) Gordon Smith, Louis M. Lyons, James T. Nicholson, Robert D. Gordon (President of Associate Alumni who presented medals), Conrad L. Wirth, Harold M. Gore, Sergius J. Bernard, and Maxwell H. Goldberg.



Maxwell H. Goldberg, class of 1928, Commonwealth Professor Emeritus of English and Executive Director of the Centennial; Harold M. Gore, class of 1913, Professor Emeritus of Physical Education; Conrad L. Wirth, class of 1923, Director of the National Park Service; Gordon P. Smith, class of 1947, vice president of the management consultant firm of Booz, Allen and Hamilton; Louis M. Lyons, class of 1918, Curator of the Nieman Foundation at Harvard University; and Sergius J. Bernard, class of 1930, superintendent and principal of the Bridgewater-Raynham Regional High School.

JUNE 9, 1963 Centennial Year Commencement . . . Largest graduating class in history hears Ambassador John Kenneth Galbraith give address on "Our Quarrel with Success" . . . Members of Centennial Class receive diplomas . . . President Lederle confers honorary degrees on Adele Addison, noted soprano, Doctor of Humane Letters; Robert C. Guinness, executive vice

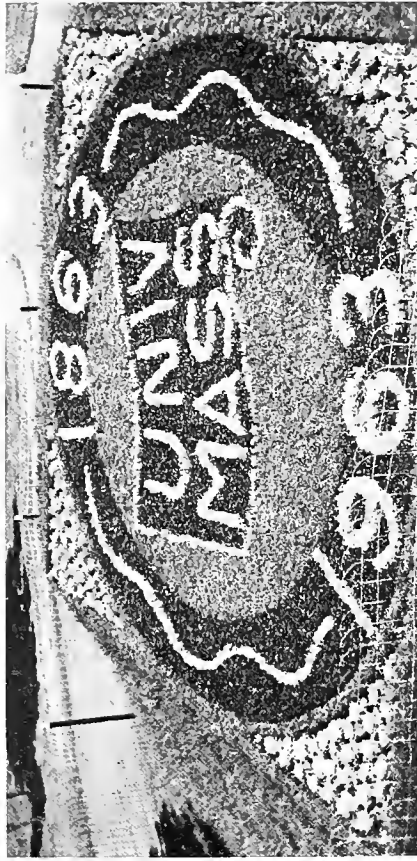
Rank upon rank of degree candidates line up before start of Centennial Year Commencement. In background is Mark's Meadow School, part of the University's School of Education.



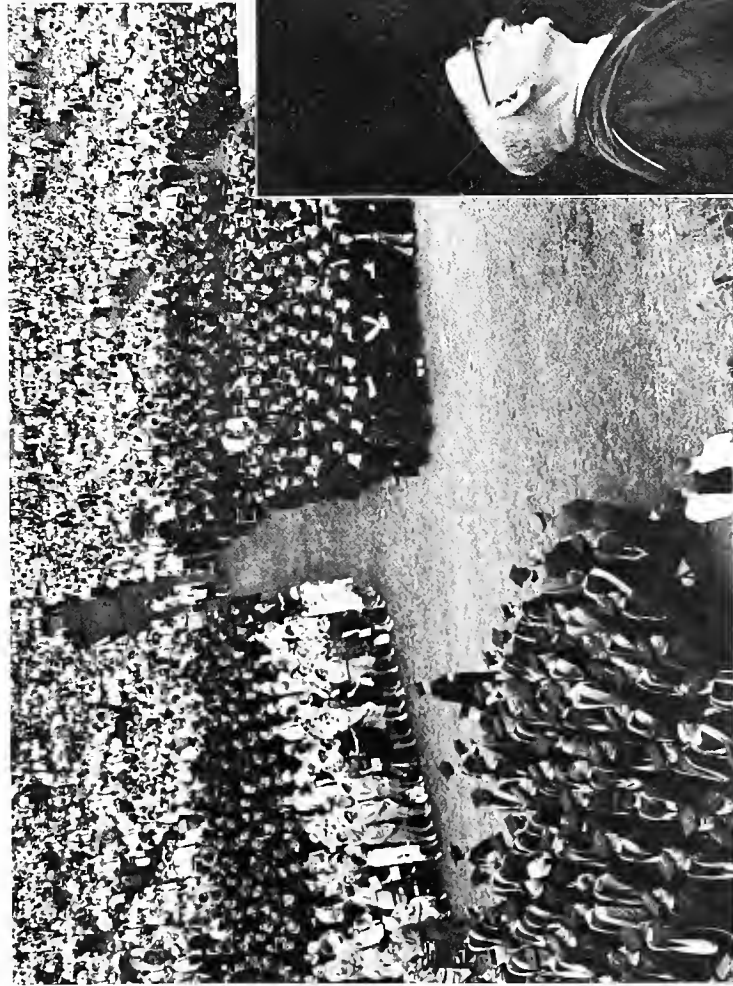
president of Standard Oil of Indiana, Doctor of Science; Leona Baumgartner, Assistant Secretary of State, Head of the Office of Human Resources and Social Development, Agency for International Development, Doctor of Science; Erwin D. Canham, Editor of the Christian Science Monitor, Doctor of Humane Letters; U. S. Senator Leverett Saltonstall, Doctor of Laws; and J. Kenneth Galbraith, author and economist, Doctor of Laws.

JUNE 16-19, 1963 Workshop: New England Board of Higher Education . . . local arrangements by UM Office of Institutional Studies . . . Theme: "Academic Effectiveness" . . .

AUGUST 25-30, 1963 Meeting of the American Institute of Biological Sciences . . . More than 4,000 members and their families attend national meeting . . . Largest conference ever held on campus . . .



Floral display in Boston Common honors University's Centennial



Bright sun shines down on largest Commencement audience in history of University



Chief Marshal Harold Cary reaches high to place hood on honorary degree recipient J. Kenneth Galbraith, main speaker at Commencement

Recipient of Associate Alumni Award: State Senate President John E. Powers



WHERE THEY COME FROM

(September, 1963)

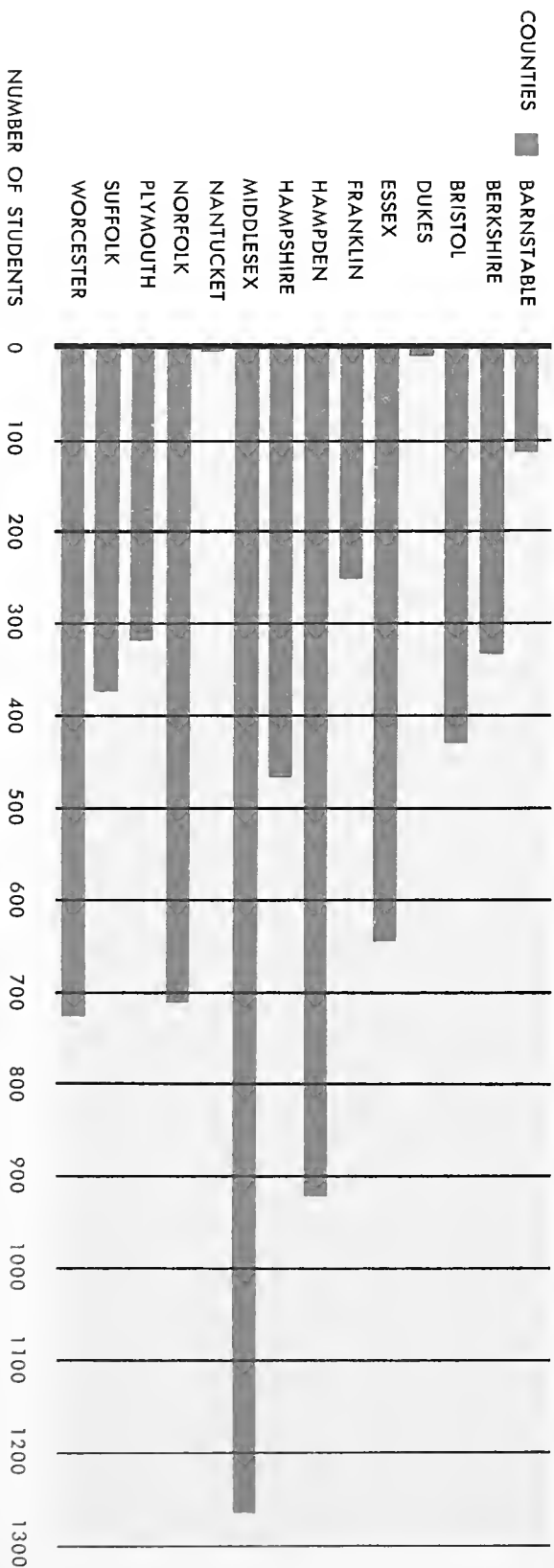
Of a total of 351 cities and towns in the Commonwealth, 323 or 92 per cent are represented in the four-year undergraduate enrollment. For every three students enrolled, two come from the eastern part of the Commonwealth and one from the western part. This is generally proportionate to distribution of population in Massachusetts (East-West division determined by a line drawn north and south through the approximate center of Worcester).

Of the 6,576 undergraduates registered the first semester, 68.5 per cent come from the metropolitan areas of Boston, Springfield - Holyoke, Worcester, New Bedford, Brockton, Lawrence, Fall River, and Lowell.

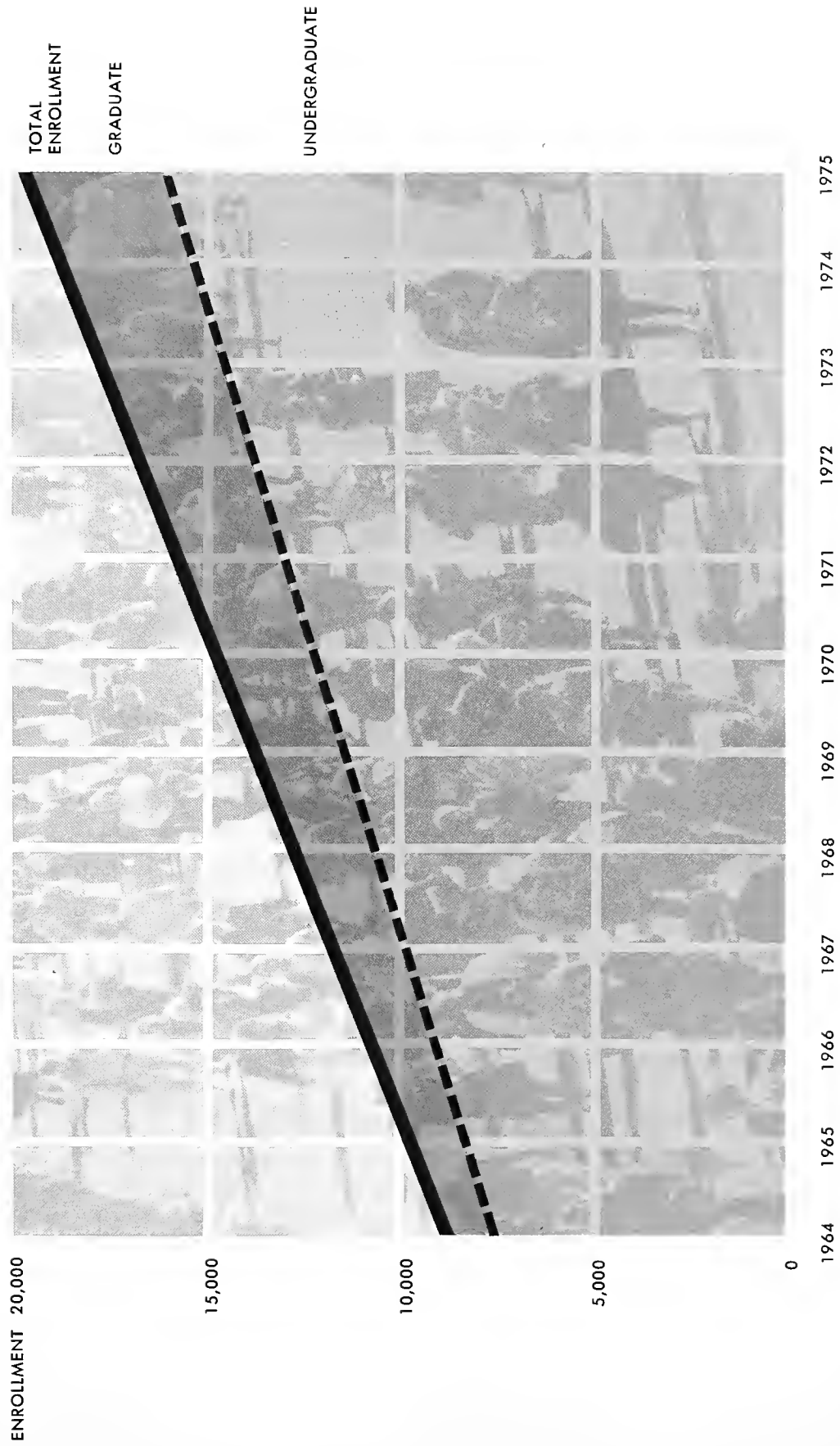
MASSACHUSETTS UNDERGRADUATE STUDENTS
FROM METROPOLITAN AREAS

AREA	NUMBER OF STUDENTS	INCREASE OR DECREASE	PERCENTAGE GAIN OR LOSS FROM 1962
BOSTON	2,449	270	12.4
BROCKTON	153	15	10.9
FALL RIVER	86	-7	-7.5
LAWRENCE	108	10	10.2
LOWELL	82	15	22.4
NEW BEDFORD	192	37	23.9
SPRINGFIELD - HOLYOKE	1,089	159	17.1
WORCESTER	342	21	6.5
TOTAL	4,501	520	13.1 (AVG.)
NON-METROPOLITAN AREAS	2,075	163	8.5

REPRESENTATION BY MASSACHUSETTS COUNTIES



PROJECTED ENROLLMENTS AT THE UNIVERSITY OF MASSACHUSETTS



REPORT OF THE TREASURER

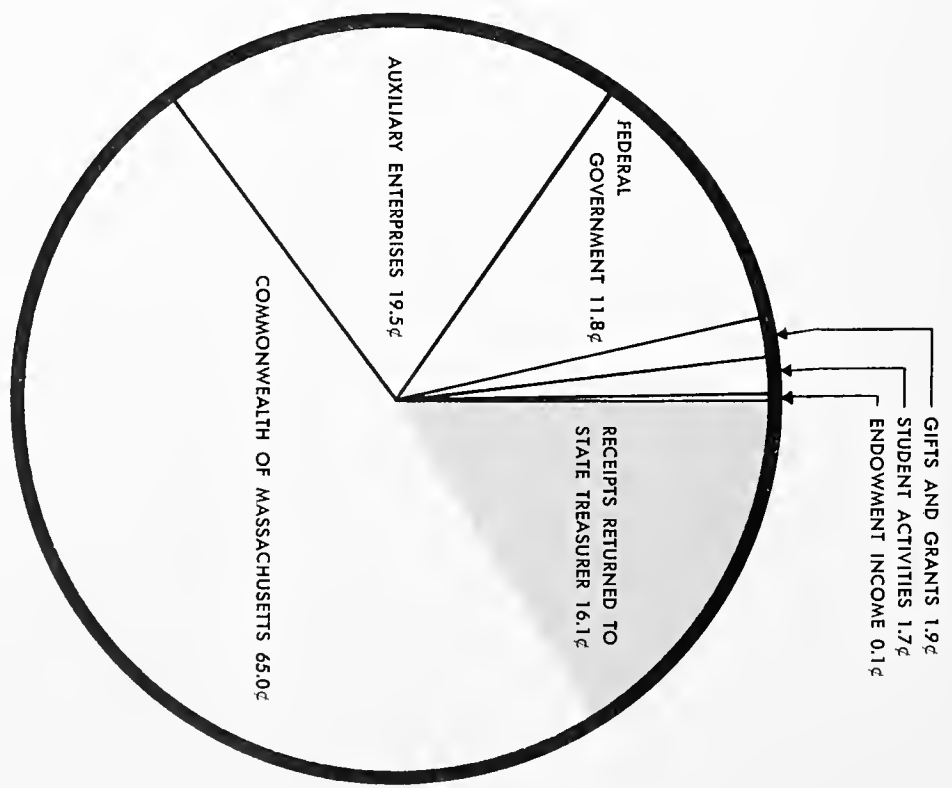
WHERE THE OPERATING DOLLAR COMES FROM . . .

For the fiscal year 1963 the University received from all sources \$19,171,772 for operating purposes. Of this, a total of \$12,471,282 was appropriated by the Commonwealth, amounting to 65 cents out of each operating dollar.

However, the University returned to the State Treasurer, as required by the State Constitution, \$3,102,464 representing collections for student tuition, board and room, and sundry sales and services. Thus, the net cost to the taxpayer was only \$9,368,818 or 48.9 cents out of each operating dollar.

The following sources provided the balance of the operating dollar: Federal government 11.8 cents, student activities 1.7 cents, auxiliary enterprises (dining halls, etc.) 19.5 cents, gifts and grants 1.9 cents, and endowment income 0.1 cent.

1963		TOTAL	PERCENT
SOURCE OF FUNDS	AMOUNT		OF TOTAL
COMMONWEALTH OF MASSACHUSETTS:			
FUNDS PROVIDED BY UNIVERSITY RECEIPTS			
TUITION	\$ 1,536,665.22		8.0
RESIDENCE HALLS	1,285,979.93		6.7
SALES AND SERVICES	279,818.91		1.4
SUB-TOTAL	\$ 3,102,464.06		16.1
NET FUNDS PROVIDED BY TAXPAYER	9,368,818.34		48.9
TOTAL	\$12,471,282.40		65.0
FEDERAL GOVERNMENT	2,252,535.52		11.8
STUDENT ACTIVITIES	332,391.45		1.7
GIFTS AND GRANTS	369,325.43		1.9
AUXILIARY ENTERPRISES	3,725,764.94		19.5
ENDOWMENT INCOME	20,472.95		0.1
TOTAL RECEIPTS	\$19,171,772.69		100.0



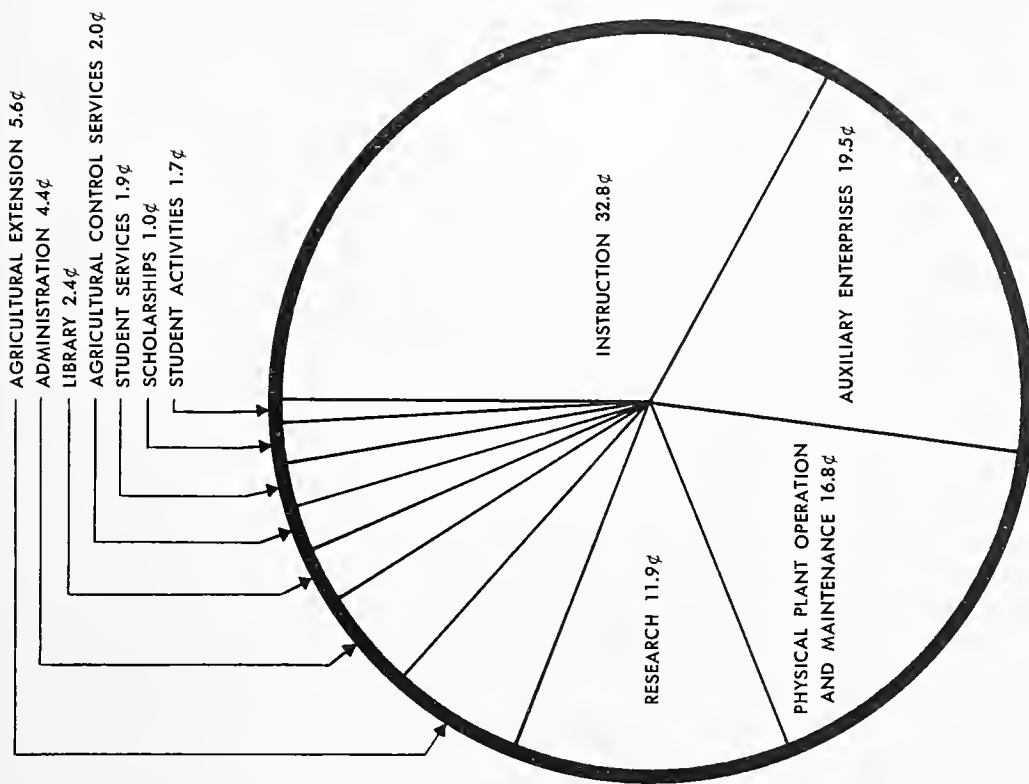
HOW IT IS SPENT . . .

Direct instructional costs naturally represented the largest single operating expenditure requiring \$6,301,211 (or 32.8 cents of each dollar) out of total expenditures of \$19,171,772. Research and library, expenditures closely related to instructional costs, required 11.9 and 2.4 cents respectively of the operating dollar. Agricultural extension services and state agricultural control services required 5.6 cents and 2.0 cents each.

Operating and maintenance of the physical plant and residence halls accounted for 16.8 cents of the dollar. Nineteen and a half cents of every dollar went toward auxiliary enterprises (dining hall operations, etc.) and 1.7 cents into student activities. The remainder of the operating dollar was expended as follows: administration 4.4 cents, student personnel services 1.9 cents, and scholarships 1.0 cent.

The chart on the right shows that of the 32.8 cents spent for direct instructional costs, a total of 29.9 cents (91 per cent) was provided by state appropriations. The remainder — 2.9 cents (9 per cent) — was provided by the Federal government and from gifts and grants.

1963



HOW SPENT:	TOTAL AMOUNT	PERCENT OF TOTAL
INSTRUCTION:		
STATE FUNDS	\$ 5,744,641.37	29.9
FEDERAL FUNDS	473,720.85	2.5
GIFTS AND GRANTS	82,849.28	0.4
TOTAL INSTRUCTION	\$ 6,301,211.50	32.8
LIBRARY	469,166.74	2.4
RESEARCH	2,285,568.04	11.9
AGRICULTURAL EXTENSION	1,067,613.45	5.6
STATE AGRICULTURAL CONTROL SERVICE	388,026.39	2.0
PHYSICAL PLANT AND RESIDENCE HALLS	3,213,875.73	16.8
ADMINISTRATION	840,269.42	4.4
STUDENT SERVICES	356,963.87	1.9
SCHOLARSHIPS	190,921.16	1.0
STUDENT ACTIVITIES	332,391.45	1.7
AUXILIARY ENTERPRISES	3,725,764.94	19.5
TOTAL DISBURSEMENTS	\$19,171,772.69	100.0

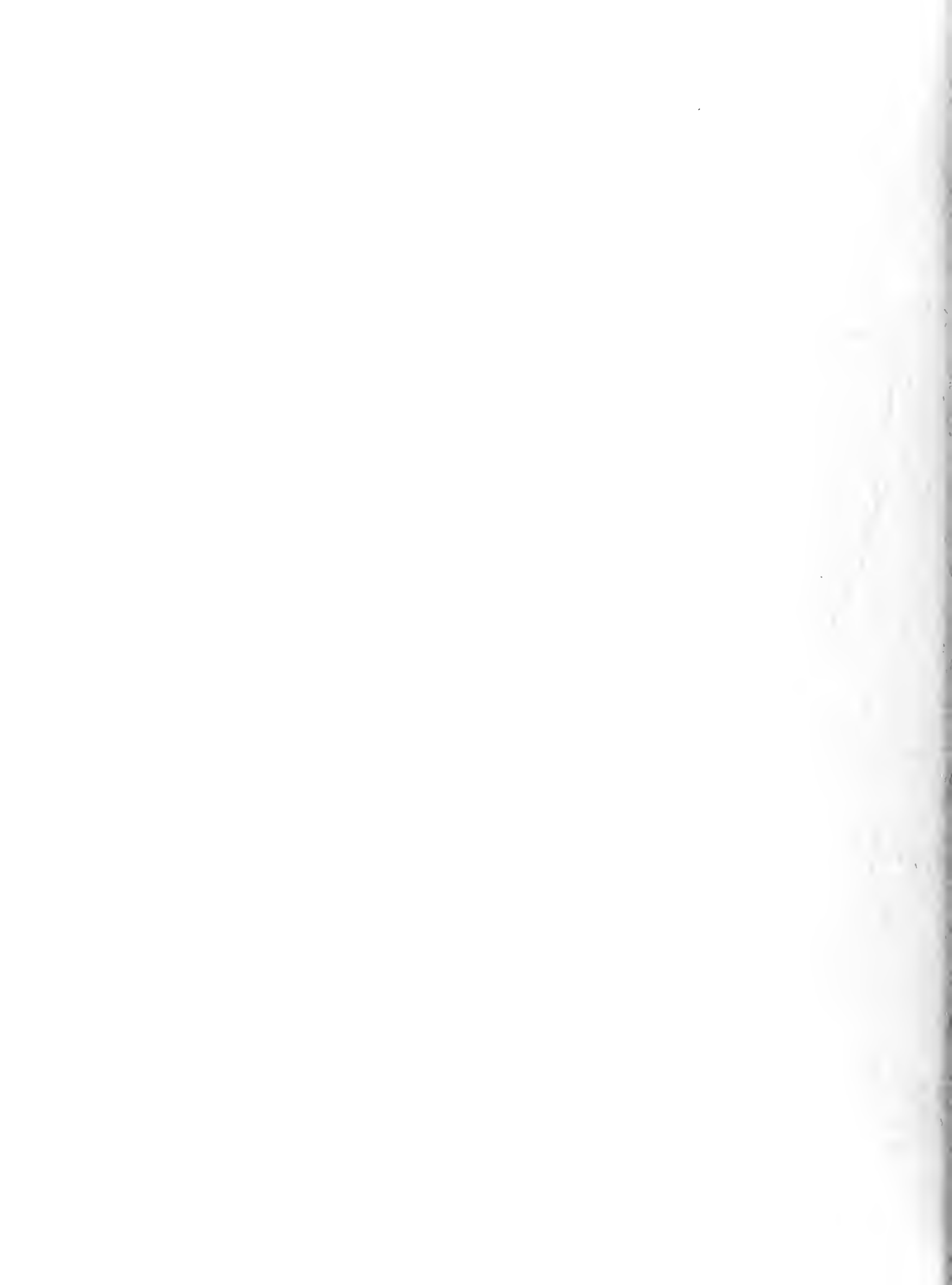




The University of Massachusetts

FINANCIAL REPORT

FOR THE YEAR ENDED JUNE 30, 1963



UNIVERSITY OF MASSACHUSETTS

FINANCIAL REPORT
FOR THE YEAR ENDED JUNE 30, 1963

KENNETH W. JOHNSON
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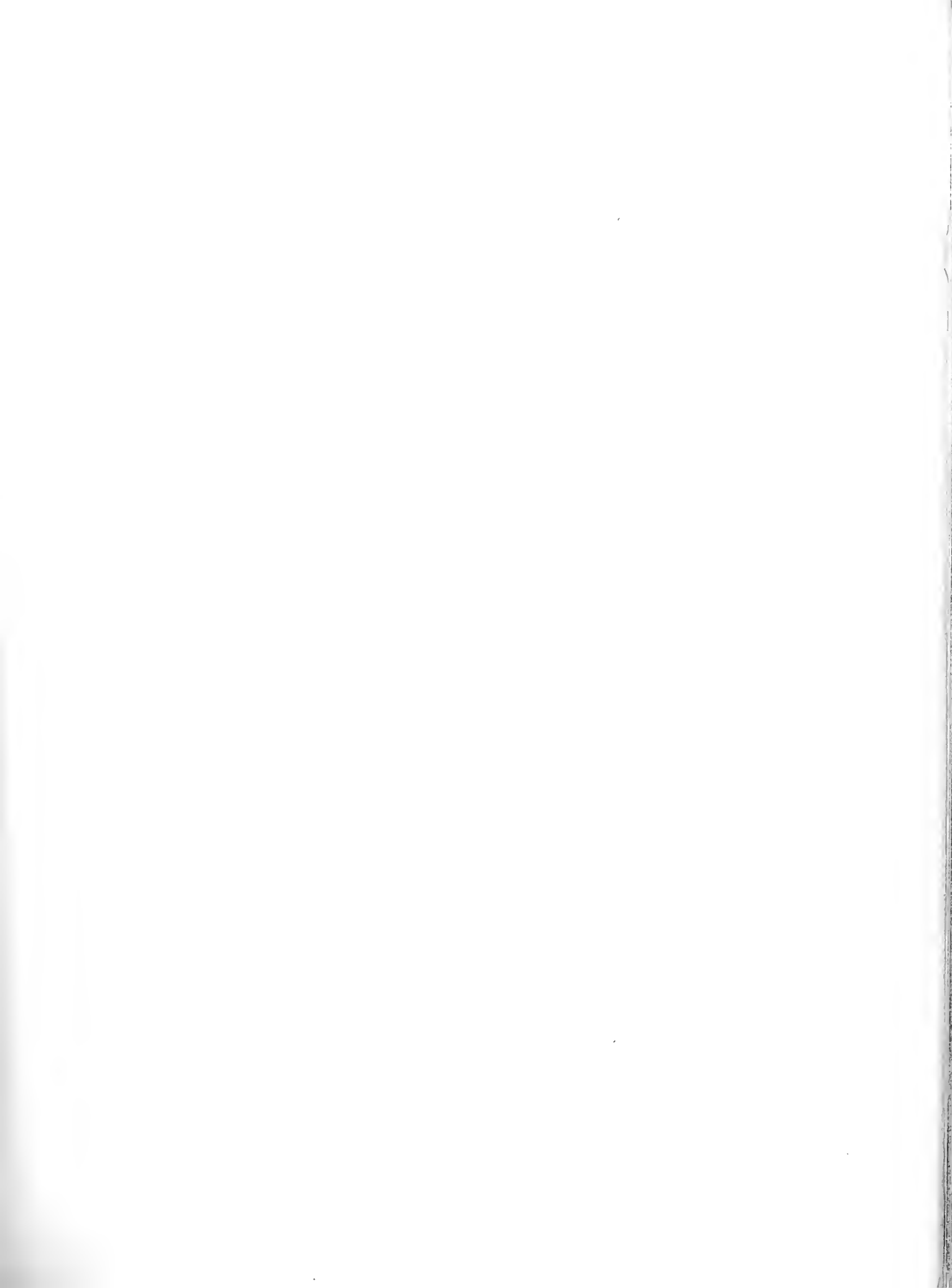
Table of Contents

	<u>Schedule</u>	<u>Page</u>
Balance Sheet	A	1
Summary of Receipts and Expenditures	B	3
Balance Sheet - Supporting Schedules:		
Endowment Funds - Principal - Investment	A-1	5
Endowment Funds - Income - Receipts & Expenditures	A-2	10
Endowment Funds - Principal - Summary Statement	A-3	11
Student Loan Funds - Summary Statement	A-4	12
Summary of Receipts & Expenditures - Supporting Schedules:		
State Appropriations - by Subsidiary Accounts	B-1	13
Special Appropriations	B-2	14
Capital Outlay Appropriations	B-3	15
Comparative Statement of State Income	B-4	16
Federal Funds - Receipts & Disbursements	B-5	18
Trust Funds - Receipts and Disbursements	B-6	19
Agency Funds - Receipts and Disbursements	B-7	20
Special Gifts - Receipts and Disbursements	B-8	21
Capital Outlay and Special Appropriations - Receipts and Expenditures	B-9	26
Maintenance Appropriations - by Subsidiary Accounts	C	27
Summary of State and Federal Appropriations Receipts	D	28
Maintenance Appropriations - Comparative Expenditures	E	29
Maintenance Appropriations - Expenditures by Subsidiary Accounts & Budgetary Divisions	F	30
Fiscal Year Expenditure Summary - By Budget Divisions and Departments	G	31
Boarding Halls - Receipts and Expenditures	H	37
Intercollegiate Athletics - Summary of Receipts and Disbursements	I	38
Student Health Service - Receipts and Disbursements	J	39
Student Union - University Store - Income & Expense	K-1	40
Student Union - University Store - Balance Sheet	K-2	41
Student Union - Food Service - Income & Expense	K-3	42
Student Union - Food Service - Balance Sheet	K-4	43
Student Union General Fund - Income and Expenditures	K-5	44
Student Union General Fund - Balance Sheet	K-6	45
Student Union Reserve Fund - Balance Sheet	K-7	46
Recognized Student Organizations - Receipts and Disbursements	K-8	47
Inventory of Land	L	48
Inventory of Buildings and Structures	L-1	49
Inventory of Improvements other than Buildings	L-2	55

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, 1962 to June 30, 1963.

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



Schedule A

Balance Sheet as of June 30, 1963

Assets

I. State Funds			
Appropriation Balances held by State Treasurers:			
Other Maintenance		\$ 88,704.71	
Special Appropriations		98,485.23	
Capital Outlay		586,936.54	
Accounts Receivable		12,072.97	
Inventory Supplies		862,427.21	
			<u>\$1,648,626.66</u>
II. Federal Funds			
Cash - The First National Bank of Amherst		281,973.38	
Notes Receivable - National Defense Student Loan Fd.		503,414.65	
			<u>785,388.03</u>
III. Endowment Funds (Schedule A-1)			
Income Account - Cash, Amherst Savings Bank		10,000.00	
Income Account - Cash, The First National Bank of Amherst		15,466.42	
Principal Account - Amherst Savings Bank		5,031.79	
Principal Account - Cash, The First National Bank of Amherst		28,933.12	
Principal Account - Pool Investment Securities		436,709.91	
Principal Account - Securities not Pooled		7,500.00	
Principal Account - Investment - Land		152,905.40	
Unamortized Premiums on Pool Investments		2,868.18	
			<u>659,414.82</u>
IV. Trust and Agency Funds			
Cash - The First National Bank of Amherst		145,642.00	
Cash - Ware Savings Bank		66,199.32	
Cash - Woronoco Savings Bank		51,325.40	
Cash - Amherst Savings Bank		96,157.76	
Cash - Easthampton Savings Bank		70,000.00	
Cash - Bay State Savings Bank		50,000.00	
Cash - Charlestown Savings Bank		50,000.00	
Cash - State Street Bank and Trust Co.		303,734.49	
Cash - First National Bank of Boston		106,375.00	
Cash - First National Bank of Boston - Special Savings Account		207,571.85	
Cash - Union Savings Bank - Boston		50,000.00	
Trust Fund Securities		785,463.46	
Notes Receivable		21,897.36	
			<u>2,004,366.64</u>
V. U. of M. Trustees U. of M. Building Authority First Project			
Cash - The First National Bank of Amherst			35,188.10
VI. Plant Funds			
Land		2,854,160.00	
Buildings*		34,202,334.00	
Improvement other than Buildings		4,868,965.00	
Equipment		7,266,599.50	
			<u>49,192,058.50</u>
Total Assets			<u>\$54,325,042.75</u>

* The University leases from the University of Massachusetts Building Association seventeen dormitories, two apartment buildings and a Student Union Building representing investment of \$12,535,352.74. The principal is amortized and the buildings eventually become the property of the University.

Schedule A (Continued)

Balance Sheet as of June 30, 1963

Liabilities, Reserves and Fund Balances

I. State Funds		
Total Appropriation Balances	\$ 774,126.48	
Due State Treasurer	12,072.97	
Expendable Supplies	<u>862,427.21</u>	\$ 1,648,626.66
II. Federal Funds		
Balance Federal Appropriations	272,941.37	
National Defense Student Loan Fund (Schedule A-4)	<u>512,446.66</u>	785,388.03
III. Endowment Funds		
Income on Investments - Balances (Schedule A-2)	25,466.42	
Principal of Fund (Schedule A-3)	589,661.35	
Reserve for Profits and Losses on Pool Investments	<u>44,287.05</u>	659,414.82
IV. Trust and Agency Funds		
Student Loan Funds (Schedule A-4)	55,860.26	
Scholarship Funds (Schedule B-8)	20,865.72	
Campus Activities (Schedule B-6)	1,273,028.04	
Research Funds - Industrial (Schedule B-8)	198,225.84	
Federal Grants (Schedule B-8)	377,205.63	
Agency Funds (Schedule B-7)	<u>79,181.15</u>	2,004,366.64
V. U. of M. Trustees U. of M. Building Authority		
First Project		35,188.10
VI. Plant Funds		
Net Investment in Plant		49,192,058.50
Total Liabilities, Reserves and Fund Balances		<u><u>\$54,325,042.75</u></u>

SUMMARY OF RECEIPTS, TRANSFERS AND BALANCES

I.	State Appropriations			
	General Maintenance (Schedule B-1)		\$11,931,900.00	
	Other Maintenance:			
	Current Year Appropriation (Schedule B-1)	\$ 262,718.89		
	Prior Year Appropriation Balance	<u>52,898.54</u>	<u>315,617.43</u>	
				\$12,247,517.43
	Less: Balances reverted to State Treasurer		<u>13,823.89</u>	\$12,233,693.54
	Capital Outlay:*			
	Balance, July 1, 1962	327,177.11		
	Current Year Appropriations	<u>1,060,500.00</u>	<u>1,387,677.11</u>	
	Less: Balance reverted to State Treasurer		<u>18.23</u>	
				<u>1,387,658.88</u>
	Net Totals - State Appropriations			\$13,621,352.42
II.	Federal Appropriations (Schedule B-5)			
	Balance, July 1, 1962		177,172.69	
	Current Year Receipts		<u>1,335,740.38</u>	
	Total			<u>1,512,913.07</u>
	Net Totals - State and Federal Appropriations			\$15,134,265.49
III.	Endowment Fund Income (Schedule A-2)			
	Balance, July 1, 1962		21,710.44	
	University Endowment Fund Income		21,346.32	
	State Endowment Fund Income		<u>3,337.40</u>	
	Total			46,394.16
IV.	Student Loan Funds (Schedule A-4)			
	Balance, July 1, 1962		314,627.65	
	Interest Income		818.45	
	Addition to Funds		<u>252,860.82</u>	
	Total			568,306.92
V.	Revolving Trust Funds (Schedule B-6)			
	Balance, July 1, 1962		990,170.22	
	Current Year Receipts and Transfers		<u>4,645,562.73</u>	
	Total			5,635,732.95
VI.	Agency Funds (Schedule B-7)			
	Balance, July 1, 1962		121,247.46	
	Current Year Receipts and Transfers		<u>941,633.57</u>	
	Total			1,062,881.03
VII.	Special Gifts (Schedule B-8)			
	Balance, July 1, 1962		480,922.18	
	Scholarships, Current Year Receipts and Transfers		101,401.26	
	Industrial and Federal Grants - Current Year Receipts and Transfers		<u>2,056,284.39</u>	
	Total			2,638,607.83
VIII.	U. of M., Trustee for U. of M. Building Authority			
	First Project - Current Year Receipts			199,324.38
	Net Total - Receipts, Transfers and Balances			<u>\$25,285,512.76</u>

*Does not include appropriations for the University that are under the supervision and control of the State Bureau of Building Construction.

SUMMARY OF EXPENDITURES, TRANSFERS AND BALANCES

	<u>State Appropriations</u>	<u>Federal Appropriations</u>	<u>Other Funds</u>	<u>Total</u>
I & II. State and Federal Appropriations				
A. Administration	\$ 785,445.54	\$	\$	\$ 785,445.54
B. Resident Instruction	6,531,370.93	192,121.36		6,723,492.29
C. Experiment Station	848,373.05	498,137.43		1,346,510.48
D. Control Services	388,026.39			388,026.39
E. Extension Service	517,900.54	549,712.91		1,067,613.45
F. Operation of Plant	2,850,924.07			2,850,924.07
G. Other Maintenance	124,463.08			124,463.08
H. Capital Outlay (Schedule B-9)	800,722.34			800,722.34
<hr/>				
Totals - State and Federal Appropriation Expenditures	\$12,847,225.94	\$1,239,971.70		\$14,087,197.64
Balances - State and Federal Appropriations, June 30, 1963	774,126.48	272,941.37		1,047,067.85
<hr/>				
Totals	\$13,621,352.42	\$1,512,913.07		\$15,134,265.49
III. Endowment Income (Schedule A-2)			20,927.74	
Balance, June 30, 1963			<u>25,466.42</u>	
Total				46,394.16
IV. Student Loan Funds (Schedule A-4)				
Balance, June 30, 1963				568,306.92
V. Revolving Trust Funds (Schedule B-6)			4,362,717.80	
Balance, June 30, 1963			<u>1,273,015.15</u>	
Total				5,635,732.95
VI. Agency Funds (Schedule B-7)			983,699.88	
Balance, June 30, 1963			<u>79,181.15</u>	
Total				1,062,881.03
VII. Special Gifts (Schedule B-8)				
Scholarships			110,993.79	
Industrial and Federal Grants			1,931,303.96	
Balance, June 30, 1963			<u>596,310.08</u>	
Total				2,638,607.83
VIII. U. of M., Trustee for U. of M. Building Authority - First Project				
Transferred to U. of M. Building Authority			164,136.28	
Balance, June 30, 1963			<u>35,188.10</u>	
Total				<u>199,324.38</u>
Total - Expenditures, Transfers and Balances				<u>\$25,285,512.76</u>

Schedule A-1

Endowment Funds - Principal
Statement of Pool Investments
as of June 30, 1963

<u>Description</u>	<u>Date of Acquisition</u>	<u>Cost or Book Value</u>
<u>Government Bonds and Notes</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, 3 1/4%, due June 15, 1983/78	6/4/53	17,703.31
45,000 U. S. Treasury Notes, 3 3/4's due 8/15/68	2/28/63	45,010.01
Accrued Interest on U. S. Treasury Notes		28.65
Total - Government Bonds and Notes		<u><u>\$86,241.97</u></u>

<u>Mortgages</u>	<u>Date of Acquisition</u>	<u>Principal</u>	<u>Present Value</u>
Gamma Delta Chapter of Kappa Sigma 4%	10/14/46	\$24,000.00	\$ 6,200.56
Massachusetts Kappa Corp. of Sigma Alpha Epsilon 4%	11/1/51	20,000.00	8,500.00
Theta Corporation of Theta Chi 4%	10/9/54	40,000.00	23,000.00
Total - Mortgages		<u><u>\$84,000.00</u></u>	<u><u>\$ 37,700.56</u></u>

<u>Railroad Bonds</u>		<u>Cost or Book Value</u>	<u>Market Value</u>
3,000 Pennsylvania R. R. Co., General Series A, 4 1/2's due 6/1/65	10/20/39	\$3,000.00	\$3,022.50
3,000 Southern Pacific (Oregon Lines) First, 7/9/51, 4 1/2's, due 3/1/77	7/9/51	2,977.50	3,030.00
Total - Railroad Bonds		<u><u>\$5,977.50</u></u>	<u><u>\$6,052.50</u></u>

Schedule A-1 (Continued)

Endowment Funds - Principal
Statement of Pool Investments
as of June 30, 1963

<u>Utility and Industrial Bonds</u>	<u>Date of Acquisition</u>	<u>Cost or Book Value</u>	<u>Market Value</u>
9,000 Commonwealth Edison Co. Sinking Fund Debenture 4 5/8's, due 1/1/2009	2/20/59	\$ 9,191.25	\$ 9,270.00
10,000 Consolidated Edison Co. of New York, Inc. First & Re- funding Mortgage 5's, Series N, due 10/1/87	11/26/57	10,459.98	10,687.50
10,000 Florida Power & Light Co., First Mortgage 4 3/8's due 12/1/86	2/6/59	9,875.00	9,950.00
10,000 Gulf States Utilities Co., First Mortgage 4 7/8's due 10/1/87	11/29/57	10,220.04	10,450.00
20,000 Massachusetts Electric Co., First Mortgage 5's, Series F, due July 1, 1991	7/14/61	20,407.80	21,100.00
10,000 Niagara Mohawk Power Corp., General Mortgage 4 7/8's, due 9/1/87	11/26/57	10,360.00	10,612.50
10,000 Philadelphia Electric Co., First & Refunding Mortgage 4 5/8's, due 9/1/87	11/26/57	10,181.44	10,400.00
10,000 Public Service Electric & Gas Co., First & Refunding Mortgage 4 5/8's, due 8/1/88	10/6/58	10,312.50	10,300.00
20,000 Shell Oil Co. Sinking Fund Debenture 4 5/8's, due 8/1/86	8/3/61	19,950.00	21,000.00
2,000 Southern California Edison Co., First & Refunding 3's, due 9/1/65	12/5/54	2,008.20	1,970.00
5,000 Southern Natural Gas Co., First Mortgage Pipe Line Sinking Fund 4 3/4's, due 1/1/79	4/24/59	5,197.86	5,100.00
10,000 Southwestern Bell Telephone Co. Debenture 4 3/4's, due 10/1/92	10/17/58 5,000. 12/18/58 <u>5,000.</u>	10,490.45	10,550.00
Total - Utility & Industrial Bonds		\$128,654.52	\$131,390.00

Schedule A-1 (Continued)

Endowment Funds - Principal
Statement of Pool Investments
as of June 30, 1963

<u>No. of Shares</u>	<u>Description</u>		<u>Date of Acquisition</u>	<u>Cost or Book Value</u>	<u>Market Value</u>
	<u>Common Stock</u>				
630	American Tel. & Tel. Co.	45	7/9/51	\$	\$
		15	7/30/52		
		6	12/16/53		
		17	11/1/55		
		8	11/6/56		
		100	4/29/58		
		9	6/30/58		
		400	6/30/59		
		<u>30</u>	6/30/61	35,080.27	75,993.75
100	American Tobacco Co.		7/10/61	4,338.50	2,850.00
400	Baltimore Gas & Elec. Co.		5/2/57	7,014.76	13,900.00
337	Comm. Edison Co. of N.Y.	52	7/19/51		
		100	4/29/58		
		3	10/15/58		
		3	12/31/59		
		4	12/30/60		
		169	12/31/61		
		<u>6</u>	12/31/62	6,094.77	16,176.00
100	Con. Edison Co. of N.Y.		5/6/58	5,440.40	8,387.50
147	E.I. duPont de Nemours & Co.	100	7/19/51		
		<u>47</u>	2/3/59	15,801.72	36,015.00
20	40/100 Dow Chemical Co.		10/17/57	1,096.21	1,229.10
210	Fireman's Fund. Ins. Co.		7/7/61	6,837.50	7,560.00
58	First Nat. Bank of Boston	50	7/7/61		
		<u>8</u>	12/29/61	4,421.08	5,075.00
50	General Electric Co.		7/7/61	3,226.72	3,950.00
74	General Motors		12/31/62	3,529.24	5,198.50
102	Gulf Oil Corp.	100	7/7/61		
		2	12/29/61	3,724.94	4,577.25
380	Hartford Elec. Light Co.	173	1/8/54		
		17	11/5/58		
		<u>190</u>	12/31/62	10,516.68	16,197.50
104	Monsanto Chem. Co.	100	7/24/61		
		2	12/29/61		
		<u>2</u>	12/31/62	5,279.71	5,317.00
200	Niagara Mohawk Corp.		5/12/57	6,135.38	9,975.00
300	Pacific Gas & Elec. Co.		4/29/58	5,715.68	9,525.00
100	Paramount Pictures Corp.		3/6/57	2,775.00	4,250.00
100	Schering Corp.		7/7/61	5,144.10	3,862.50
200	The Southern Co.		5/2/57	4,577.62	10,700.00
220	The Southern N.E. Tel. Co.	200	11/26/57		
		<u>20</u>	11/30/59	7,395.00	11,220.00
100	Standard Oil Co. of Indiana	50	7/19/51		
		<u>50</u>	12/6/54	3,518.75	6,037.50
287	Standard Oil Co. of N.J.	90	7/19/51		
		1	11/6/53		
		182	5/6/56		
		1	12/26/56		
		10	5/6/58		
		1	12/31/59		
		1	12/30/60		
		<u>1</u>	12/31/61	6,426.50	19,623.63
75	United Fruit Co.		7/19/51	5,100.00	2,015.63
50	Union Carbide Co.		7/10/61	6,906.36	5,106.25
1110	Virginia Elec. Co.	337	1/8/54		
		33	12/6/54		
		370	5/8/57		
		<u>370</u>	5/27/63	10,541.02	47,313.75
100	Westinghouse Elec. Co.		7/7/61	4,365.63	3,512.50
Totals				\$181,003.54	\$335,568.36

Schedule A-1 (Continued)

Endowment Funds - Principal

Statement of Investments not in Pool Fund
as of June 30, 1963

	<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	16,795.00
	2/23/60	33,600.00
	3/31/61	24,068.90
	2/28/62	36,676.50
		\$152,905.40
 <u>Stocks</u>		
750 Shares David Buttrick, Cum. 7%	3/8/54	\$ 7,500.00
		\$160,405.40
		\$160,405.40

Schedule A-1 (Continued)

Endowment Funds - Principal
as of June 30, 1963

Summary of Pool Investments

	Cost or Book Value	<u>% of Total</u>
Invested in:		
<u>Bonds</u>		
Government	\$ 86,241.97	18.2
Railroad	5,977.50	1.3
Utility	108,704.52	22.9
Industrial	19,950.00	4.2
	<hr/>	<hr/>
	220,873.99	46.6
<u>Mortgages</u>	37,700.56	8.0
<u>Stocks</u>		
<u>Common</u>		
Financial	11,258.58	2.4
Industrial	71,233.38	15.0
Utility	98,511.58	20.8
	<hr/>	<hr/>
	181,003.54	38.2
Total - Pool Securities	439,578.09	92.8
<u>Cash</u>		
Amherst Savings Bank @ 4%	5,031.79	1.1
The First National Bank of Amherst - Uninvested Cash	28,933.12	6.1
	<hr/>	<hr/>
Total - Cash	\$ 33,964.91	7.2
	<hr/>	<hr/>
Total - Pool Investments	\$473,543.00	100.0

Summary of Investments not in Pool

<u>Land</u>	
Murray D. Lincoln	152,905.40
<u>Stock</u>	
Preferred Stock	7,500.00
	<hr/>
Total - Investments not in Pool	160,405.40
	<hr/>
Total - Endowment Funds	\$633,948.40
	<hr/> <hr/>

Schedule A-2

Endowment Income

Statement of Receipts, Disbursements and Balances

Name and Purpose of Fund	Balance July 1, 1962	Receipts from Investments	Disbursements	Balance June 30, 1963
Income Designated for General Purposes				
Student Aid, Scholarships, Loans:				
Alpha Sigma Phi Scholarship	\$ 175.86	\$ 343.33	\$ 300.00	\$ 219.19
Alvord Dairy	283.34	202.98	---	486.32
Ascension Farm School	4,002.07	5,801.67	5,600.00	4,203.74
Danforth Keyes Bangs	142.83	283.44	250.00	176.27
Buttrick Scholarship	947.09	645.89	915.76	677.22
Seymour Borowsky	219.55	241.78	---	461.33
Lucius Clapp	213.08	422.67	370.00	265.75
Class 1882 Scholarship	18.45	70.70	60.35	28.80
Frederick G. Crane	703.65	1,233.98	1,185.00	752.63
Stephen Davis Scholarship	1,044.17	927.24	940.00	1,031.41
George L. Farley	1,267.15	241.78	166.00	1,342.93
Gassett Scholarship	49.73	70.71	70.00	50.44
Charles A. Gleason	253.42	180.45	---	433.87
Walter H. Harrison	---	572.37	572.37	---
Philip B. Hasbrouck	79.98	98.64	100.00	78.62
Clarence C. Hardy	19.62	5.78	---	25.40
Mrs. Clifton Johnson	313.84	164.97	---	478.81
Helen E. Knowlton	474.34	725.35	700.00	499.69
Porter L. Newton Educational	1,098.37	1,170.46	1,375.00	893.83
J. Clark Osterhout	81.13	19.20	---	100.33
Betsey C. Pinkerton	129.07	217.61	200.00	146.68
Charles S. Plumb	956.19	172.12	86.06	1,042.25
Frank H. Plumb	546.27	649.30	789.00	406.57
V. A. Rice Scholarship	80.11	127.87	125.00	82.98
Mary Robinson	99.27	145.08	150.00	94.35
Henry Franklin Staples	---	2,463.87	2,463.87	---
Whiting Street	74.08	97.77	105.00	66.85
Helen A. Whittier	119.42	161.42	150.00	130.84
	<u>13,392.08</u>	<u>17,458.43</u>	<u>16,673.41</u>	<u>14,177.10</u>
Prizes:				
Grinnell Prize	86.15	6.10	---	92.25
Elizabeth L. McNamara	---	48.36	---	48.36
Allan Leon Pond	49.06	36.00	37.86	47.20
Betty Steinbugler	77.79	9.68	---	87.47
	<u>213.00</u>	<u>100.14</u>	<u>37.86</u>	<u>275.28</u>
Books:				
Oscar G. Anderson Memorial	372.17	49.08	---	421.25
John C. Cutter	446.71	53.11	---	499.82
Library	219.36	607.29	443.16	383.49
Robert F. Pomeroy Library	218.20	74.27	11.63	280.84
	<u>1,256.44</u>	<u>783.75</u>	<u>454.79</u>	<u>1,585.40</u>
Miscellaneous Purposes:				
George H. Barber	124.28	245.35	---	369.63
Charles A. Peters	237.16	56.23	---	293.39
Hills	1,461.76	750.68	1,013.15	1,199.29
Guy Chester Crampton	898.74	122.80	42.91	978.63
J. D. W. French	1,595.60	519.51	50.00	2,065.11
William Proctor	827.07	96.71	---	923.78
	<u>5,144.61</u>	<u>1,791.28</u>	<u>1,106.06</u>	<u>5,829.83</u>
General Purposes (Unrestricted):				
Joseph Bartlett	---	---	---	---
Burnham Emergency	149.15	374.38	219.97	303.56
Frederick H. Read	63.58	82.18	---	145.76
William R. Sessions	228.45	231.19	223.26	236.38
William Wheeler	318.50	524.97	479.67	363.80
Undistributed Income	---	---	832.30	-832.30
	<u>759.68</u>	<u>1,212.72</u>	<u>1,755.20</u>	<u>217.20</u>
State Endowment Fund	944.63	3,337.40	900.42	3,381.61
Totals	<u>\$ 21,710.44</u>	<u>\$ 24,683.72</u>	<u>\$ 20,927.74</u>	<u>\$ 25,466.42</u>

Schedule A-3

Statement of Endowment Fund Principal

<u>Name of Fund</u>	<u>Balance</u> <u>July 1, 1962</u>	<u>Additions</u>	<u>Balance</u> <u>June 30, 1963</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
Joseph Bartlett	---		---
Seymour Borowsky	5,000.00		5,000.00
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	1,494.13	35.35	1,529.48
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	2,040.00		2,040.00
Hills	15,523.89		15,523.89
Mrs. Clifton Johnson	3,411.47		3,411.47
Helen E. Knowlton	15,000.00		15,000.00
Library	11,007.50		11,007.50
Elizabeth L. McNamara	1,000.00		1,000.00
Porter L. Newton Educational	24,204.46		24,204.46
J. Clark Osterhout	396.95		396.95
Charles A. Peters	1,162.77		1,162.77
Betsey C. Pinkerton	4,500.00		4,500.00
Charles S. Plumb	3,637.62	86.06	3,723.68
Frank H. Plumb	13,427.17		13,427.17
Robert F. Pomeroy Library	1,535.95		1,535.95
Allan Leon Pond	744.78		744.78
William Proctor	2,000.00		2,000.00
Frederick H. Read	1,699.55		1,699.55
V. A. Rice Scholarship	2,644.11		2,644.11
Mary Robinson	3,000.00		3,000.00
William R. Sessions	4,780.97		4,780.97
Henry Franklin Staples Memorial Fund	50,951.77		50,951.77
Betty Steinbugler	200.00		200.00
William Wheeler	10,855.91		10,855.91
Whiting Street Scholarship	2,021.70		2,021.70
Helen A. Whittier	3,338.22		3,338.22
Endowment from State			
(Principal of \$142,000 held by			
State Treasurer	---		---
Murray D. Lincoln - Land	152,905.40		152,905.40
Totals	\$589,539.94	\$121.41	\$589,661.35

Schedule A-4

Statement of Student Loan Funds

Fund	Total June 30 1962	Addition and Interest	Loan Transactions		Balances, June 30, 1963	Total
			Loans Paid	Loans Made			Notes	Cash
D. K. Bangs	\$ 6,560.09	\$ 77.88	\$ 5,806.10	\$ 7,091.00	\$ 4,867.40	\$ 6,637.97
Class of 1905	3,340.03	46.03	2,889.12	3,655.00	2,093.00	3,386.06
Vincent Goldthwait	17,129.19	95.37	14,685.19	8,008.00	3,572.20	17,224.56
Walter H. Harrison	3,287.14	572.37	---	---	---	3,859.51
Murray D. Lincoln	344.69	18.69	100.00	---	---	363.38
Mass. Assembly Loan Fund	12,530.31	46.10	3,301.04	6,450.00	10,499.76	12,576.41
M. A. C. Club	605.35	---	215.00	---	185.00	605.35
Elizabeth L. McNamara	200.51	---	---	---	---	200.51
N. E. Feedmen's Association Loan Fund	754.47	2.92	175.00	---	---	757.39
Sievers Memorial Fund	1,691.87	58.62	885.00	715.00	380.00	1,750.49
Henry F. Staples Mem. Fund	5,034.76	2,463.87	---	---	---	7,498.63
Sub-Totals	51,478.41	3,381.85	28,056.45	25,919.00	21,597.36	54,860.26
N. E. Society of New York	1,000.00	---	1,840.00	1,776.00	300.00	1,000.00
Totals	52,478.41	3,381.85	29,896.45	27,695.00	21,897.36	55,860.26
National Defense Student Loan Fund	262,149.24	250,297.42	3,255.60	256,685.00	503,414.65	512,446.66
Grand Totals	\$314,627.65	\$253,679.27	\$33,152.05	\$284,380.00	\$525,312.01	\$568,306.92

\$25,919.00 was loaned to 179 students during the year from University Funds. 181 students received loans totaling \$1,776.00 from the New England Society of New York Fund. This is a small emergency loan fund handled by the Dean of Men.

\$256,685.00 was loaned to 486 students from the National Defense Student Loan Fund.

Schedule B-1

State Appropriations
Comparative Statement by Subsidiary Accounts

Code	<u>1961</u>	<u>1962</u>	<u>1963</u>
<u>General Maintenance 1350-01</u>			
01 Salaries, Permanent Positions	\$ 6,887,030.00	\$ 7,438,246.00	\$ 7,855,000.00
02 Salaries, Other	731,744.00	867,333.00	975,000.00
03 Services, Non-Employees	431,500.00	563,000.00	702,000.00
04 Food for Persons	42,000.00	5,000.00	2,400.00
05 Clothing	800.00	2,200.00	1,000.00
06 Housekeeping Supplies & Expenses	40,000.00	43,000.00	50,000.00
07 Laboratory, Medical & General Care	8,700.00	4,000.00	4,500.00
08 Heat and Other Plant Operations	481,000.00	507,500.00	616,000.00
09 Farm and Grounds	72,000.00	77,000.00	75,000.00
10 Travel & Automotive Expenses	78,000.00	79,000.00	83,000.00
11 Advertising & Printing	44,900.00	49,500.00	55,000.00
12 Repairs, Alterations & Additions	200,000.00	285,000.00	244,000.00
13 Special Supplies & Expenses	210,000.00	278,750.00	291,622.00
14 Office & Administrative Expenses	131,900.00	146,000.00	169,000.00
15 Equipment	83,604.00	165,500.00	---
16 Rentals	759,265.00	770,600.00	807,000.00
18 Special Outlay	2,000.00	2,000.00	1,378.00
Sub-Totals	\$10,204,443.00	\$11,283,629.00	\$11,931,900.00*
<u>Other Maintenance</u>			
3304-44 Inland Fish and Game	8,100.00	8,100.00	8,100.00*
1350-21 Research with Federal Grants	50,000.00	32,948.06	76,418.89*
1350-11-10 Recruitment of University President	2,500.00	---	---
1350-35-14 Entertainment of Distinguished Visitors	2,000.00	2,000.00	2,000.00*
1350-36-16 Rental of President's House	1,200.00	1,200.00	1,200.00*
1350-26-13 Purchase of Books	---	100,000.00	---
1350-96-13 For Certain Scholarships	25,000.00	25,000.00	25,000.00*
1350-38 Employment of Personnel - Medical School	---	---	100,000.00**
3850-01-13 University of Mass. Scholarships	---	---	50,000.00***
Capital Outlay	471,000.00	---	1,060,500.00***
Totals	\$10,764,243.00	\$11,452,877.06	\$13,255,118.89

* Authorized by Chapter 591 of the Acts of 1962 \$12,044,618.89

** Authorized by Chapter 787 of the Acts of 1962 100,000.00
(Balance \$98,485.23 to be carried as a special appropriation in 1964)

*** Authorized by Chapter 621 of the Acts of 1962 50,000.00

**** Authorized by Chapter 649 of the Acts of 1962 760,000.00
Authorized by Chapter 705 of the Acts of 1962 300,500.00

Schedule B-2

Capital Outlay Appropriations

8363-07	Repairs and Improvements	\$ 50,000.00
8363-08	Improvements to Roads and Sidewalks	100,000.00
8363-09	Repairs to Dormitories, etc.	300,000.00
8363-10	Administrative and Maintenance Equipment	60,000.00
8363-11	Equipment - Classroom and Laboratory	150,000.00
8363-12	Purchase of Educational Reference Material	100,000.00
		<hr/>
	Authorized by Chapter 649 of the Acts of 1962	760,000.00
8063-19	Acquisition of Property	300,500.00
	Authorized by Chapter 705 of the Acts of 1962	<hr/>
		\$ 1,060,500.00
		<hr/> <hr/>

Schedule B-3

Capital Outlay Appropriations *

8063-11 U59-6	For the construction of an engineering building and service building for the experiment station, including the cost of furnishings and equipment, to be in addition to the amount appropriated in Item 8259-57 of section two of chapter six hundred and fifty of the acts of nineteen hundred and fifty-eight	\$2,200,000
8063-12 U63-7	For certain improvements and additions to the power plant and utility distribution systems, including a survey and plans for the future power plant and utility service needs of the university to be in addition to the amount appropriated in Item 8262-11 of section two of chapter five hundred and forty-four of the acts of nineteen hundred and sixty-one	\$500,000
8063-13 U63-4	For the preparation of plans for an addition to Machmer Hall	\$30,000
8063-14 U63-3	For the acquisition of land by purchase or by eminent domain under chapter seventy-nine of the General Laws for a railsiding to provide for coal storage facilities; provided, that no payment shall be made for the purchase of said property until an independent appraisal of the value of the property has been made by a qualified, disinterested appraiser; and for the preparation of plans for said coal storage facilities	\$35,000
8063-15 U63-1	For the preparation of plans for a new administration building which when completed shall be designated as the Representative Philip F. Whitmore Memorial Building	\$110,000
8063-16 U63-5	For the preparation of plans for a classroom and laboratory building, for the College of Arts and Science	\$110,000
8063-17 U63-6	For the preparation of plans for a new poultry plant	\$ 15,000
8063-18 U63-2	For the renovation of certain older classroom buildings, including the cost of furnishings and equipment; to be expended with any federal funds available for the purpose	\$100,000
Authorized by Chapter 705 of the Acts of 1962		\$3,100,000

* The above Capital Outlay appropriations are under the supervision and control of the State Division of Building Construction.

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

	<u>1961</u>	<u>1962</u>	<u>1963</u>
<u>Instruction:</u>			
Hospital	\$ 799.00	\$ 52.00	\$ 6.00
Tuition	1,195,214.38	1,288,417.85	1,439,221.22
Tuition - Summer School	93,222.65	94,309.00	97,444.00
Sales, Productive			
Enterprises	68,212.71	65,764.54	57,893.90
Other Student Receipts	18,565.04	18,962.00	19,840.90
Other Sales	13,609.60	8,178.62	10,228.97
Meals, Employees	525.00	3.00	--
Reimbursement for Services - Federal Government	3,963.00	2,129.00	888.00
	<u>\$1,394,111.38</u>	<u>\$1,477,816.01</u>	<u>\$1,625,522.99</u>
<u>Extension Services:</u>			
Miscellaneous	443.79	358.68	309.79
<u>Experiment Station:</u>			
Sales	1,923.80	3,283.47	2,787.25
Waltham Field Station	94.51	73.18	65.00
	<u>2,018.31</u>	<u>3,356.65</u>	<u>2,852.25</u>
<u>Control Services:</u>			
Fertilizer Law	17,513.10	17,714.14	19,440.83
Poultry Disease Law	35,788.98	33,273.81	28,676.99
Dairy Glassware	970.35	809.95	614.10
Commercial Feedstuffs	33,920.00	33,840.00	32,060.00
Seed Law	1,051.20	1,691.75	1,734.50
Dairy Cattle Certification	12,737.00	10,740.23	9,974.65
Drivers of Bulk Milk Tank Trucks	--	1,212.00	348.00
	<u>101,980.63</u>	<u>99,281.88</u>	<u>92,849.07</u>

Schedule B-4 (continued)

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

	<u>1961</u>	<u>1962</u>	<u>1963</u>
<u>Operation of Plant:</u>			
Students' Room Rent	\$916,491.75	\$ 950,277.23	\$909,671.81
Transient Rent	28,405.08	25,479.00	12,496.81
Employees' Rent	107,593.34	112,688.77	118,315.16
Other Rents	82,661.53	103,754.45	103,535.37
Miscellaneous	2,209.74	3,006.32	1,960.78
Reimbursement for Ser- vices, Boarding Hall	<u>120,000.00</u>	<u>130,000.00</u>	<u>140,000.00</u>
	\$1,257,361.44	\$1,325,205.77	\$1,285,979.93
<u>Miscellaneous:</u>			
Other	27,692.01	4,336.42	18,531.23
Reimbursement for Services, Federal Gov. - Res. Project	48,396.88	18,749.86	62,452.51
Reimbursement for Services Other than Federal Govern- ment - Research Project	--	4,198.20	13,966.38
	<u>76,088.89</u>	<u>27,284.48</u>	<u>94,950.12</u>
<u>Boarding Halls:</u>			
Student Board	86,787.28	--	--
Cafeteria	1,136.56	--	--
Miscellaneous Sales	709.24	--	--
Meals, Employees	39.00	--	--
	<u>88,672.08</u>	<u>--</u>	<u>--</u>
Totals	\$2,920,676.52	\$2,933,303.47	\$3,102,464.06

Schedule B-5

Federal Funds
Statement of Receipts, Disbursements and Balances

	<u>Balance</u> <u>July 1, 1962</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Balance</u> <u>June 30, 1963</u>
<u>Instruction:</u>				
Bankhead Jones	\$117,118.11	\$ 233,426.21	\$ 150,227.71	\$200,316.61
Land Grant	2,556.17	7,300.00	4,723.96	5,132.21
Morrill Nelson	---	33,333.33	33,333.33	---
Smith Hughes (Dept. of Education)	-102.40	3,742.28	3,836.36	-196.48
Totals	\$119,571.88	\$ 277,801.82	\$ 192,121.36	\$205,252.34
<u>Extension Service:</u>				
Federal Smith Lever Act as Amended 1953	\$ 25,657.37	\$ 479,024.00	\$ 478,559.37	\$ 26,122.00
Research and Marketing Regional Contracts	3,032.03	55,308.56	52,803.49	5,537.10
No. 12-05-300-36	11,163.48	5,500.00	8,357.93	8,305.55
No. 12-05-300-40	1,778.13	5,000.00	6,721.66	56.47
Rural Civil Defense Fund	---	8,500.00	3,270.46	5,229.54
Totals	\$ 41,631.01	\$ 553,332.56	\$ 549,712.91	\$ 45,250.66
<u>Experiment Station:</u>				
Hatch Amended	\$ 11,396.18	\$ 375,286.00	\$ 375,947.62	\$ 10,734.56
Regional Research	4,573.62	129,320.00	122,189.81	11,703.81
Totals	\$ 15,969.80	\$ 504,606.00	\$ 498,137.43	\$ 22,438.37
GRAND TOTALS	\$177,172.69	\$1,335,740.38	\$1,239,971.70	\$272,941.37

Schedule B-6

Trust Funds
Statement of Receipts, Disbursements, Transfers and Balances

	Balance July 1, 1962	Transfers In	Receipts	Transfers Out	Disbursements	Balance June 30, 1963
Academic Theater Program	\$ --	\$ 3,000.00	\$ 3,765.55	\$ --	\$ 6,039.15	\$ 726.40
Abbey Emergency Fund	--		6,120.93		5,844.93	276.00
Alumni Fund	--		25.00		--	--
A.I.D. C-2340	--		600.00		199.37	400.63
A.I.D. C-2340 (Congo)	--	1,000.00	3,000.00		3,171.36	828.64
A.I.D. afe-62	--		25,000.00		13,389.37	11,610.63
Art Acquisition Fund	1,080.00		729.00		1,480.56	328.44
George Alderman Museum Fund	234.50		48.26		--	282.76
Arts and Sciences Equipment	129.40		--		--	129.40
Anonymous Trust Fund #2	1,000.00		1,500.00		499.98	2,000.02
Athletics	71,170.37		315,605.64	2,036.77	255,215.58	129,523.66
Athletic Reserve	1,154.95		44.37		--	1,199.32
Boarding Halls	328,999.84		1,405,057.62		1,309,130.65	424,926.81
Carnegie Language	156.26		--	156.26	--	--
Carnegie - Edmund Burke	23,484.45		.08		7,634.93	15,849.60
Central Duplicating Service	--		103.50		103.50	--
Citizenship Fund	34.16		--		34.16	--
Centennial Fund	7,354.25		378.61		7,632.09	100.77
Chemical Engr. Dept. Fund	1,641.67		2,860.00		3,345.10	1,156.57
Class 1930 Library	50.00		--		--	50.00
Class 1957 Library	2,440.32		--		49.25	2,391.07
Class 1960 Book Fund	2,000.00		--		--	2,000.00
Conservation Fund of New York	--		2,000.00		1,938.04	61.96
C. E. C. A.	--		250.00		117.88	132.12
College of Arts & Sciences						
Service Fund	10.01		--		4.39	5.62
College of Agriculture Equipment	1.36		--	1.36	--	--
Computer Trust Fund	2,387.86	12,000.00	16,702.64		26,480.64	4,609.86
Cuban Student Loan Fund	--		500.00		--	500.00
Department of Government Fund	3,893.71		4,728.83	18.00	5,114.16	3,490.38
Commutation R.O.T.C. Uniforms	--	2,598.40	6,743.55		9,341.95	--
Devel. Fd. for Agriculture						
Services Abroad	2,300.00		--	2,300.00	--	--
Food Management Fund	--		40.00		32.52	7.48
Foreign Students Advisor Fund	232.48		--		13.77	218.71
Ford Foundation - Sociology Fund	4,429.81		1,241.80		593.82	5,077.79
Ford Foundation - Professorships	55,000.23		--		19,999.74	35,000.49
Ford Foundation - Library	2,135.71		2,006.08		1,275.40	2,866.39
Ford Foundation - Working Fund	849.58	4.20	5,650.00		5,336.55	1,167.23
General Electric - Pittsfield -						
Graduate	171.58		20,690.00	262.00	20,173.01	326.57
General Electric - Pittsfield -						
Undergraduate	671.78	262.00	19,897.13		21,172.19	--341.28
German Department	34.40		--		--	34.40
Flower Growers	--		400.00		328.43	71.57
Floriculture	--		800.00		125.60	674.40
Horticulture Research Center	--		2,747.41		23.30	2,724.11
Hokkaido - Maas. Fund	--		300.00		--	300.00
Hokkaido Student Center Memorial Fd.	1.00		--		--	1.00
Home Economics Dept. Fund	200.00		941.84		300.00	841.84
Home Management Fund	61.50		496.00		496.00	61.50
Isolation Building	1,000.00		--		1,000.00	--
I.C.A. C-2156 Uganda	7,415.38	368.50	206.28		7,990.16	--
I.C.A. W-374 Overhead	9,280.37	1,569.55	--	10,799.92	50.00	--
I.C.A. W-374 Contract	7,931.53		--	1,569.55	6,361.98	--
I.B.M. Research	--		2,200.00		2,104.90	95.10
Identification Card Fund	1,393.05		8,129.20		6,822.90	2,699.35
Joseph Yokel Memorial Fund	200.00		--		--	200.00
Library	192.16		150.00		--	342.16
Life Sciences - Library	--		100.00		--	100.00
Mas. Food Service Educ. Council	3,755.00		--		--	3,755.00
Military Uniforms	57,831.51		41,504.97	2,598.40	38,673.82	58,064.26
Matching Funds for National						
Defense Student Loan Fd.	--		11,392.42		--	11,392.42
National Academy of Science	--		400.00		396.01	3.99
Morrill Science - Library Fund	--		25.00		--	25.00
New York Times	18.00		303.60		294.04	27.56
N.D.E.A. Teacher Service -						
Cancellation	11.75		40.95		--	52.70
Old Chapel Fund	2,500.00		--		--	2,500.00
O.E. 3-15-023	--		56,569.00	6,400.00	10,807.91	39,361.09
Outstanding Teacher Award	500.00		500.00		500.00	500.00

Schedule B-6 (continued)

Trust Funds
Statement of Receipts, Disbursements, Transfers and Balances

	Balance <u>July 1, 1962</u>	Transfers <u>In</u>	<u>Receipts</u>	Transfers <u>Out</u>	<u>Disbursements</u>	Balance <u>June 30, 1963</u>
Placement Office Service Fund	\$ 63.79	\$ 50.00	\$ 781.10	\$ --	\$ 894.42	\$.47
Practical Politics	--	1,000.00	--	--	1,000.00	--
President's Fund	175.00	--	250.00	--	203.36	221.64
Research Council Service Fund	18.22	--	--	--	--	18.22
Rockefeller Foundation - 62133-#69	--	--	7,291.00	--	2,000.00	5,291.00
Rockefeller Foundation - 62133-#63	--	--	7,400.00	--	432.36	6,967.64
Rockefeller Foundation GA-SS-6103	2,006.52	--	2,007.58	--	3,765.05	249.05
Regional Science Fair	50.00	--	360.00	--	360.00	50.00
Romance Language Dept. Fund	200.72	174.26	397.16	--	623.97	148.17
School of Business Admin.Serv. Fund	2,074.30	--	3,195.73	--	1,206.46	4,063.57
School of Engineering Equipment	583.55	--	924.96	--	92.74	1,415.77
School of Engineering Service Fund	50.00	--	--	--	--	50.00
School of Nursing Fund	410.00	--	200.00	--	--	610.00
Sperry & Hutchinson Lecture Fund	739.80	--	--	--	561.71	178.09
Student Enrollment in Agriculture	58.32	--	--	--	--	58.32
Student Health Service	50,237.13	--	261,218.73	--	248,254.02	63,201.84
Student Union General Fund	54,443.09	--	616,054.77	--	619,956.29	50,541.57
Student Union Food Service	58,048.30	--	578,895.06	--	566,514.55	70,428.81
Student Union University Store	59,691.65	--	727,597.01	--	726,693.85	60,594.81
Student Union R. S. O.	60,154.13	421.00	342,625.48	--	323,663.96	79,536.65
Student Union Reserve	77,478.63	--	27,796.99	--	--	105,275.62
State Employees Group Insurance	3,958.54	--	8,431.80	--	9,279.91	3,110.43
Summer Session Recreation Fund	4,126.61	--	858.40	--	1,904.59	3,080.42
Trust Fund Interest	3,033.28	--	46,540.85	11,696.66	5,748.40	32,129.07
University Press Committee	4,759.00	12,000.00	367.44	--	3,555.69	13,570.75
University Fund	397.28	3,500.00	1,714.08	--	4,250.01	1,361.35
University of Massachusetts Medical School Library Fund	--	--	125.00	--	--	125.00
Rockefeller Foundation -GA-AGR-61135	2,072.43	--	186.42	--	2,253.45	5.40
Totals	\$990,170.22	\$37,947.91	\$4,607,614.82	\$37,838.92	\$4,324,878.88	\$1,273,015.15

Schedule B-7

Agency Funds
Statement of Receipts, Disbursements, Transfers and Balances

	Balance <u>July 1, 1962</u>	Transfers <u>In</u>	<u>Receipts</u>	Transfers <u>Out</u>	<u>Disbursements</u>	Balance <u>June 30, 1963</u>
Asia Foundation	\$ 50.43	\$ --	\$ --	\$ --	\$ 26.66	\$ 23.77
Asia Understanding	31.66	--	.05	--	31.71	--
Campus Traffic Fines	3,141.00	7,196.66	29.34	--	10,367.00	--
Carnegie Internship Fund	72,500.51	--	--	--	42,414.58	30,085.93
Federal Tax - Personal Telephone Calls	23.13	--	66.70	--	71.77	18.06
Fishing Contest	9.97	--	--	--	--	9.97
4-H Activities	3,976.77	--	20,765.47	--	19,818.53	4,923.71
Massachusetts Educational Film Fund	89.97	--	950.00	--	4.54	1,035.43
Massachusetts Review	--	10,000.00	7,490.86	--	15,992.52	1,498.34
Special Military Fund	210.03	--	165.90	--	32.67	343.26
Student Deposit Account	29,520.59	--	680,306.82	--	682,109.30	27,718.11
U. S. Savings Bond	4,439.98	--	85,386.21	--	85,206.74	4,619.45
Rodent Control	7,262.82	--	37,816.56	--	39,117.26	5,962.12
Student Health and Accident Insurance	9.40	--	91,459.00	--	88,506.60	2,943.00
Totals	\$121,247.46	\$17,196.66	\$924,436.91	\$983,699.88	\$983,699.88	\$79,181.15

Schedule B-8

Special Gifts

Statement of Receipts, Disbursements, Transfers and Balances

	Balance July 1, 1962	Transfers In	Receipts	Transfers Out	Disbursements	Balance June 30, 1963
<u>Scholarships and Fellowships</u>						
A. S. M. E. Scholarship	\$ 200.00	\$	\$ 700.00	\$	\$ 200.00	\$ 700.00
Warren S. Baker Memorial	--		1,000.00		--	1,000.00
Margaret Fitz Barnes	--		200.00		100.00	100.00
Berkshire County Farm Bureau	100.00		--		100.00	--
Boston Stewards Club Scholarship	--		1,000.00		1,000.00	--
N. I. Bowditch Speaking Contest	102.50		--		50.00	52.50
H. B. Cantor	--		600.00		500.00	100.00
Centennial Scholarship	300.00		--		300.00	--
Class 1919 Scholarship	50.00		100.00		--	150.00
Charles M. Cox	300.00		300.00		300.00	300.00
Lotta Crabtree Scholarship	--		10,000.00		10,000.00	--
Chem. Club of New England	--		300.00		300.00	--
Combustion Engineering	--		250.00		250.00	--
W. E. Dickinson	--		1,000.00		1,000.00	--
Electrical Manufacturers Scholarship	--		475.00		--	475.00
Engineering Scholarship	500.00		75.00		500.00	75.00
Engineering Alumni Scholarship	1,848.79		1,865.96		1,600.00	2,114.75
Farm Bureau Scholarship	--		100.00		100.00	--
French Government Fund	434.00		--		--	434.00
Mary Foley	--		100.00		--	100.00
Graduate Education Scholarship	--		200.00		--	200.00
General Tel. & Elec. Fellowship	63.74		--		--	63.74
Graduate School Scholarship & Loan Fund	233.05		613.31		436.04	410.32
Graduate Council	--	8,000.00		4,725.00	3,275.00	--
Goldthwait	--		500.00		500.00	--
Hood Scholarship	270.00		840.00		840.00	270.00
Holyoke & Northampton Garden Club Scholarship	100.00		--		100.00	--
Howard Johnson Scholarship	--		500.00		500.00	--
H. F. Jones	--		250.00		200.00	50.00
I.C.A. C-1129 Contract	289.76		--		232.00	57.76
Kollmorgen Scholarship	200.00		200.00		200.00	200.00
Mathematics Prize Fund	--		1,000.00		1,000.00	--
Miscellaneous Scholarship	2,350.00		4,825.00		2,825.00	4,350.00
Mass. Society for Promoting Agriculture Fellowship	1,300.00		7,460.00		8,760.00	--
McDonald Prize Fund	7.60		--		--	7.60
National Defense Graduate Fellow- ship Fund	4,533.95	4,725.00	40,989.00	8,000.00	42,100.00	147.95
N. E. Bird Banding Fellowship	1,800.00		--		600.00	1,200.00
New York Farmers Scholarship	500.00		2,000.00		1,000.00	1,500.00
Point IV Fund	700.00		--		--	700.00
Charles M. Powell	--		450.00		250.00	200.00
Ralston Purina Scholarship	--		2,900.00		1,100.00	1,800.00
Sterling Surrey Scholarship	--		945.00		--	945.00
Sears Roebuck Scholarship	--		2,250.00		2,100.00	150.00
Springfield Garden Club	400.00		400.00		800.00	--
George Treadwell Scholarship	100.00		100.00		100.00	100.00
University Scholarship Fund	11,749.61	2,036.77	2,051.22		15,050.00	787.60
L. R. Wilson Award	25.25		--		.75	24.50
Woodrow Wilson Nat'l Fellowship	2,000.00		--		--	2,000.00
University of Massachusetts Scholar- ship Fund	--		100.00		--	100.00
Totals	\$30,458.25	\$14,761.77	\$86,639.49	\$12,725.00	\$98,268.79	\$20,865.72
<u>Research Grants</u>						
American Potash	37.42		--	37.42	--	--
Allied Chemical Corp.	4,000.00		4,000.00	1,600.00	4,319.10	2,080.90
Berkshire County Fund	627.24		3,008.35		2,810.03	825.56
Eourne Fund	1,294.93		1,936.90		956.03	2,275.80
Bureau of Government Research	40.05		2,771.07		2,709.34	101.78
Boston Market Garden Seed Impt.	580.06		500.00		378.53	701.53
Carnation Fund	64.85		2,000.00		1,061.82	1,003.03
Cape Cod Fund	1,175.97		5,000.00		4,426.93	1,749.04
Carbonated Beverage Fund	1,546.73		4,000.00		3,788.73	1,758.00
Chemstrand Research Fund	--		1,500.00	250.00	829.22	420.78
Chemical Spray	7.80		--	7.80	--	--
C. I. B. A.	1,110.37		139.90		152.99	1,097.28
Cranberry Disease	--		700.00		700.00	--
Cocoa	689.34		--		109.60	579.74

Schedule B-8 (continued)

Special Gifts
Statement of Receipts, Disbursements, Transfers and Balances

Research Grants (continued)	Balance	Transfers		Transfers		Balance
	July 1, 1962	In	Receipts	Out	Disbursements	June 30, 1963
Commercial Filters	\$ 1,324.84	\$	\$	\$	\$ 604.24	\$ 720.60
Corn Products	2,087.20		6,000.00		4,714.13	3,373.07
Cottrell - Little	326.89		--		--	328.89
Cottrell - McGill	4,900.00		--		2,999.24	1,900.76
Cottrell - McWhorter	28.67		--		--	28.67
Cottrell - Stengle	435.72		--		367.65	68.07
Cottrell - Willfama	883.99		--		66.78	817.21
Cottrell - Carpino	5.64		--		--	5.64
Cottrell - Ragle	3.29		--		--	3.29
Cox Fund	3,577.49		2,010.64		2,667.70	2,920.43
Dairy Adjustment	--		700.00		--	700.00
Dairy Management Training Program	--		1,575.00		1,575.00	--
Eastern States Fund	2,828.52		--		446.45	2,382.07
Eaton Fund	3,226.99		--		3,226.99	--
Engineering	892.09		--		--	892.09
Eli Lilly	1.01		--	1.01	--	--
Fabric Research Fund	876.96		--		780.74	96.22
General Electric - Stein	2,475.31		5,000.00	1,000.00	2,306.73	4,168.58
General Tires & Rubber Company	--		6,500.00	1,300.00	383.09	4,816.91
Glass Container	17,050.96		16,000.00		14,989.38	18,061.58
Gray Chemical	22.72		--	13.42	9.30	--
Hercules Powder	--		2,500.00		--	2,500.00
Hoffman - La Roche Fund	12.63		--		--	12.63
Hoffman - La Roche - Feldman	--		2,784.00	464.00	2,258.02	61.98
Institute of Agric. & Ind. Microbiology	--	1,455.70	--		1,109.66	346.04
Institute of Environ. Psychology - Overhead	--	4,247.95	--		1,049.07	3,198.88
Charles Kettering Fund	--		3,876.00	646.00	2,846.74	383.26
Lederle	8,097.69		--		1,023.70	7,073.99
Leucosia	--		1,000.00		690.53	309.47
Lobster Fund	--		200.00		106.24	93.76
Milk Solids Fund	2,372.76		8,550.00		6,207.60	4,715.16
Monsanto Chemical	--		1,000.00		760.29	239.71
New England Board of Higher Education	21.47		--		1.80	19.67
Norwich	357.79		--		162.32	195.47
Ocean Spray Fund	3,235.28		5,000.00		3,090.28	5,145.00
Petroleum Research - Chem. Dept.	--		972.00		589.20	382.80
Petroleum Research - Stein #575	3,448.37		8,100.00	1,056.00	9,474.41	1,017.96
Petroleum Research - Carpino #598	7,638.24		8,100.00	1,056.00	5,071.32	9,610.92
Petroleum Research - Stidham & Chandier #682	6,327.69	600.00	--		5,775.07	1,152.62
Petroleum Research - Williams #973-A4	568.85		6,170.00	805.00	2,706.05	3,227.80
Petroleum Research - Cannon	879.62		--		879.62	--
Petroleum - 1437-D7	--		3,500.00		--	3,500.00
Pfizer Fund	8,793.69		--		2,432.19	6,361.50
Phosphate	33.38		--	33.38	--	--
Polymer Research Inst. - Overhead	--	10,003.12	--		--	10,003.12
Plax Corp. Fund	2,485.56		5,000.00	1,000.00	3,686.25	2,799.31
Population Council - Driver	7.49		--		7.49	--
Rain and Hail	41.61		--	41.61	--	--
Reeves	109.85		--	109.85	--	--
Research Corp. - Physics Dept.	1,410.20		--	--	1,410.20	--
Research Services - Agric.	1,929.76	253.25	672.74		894.26	1,961.49
Research Trust Funds	31,041.12	390,060.44	306.30	391,894.01	2,190.70	27,323.15
Se and Te Development	--	--	2,500.00	412.50	1,555.88	531.62
Springfield Sugar & Products Co.	57.60		--		--	57.60
Shawinigan - Chemistry	235.48		1,143.08		712.70	665.86
Shawinigan Resins Corporation	--		1,000.00		--	1,000.00
Shell Chemical Fund	716.02		500.00		501.81	714.21
Sire Evaluation	1,150.08		1,650.00		1,399.85	1,400.23
Stauffer Fund	662.15		--		107.59	554.56
Sterling - Winthrop Fund	2,958.90		--		655.11	2,303.79
Sylvania	380.16		--		304.44	75.72
Turfgrass Fund	63.54		--		--	63.54
Teachers Research	17,794.65	69,289.39	78.00	18,520.85	29,952.53	38,688.66
Union Carbide Fund	101.10		2.21		103.31	--
Uramite Fund	1,168.43		--		190.03	978.40
Wildlife Management	129.71		1,000.00		750.31	379.40
Wise Fund	5,121.36		5,000.00		4,820.76	5,300.60
Weed Control Fund	134.28		--		133.84	.44
Walker Research	7.40		--	7.40	--	--
Totals	\$161,616.96	\$475,909.85	\$133,946.19	\$420,256.25	\$152,990.91	\$198,225.84

Schedule B-8 (Continued)

Special Gifts

Statement of Receipts, Disbursements, Transfers and Balances

<u>Federal Grants</u>	<u>Balance</u> <u>July 1, 1962</u>	<u>Transfers</u> <u>In</u>	<u>Receipts</u>	<u>Transfers</u> <u>Out</u>	<u>Disbursements</u>	<u>Balance</u> <u>June 30, 1963</u>
U.S. Atomic Energy Commission AT(30-1)3229	\$ --	\$	\$ 4,910.85	\$ 640.35	\$ --	\$ 4,270.50
U.S. Atomic Energy Commission AT(30-1)1378(51)	26.72		--	26.72	--	--
U.S. Atomic Energy Commission 30-1(3003)	4,471.54		11,550.00	1,925.00	8,956.71	5,139.83
U.S. Atomic Energy Commission Equipment	27.80		--	27.80	--	--
U.S. Atomic Energy Commission (30-1)2736	2,980.24		--		2,925.71	54.53
U.S. Department of Agriculture #12-14-100-258	1,724.16		12,501.46		13,471.92	753.70
U.S. Department of Agriculture Forest Service	12.20		1,850.00		794.88	1,067.32
U.S. Department Economics Research Service	622.68		7,828.00		5,978.01	2,472.67
U.S. Air Force Office of Scientific Research #61-28	12,643.17		--		11,599.40	1,043.77
U.S. Air Force Office of Scientific Research #62-202	15,462.16		--		15,406.49	55.67
U.S. Army Ordnance G-64	5,544.53		--		4,017.44	1,527.09
U.S. Army GML-912	2,061.42	104.91	3,530.22	5,591.64	104.91	--
U.S. Department of Agriculture 5319-(33)	1,300.00	1,200.00	2,500.00	1,200.00	2,473.00	1,325.00
U.S. Air Force Office of Scientific Research #212-63	--	200.00	15,300.00	1,834.00	1,576.47	12,089.53
U.S. Air Force Office of Scientific Research #218-63	--		23,280.00	3,880.00	1,392.72	18,007.28
U.S. Air Force Office of Scientific Research #404-63	--	5,000.00	25,523.00	9,234.00	6,053.62	15,215.38
U.S. Air Force #19-628-2486	--	9,000.00	2.80		8,310.50	692.30
U.S. Air Force Office of Scientific Research #168-63	--		22,560.00	3,760.00	690.75	18,109.25
U.S. Air Force 01(611)-1178	--		3,294.18		3,294.18	--
U.S. Army DA-19-035-A1-3608	--		3,664.55		3,664.55	--
U.S. Navy - Nonr-3357-01	2,624.57	24,000.00	27,887.13	27,887.13	24,423.50	2,201.07
U.S. Navy- Nonr-3357-02	3,000.00	3,000.00	2,595.74	2,595.74	3,132.66	2,867.34
U.S. Navy - Nonr-3357-03	--	9,000.00	3,178.68	3,178.68	7,836.24	1,163.76
U.S. Navy - Nonr-3357-04	--	3,000.00	--		1,841.52	1,158.48
U.S. Navy - N-61339-1303	--	15,000.00	1,709.39	1,709.39	13,735.44	1,264.56
U.S. Navy - Nobs 78343	446.11		13,074.85	13,079.73	441.23	--
U.S. Office of Civil Defense -05-62-340	--		750.00		750.00	--
U.S. Department of Interior 14-16-008-632	--	4,250.00	2,500.00	2,500.00	4,170.29	79.71
U.S. Office of Civil Defense -05-62-360	--		770.00		770.00	--
Peace Corps (w)-150	--	114,587.36	150,092.24	130,531.61	134,147.99	--
Peace Corps (w)-150-overhead	--	18,875.29	--		--	18,875.29
National Academy of Science - Chemical Notations	807.59		1,512.83		1,495.91	824.51
U.S. Department of Agriculture Forest Service 12-11-007-19036	--		2,500.00		2,088.65	411.35
National Institutes of Health Facilities RC-112	2.14		8,832.00		8,832.47	1.67
National Institutes of Health Facilities RC-144	11.22		--		--	11.22
U.S. Office of Education P.L.-87-276	--		11,905.00		1,800.00	10,105.00
U.S. Air Force Office of Scientific Research #60-2	163.59		--	163.59	--	--
Sub-Totals	\$ 53,933.84	\$ 207,217.56	\$ 365,602.92	\$ 209,785.38	\$ 296,179.16	\$ 120,789.78

Schedule B-8 (Continued)

Special Gifts

Statement of Receipts, Disbursements, Transfers and Balances

	Balance July 1, 1962	Transfers In	Receipts	Transfers Out	Disbursements	Balance June 30, 1963
	\$	\$	\$	\$	\$	\$
<u>Research and Training Grants</u>						
<u>National Institutes of Health</u>						
M-1061-C5	3,060.01	3.48	--	29.28	3,034.21	--
M-1061-C6	--	29.28	13,533.00	1,768.82	8,114.17	3,679.29
M-1293-C5	1,628.77	68.68	330.00	529.94	1,497.51	--
M-1293-C6	--	529.94	20,693.00	2,776.07	13,855.89	4,590.98
M-02620-04	-501.78	1,448.96	8,090.00	2,464.51	6,572.67	--
M-2620-C2	734.93	109.99	--	844.92	--	--
MH-02620-05	--	799.30	3,906.00	743.22	533.64	3,428.44
M-3803-C1	1,062.08	--	--	--	946.58	115.50
M-4164-C1	306.90	105.64	--	812.54	-400.00	--
M-04164-03	--	812.54	4,291.00	664.98	4,438.56	--
M-4392-C1	3,585.30	66.87	--	516.01	3,136.16	--
M-4392-C2	--	516.01	10,062.00	1,379.31	2,454.49	6,744.21
M-4201-C1	2,352.22	21.83	7,060.00	1,087.37	8,346.68	--
M-04201-03	--	1,167.37	7,062.00	1,943.83	5,201.28	1,084.26
M-5631A	3,205.59	7.95	--	--	3,213.54	--
MH-07178-01	--	--	6,964.00	1,161.00	2,794.49	3,008.51
M-7315-01	--	--	3,910.00	510.00	1,874.50	1,525.50
MH-07630-01	--	4,500.00	2,618.00	269.00	136.45	6,712.55
2M-6244-C6	4,759.21	91.42	--	3,650.63	1,200.00	--
2M-6244-C7	--	5,003.41	61,578.00	4,601.42	55,613.02	6,366.97
2M-6400-C5	2,744.00	10.03	--	136.90	2,617.13	--
2M-6400-C6	--	136.90	20,798.00	1,551.14	14,271.71	5,112.05
MF-12581-C1	--	--	250.00	--	157.80	92.20
MF-12601-C1	--	--	252.00	--	252.00	--
MF-17429	--	--	488.00	--	488.00	--
MF-17429-02	--	--	5,000.00	--	2,667.82	2,332.18
MPM-17540-C1	--	.56	5,500.00	--	3,341.40	2,159.16
RM-18437	--	--	3,699.00	--	3,699.00	--
GPM-18923	--	--	500.00	--	222.08	277.92
GM-19716-01	--	1,000.00	4,634.00	1,000.00	1,213.34	3,420.66
GM-11071-01	--	3,000.00	3,706.00	3,359.00	1,656.05	1,690.95
MPM-17875	--	--	500.00	--	231.57	268.43
MPM-18624	--	--	498.00	--	--	498.00
MF-17540	47.21	--	--	.56	46.65	--
A-1266-C5	1,975.85	123.80	--	949.16	1,150.49	--
A-1266-C6	--	949.16	21,160.00	2,883.80	9,250.33	9,975.03
AI-00742-08	4,571.02	4,404.61	18,514.50	8,620.78	16,155.43	2,713.92
AI-00742-09	--	--	7,973.00	1,235.00	2,026.77	4,711.23
AI-04953-01	5,316.00	--	18,345.00	2,391.00	16,265.45	5,004.55
AI-04953-02	--	--	5,617.00	936.00	785.40	3,895.60
AI-64291-02	--	2,109.06	20,920.97	4,737.23	14,554.45	3,738.35
AI-07110-01	--	2,500.00	4,738.00	618.00	6,155.78	464.22
AI-01442-08	--	3,759.77	4,260.00	1,336.63	1,990.00	4,693.14
AM-06430-01	--	2,250.00	9,361.00	3,471.00	4,731.56	3,408.44
B-3675	2,224.86	73.48	5,488.00	1,276.71	6,509.63	--
B-3827	2,246.73	--	8,859.00	1,146.00	8,721.25	1,238.48
NB-03827-02	--	--	2,131.00	355.00	784.01	991.99
CY-5478	7,618.11	168.64	--	1,292.91	6,493.84	--
CA-5478-02	--	1,292.91	18,113.00	2,531.64	12,703.76	4,170.51
C-4052-C3	1,302.20	3.90	--	31.50	1,274.60	--
CA-4052-05	--	31.50	4,847.00	636.11	2,261.94	1,980.45
RG-5921-C3	5,279.13	159.42	--	1,223.25	4,215.30	--
GM-5921-05	--	1,223.25	20,930.00	2,889.42	15,112.85	4,150.98
RG-6377-C3	190.76	1,661.97	8,319.00	2,764.79	7,406.94	--
RG-6377-C2	891.36	133.95	--	1,025.31	--	--
C-6384	2,367.65	49.35	5,842.00	1,140.38	7,118.62	--
CA-06384-02	--	3,498.38	6,240.00	4,223.06	5,217.96	297.36
E-4291 & S1	14,162.04	22.22	3,570.00	3,524.06	14,230.20	--
RG-8776	9,159.80	365.17	--	1,516.35	8,008.62	--
RG-9706	4,011.00	--	13,881.00	1,800.00	6,422.44	9,669.56
CA-06620-01	--	--	15,658.00	2,042.00	8,553.71	5,062.29
GM-08776-02	--	1,516.35	22,215.00	3,056.78	13,316.06	7,358.51
EF-11	3,774.35	111.94	--	858.20	3,028.09	--
EF-00011-02	--	858.20	12,420.00	1,731.94	7,538.66	4,007.60
EF-99-(C-3)	4,462.82	--	9,082.00	1,396.18	12,148.64	--
EF-00099-05	--	410.18	9,155.00	979.00	5,948.26	2,637.92
EF-100	6,802.74	--	15,920.00	6,470.00	16,040.79	211.95
EF-00121-04	--	22.26	12,708.00	1,660.90	5,020.25	6,049.11
EF-100-02	--	5,000.00	5,775.00	875.00	5,944.66	3,955.34

Schedule B-8 (Continued)

Special Gifts

Statement of Receipts, Disbursements, Transfers and Balances

	Balance July 1, 1962	Transfers In	Receipts	Transfers Out	Disbursements	Balance June 30, 1963
<u>Research and Training Grants (Cont.)</u>						
<u>National Institutes of Health</u>						
EF-121(C2)	\$ 888.71	\$ 2.90	\$ --	\$ 22.26	\$ 869.35	\$ --
GM-6377-05	--	1,048.05	5,751.00	898.70	2,113.83	3,786.52
EF-562-C7	68.75	11.14	--	--	--	79.89
EF-E-742-C6	334.45	70.16	--	404.61	--	--
2E-226	--	--	9,584.00	710.00	6,910.43	1,963.57
NB-03675-02	--	560.71	4,699.00	686.14	1,661.99	2,911.58
OH-00140-01	--	--	17,250.00	2,250.00	5,830.94	9,169.06
E-1442-C6	4,021.08	490.40	4,082.00	4,291.77	4,301.71	--
WP-208-C1	4,421.47	--	2,412.00	314.00	6,503.37	16.10
Sub-Totals	\$109,075.32	\$54,312.99	\$551,742.47	\$115,003.02	\$438,706.75	\$161,421.01
<u>National Science Foundation</u>						
<u>National Science Foundation Fellowship</u>						
	941.66	--	6,796.00	--	3,701.66	4,036.00
<u>National Science Foundation</u>						
G-7114	1,005.84	--	1,500.00	210.86	2,294.98	--
G-11380	.98	.20	--	--	1.18	--
G-13128	291.81	--	2,500.00	689.78	2,102.03	--
G-13271	2,688.50	--	--	352.00	2,336.50	--
G-13402	1,162.39	207.37	--	--	1,369.76	--
G-14142	297.11	59.42	--	--	356.53	--
G-14652	8,148.83	399.86	4,000.00	--	12,548.69	--
G-15701	81.81	5.53	--	--	87.34	--
G-17650	5,754.79	--	4,200.00	1,433.52	8,521.27	--
G-17662	4.24	15.41	--	--	19.65	--
G-17998	8,820.12	--	8,900.00	7,029.14	10,690.98	--
G-18013	4,482.87	--	--	1,358.87	3,124.00	--
G-18632	6,815.79	--	6,000.00	5,893.62	6,922.17	--
G-18872	12,817.55	--	--	3,307.68	9,509.87	--
G-19506	9,864.15	--	14,900.00	15,812.32	8,951.83	--
G-19534	2,192.15	--	5,800.00	3,139.74	4,852.41	--
G-19945	9,953.22	--	12,000.00	13,390.81	8,562.41	--
G-20459	3,401.94	--	1,000.00	432.81	3,969.13	--
G-20861	397.88	--	--	143.83	254.05	--
G-21845	15,397.21	--	--	557.21	14,840.00	--
G-22118	650.72	--	14,063.02	5,264.28	9,449.46	--
G-23321	3,921.88	351.80	6,000.00	--	10,273.68	--
G-21001	3,492.90	--	--	251.61	3,241.29	--
G-21548	2,540.00	34.88	--	--	2,574.88	--
G-21593	4,859.80	179.69	75.00	--	5,114.49	--
G-21640	4,875.72	1,021.20	--	--	5,896.92	--
G-22764	--	--	7,260.00	1,734.16	5,525.84	--
G-23542	--	--	11,500.00	2,944.15	8,555.85	--
G-23783	3,963.00	--	11,400.00	2,083.99	13,279.01	--
G-24794	--	1,970.00	11,825.00	--	--	13,795.00
GB-61	--	--	6,000.00	1,741.09	4,258.91	--
GB-182	--	--	12,800.00	5,261.98	7,538.02	--
GB-314	--	--	7,000.00	2,337.21	4,662.79	--
GP-504	--	--	12,300.00	10,146.67	2,153.33	--
GB-185	--	--	5,000.00	2,511.12	2,488.88	--
G-18392	1,970.00	--	--	1,970.00	--	--
GA-21	--	--	5,904.30	3,217.89	2,686.41	--
GE-340	--	--	1,660.00	1,515.92	144.08	--
GB-740	--	--	2,800.00	600.00	2,200.00	--
G-13935	5,042.95	--	--	775.00	4,267.95	--
GE-1394	--	2,747.00	--	--	2,747.00	--
National Science - Cash Receipts	--	77,176.73	--	--	--	77,176.73
<u>National Science Foundation</u>						
GB-1062	--	200.00	--	--	200.00	--
GB-1151	--	--	--	--	--	--
Sub-Totals	\$125,837.81	\$ 84,369.09	\$183,183.32	\$ 96,107.26	\$202,275.23	\$ 95,007.73
Total - Special Gifts	\$480,922.18	\$836,571.26	\$1,321,114.39	\$853,876.91	\$1,188,420.84	\$596,310.08
Total - Scholarships	\$ 30,458.25	\$ 14,761.77	\$ 86,639.49	\$ 12,725.00	\$ 98,268.79	\$ 20,865.72
Total - Industrial Grants	161,616.96	475,909.85	133,946.19	420,256.25	152,990.91	198,225.84
Total - Federal Grants	288,846.97	345,899.64	1,100,528.71	420,895.66	937,161.14	377,218.52
	\$480,922.18	\$836,571.26	\$1,321,114.39	\$853,876.91	\$1,188,420.84	\$596,310.08

Schedule B-9

Capital Outlay Appropriations

<u>Name & Account No.</u>	<u>Total Appropriations</u>	<u>Expenditures</u>		<u>Reverted to State Treasurer</u>	<u>Balance of Approp. June 30, 1963</u>
		<u>Previous Year</u>	<u>Current Year</u>		
8157-91 Addition to Library Books	\$ 100,000.	\$ 99,989.69	\$ ---	\$ ---	\$ 10.31
8262-12 Land Purchase	371,000.	44,527.14	235,443.54	---	91,029.32
8259-52 Purchase & Installation of Certain Equip.	100,000.	99,306.06	435.51	18.23	240.20
8063-19 Acquisition of Property	300,500.	---	140,500.00	---	160,000.00
8363-07 Repairs and Improvements	50,000.	---	6,172.67	---	43,827.33
8363-08 Improvements to Roads & Sidewalks	100,000.	---	15,734.26	---	84,265.74
8363-09 Repairs & Improvements to Dormitories	300,000.	---	200,206.74	---	99,793.26
8363-10 Administrative and Maintenance Equipment	60,000.	---	43,231.32	---	16,768.68
8363-11 Equipment-Classroom and Laboratory	150,000.	---	79,142.47	---	70,857.53
8363-12 Purchase of Educational Reference Material	100,000.	---	79,855.83	---	20,144.17
Totals	\$1,631,500.	\$243,822.89	\$800,722.34	\$ 18.23	\$586,936.54

Schedule C

Analysis of General Maintenance Appropriation
by Subsidiary Accounts

Code No.	Subsidiary Accounts	Appropriation	Available for Expenditures	Total Exp. and Encumbrances	Balance of Approp. June 30, 1963
01	Salaries, Permanent Positions	\$ 7,855,000.00	\$ 7,855,000.00	\$ 7,853,700.24	\$ 1,299.76
02	Salaries, Other	975,000.00	975,000.00	967,420.57	7,579.43
03	Services, Non-Employees	702,000.00	702,000.00	701,888.94	111.06
04	Food for Persons	2,400.00	2,400.00	2,399.07	.93
05	Clothing	1,000.00	1,000.00	989.44	10.56
06	Housekeeping Supplies & Exp.	50,000.00	50,000.00	49,969.61	30.39
07	Lab., Med. & General Care	4,500.00	4,500.00	4,498.07	1.93
08	Heat & Other Plant Op.	616,000.00	616,000.00	615,999.95	.05
09	Farm and Grounds	75,000.00	75,000.00	74,999.82	.18
10	Travel & Auto. Expenses	83,000.00	83,000.00	83,000.00	---
11	Advertising & Printing	55,000.00	55,000.00	54,998.06	1.94
12	Repairs, Alterations & Add.	244,000.00	244,000.00	243,999.87	.13
13	Special Supplies & Exp.	291,622.00	291,622.00	291,462.43	159.57
14	Office & Admin. Exp.	169,000.00	169,000.00	168,336.45	663.55
15	Equipment	---	---	---	---
16	Rentals	807,000.00	807,000.00	807,000.00	---
18	Special Outlay	1,378.00	1,378.00	1,378.00	---
Totals		\$11,931,900.00	\$11,931,900.00	\$11,922,040.52	\$ 9,859.48 *
<u>Other Maintenance:</u>					
3304-44	Inland Fish & Game	8,100.00	8,100.00	7,932.59	167.41 *
1350-21	Research with Federal Grants	129,317.43	46,543.79	40,612.72	88,704.71 **
1350-35-14	Entertainment of Distinguished Visitors	2,000.00	2,000.00	2,000.00	---
1350-36-16	Rental Fee - President's House	1,200.00	1,200.00	1,200.00	---
1350-38	Employment of Personnel - Medical School	100,000.00	35,000.00	1,514.77	98,485.23 ***
1350-96-13	For Certain Scholarships	25,000.00	25,000.00	25,000.00	---
3850-01-13	University of Mass. Scholarships	50,000.00	50,000.00	46,203.00	3,797.00 *

* Balance reverted to State Treasurer

** \$88,704.71 carried forward to 1964

*** Carried forward as a Special Appropriation for 1964

Schedule D

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

	<u>State</u>	<u>Federal</u>	<u>Total</u>	<u>% of Total</u>
Administration	\$ 785,445.54	\$ ---	\$ 785,445.54	6.0
Instruction	6,531,370.93	192,121.36	6,723,492.29	51.1
Extension Service	517,900.54	549,712.91	1,067,613.45	8.1
Experiment Station	848,373.05	498,137.43	1,346,510.48	10.2
Control Services	388,026.39	---	388,026.39	3.0
Operation of Plant	2,850,924.07	---	2,850,924.07	21.6
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Totals	\$11,922,040.52	\$1,239,971.70	\$13,162,012.22	100.0
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Schedule E

State General Maintenance Appropriation

Comparative Statement of Expenditures
by Budgetary Divisions

Division	1961		1962		1963	
	Amounts	% of Total	Amounts	% of Total	Amounts	% of Total
Administration	\$ 428,008.58	4.2	\$ 561,773.53	5.0	\$ 785,445.54	6.6
Instruction	5,487,000.28	54.3	6,147,845.00	54.7	6,531,370.93	54.8
Extension Service	483,709.66	4.8	484,944.62	4.3	517,900.54	4.3
Experiment Station	777,134.87	7.7	850,136.77	7.6	848,373.05	7.1
Control Services	410,966.91	4.1	408,713.29	3.6	388,026.39	3.3
Operation of Plant	2,433,124.30	24.1	2,794,354.99	24.8	2,850,924.07	23.9
Boarding Halls	85,325.42	.8	---	--	---	--
Totals	\$10,105,270.02	100.0	\$11,247,768.20	100.0	\$11,922,040.52	100.0

By Subsidiary Accounts

<u>Code No.</u>	1961	1962	1963
01 Salaries	\$ 6,839,781.77	\$ 7,424,143.18	\$ 7,853,700.24
02 Salaries, Other	690,628.58	854,080.04	967,420.57
03 Services, Non-Employees	425,855.61	562,407.13	701,888.94
04 Food	41,806.01	4,898.70	2,399.07
05 Clothing	777.54	2,135.51	989.44
06 Housekeeping Supplies and Expenses	39,997.24	42,975.35	49,969.61
07 Lab., Medical & General Care	8,635.87	3,974.50	4,498.07
08 Heat and Other Plant Op.	480,954.79	506,680.97	615,999.95
09 Farm and Grounds	71,817.96	76,942.01	74,999.82
10 Travel & Auto. Expenses	77,998.13	79,000.00	83,000.00
11 Advertising & Printing	42,526.47	44,285.16	54,998.06
12 Repairs, Alterations & Add.	199,734.29	284,634.86	243,999.87
13 Special Supplies & Exp.	208,814.52	278,469.79	291,462.43
14 Office & Admin. Expenses	131,663.66	145,289.90	168,336.45
15 Equipment	83,480.81	165,251.10	---
16 Rentals	759,215.77	770,600.00	807,000.00
18 Special Outlay	1,581.00	2,000.00	1,378.00
Totals	\$10,105,270.02	\$11,247,768.20	\$11,922,040.52

Schedule F

State General Maintenance Appropriation
 Summary of Expenditures by Budgetary Divisions and Subidiary Accounts

Code No.	Administration	Instruction	Extension	Exp. Station	Control	Operation of Plant	Totals	
01	Salaries, Perm.	\$415,607.20	\$5,118,974.07	\$460,147.09	\$625,929.75	\$310,874.31	\$ 922,167.82	\$ 7,853,700.24
02	Salaries, Other	52,627.29	399,333.68	36,827.98	141,134.41	32,900.72	304,596.49	967,420.57
03	Services, Non-E.	71,251.29	551,770.48	6,687.94	16,230.20	15,975.49	39,973.54	701,888.94
04	Food	196.25	2,202.82	---	---	---	---	2,399.07
05	Clothing	---	19.73	---	377.74	---	591.97	989.44
06	Housekeeping Sup.	---	8,488.78	---	241.29	.33	41,239.21	49,969.61
07	Lab., Med. & Gen. Care	65.71	4,395.76	---	---	---	36.60	4,498.07
08	Heat and Other	200.00	---	---	40.00	---	615,759.95	615,999.95
09	Farm & Grounds	467.39	47,447.86	---	22,881.22	316.80	3,886.55	74,999.82
10	Travel & Auto.	5,819.07	39,606.59	9,209.25	8,701.20	9,768.35	9,895.54	83,000.00
11	Advertising & Prtg.	29,062.77	18,042.15	1,684.00	4,408.98	1,222.77	577.39	54,998.06
12	Repr., Alt. & Add.	5,529.25	28,164.79	769.50	12,089.13	591.09	196,856.11	243,999.87
13	Special Supp. & Exp.	16,686.50	251,204.10	481.98	6,663.26	14,972.03	1,454.56	291,462.43
14	Office & Admin.	112,915.98	46,292.55	2,092.80	2,807.60	1,404.50	2,823.02	168,336.45
15	Equipment	---	---	---	---	---	---	---
16	Rentals	73,638.84	15,427.57	---	6,868.27	---	711,065.32	807,000.00
18	Special Outlay	1,378.00	---	---	---	---	---	1,378.00

Totals \$785,445.54 \$6,531,370.93 \$517,900.54 \$848,373.05 \$388,026.39 \$2,850,924.07 \$11,922,040.52

Schedule G

1962-1963 Fiscal Year Expenditure Report
By Budget Divisions

Dept. Code		<u>State Funds</u>	<u>State Funds</u>	<u>Other Funds</u>	Net Total
		Salaries and Wages	Other Expenditures	Salaries and Wages*	
A	<u>Executive Order:</u>				
A 11	Trustees	\$ ---	\$ 2,217.52	\$ ---	\$ 2,217.52
A 12	President's Office	37,606.41	13,332.55	---	50,938.96
A 13	Secretary's Office	18,273.75	---	48,238.75	66,512.50
A 14	Alumni Office	11,030.50	393.65	---	11,424.15
A 15	Publications Office	30,273.48	26,283.62	---	56,557.10
A 16	Centennial Office	10,441.00	218.15	358.15	11,017.30
A 17	Institutional Studies	22,419.78	1,860.06	---	24,279.84
	Totals	130,044.92	44,305.55	48,596.90	222,947.37
B	<u>Financial Management</u>				
B 11	Financial Management	267,764.58	92,007.24	16,944.66	376,716.48
C	<u>Business Management</u>				
C 11	Business Management	75,099.71	1,693.14	521.25	77,314.10
C 12	Housing	15,970.52	137.05	---	16,107.57
	Totals	91,070.23	1,830.19	521.25	93,421.67
D 11	Construction & Maintenance	49,633.26	---	240.00	49,873.26
E	<u>Provost's Office</u>				
E 11	Provost's Office	70,294.27	6,296.56	---	76,590.83
E 12	Admissions & Registrar	89,618.54	12,314.69	535.60	102,468.83
E 14	Educational Radio	2,331.15	---	---	2,331.15
E 15	Computer Center	8,977.57	1,096.71	12,980.87	23,055.15
	Totals	171,221.53	19,707.96	13,516.47	204,445.96
F	<u>Student Personnel</u>				
F 21	Dean of Students	22,472.10	1,401.51	---	23,873.61
F 22	Dean of Men	78,515.44	1,287.83	2,728.30	82,531.57
F 23	Dean of Women	104,214.82	1,095.38	---	105,310.20
F 24	Placement Office	50,367.88	4,099.84	---	54,467.72
F 26	Guidance Service	35,631.73	4,492.63	62.53	40,186.89
F 27	Faculty Proctors	22,603.94	---	---	22,603.94
F 28	Testing & Counseling	19,503.77	---	---	19,503.77
F 29	Housing Office	11,192.50	84.50	---	11,277.00
	Totals	344,502.18	12,461.69	2,790.83	359,754.70
G	<u>Library</u>				
G 11	Library	269,406.78	118,579.48	---	387,986.26
H	<u>Audio Visual</u>				
H 11	Audio Visual	31,473.80	7,473.92	---	38,947.72

Schedule G (Continued)

1962-1963 Fiscal Year Expenditure Report
By Budget Divisions

Dept. Code	State Funds Salaries and Wages	State Funds Other Expenditures	Other Funds Salaries and Wages*	Net Total	
J College of Arts & Sciences:					
J 11	Dean's Office	\$ 55,911.04	\$ 1,719.59	\$ 109.26	\$ 57,739.89
J 12	Economics	80,741.72	850.13	519.00	82,110.85
J 14	English	351,801.55	3,873.94	8,810.57	364,486.06
J 16	German & Russian	105,479.41	824.03	---	106,303.44
J 17	Government	120,394.48	1,671.03	24,483.00	146,548.51
J 18	History	174,770.90	1,733.15	449.23	176,953.28
J 19	Music	44,819.29	3,635.32	---	48,454.61
J 20	Philosophy	36,966.71	417.09	---	37,383.80
J 21	Psychology	110,812.15	6,781.75	171,367.63	288,961.53
J 23	Romance Languages	172,066.24	2,198.21	3,055.69	177,320.14
J 24	Sociology & Anthropology	112,137.34	1,693.65	720.07	114,551.06
J 25	Speech	107,382.56	1,881.22	252.64	109,516.42
J 26	Art	55,462.44	2,425.90	---	57,888.34
J 27	Astronomy	5,676.00	50.30	---	5,726.30
J 32	Microbiology	68,203.22	8,463.87	8,266.22	84,933.31
J 33	Botany	89,380.22	5,221.01	20,023.27	114,624.50
J 34	Chemistry	244,837.92	45,377.18	178,833.43	469,048.53
J 36	Geology	99,089.45	10,092.80	14,706.34	123,888.59
J 37	Mathematics	198,745.70	2,244.34	11,635.00	212,625.04
J 38	Physics	135,713.89	3,366.00	13,621.28	152,701.17
J 39	Zoology	178,817.76	20,900.58	107,436.96	307,155.30
Totals		2,549,209.99	125,421.09	564,289.59	3,238,920.67
K College of Agriculture: (Instruction)					
K 01	Dean of College of Agriculture	34,940.75	2,483.86	---	37,424.61
K 02	Agric. Communications	6,038.25	---	---	6,038.25
K 03	Agric. & Food Economics	52,904.63	1,087.45	---	53,992.08
K 04	Agric. Engineering	51,142.94	3,366.98	---	54,509.92
K 05	Agronomy	40,591.25	430.40	---	41,021.65
K 06	Dairy & Animal Science	138,317.84	42,977.29	47.05	181,342.18
K 07	Entomology & Plant Pathology	60,035.19	1,622.98	1,059.87	62,718.04
K 08	Farm Service	51,247.02	2,409.67	737.00	54,393.69
K 09	Horticulture	75,135.14	6,610.03	---	81,745.17
K 10	Food Technology	67,151.73	2,169.09	14.00	69,334.82
K 11	Forestry	68,852.00	3,013.47	630.96	72,496.43
K 12	Landscape Architecture	79,111.31	1,595.87	---	80,707.18
K 15	Poultry	32,574.61	6,849.75	---	39,424.36
K 16	Veterinary Science	4,088.25	---	---	4,088.25
Sub-Totals		762,130.91	74,616.84	2,488.88	839,236.63

Schedule G (Continued)

1962-1963 Fiscal Year Expenditure Report
By Budget Divisions

Dept. Code	State Funds Salaries and Wages	State Funds Other Expenditures	Other Funds Salaries and Wages*	Net Total	
K College of Agriculture (Cont.)					
(Extension Service)					
K 21	Director's Office	\$ 57,205.91	\$ 56.38	\$166,823.40	\$224,085.69
K 22	Agric. Communications	38,253.28	2,286.71	24,394.36	64,934.35
K 23	Agric. & Food Economics	53,482.64	3,850.13	84,169.81	141,502.58
K 24	Agric. Engineering	25,139.00	833.82	15,362.35	41,335.17
K 25	Agronomy	24,037.23	362.06	2,938.52	27,337.81
K 26	Dairy & Animal Science	48,086.65	1,714.91	62.90	49,864.46
K 28	Cranberry Station	9,342.35	252.13	536.97	10,131.45
K 29	Entomology & Plant Pathology	18,578.32	134.16	5,367.25	24,079.73
K 30	Horticulture	40,154.90	1,230.26	3,497.00	44,882.16
K 31	Food Technology	11,528.75	374.35	17,732.87	29,635.97
K 32	Forestry	16,444.79	110.49	6,737.50	23,292.78
K 33	4-H	19,624.15	908.55	28,579.95	49,112.65
K 34	Home Economics	66,176.36	1,413.57	35,564.00	103,153.93
K 35	Landscape Architecture	6,783.25	126.54	245.30	7,155.09
K 38	Poultry	9,993.25	446.09	13,858.00	24,297.34
K 39	Veterinary Science	16,568.25	137.38	---	16,705.63
K 40	Waltham Field Station	42,263.93	---	5,200.00	47,463.93
Sub-Totals		503,663.01	14,237.53	411,070.18	928,970.72
(Experiment Station)					
K 51	Director's Office	26,903.94	1,087.46	14,743.25	42,734.65
K 52	Agric. Communications	13,030.75	10.37	---	13,041.12
K 53	Agric. Economics	31,528.80	3,393.45	47,925.44	82,847.69
K 54	Agric. Engineering	24,727.11	1,492.32	23,615.05	49,834.48
K 55	Agronomy	48,110.75	3,665.70	33,048.97	84,825.42
K 56	Dairy & Animal Science	85,098.14	237.57	35,623.52	120,959.23
K 57	Bacteriology	24,021.48	498.26	33,996.81	58,516.55
K 60	Cranberry Station	62,687.89	3,238.45	32,592.09	98,518.43
K 62	Entomology & Plant Pathology	55,475.05	336.29	41,582.61	97,393.95
K 63	Farm Service	67,474.67	19,413.58	695.79	87,584.04
K 64	Horticulture	81,894.19	5,114.54	31,420.36	118,429.09
K 65	Food Technology	26,239.00	246.38	79,736.75	106,222.13
K 66	Forestry	33,058.50	888.69	29,144.88	63,092.07
K 67	Home Economics	---	---	3,603.27	3,603.27
K 71	Poultry	43,797.51	13,563.25	18,918.00	76,278.76
K 72	Veterinary Science	43,891.93	1,293.31	39,101.51	84,286.75
K 73	Waltham Field Station	115,093.65	10,599.07	13,980.60	139,673.32
K 75	Feed & Fertilizer	261.00	---	---	261.00
Sub-Totals		783,294.36	65,078.69	479,728.90	1,328,101.95

Schedule G (Continued)

1962-1963 Fiscal Year Expenditure Report
By Budget Divisions

Dept. Code		State Funds Salaries and Wages	State Funds Other Expenditures	Other Funds Salaries and Wages*	Net Total
K	<u>College of Agriculture (Cont.)</u> (Control Service)				
K 80	Administration	\$ 2,531.50	\$ ---	\$ ---	\$ 2,531.50
K 81	Seed Control Laboratory	33,757.75	666.07	---	34,423.82
K 82	Dairy Cattle	14,890.61	868.39	---	15,759.00
K 84	Feed, Fertilizer & Dairy	73,534.10	6,254.52	---	79,788.62
K 85	Entomology & Plant Pathology	42,450.19	2,927.92	22.00	45,400.11
K 86	Veterinary Science	157,065.02	17,551.47	657.70	175,274.19
K 87	Waltham Field Station	35,521.35	7.50	---	35,528.85
	Sub-Totals	359,750.52	28,275.87	679.70	388,706.09
	College of Agriculture Totals	\$2,408,838.80	\$182,208.93	\$893,967.66	\$3,485,015.39
L	<u>School of Business Administration:</u>				
L 11	Dean of Business Admin.	31,046.03	3,890.26	---	34,936.29
L 12	Accounting	53,764.36	464.74	166.65	54,395.75
L 13	General Business & Finance	58,815.35	304.52	50.00	59,169.87
L 14	Management	39,292.67	208.79	---	39,501.46
L 15	Marketing	26,203.82	53.80	10,387.00	36,644.62
	Totals	209,122.23	4,922.11	10,603.65	224,647.99
M	<u>School of Engineering:</u>				
M 11	Dean of Engineering	46,738.90	299.37 Cr.	31,172.00	77,611.53
M 12	Chemical Engineering	52,194.56	7,860.12	709.50	60,764.18
M 13	Civil Engineering	109,223.70	2,371.16	18,916.26	130,511.12
M 14	Mechanical Engineering	187,792.55	9,551.33	22,331.78	219,675.66
M 15	Electrical Engineering	129,927.03	4,896.40	---	134,823.43
	Totals	525,876.74	24,379.64	73,129.54	623,385.92
N	<u>School of Home Economics:</u>				
N 11	Home Economics	111,108.90	7,322.38	26,052.00	144,483.28
O	<u>School of Nursing:</u>				
O 11	School of Nursing	80,129.05	6,183.51	15,752.98	102,065.54
P	<u>School of Physical Education:</u>				
P 11	Dean of Physical Education	133,082.62	17,902.42	---	150,985.04
P 12	Physical Education for Men	128,245.74	7,274.11	18.00	135,537.85
P 13	Physical Education for Women	112,212.37	4,786.24	---	116,998.61
P 14	Athletics	35,596.67	---	256,102.63	291,699.30
P 15	Recreation	22,999.25	1,943.06	---	24,942.31
	Totals	\$432,136.65	\$ 31,905.83	\$256,120.63	\$720,163.11

Schedule G (Continued)

1962-1963 Fiscal Year Expenditure Report
By Budget Divisions

Dept. Code		State Funds Salaries and Wages	State Funds Other Expenditures	Other Funds Salaries and Wages	Net Total
Q 11	School of Education	\$214,087.51	\$ 13,810.20	\$ 4,093.78	\$231,991.49
R	<u>Division of Military Science:</u>				
R 11	Air ROTC	4,877.00	587.14	---	5,464.14
R 12	Army ROTC	16,374.25	292.78	---	16,667.03
	Totals	21,251.25	879.92	---	22,131.17
S 11	Graduate School	154,971.57	4,224.35	47,222.16	206,418.08
T 11	Bureau of Gov't. Research	38,280.90	3,498.53	3,136.07	44,915.50
U 11	Summer School	132,691.16	27.70	94.08	132,812.94
V 11	Student Health	4.50	---	248,306.14	248,310.64
W 11	Public Health	18,236.92	976.17	---	19,213.09
X	<u>Operation of Plant:</u>				
X 12	Material & Supply	---	77,660.41	---	77,660.41
X 14	Material & Supply	---	35,077.29	---	35,077.29
X 16	Hauling Freight - Coal	---	323,222.31	---	323,222.31
X 21	Maintenance & Repairs	368,470.88	54,203.57	67,556.69	490,231.14
X 22	Administration	26,578.49	5,158.56	---	31,737.05
X 23	Campus Security	83,873.38	10,100.66	---	93,974.04
X 24	Custodial	507,398.87	6,011.67	6,676.24	520,086.78
X 25	Grounds	93,175.89	14,787.36	432.00	108,395.25
X 26	Motor Pool	39,821.88	13,326.45	---	53,148.33
X 28	Waltham Utilities	---	13,764.20	---	13,764.20
X 29	E. Wareham Utilities	---	6,676.92	---	6,676.92
X 31	Telephone	4,671.40	8.96	---	4,680.36
X 32	Warehouse	19,665.95	39.35	---	19,705.30
X 33	Power Plant	111,449.86	316,331.33	---	427,781.19
X 34	Campus Planning & Engineering	11,631.25	707,817.18	---	719,448.43
	Totals	1,266,737.85	1,584,186.22	74,664.93	2,925,589.00
Y	<u>Boarding Halls:</u>				
Y 11	Expense	---	---	630,055.97	630,055.97
Y 12	Material & Supply	---	---	676,290.58	676,290.58
	Totals	---	---	1,306,346.55	1,306,346.55

Schedule G (Continued)

1962-1963 Fiscal Year Expenditure Report
By Budget Divisions

Dept. Code		State Funds Salaries and Wages	State Funds Other Expenditures	Other Funds Salaries and Wages	Net Total
Z	<u>Student Union:</u>				
Z 11	General Fund	\$ ---	\$ ---	\$176,299.07	\$176,299.07
Z 12	Food Service Fund	---	---	196,285.08	196,285.08
Z 13	University Store Fund	---	---	77,219.52	77,219.52
Z 14	Recognized Student Organizations	---	---	5,884.96	5,884.96
	Totals	\$ ---	\$ ---	\$455,688.63	\$455,688.63
	Total Depts. A-Z	\$9,517,801.30	\$2,286,312.61	\$4,062,078.50	\$15,866,192.41
400	Other Miscellaneous	---	---	1,456.66	1,456.66
700	Duplicating Supplies	972.79	6,695.94	103.50	7,772.23
800	Contingency Reserve	---	101,120.84	---	101,120.84
900	Reserve Accounts	4,235.66	4,901.38	---	9,137.04
	Totals	5,208.45	112,718.16	1,560.16	119,486.77
	Grand Total	\$9,523,009.75	\$2,399,030.77	\$4,063,638.66	\$15,985,679.18

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

Schedule H

Boarding Halls

Statement of Receipts, Disbursements and Balances

Balance, July 1, 1962		\$ 328,999.84
Receipts:		
Income	\$1,405,057.62	
Less: Student Refunds	90,659.55	
	<hr/>	<hr/>
		1,314,398.07
Net Receipts		\$1,643,397.91
Expenditures:		
Salaries and Wages	\$ 466,722.38	
Food Purchases	574,536.27	
Housekeeping Supplies	20,857.14	
Travel	387.70	
Advertising	200.41	
Repairs	3,520.50	
Office & Administration Expenses	1,167.03	
Equipment	11,079.67	
Rentals	140,000.00	
	<hr/>	
Total Expenditures		1,218,471.10
Balance, June 30, 1963		<hr/> <hr/> \$ 424,926.81

Schedule I

Intercollegiate Athletics

Statement of Receipts, Disbursements and Balances

Balance, July 1, 1962		\$ 71,170.37	
<u>Receipts:</u>			
Student Fees	\$207,006.50		
Other	<u>108,599.14</u>		
		\$315,605.64	
Less:			
Refund of Fees	4,140.75		
Other Refund	<u>---</u>	<u>4,140.75</u>	
Net Receipts			<u>311,464.89</u>
Net Total Available			\$382,635.26
<u>Disbursements:</u>			
Intercollegiate Athletics	\$ 83,776.78		
Intramural and Other Programs	42,740.00		
Athletic Injury Care	9,997.48		
Travel	6,172.69		
Operating Expense	20,749.60		
Contingent	1,112.71		
Capital Outlay	338.83		
Athletic Clothing	2,662.00		
Scholarships	<u>85,561.51</u>		
Total Disbursements			<u>253,111.60</u>
Balance, June 30, 1963			<u>\$129,523.66</u>
<u>Athletic Reserve Account</u>			
Balance, July 1, 1962		\$ 1,154.95	
Interest on Savings Account		<u>44.37</u>	
Balance, June 30, 1963			<u>\$ 1,199.32</u>

Schedule J

Student Health Service

Statement of Receipts, Disbursements and Balances

Balance, July 1, 1962		\$ 50,237.13
Receipts:		
Income	\$261,218.73	
Less: Student Refunds	<u>4,418.60</u>	
		<u>256,800.13</u>
Net Receipts		\$307,037.26
Expenditures:		
Salaries and Wages	\$204,225.48	
Food Purchases	4,712.16	
Clothing	248.75	
Housekeeping Supplies	4,668.39	
Laboratory & Medical Supplies	22,599.39	
Travel	959.76	
Advertising & Printing	818.23	
Repairs	419.55	
Office Supplies	3,956.82	
Equipment	<u>1,226.89</u>	
Total Expenditures		<u>\$243,835.42</u>
Balance, June 30, 1963		<u><u>\$ 63,201.84</u></u>

Schedule K-1

Student Union - University Store Fund

Statement of Income and Expenses

July 1, 1962 to June 30, 1963

	<u>Supplies</u>	<u>Books</u>	<u>Totals</u>
Sales:	\$281,650.54	\$435,508.28	\$717,158.82
Cost of Goods Sold:			
Inventory 7/1/62	58,206.02	69,850.78	128,056.80
Net Purchases	<u>198,968.32</u>	<u>387,588.85</u>	<u>586,557.17</u>
	257,174.34	457,439.63	714,613.97
Less Inventory 6/30/63	<u>65,443.86</u>	<u>91,877.15</u>	<u>157,321.01</u>
Cost of Goods Sold	191,730.48	365,562.48	557,292.96
<hr/>			
Gross Profit on Sales:	\$ 89,920.06	\$ 69,945.80	\$159,865.86
Other Income:			
Post Office			2,166.71
Income from Laboratory Charges			75.40
Miscellaneous Income			<u>36.61</u>
Gross Profit from Operations			\$162,144.58
Less Expenses:			
Permanent Payroll	\$ 68,925.01		
Student Payroll	7,960.63		
Supplies Expense	348.65		
Insurance	1,348.61		
Employees' Group Insurance	697.37		
Depreciation Expense	1,487.33		
Repairs, Maintenance & Additions	988.06		
Telephone & Telegraph	391.53		
Postage & General Transportation	1,110.83		
Advertising	164.30		
Laundry	28.67		
Miscellaneous Expense	2,195.27		
Travel	252.58		
Cash Shortage	373.04		
S. U. Service Charges	<u>4,606.74</u>		<u>\$ 90,878.62</u>
Excess of Income over Expenses			<u><u>\$ 71,265.96</u></u>

Schedule K-2

Student Union - University Store Fund
Balance Sheet - June 30, 1963

<u>ASSETS</u>		<u>LIABILITIES AND CAPITAL</u>	
Cash on Hand	\$ 3,500.00	Sales Tax Payable	\$ 413.57
Cash in Bank	60,594.81	Free Capital	\$252,933.59
Cash in Transit	6,843.53	S. U. Reserve	
Contribution to S. U.		Fund	15,328.43
Reserve Fund	15,328.43	Capital	268,262.02
Accounts Receivable	9,720.17		
Equipment	\$21,136.93		
Less Depreciation	<u>5,769.29</u>		
Inventory 6/30/63	15,367.64		
	157,321.01		
	<hr/>		<hr/>
	\$268,675.59		\$268,675.59
	<hr/> <hr/>		<hr/> <hr/>

Capital Account

Capital Account July 1, 1962	\$221,996.06
Less Transfer to Student Union General Fund	<u>25,000.00</u>
	196,996.06
Excess of Income over Expenses for the Year	<u>71,265.96</u>
Net Worth as of July 1, 1963	<u>\$268,262.02</u>

Schedule K-3

Student Union - Food Service Fund

Statement of Income and Expenses
July 1, 1962 to June 30, 1963

SALES & INCOME

Counter Sales	\$522,566.46	
Catering Sales	55,231.33	
Vending Sales	<u>237.23</u>	
Total Sales	578,035.02	
Miscellaneous Operating Income	2,690.42	
Vending Commissions	697.24	
Cash Overage	<u>56.05</u>	
Total Income		\$581,478.73

COST OF GOODS SOLD

Inventory 7/1/62	\$ 3,578.12	
Food Purchases	<u>247,103.79</u>	
	250,681.91	
Less Cash Discounts	<u>732.91</u>	
	249,949.00	
Inventory 6/30/63	<u>3,466.08</u>	
Cost of Goods Sold		<u>246,482.92</u>
Gross Profit on Sales		\$334,995.81

EXPENSES

Salaries-Permanent Payroll	\$188,630.38	
Salaries-Student Payroll	8,397.13	
Charge for Office Services	4,865.77	
Supplies	23,835.25	
Telephone	522.20	
Repairs, Maintenance & Additions	3,114.64	
Laundry	6,466.92	
China & Silver	4,344.88	
Uniforms	44.53	
Utilities	629.92	
Depreciation Expense	2,512.32	
Employees' Group Insurance	2,086.48	
Travel, Conventions & Education	221.30	
Miscellaneous Expense	<u>43.35</u>	
Total Expenses		<u>245,715.07</u>
Excess of Income over Expenses		<u><u>\$ 89,280.74</u></u>

Schedule K-4

Student Union - Food Service Fund

Balance Sheet - June 30, 1963

<u>ASSETS</u>		<u>LIABILITIES and CAPITAL</u>	
Cash in Bank	\$ 70,428.81	Accounts Payable	\$ 13,790.53
Cash on Hand	900.00	Mass. Old Age Tax Payable	407.60
Cash in Transit	7,667.37	Free Capital	\$102,673.25
Contribution to S.U. Reserve	50,482.47	S.U. Reserve Fund	<u>50,482.47</u>
Accounts Receivable	8,392.47	Capital	153,155.72
Inventory 6/30/63	3,466.08		
Equipment	\$ 33,021.54		
Less Depreciation	<u>7,004.89</u>		
	<u>26,016.65</u>		
	<u>\$167,353.85</u>		<u>\$167,353.85</u>

CAPITAL ACCOUNT

Capital July 1, 1962	\$118,874.98
Transfers to Student Union General Fund	55,000.00
	<u>63,874.98</u>
Excess of Income over Expense for the Year	89,280.74
	<u>\$153,155.72</u>
Net worth as of June 30, 1963	<u>\$153,155.72</u>

Schedule K-5

Student Union General Fund

Statement of Income & Expenditures
July 1, 1962 - June 30, 1963

Income

Student Fees, less Refunds	\$142,687.60	
Student Activities Tax	10,000.00	
Transfer from Food Service	55,000.00	
Transfer from University Store	25,000.00	
Conference Services	106,411.45	
Games Area	33,505.29	
Rentals and Custodial Fees	5,512.58	
Office Services	2,576.90	
Lobby Counter Sales	68,492.64	
Income from Laboratory Charges	3,675.24	
Other Activities	8,249.44	
		<hr/>
Total Income for the Year		\$461,111.14

Expenditures

Administrative	\$ 64,524.26	
Maintenance	59,440.44	
Games Area	27,855.04	
Student Activities	17,460.45	
Conference Services	111,641.88	
Office Service Expenses	2,705.45	
Lobby Counter	67,453.02	
Other Activities	348.11	
Building Rental	100,000.00	
		<hr/>
Total Expenditures for the Year		\$451,428.65

Excess of Income over Expenditures		\$ 9,682.49
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Schedule K-6

Student Union - General Fund
Balance Sheet - June 30, 1963

<u>ASSETS</u>		<u>LIABILITIES AND CAPITAL</u>	
Cash on Hand	\$ 5,050.00	Accounts Payable	\$57,985.60
Cash in Bank	50,541.57	Summer Sess. Activities Fd.	2,414.10
Cash in Transit	14,159.74	Restricted Gifts	700.00
Contribution to S.U. Reserve	35,858.18	Free Capital	\$ 65,190.66
Accounts Receivable	32,759.61	S.U. Reserve Fd.	<u>35,858.18</u>
Lobby Counter Inventory	1,482.71	Capital	101,048.84
Equipment	\$28,428.22		
Less Depr.	<u>6,131.49</u>		
	22,296.73		
	<hr/>		<hr/>
	<u>\$ 162,148.54</u>		<u>\$ 162,148.54</u>

Capital Account

Capital July 1, 1962	\$ 91,366.35
Plus Excess of Income over Expenditures	9,682.49
	<hr/>
New Worth as of June 30, 1963	<u>\$ 101,048.84</u>

Schedule K-7

Student Union Reserve Fund

Balance Sheet - June 30, 1963

<u>ASSETS</u>		<u>RESERVES</u>	
Cash	\$105,275.62	Reserve for Equipment Replacements:	
		Student Union General Fund	\$ 35,858.18
		Student Union Food Service	50,482.47
		S.U. University Store Fund	15,328.43
		Interest	3,606.54
	<hr/>		<hr/>
	\$105,275.62		\$105,275.62
	<hr/> <hr/>		<hr/> <hr/>

Schedule K-8

Recognized Student Organizations

Statement of Receipts, Disbursements and Balances
Year Ending June 30, 1963

Balance July 1, 1962:

First National Bank of Amherst	\$ 7,259.38	
Amherst Savings Bank	<u>53,494.75</u>	
Total:		\$ 60,754.13

Receipts:

Student Fees	\$193,753.60	
Less Refunds	<u>3,683.40</u>	
		190,070.20
Cash Deposits		149,398.48
Transfers	<u>237,187.12</u>	
		<u>576,655.80</u>
Total:		<u>\$637,409.93</u>

Disbursements:

Cash	\$320,686.16	
Transfers	<u>237,187.12</u>	
		\$557,873.28

Balance June 30, 1963:

First National Bank of Amherst	23,880.74	
Amherst Savings Bank	<u>55,655.91</u>	
		<u>79,536.65</u>
Total:		<u>\$637,409.93</u>

Schedule L
Inventory of Land

<u>Location</u>	<u>Acreage</u>	<u>Assessed Valuation June 30, 1963</u>
Amherst	648.9	\$2,566,800.00
Hadley	355.5	120,770.00
Amherst	46.0	500.00
Pelham	.5	100.00
Pelham	1,196.0	20,000.00
Belchertown	218.0	6,350.00
Belchertown	4.0	50.00
Sunderland	726.2	8,000.00
Leverett	28.8	270.00
East Wareham	26.8	11,550.00
Waltham	58.8	92,450.00
South Deerfield	358.1	21,020.00
Nantucket Island	90.0	6,300.00
Total	<u>3,757.6</u>	<u>\$2,854,160.00</u>

Schedule L-1

Inventory of Buildings and Structures

Bldg. No.	Year Constructed	Location	Description	Assessed
				Valuation June 30, 1963
1	1919	Amherst	Adams Hall (Dormitory)	\$ 128,175.00
5	1940	Amherst	Butterfield Hall (Dormitory)	232,598.00
7	1948	Amherst	Berkshire House (Dormitory)	165,266.00
8	1948	Amherst	Hampshire House (Apartment)	165,266.00
9	1948	Amherst	Middlesex House (Dormitory)	163,800.00
10	1948	Amherst	Plymouth House (Dormitory)	165,266.00
11	1948	Amherst	Suffolk House (Apartment)	163,800.00
28	1940	Amherst	Lewis Hall (Dormitory)	177,019.00
30	1935	Amherst	Thatcher House (Dormitory)	193,950.00
38	1869	Amherst	Blaisdell House	4,000.00
39	1928	Amherst	Conklin Garage	7,500.00
40	1928	Amherst	Conklin House)
41	1909	Amherst	David House	) 1,200.00
42	1909	Amherst	David Barn)
43	1923	Hadley	Farm Bungalow #1)
44	1923	Hadley	Farm Bungalow #2)
45	1914	Hadley	Piggery)
46	1927	Hadley	Garage	) 16,070.00
47	1911	Hadley	Barn)
48	1947	Amherst	Brooder House	100.00
49	1947	Amherst	Brooder House	100.00
50	1947	Amherst	Brooder House	100.00
51	1947	Amherst	Brooder House	100.00
52	1914	Amherst	Milkers House	2,100.00
53	1910	Amherst	Harlow House	2,550.00
54	1922	Amherst	Hilton House	9,400.00
55	1922	Amherst	Hilton Garage	300.00
56	1867	Amherst	Mellen's House	1,200.00
57	1884	Amherst	President's House	19,000.00
58	1955	Amherst	Montague House	8,000.00
59	1939	Amherst	Tillson Garage	384.00
60	1926	Amherst	Tillson House	6,714.00
61	1867	Amherst	Homestead House	14,800.00
62	1867	Amherst	Stockbridge House	9,100.00
63	1911	Amherst	Waiting Station (Shelter)	500.00
64	1930	Amherst	Scale House	250.00
65	1961	Amherst	Kiln	2,500.00
70	1929	Amherst	Garage	2,500.00
71	1918	Amherst	Grounds Tool Shed and Garage	245.00
72	1953	Amherst	Animal Isolation Laboratory	98,500.00
73	1957	Amherst	Thayer Laboratory	50,000.00
74	1911	Amherst	Apiary	3,000.00
76	1959	Amherst	Power Supp Facility	3,432,764.00
77	1937	Amherst	Bowditch Lodge	5,400.00
78	1925	Amherst	Cavalary Barns (Storage)	16,500.00
79	1950	Amherst	R. O. T. C. Garage	63,800.00
80	1885	Amherst	Chapel-Classrooms	76,288.00
82	1959	Amherst	Goessmann Laboratory & Classroom	2,896,900.00
83	1907	Amherst	Clark Hall Laboratory & Classroom	) 67,400.00
84	1907	Amherst	Greenhouse)
85	1953	Amherst	Food Service Bldg.	985,300.00
86	1961	Amherst	Food Service Bldg.	504,475.00
87	1903	Amherst	Draper Hall Classrooms	) 296,529.00
88	1947	Amherst	Draper Hall - Storage)
89	1889	Amherst	East Experiment Station Lab.	14,000.00
90	1949	Amherst	Elm Disease Laboratory	23,400.00
75	1951	Amherst	Power Supp Facility	
81	1922	Amherst	Laboratory	

Schedule L-1 (Continued)

Inventory of Buildings and Structures

Bldg. No.	Year Constructed	Location	Description	Assessed Valuation June 30, 1963
91	1949	Amherst	Gunness Laboratory	\$ 374,500.00
92	1950	Amherst	Engineering Classrooms (Elec.)	1,120,753.00
93	1949	Amherst	Engineering Classrooms	118,500.00
94	1915	Amherst	Engineering Shops Labs & Classrooms	28,550.00
95	1933	Amherst	Farley 4-H Lodge	3,500.00
96	1955	Amherst	Durfee Greenhouse	69,684.00
97	1910	Amherst	Fernald Hall - Laboratory	80,000.00
98	1910	Amherst	Fernald Hall Greenhouse	825.00
99	1911	Amherst	Fisher Cold Storage	24,616.00
100	1912	Amherst	Flint Laboratory	210,723.00
101	1930	Amherst	Chenoweth Laboratory	69,966.00
102	1867	Amherst	Forestry - Classrooms & Lab)	5,180.00
103	1867	Amherst	Classrooms & Lab)	
104	1909	Amherst	French Hall - Classrooms & Labs	74,356.00
105	1908	Amherst	French Hall Greenhouse	25,500.00
106	1915	Amherst	Hospital	34,300.00
107	1960	Amherst	Bartlett - Classrooms & Lab	2,181,125.00
108	1931	Amherst	Ravine #1 - Storage	2,150.00
109	1931	Amherst	Ravine #2 - Storage	2,150.00
110	1923	Amherst	Old Paint Shop - Storage	1,574.00
111	1957	Amherst	Machmer Hall - Classrooms	967,578.00
112	1947	Amherst	Marshall Hall - Classrooms)	
113	1915	Amherst	Classrooms & Labs)	68,459.00
114	1896	Amherst	Mathematics - Classrooms	6,000.00
115	1920	Amherst	Memorial Hall - Classrooms	107,425.00
116	1898	Amherst	Munson Hall - Administration)	
117	1899	Amherst	Munson Hall - Administration)	70,127.00
118	1891	Amherst	Hatch - Classrooms & Labs	19,374.00
119	1891	Amherst	Hatch Laboratory	2,000.00
120	1950	Amherst	Paige Laboratory	487,500.00
121	1931	Amherst	Physical Education (Men))	287,500.00
122	1931	Amherst	Physical Education (Men))	
123	1959	Amherst	Physical Education (Women))	1,716,581.00
124	1950	Amherst	Hasbrouck - Classrooms & Labs	501,000.00
125	1907	Amherst	Power Supp Facility	12,000.00
126	1959	Amherst	Public Health - Classrooms & Labs	1,360,800.00
127	1960	Amherst	Morrill Hall - Classrooms & Labs	1,941,020.00
128	1948	Amherst	Skinner Hall - Classrooms & Labs	596,700.00
129	1885	Amherst	South College Administration	100,300.00
130	1912	Amherst	Stockbridge - Classrooms & Lab	417,066.00
132	1960	Amherst	Dickinson Hall - Classroom & Labs	468,105.00
133	1918	Amherst	Power Supp Facility	17,665.00
134	1952	Amherst	Power Supp Facility	263,615.00
135	1959	Amherst	Vegetable Gardening - Classroom & Lab	293,500.00
136	1911	Amherst	Arena)	
137	1929	Amherst	Slaughter House)	38,000.00
138	1931	Amherst	Physical Education - Garage	1,100.00
139	1950	Amherst	Physical Education - Garage)	3,000.00
139	1950	Amherst	Storage)	
140	1945	Amherst	Press Box Athletic	1,000.00
141	1931	Amherst	Ticket Booth Athletic	500.00
142	1921	Amherst	Poultry House	2,450.00
143	1916	Amherst	Poultry House	504.00
144	1917	Amherst	Poultry House	400.00
145	1956	Amherst	Poultry House	800.00

Schedule L-1 (Continued)

Inventory of Buildings and Structures

Bldg. No.	Year Constructed	Location	Description	Assessed Valuation June 30, 1963
146	1955	Amherst	Poultry House	\$ 600.00
147	1956	Amherst	Poultry House	800.00
148	1947	Amherst	Brooder House	100.00
149	1923	Amherst	Poultry House	500.00
150	1923	Amherst	Poultry House	500.00
151	1923	Amherst	Poultry House	500.00
152	1923	Amherst	Poultry House	500.00
153	1957	Amherst	Brooder House	100.00
154	1957	Amherst	Brooder House	100.00
155	1957	Amherst	Brooder House	100.00
156	1939	Amherst	Poultry House	5,300.00
157	1939	Amherst	Storage	3,000.00
158	1947	Amherst	Brooder House	5,000.00
159	1941	Amherst	Storage	1,000.00
160	1959	Amherst	Poultry House	8,000.00
161	1939	Amherst	Poultry House	1,015.00
162	1931	Amherst	Poultry House	300.00
163	1947	Amherst	Brooder House	100.00
164	1947	Amherst	Brooder House	100.00
165	1947	Amherst	Shelters	1,000.00
166	1894	Amherst	Horse Barn	5,000.00
168	1885	Amherst	West Experiment Station Laboratory	27,000.00
169	1906	Amherst	Wilder Hall Classrooms	45,662.00
170	1960	Amherst	Maintenance	627,000.00
171	1934	Amherst	Goodell Library)	
172	1960	Amherst	Goodell Library)	1,940,873.00
173	1960	Amherst	Vegetable Gardening Greenhouse	500.00
174	1928	Amherst	Shop and Garage (Station Service)	2,000.00
175	1928	Amherst	Barn (Station Service)	4,500.00
176	1928	Amherst	Barn (Station Service)	5,000.00
177	1920	Amherst	Horticulture Mfg. Shed	400.00
178	1933	Amherst	Horticulture Mfg. Shed	1,254.00
179	1920	Amherst	Center Storage Shed	800.00
181	1918	Amherst	Tractor Garage	73.00
182	1911	Amherst	Brooder House	3,100.00
183	1912	Amherst	Poultry Classroom	2,700.00
184	1940	Amherst	Poultry House	10,000.00
185	1918	Amherst	Tool Shed	98.00
186	1915	Amherst	Poultry House	50.00
187	1915	Amherst	Shed	100.00
188	1914	Amherst	Poultry House	1,250.00
189	1910	Amherst	Barn)	
190	1910	Amherst	Dairy Barn)	32,211.00
191	1958	Amherst	Silo)	
192	1958	Amherst	Harvestore Silo	2,000.00
193	1941	Amherst	Barn	4,000.00
194	1910	Amherst	Machinery Shop	4,000.00
195	1928	Amherst	Farm Horse Barn	6,194.00
196	1938	Amherst	Dairy Barn	8,000.00
197	1909	Amherst	Dairy Barn	6,500.00
198	1939	Amherst	Young Stock Barn	36,837.00
199	1939	Amherst	Silo	200.00
200	1939	Amherst	Silo	200.00
201	1939	Amherst	Beef Barn Unit - Barn	5,500.00
202	1939	Amherst	Silo	200.00
180	1910	Amherst	Barn	
167	1959	Amherst	Greenhouse	

Schedule L-1 (Continued)

Inventory of Buildings and Structures

Bldg. No.	Year Constructed	Location	Description	Assessed
				Valuation June 30, 1963
203	1939	Amherst	Young Stock Hay Barn	\$ 5,000.00
204	1922	Amherst	Bull Barn	14,041.00
205	1933	Amherst	Barn	500.00
206	1927	Amherst	Sheds	50.00
207	1929	Amherst	Poultry House	200.00
209	1924	Amherst	Brooks Tobacco Shed	3,000.00
210	1957	Amherst	Brooder House	100.00
211	1958	Amherst	Poultry House	2,500.00
212	1958	Amherst	Poultry House	2,500.00
213	1951	Amherst	Comfort Station	20.00
241	1920	Amherst	Garage	3,185.00
242	1951	Amherst	Poultry House	4,127.00
243	1958	Amherst	Poultry House	7,148.00
244	1958	Amherst	Poultry House	7,147.00
245	1950	Amherst	Poultry House	7,675.00
246	1947	Amherst	Brooder House	100.00
247	1947	Amherst	Brooder House	100.00
248	1947	Amherst	Brooder House	100.00
249	1947	Amherst	Brooder House	100.00
250	1947	Amherst	Brooder House	100.00
251	1947	Amherst	Brooder House	100.00
252	1947	Amherst	Brooder House	100.00
253	1947	Amherst	Brooder House	100.00
254	1957	Amherst	Brooder House	100.00
255	1957	Amherst	Brooder House	100.00
256	1957	Amherst	Brooder House	100.00
257	1957	Amherst	Brooder House	100.00
258	1957	Amherst	Brooder House	100.00
259	1927	Amherst	Open Corn Crib Shed	100.00
260	1927	Amherst	Open Corn Crib Shed	100.00
261	1927	Amherst	Open Corn Crib Shed	100.00
262	1927	Amherst	Open Corn Crib Shed	100.00
263	1927	Amherst	Open Corn Crib Shed	100.00
264	1927	Amherst	Open Corn Crib Shed	100.00
283	1921	Amherst	Strong House	4,500.00
284	1922	Amherst	DePillis House	3,700.00
285	1918	Amherst	Tokasz House	2,300.00
286	1924	Amherst	Storage	150.00
287	1918	Amherst	Szymkowicz House	2,700.00
288	1918	Amherst	Kraska House	2,300.00
289	1962	Amherst	Laboratory - School of Education and Practice School	1,844,690.00
290	1962	Amherst	Laboratory and Classroom -Science Center, 3rd Section	1,452,177.00
291	1962	Amherst	Infirmary	961,459.00
292	1962	Amherst	Cold Storage	641,191.00
293	1962	Amherst	Lab. & Classroom - Engineering & Physics Shops	682,187.00
68	1961	Pelham	Radio Station	1,500.00
66	1918	Sunderland	Shed	750.00
67	1918	Sunderland	House	1,500.00
233	1952	E. Wareham	Laboratory)
234	1957	E. Wareham	Shop)
234		E. Wareham	Garage)
235	1926	E. Wareham	Pumping Station)

Schedule L-1 (Continued)

Inventory of Buildings and Structures

Bldg. No.	Year Constructed	Location	Description	Assessed Valuation June 30, 1963	
236	1955	E. Wareham	Laboratory)	\$ 3,050.00	
237	1957	E. Wareham	Greenhouse)		
238	1958	E. Wareham	Pumping Station)		
239	1960	E. Wareham	Laboratory)		
240	1960	E. Wareham	Storage)		
214	1926	Waltham	Laboratory)		
215	1928	Waltham	Laboratory)		
216	1934	Waltham	Laboratory)		
217	1957	Waltham	Greenhouse)		
218	1924	Waltham	Barn)		
219	1924	Waltham	Shed)		
220	1924	Waltham	Laboratory)		
221	1924	Waltham	House)		
222	1924	Waltham	Barns)		
223	1924	Waltham	Greenhouse)		
224	1929	Waltham	Greenhouse)		
225	1950	Waltham	Shed)		
226	1929	Waltham	Greenhouse)		
227	1935	Waltham	Propagating Bldg.)		
228	1959	Waltham	Greenhouse)		
229	1949	Waltham	Administration)		
230	1949	Waltham	Power Supp Facility)		
231	1924	Waltham	Garage)		
232	1924	Waltham	Poultry House)	56,500.00	
265	1920	S. Deerfield	House)		
266	1930	S. Deerfield	Storage)		
267	1930	S. Deerfield	Storage)		
268	1948	S. Deerfield	Storage)		
269	1947	S. Deerfield	Storage)		
270	1939	S. Deerfield	Storage)		
271	1946	S. Deerfield	Storage)	27,950.00	
272	1938	S. Deerfield	Storage)		
273	1941	S. Deerfield	Storage)		
274	1935	S. Deerfield	Storage)		
275	1947	S. Deerfield	Storage)		
276	1933	S. Deerfield	Storage)		
277	1938	S. Deerfield	Silo)		
278	1922	Belchertown	House)		
279	1920	Belchertown	Barn)		
280	1920	Belchertown	Barn)		17,050.00
281	1920	Belchertown	Storage)		
282	1920	Belchertown	Shed)		
296	1963	Amherst	Laboratory & Classroom - Natural Resources)	1,213,340.00	
297	1910	Amherst	House - Bigelow)	3,600.00	
298	1910	Amherst	Barn - Bigelow)		
299	1910	Amherst	Poultry House - Bigelow)	600.00	
300	1910	Amherst	Garage - Bigelow)		
301	1917	Amherst	House - Fenton)	3,800.00	
302	1918	Amherst	House - Kamins)	1,600.00	

Schedule L-1 (Continued)

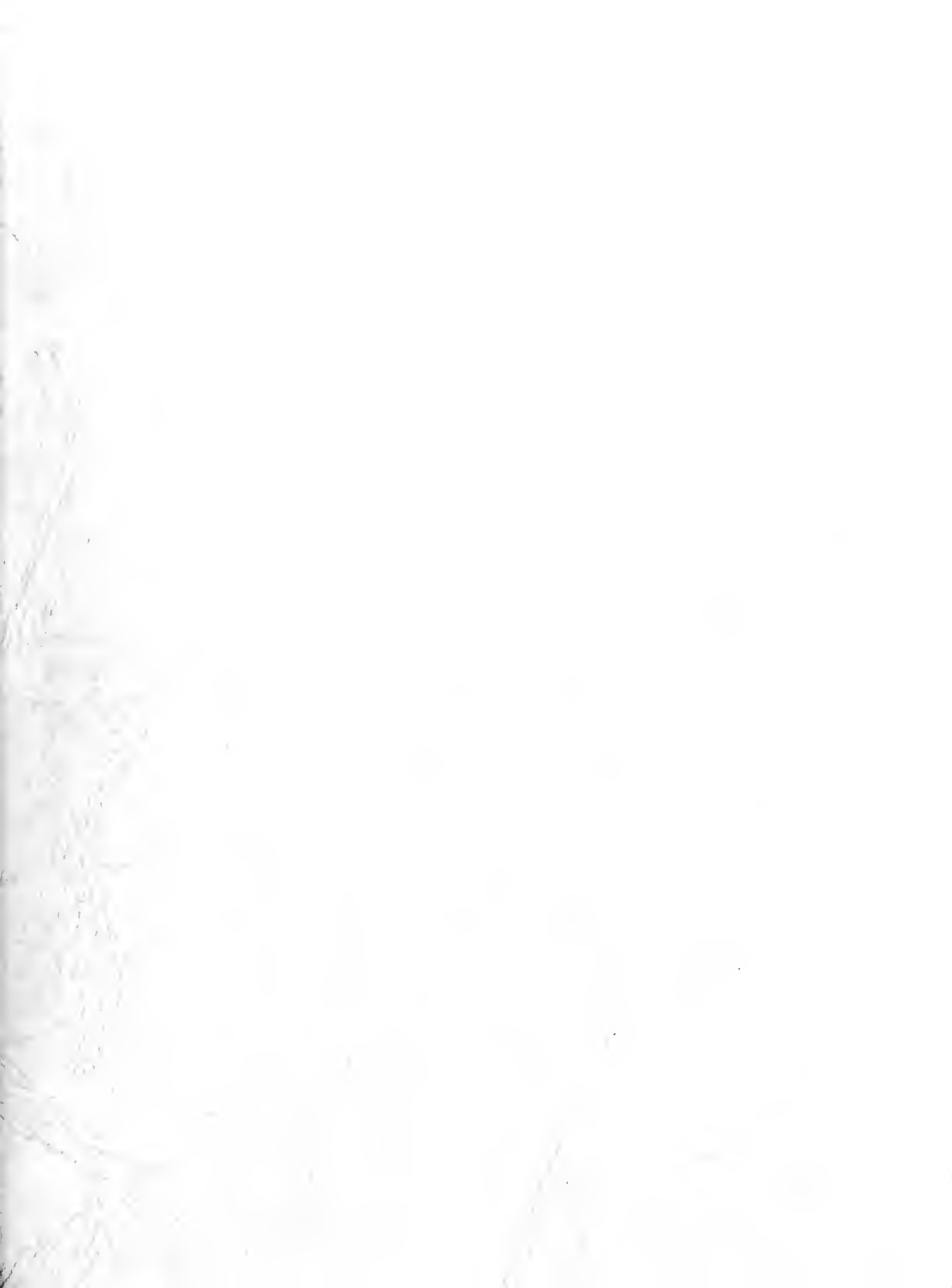
Inventory of Buildings and Structures

Bldg. No.	Year Constructed	Location	Description	Assessed Valuation June 30, 1963
303	1917	Amherst	House - Donahue	\$ 3,800.00
304	1917	Amherst	House - Ocicki	1,800.00
305	1914	Amherst	House - French	2,000.00
306	1908	Amherst	House - Adams	3,000.00
307	1908	Amherst	Barn - Adams	) 2,600.00
308	1908	Amherst	Shed - Adams)
309	1910	Amherst	House - Wysocki	3,250.00
310	1910	Amherst	Barn - Wysocki)
311	1910	Amherst	Shed - Wysocki	) 1,250.00
312	1910	Amherst	Shed - Wysocki)
313	1959	Nantucket	House	3,500.00
314	1961	Nantucket	Garage	700.00
315	1959	Nantucket	Garage & Apartment	1,200.00
316	1953	Nantucket	Beach House	600.00
Total				<u>\$34,202,334.00</u>

Schedule L-2

Inventory of Improvements other than Buildings

	Book Value <u>June 30, 1963</u>
Roads, Sidewalks, etc.	\$ 202,446.39
Sewer, Water and Drainage System	924,136.46
Steam Lines	2,097,052.76
Electrical Lines	1,225,041.20
Parking Areas	41,366.27
Tennis Courts	90,894.25
Playing Fields	258,518.12
Coal Platform and Scales	29,509.43
	<hr/>
Total	\$4,868,964.88
	<hr/> <hr/>



Annual Report Fiscal 1963
of
THE COLLEGE OF AGRICULTURE
THE MASSACHUSETTS EXPERIMENT STATION
THE COOPERATIVE EXTENSION SERVICE

prepared by:
A. A. Spielman
Dean and Director



CONTENTS

Mission of College, Experiment Station and Cooperative Extension Service

- letter to Alden Brett
- budget request statements

College and Stockbridge School - F. P. Jeffrey

Massachusetts Experiment Station -- R. A. Damon, Jr.

Cooperative Extension Service -- J. R. Beattie

Nyasaland - AID Extension Education Program

- letter from Professor Parsons

Professional Activities of Staff

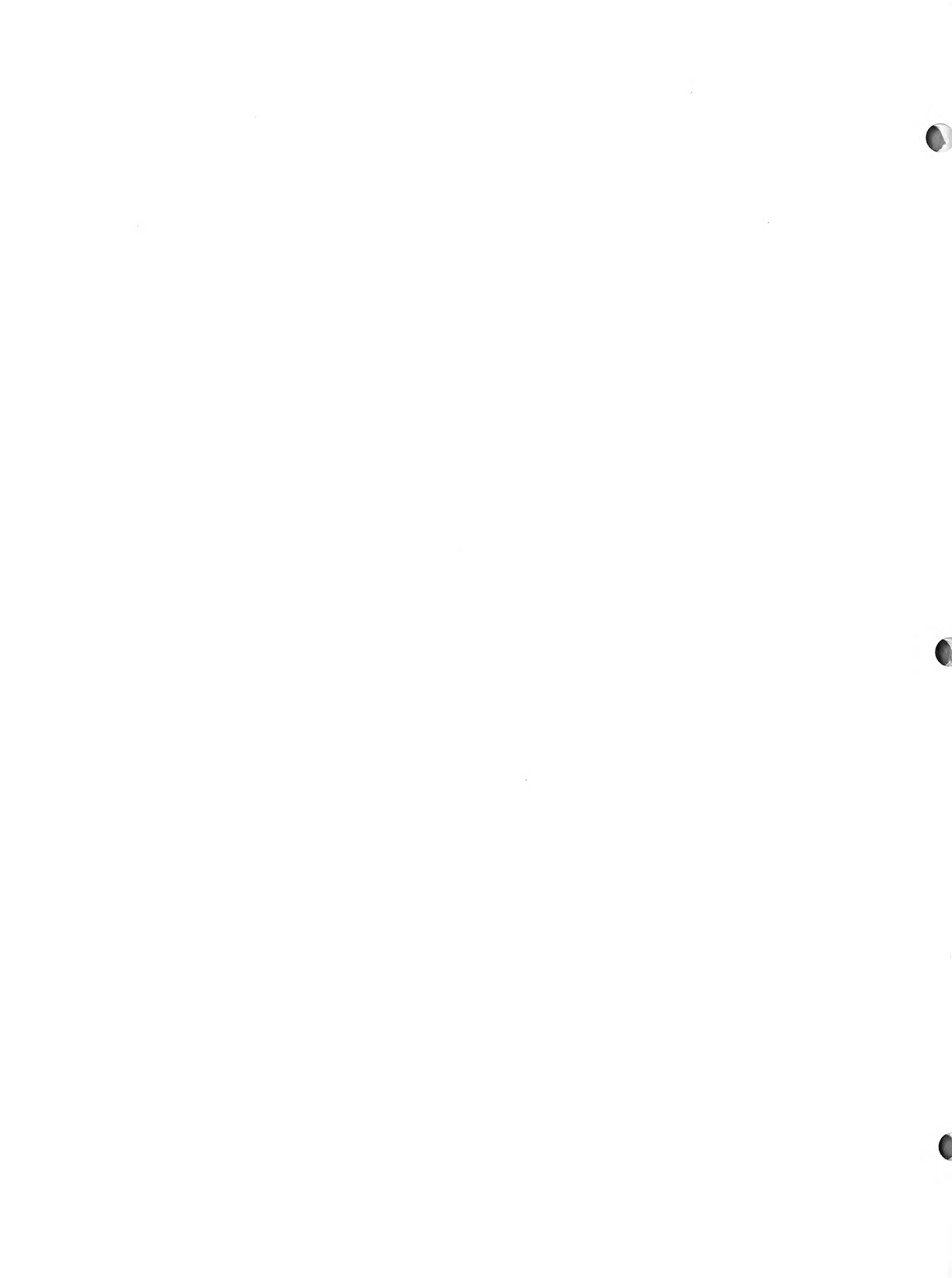
Capital Outlay Needs

Report of Natural Resources Committee



MISSION OF COLLEGE, EXPERIMENT STATION AND
COOPERATIVE EXTENSION SERVICE

- letter to Alcen Brett
- budget request statements



C
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Y

May 21, 1963

Mr. Alden C. Brett
96 Fletcher Road
Belmont, Massachusetts

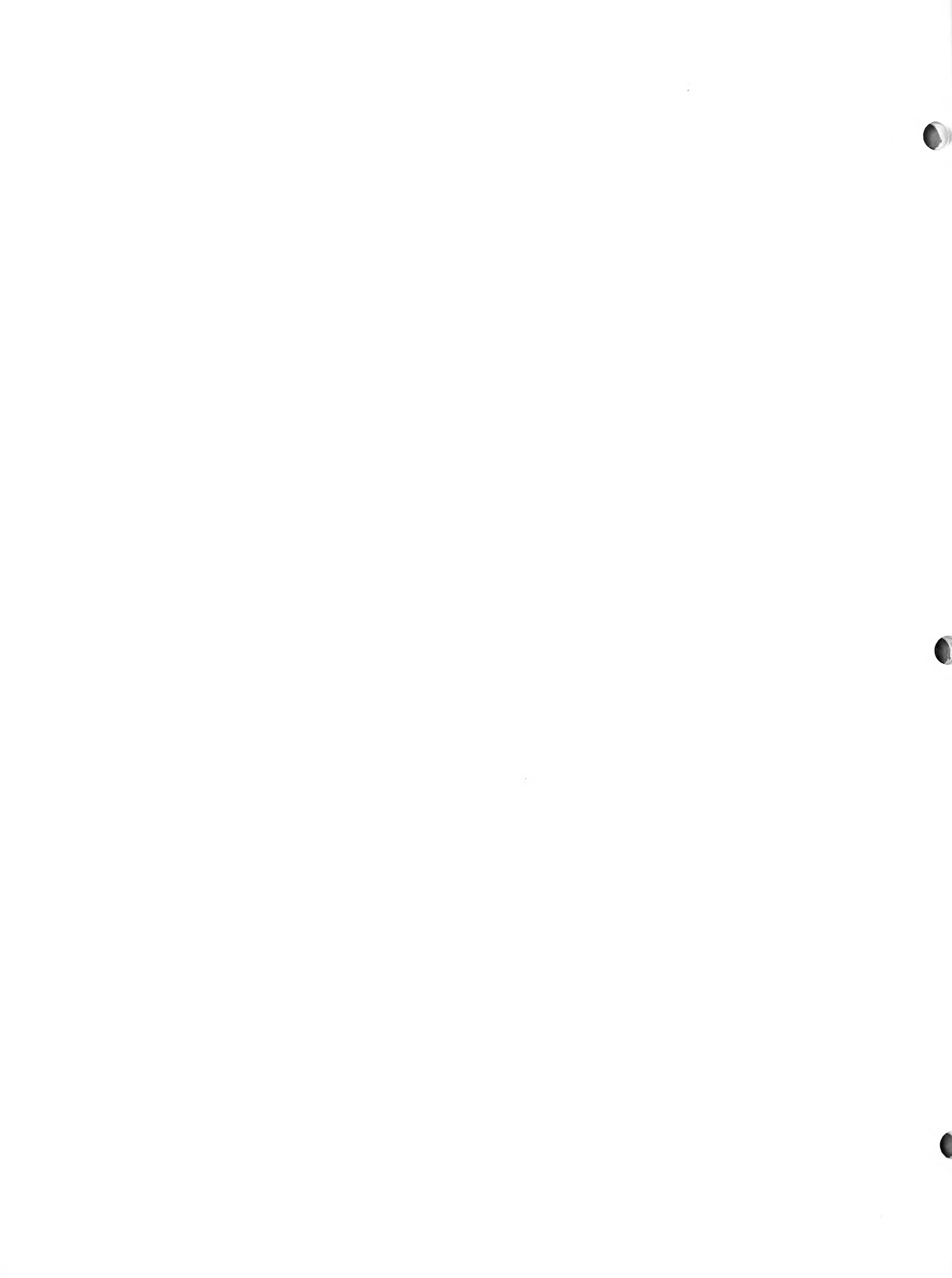
Dear Mr. Brett:

I would welcome an opportunity to meet with the Trustees' Committee on Agriculture to discuss our mutual interest and concern regarding the status of "Agriculture" at the University of Massachusetts.

My first objective has been to evaluate our personnel needs and to make adjustments to meet them without additional resources. A total of 56 professional and 83 nonprofessional positions have been reassigned among departments to meet the more urgent needs of the essential programs of the College, the Experiment Station and the Cooperative Extension Service. In addition, 9 professional positions from instructor to department head, and 10 nonprofessional positions have been transferred out of "Agriculture" to meet the critical needs of other schools and divisions of the University. Further reduction in positions cannot be made without seriously jeopardizing our ability to meet the obligations and responsibilities assigned to us.

Secondly, I find in the General Laws of the Commonwealth that the Experiment Station, the Control Program, and the Cooperative Extension Service were established by separate action of the Great and General Court. We have therefore made a determined effort to budget accurately their costs and staff and to identify them as separate and distinct units of the University.

I am urging that the University budgets and financial reports reflect this. The practice of including the expenditures and staff (professional and nonprofessional) for the Experiment Station, the Control Laws, the Extension Service, and the College of Agriculture under one heading "Agri-



culture", or "College of Agriculture" presents a misleading, inaccurate report which has been misinterpreted and used by taxpayers, legislators and others to the detriment of the University and the College. The word "College" means teaching to everybody and trying to tell them that Agriculture is different is futile.

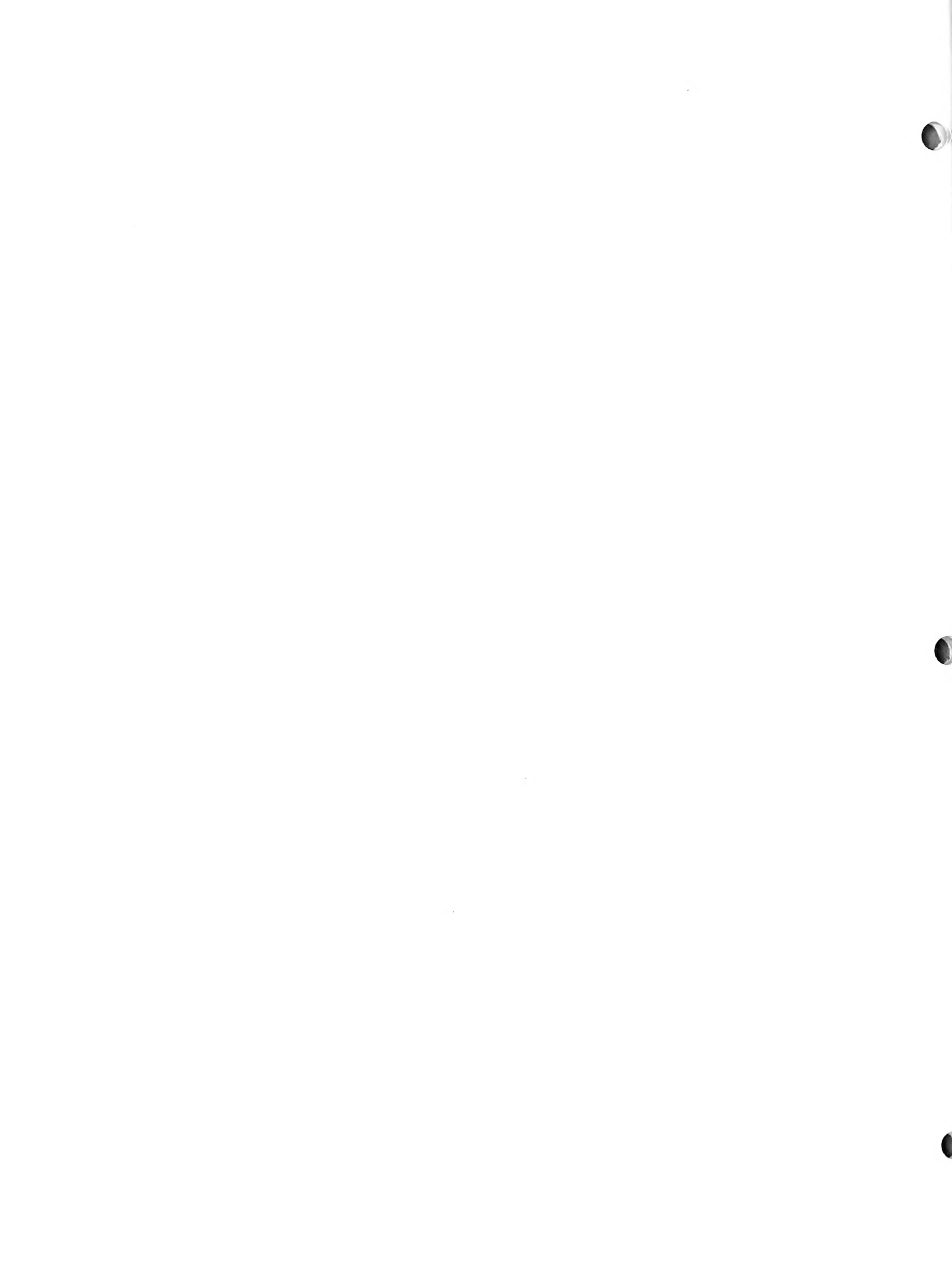
I am pleased to report that our student-teacher ratio for fiscal 1963 is 22 to 1. The full time teaching staff of the College and Stockbridge School numbers only 57. This has been accomplished in part by accurate accounting procedures but due more specifically to the thorough and complete revision of the curricula which was approved recently by the Board of Trustees. The purpose of this revision was to equate the instructional program with the educational needs and the vocational opportunities of the students. The number of major curricula were reduced from 16 to 11 and the total number of courses reduced by 37. By combining a solid foundation in sciences with the humanities and social sciences together with the technical training in the student's major, he will, upon graduation be well equipped to move forward in a professional career.

It is significant to point out that enrollments in Agriculture are higher now than they have ever been. We now have 930 students in the two-year, four-year and graduate program compared to 698 in 1953. This fact alone should be an adequate answer to the question "why we need a College of Agriculture in this Commonwealth." The purpose of the College is the same today as it was in 1863; namely, to provide educational opportunities for the youth of the state. Only the content and nature of the instruction has changed; and must continue to change to meet the needs of our changing society.

Significant improvements have been made in the productivity and quality of the research conducted by the Massachusetts Experiment Station at Waltham, Amherst and Wareham. The number of projects has been drastically reduced and the resources concentrated on the more important problems.

The professional competence of the state and county staff of the Cooperative Extension Service has been improved. Competent technical assistance to commercial agriculture is more readily available in all areas. We are endeavoring within the limits of our resources to aid the people of the state in solving the problems of production, processing and marketing of agricultural products, land use, community development, natural resources use, and the out-of-school activities of youth through 4-H.

My schedule for June is pretty well filled up. Governor Peabody has designated me to represent the Commonwealth on the Food For Peace Council. The Council will meet at the White House on June 11 in connection with the World Food Congress to be held in Washington June 4-18. On June 4 we are meeting with Dr. Brinser and associates to discuss the Extension phase of the New England Board of Higher Education Study of Agricultural Education. From



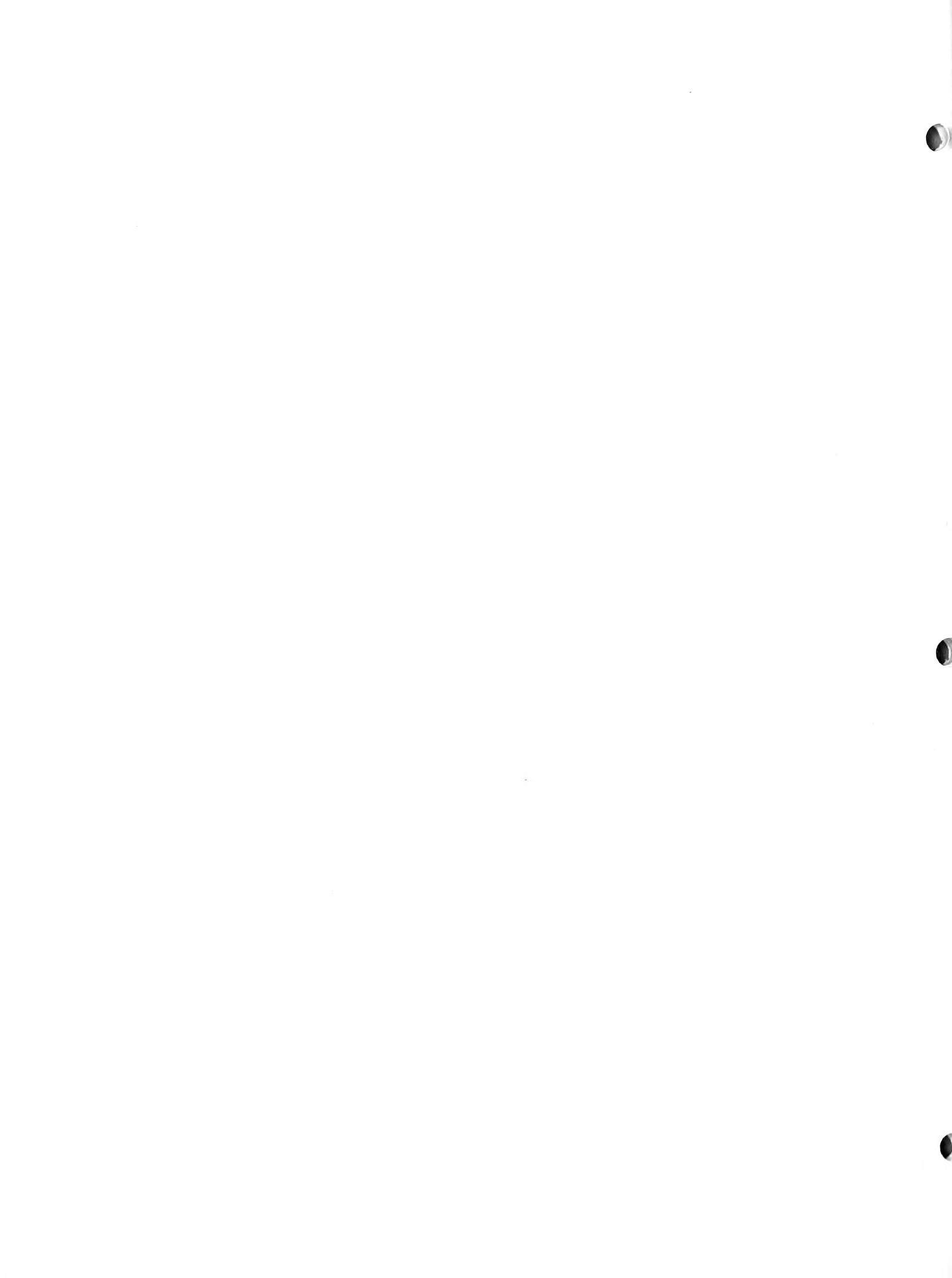
June 15-19 I will be participating in the Land-Grant College Association Workshop on Agricultural College Administration and Adjustment at Fort Collins, Colorado. As Chairman of the Division of Agriculture of the Association I must preside at the Executive Committee meeting.

I would be very hard pressed to meet with your Committee in June; however, I will leave that decision to you and President Lederle, as well as the agenda. I will certainly suggest some items we would like to include. I am enclosing some recent information on enrollments, and on the Experiment Station and the Extension Service. If you would like, I will be happy to send copies of this letter to the other members of your Committee.

Respectfully yours,

Arless A. Spielman
Dean and Director

AAS:dmr
enclosures
cc/ Dr. J. W. Lederle



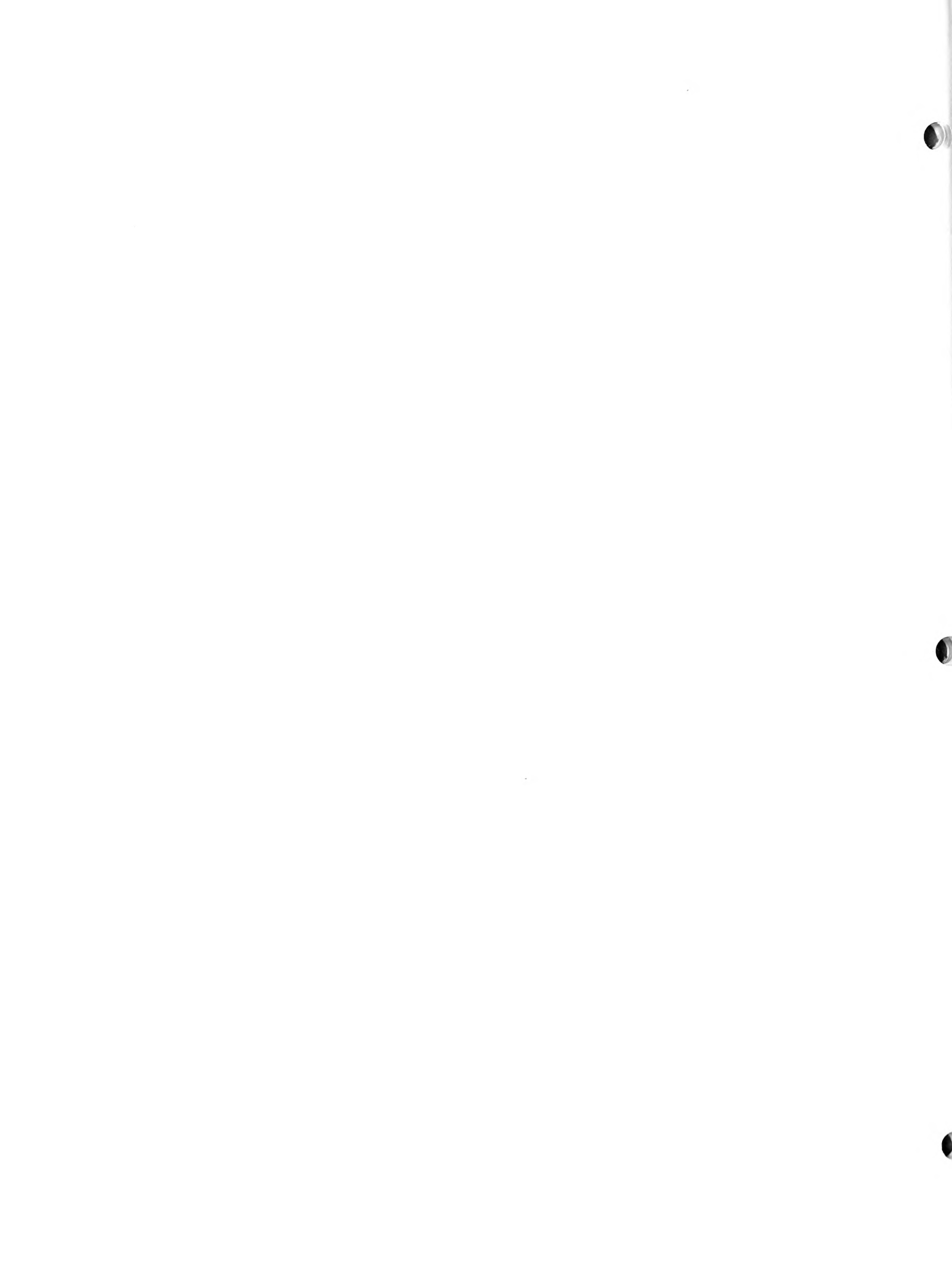
Budget Statement - Fiscal 1965 - Prepared by Dean A. A. Spielman

COLLEGE OF AGRICULTURE
AND
STOCKBRIDGE SCHOOL

The demand for graduates with either the Bachelor of Science or the Associate Degree earned in the various programs offered by the College of Agriculture and the Stockbridge School exceeds the supply by more than three to one. Although enrollments now exceed 930 and are increasing, the vital needs of the Massachusetts food and agricultural industries for trained personnel will not be met unless further steps are taken to inform high school graduates of these career opportunities.

A thorough and complete revision of the curriculum of the College was recently approved by the Board of Trustees. The purpose was to equate the instructional program with the educational needs and vocational opportunities of the students. The number of major curricula were reduced from 16 to 11, and the total number of courses reduced by 37. By combining a solid foundation in science with the humanities and social sciences together with the technical training in the student's major, he will upon graduation be well equipped to move forward in a professional career.

The student-teacher ratio in Agriculture is 22 to 1 which is somewhat higher than desirable for the best quality instruction. The equivalent of 56 full-time teachers are used to teach a total course enrollment of 7,300 which amounts to about 22,000 student-credit hours. Most of the courses are professional in content and taught at the junior-senior and graduate levels.



MASSACHUSETTS EXPERIMENT STATION
AND
CONTROL SERVICES

The Great and General Court established the Experiment Station at Amherst, with branches at Waltham and Wareham, to discover and to develop knowledge essential for the economic growth and development of the Commonwealth, and to aid in the optimum utilization of its land, water, forest and fish resources. The Station also has the broader objective of discovering new specialized knowledge essential to man if he is to take advantage of a constantly changing environment.

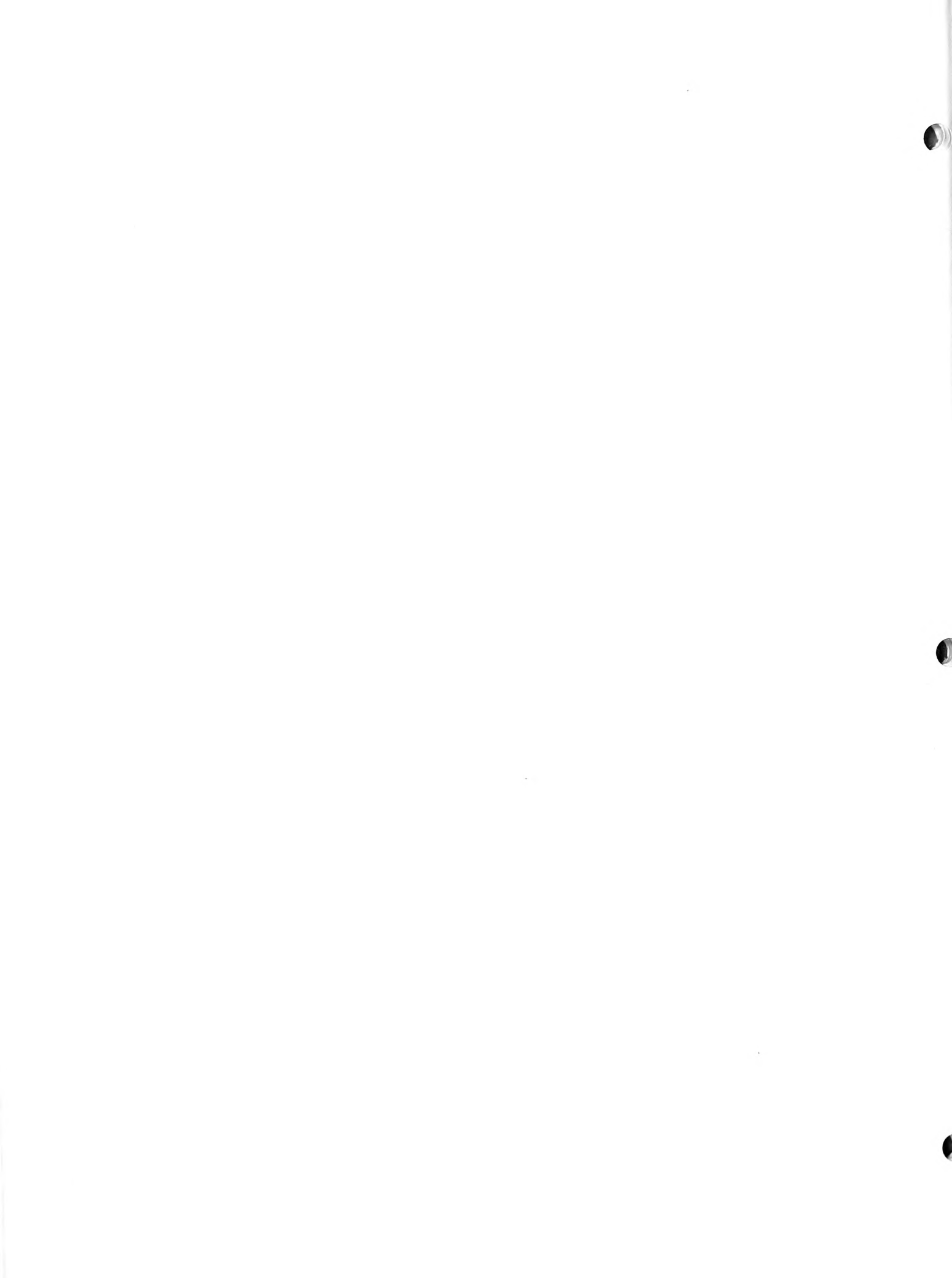
In expenditure per capita by its Experiment Station, Massachusetts ranks about 49th, although the demand for research in the environmental sciences by the food and related industries; by citizen and by state governmental agencies continues to increase.

Control Functions -

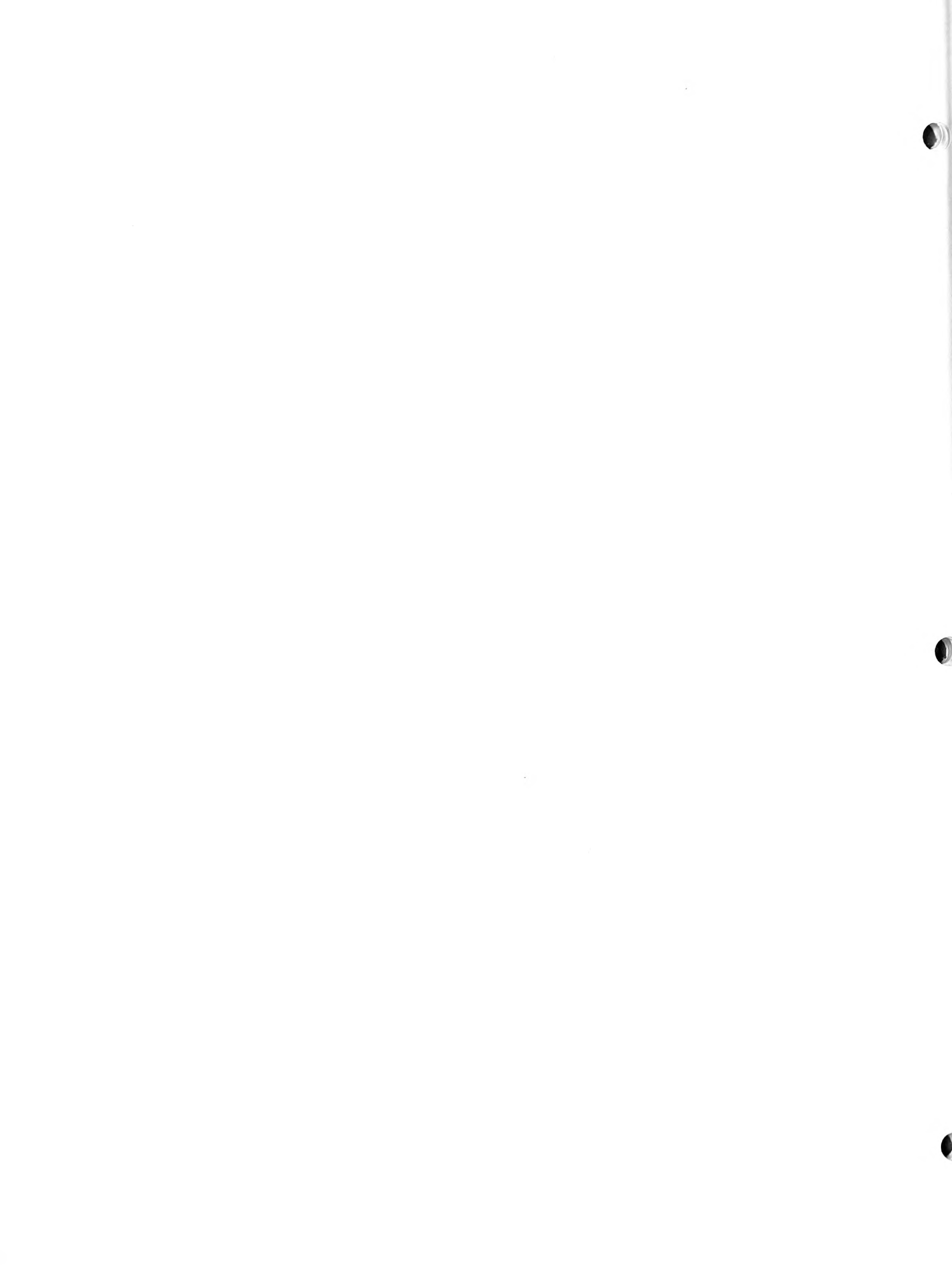
The Great and General Court has also assigned to the Director of the Massachusetts Experiment Station the administration of the several General Laws providing specialized services for the protection and benefit of the public in matters relating to:

- Livestock and Poultry Disease Control
- Feed and Fertilizer composition and purity
- Seed purity and germination
- Dutch elm Disease testing and control
- Dairy testing and glassware.

The public is demanding more service and protection; the costs of labor,



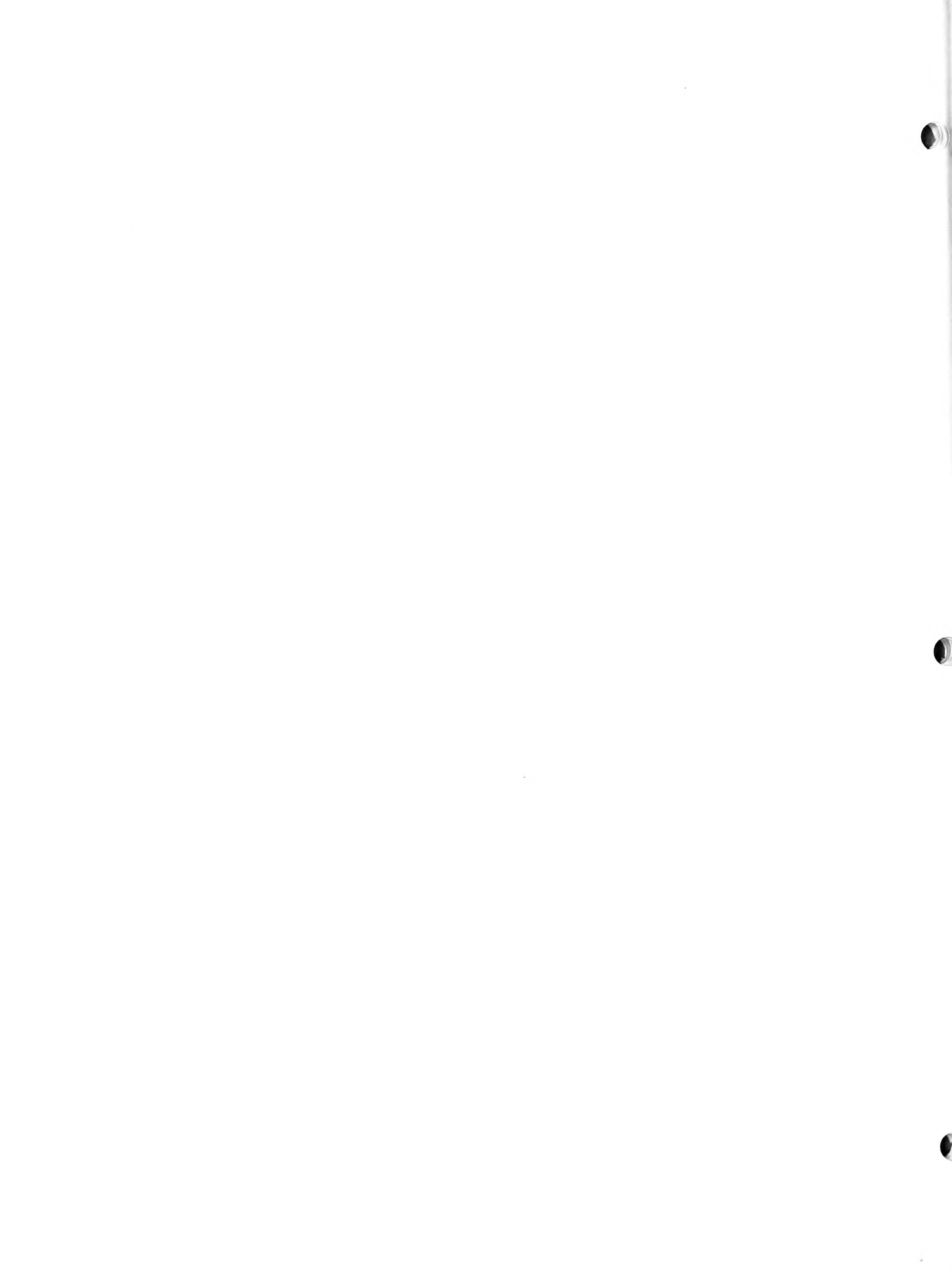
supplies, equipment and travel are increasing; therefore, the state appropriations must increase if the provisions and intent of the statutes are to be carried out. Thus it seems justifiable to request the Great and General Court to decide the extent of the program through the appropriation of funds earmarked for this purpose. In any event funds requested and appropriated for teaching and research should not be diverted to meet the demands for control services.



COOPERATIVE EXTENSION SERVICE

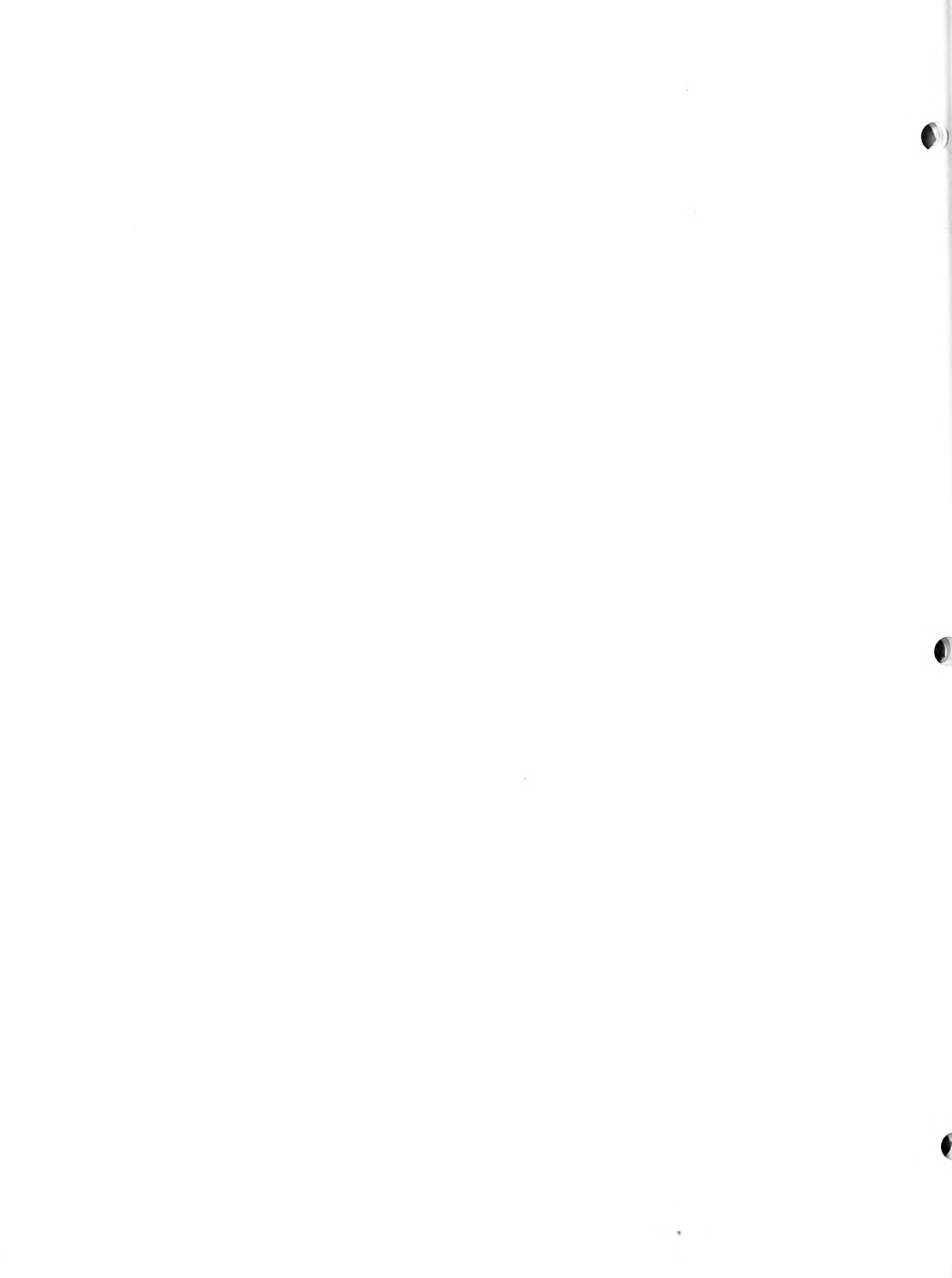
The Cooperative Extension Service is the University's facility for extending its educational resources to the citizens of the Commonwealth to aid them with the problems of land use, community development, family education, the production, processing and marketing of food, natural resource use, and the out-of-school activities of youth through 4-H. Requests for assistance from every area of the state, especially the metropolitan centers, and from low to medium income groups will continue to increase.

As the state university, the University of Massachusetts must meet its obligation to serve the off-campus needs of the people of the state. The Cooperative Extension Service is, within the limits of its appropriation, striving to meet these needs by improving the caliber of its staff, streamlining its organization and redirecting its program.



COLLEGE AND STOCKBRIDGE SCHOOL

-- F. P. Jeffrey



COLLEGE OF AGRICULTURE
UNIVERSITY OF MASSACHUSETTS
Amherst, Massachusetts

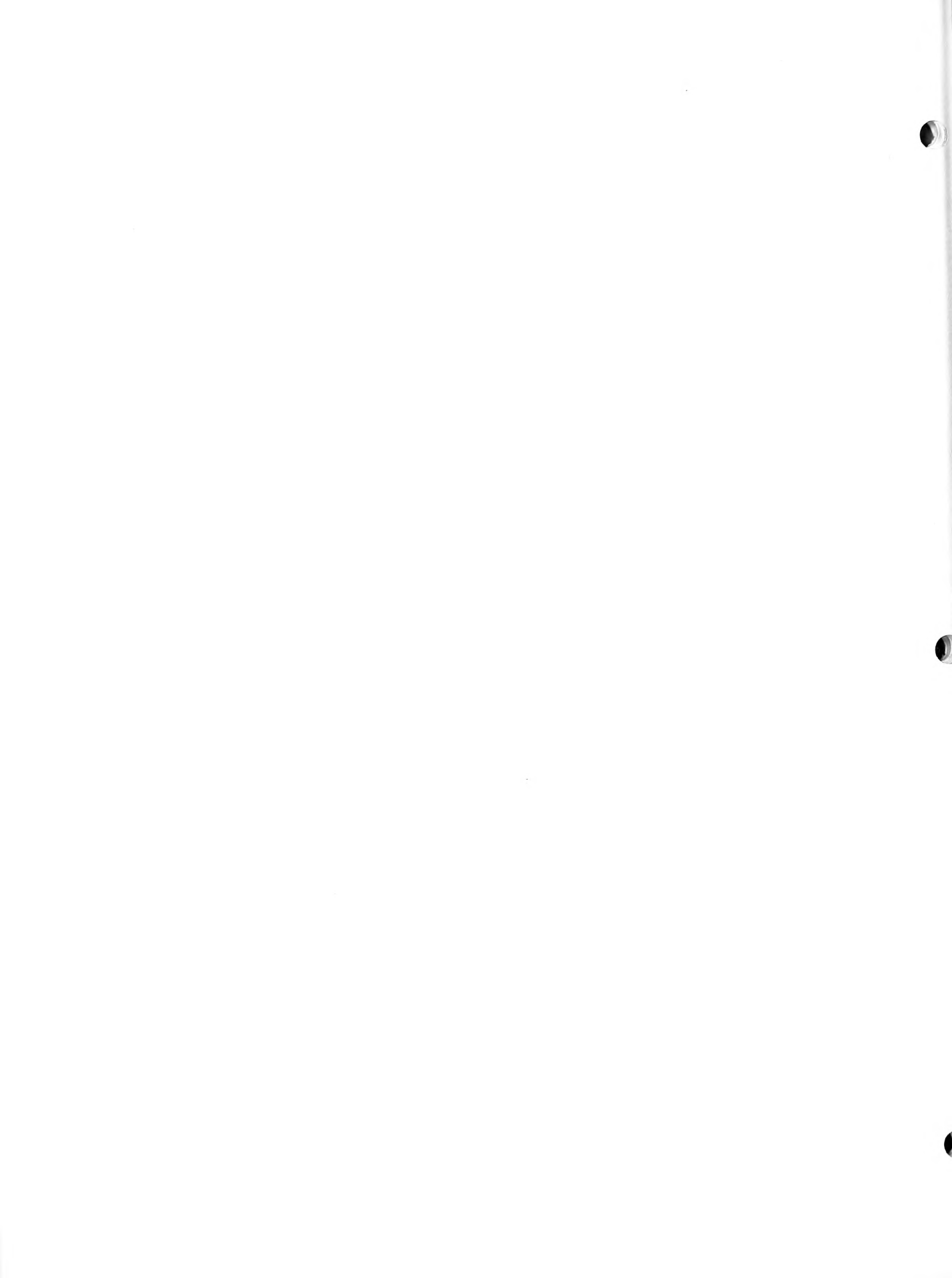
Undergraduate Program Leading to B.S. Degree

<u>Curriculum</u>	<u>No. majors in 1953</u>	<u>No. majors in 1963</u>	<u>Trend</u>
Food Technology	50	45	Hold steady
Restaurant and Hotel Management (new program)	--	28	Increase
Landscape Architecture	50	66	Increase
Forestry	61	80	Increase
Wildlife and Fisheries Biology	41	56	Increase
Plant and Soil Science*	57	24	Hold steady
Animal Science**	108	34	Slow decrease
Park Administration (proposed)			
Agricultural Engineering	--	3	Fast increase
Entomology	? ***	11	Slow increase
Agricultural and Food Economics	<u>4</u>	<u>14</u>	Slow increase
TOTAL	371	361	

*Fragmented into Agronomy, Pomology, Olericulture, Floriculture and Plant Pathology in 1953. New program beginning 1963.

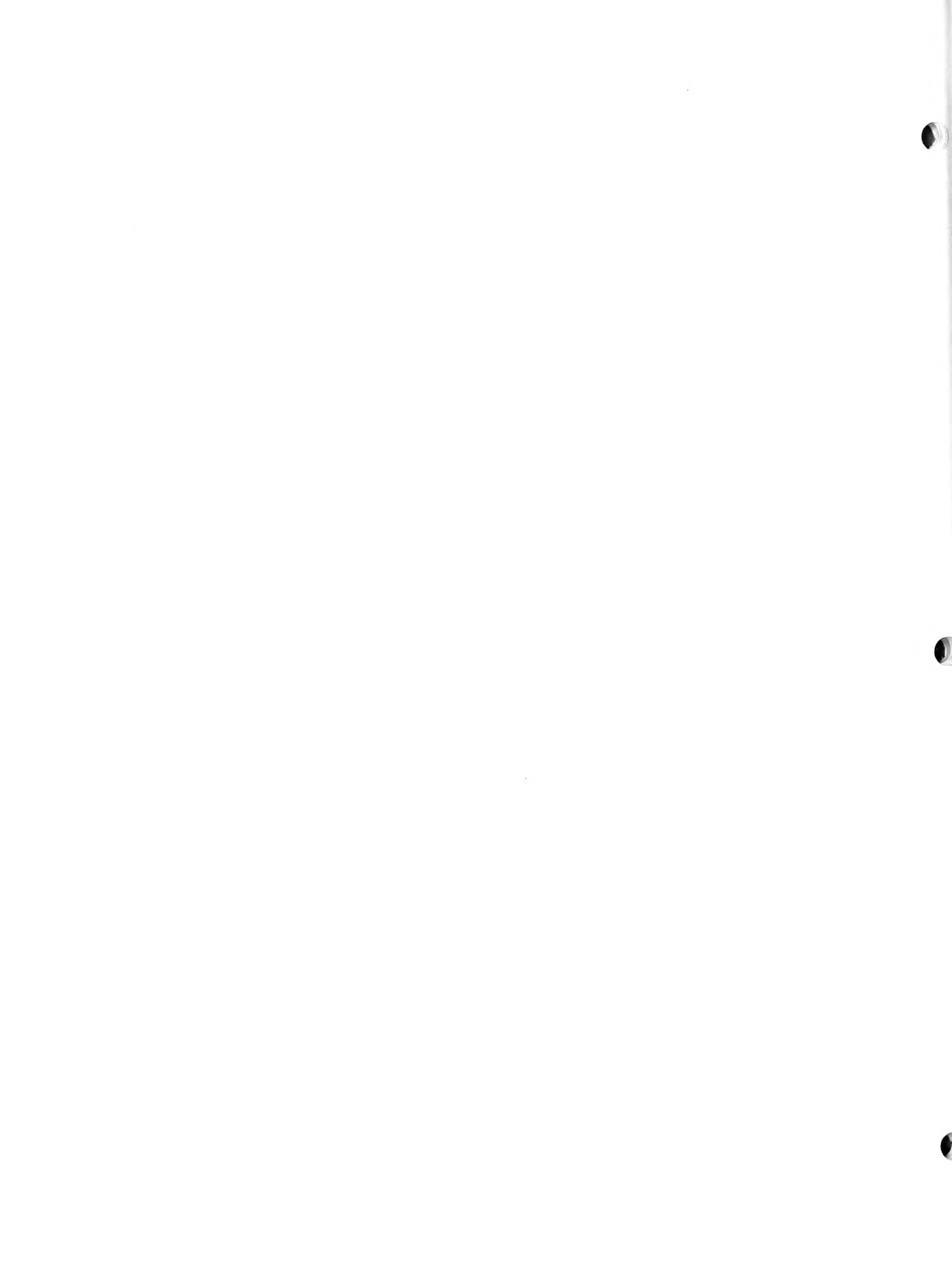
**Fragmented into Poultry Science, Dairy and Animal Science and Dairy Technology in 1953. New program beginning 1963.

***Data for 1953 not available --.



College of Agriculture Total

<u>Department</u>	No. Students Taught			Total Student Credits		
	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1962</u>	<u>1963</u>	<u>1964</u>
Landscape Architecture	1012	1100	1200	2940	3200	3500
Horticulture	744	800	850	2217	2350	2500
Agronomy	692	760	830	1863	2000	2200
Agricultural and Food Economics	945	1050	1150	2581	2800	3050
Dairy & Animal Science	503	550	600	1941	2150	2350
Food Science and Technology	642	700	760	1519	1650	1800
Agricultural Engineering	542	550	600	1465	1480	1630
Entomology and Plant Pathology	791	900	1000	1895	2000	2200
Forestry	547	550	600	1772	1780	1950
Poultry	167	180	200	427	470	500
Veterinary Science	61	65	70	123	130	150
	<u>6646</u>	<u>7205</u>	<u>7860</u>	<u>18,743</u>	<u>20,010</u>	<u>22,180</u>



COLLEGE OF AGRICULTURE
 UNIVERSITY OF MASSACHUSETTS
 Amherst, Massachusetts

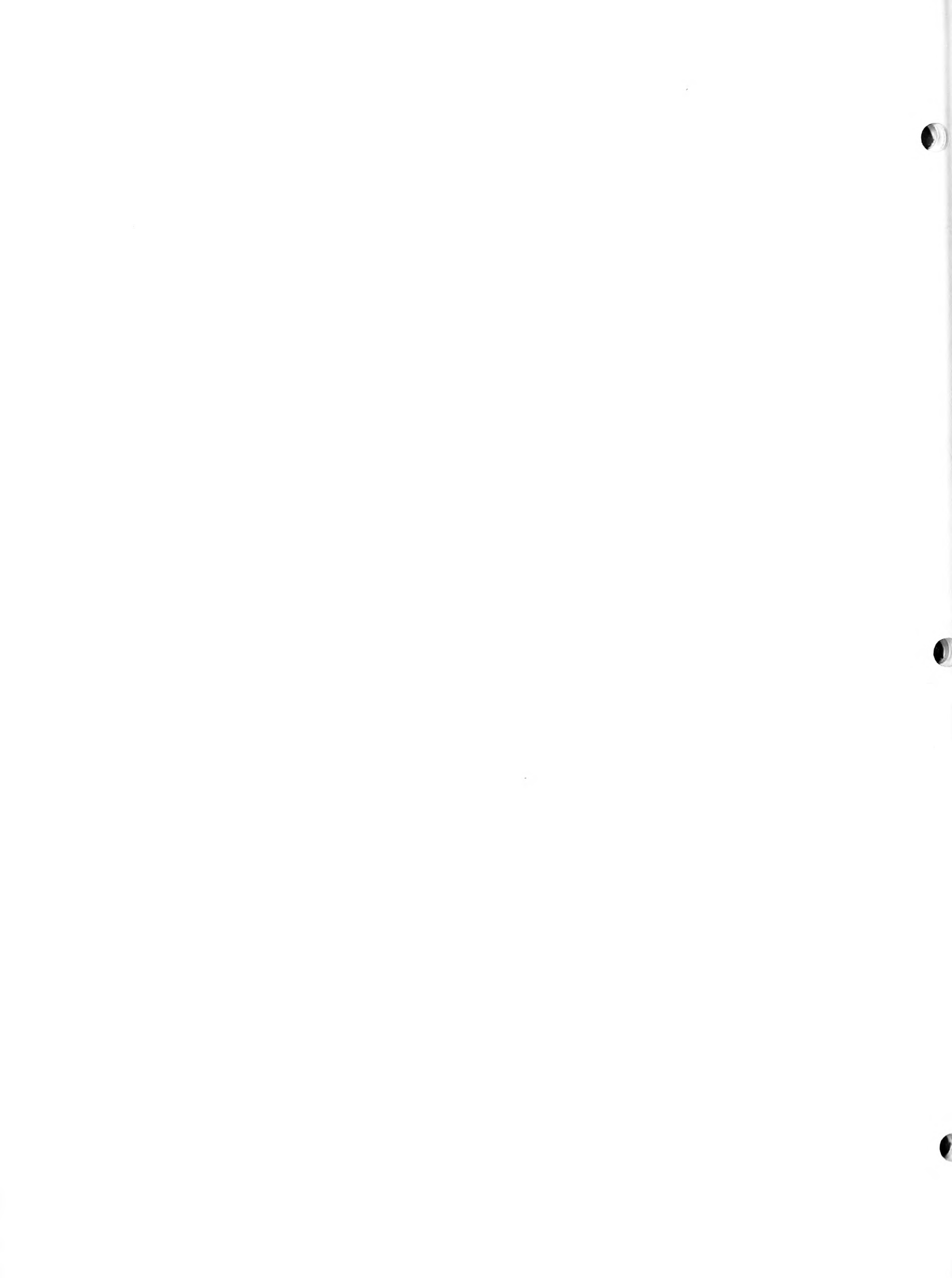
Graduate Programs Leading to M.S. or Ph.D. Degrees

<u>Curriculum</u>	<u>No. Majors in 1953</u>	<u>No. Majors in 1963</u>	<u>Trend</u>
Agricultural and Food Economics	3	30	Increase
Agronomy	3	4	Hold steady
Animal Science	2	9	Moderate increase
Dairy Technology	4	-*	Decrease
Horticulture	6	4	Hold steady
Food Science	34	21	Increase
Forestry	0**	4	Increase
Landscape Architecture	5	4	Increase
Poultry Science	5	7	Steady
Wildlife and Fisheries Biology	4	8	Moderate increase
Agricultural Engineering	0**	12	Increase
Entomology	..***	14	Increase
<u>TOTAL</u>	<u>66</u>	<u>117</u>	

*No program in 1963.

**No program in 1953

***Data not available.



STOCKBRIDGE SCHOOL OF AGRICULTURE
AT
THE UNIVERSITY OF MASSACHUSETTS
Amherst, Massachusetts

Two-year Program Leading to the Associate Degree

<u>Curriculum</u>	<u>No. Majors in 1953</u>	<u>No. Majors in 1963</u>	<u>Trends</u>
Arboriculture & Park Management	16	65	Increase
Animal Science	85	87	Hold steady
Food Management (Hotel & Restaurant)	22	48	Increase
Turf Management	9	65	Increase
Landscape Operations	32	46	Increase
Floriculture	25	39	Increase
Wood Products	-*	21	Increase
Food Distribution	-*	24	Increase
Dairy Technology	15	23	Increase
Poultry Science	26	15	Decrease
Fruit Growing	0	2	Decrease
Vegetable Crops	9	1	Decrease
Vocational Forestry	<u>2^A</u>	<u>16^{**}</u>	
<u>TOTAL</u>	<u>261</u>	<u>451</u>	

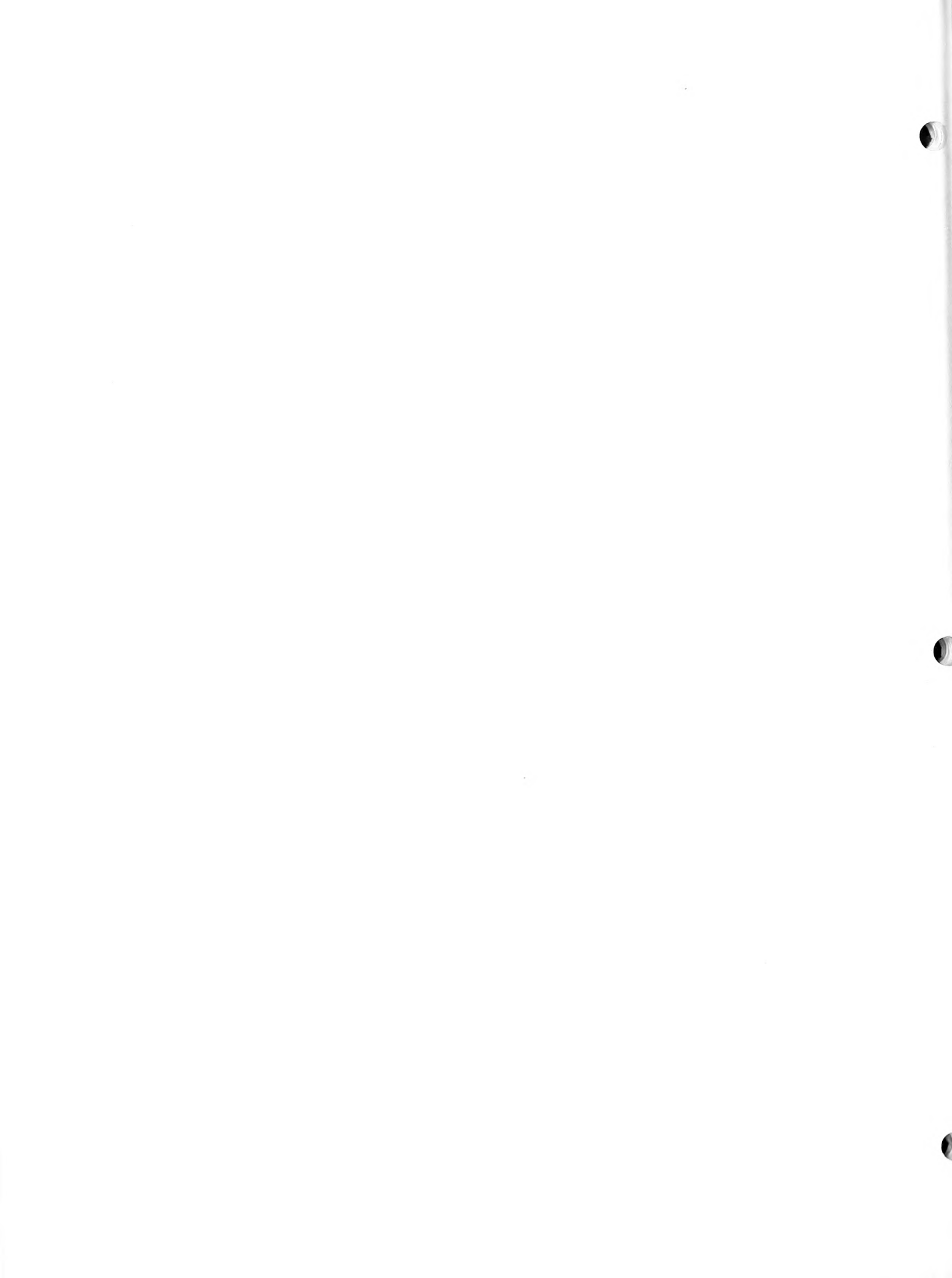
*Program started since 1953.

**Program will be discontinued as the class of 1963 graduates.



MASSACHUSETTS EXPERIMENT STATION

-- R. A. Damon, Jr.



ANNUAL REPORT

MASSACHUSETTS EXPERIMENT STATION
1962-1963

R. A. Damon, Jr., Associate Director

One of the primary objectives during the past fiscal year has been the evaluation of the personnel involved in the research program as well as the facilities and equipment available. The quality of the work conducted and the productivity have been studied closely in an effort to determine which scientists should be supported most strongly in order to make the best possible use of the available funds.

A large number of projects have been eliminated in an attempt to concentrate efforts in fewer areas. It is obvious that it is impossible for this Experiment Station to tackle all of the problems that are brought to its attention. Consideration is given to the importance of the problem, the personnel available and the facilities and equipment necessary to conduct the work.

There have been, and will continue to be, a shifting in emphasis in the research program away from the applied research, toward more basic and fundamental studies. There has been a vigorous pursuit of outside sources of support for the research program from such establishments as the National Institutes of Health, the National Science Foundation, the Atomic Energy Commission, and other government agencies, as well as many industrial concerns. Without funds from these sources, the research program of the Experiment Station would soon wither to an insignificant position.

A serious problem is that more expensive facilities and equipment are



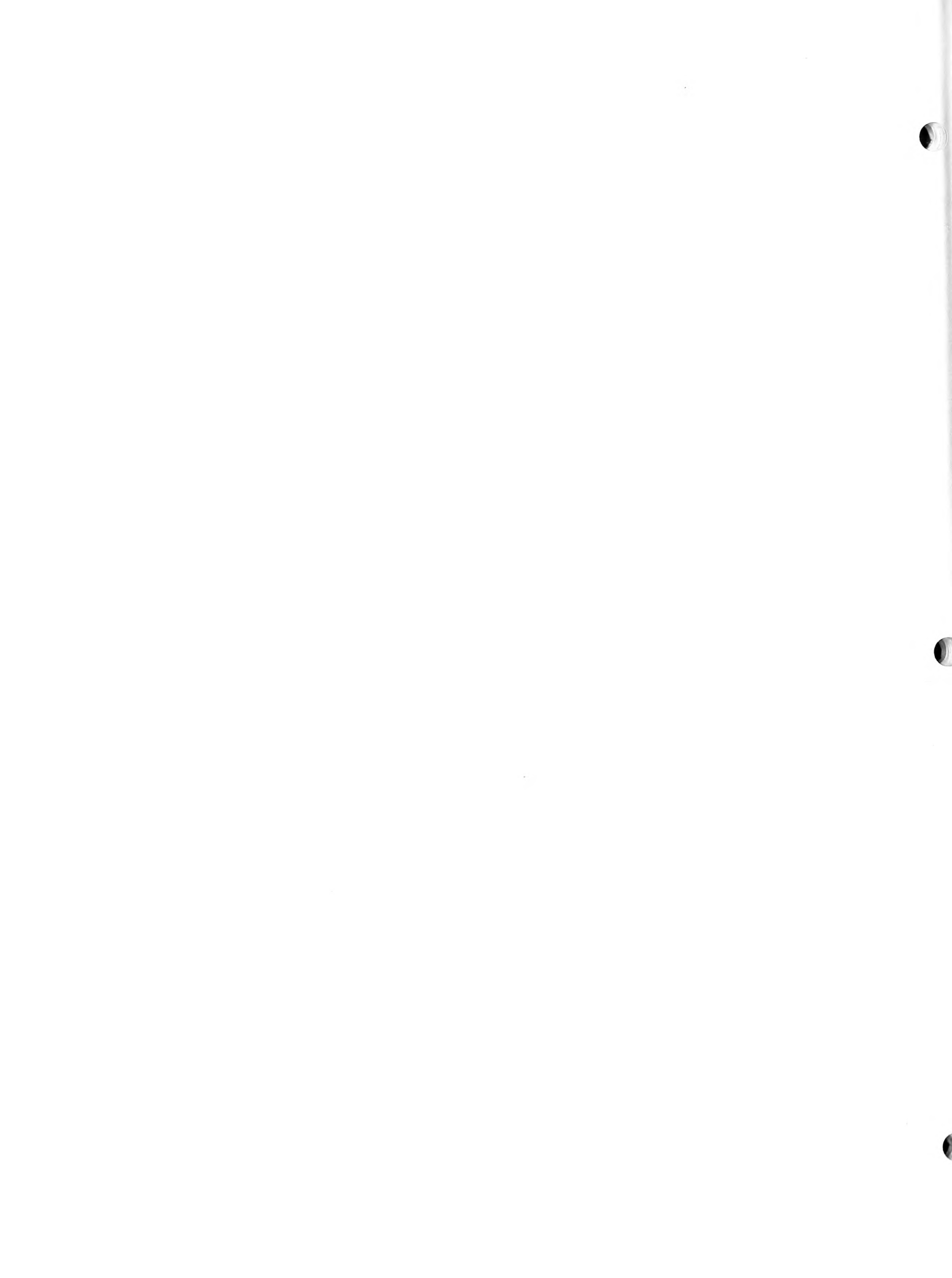
necessary for the precise control and measurement of phenomena as the research becomes more basic. Acquisition of elaborate equipment, such as a mass spectrophotometer costing many thousands of dollars, must come from funds other than those routinely available to the Experiment Station. This, in turn, requires special laboratories and facilities for the proper care and operation of the equipment. Such equipment and facilities will be used to the maximum and contribute where possible to the entire research program.

Research in food microbiology has produced significant results.

Vapor-phase sterilization has reached the point where practical applications are indicated. Results point to a new and improved method of sterilizing containers for foods packed at high temperatures to provide foods of improved flavor, color, and nutritional value. Data from this work are also useful in determining the sterilization required in combatting infections in hospitals and clinics, as well as having space technology applications in the sterilization of space probes and vehicles.

Much progress was made during the year in research on the biochemistry of sporogenesis and germination of bacterial spores in relation to their resistance to heat and chemicals. There has been a significant contribution to increased knowledge of the physiology and kinetics of the "death" of bacterial spores. New and improved research techniques in vapor phase chromatography have been developed and improved. A commercial method for measuring color in raw cranberries has been developed. The Food and Drug Administration has approved use of DHA, dehydroacetic acid, to improve the quality of pre-peeled squash based on a method developed in the College's laboratories.

The Institute of Agricultural and Industrial Microbiology has developed a new concept in quantitative microbiology which appears to be satisfactory in



isolation of enterococci and clostridia from frozen foods.

Agricultural economists, engineers, and food technologists of the Extension and Experiment Station staff developed a training program now in use by major independent food firms which has brought improvements in the handling, merchandising, and quality control of frozen foods. During the past year, a training film was developed which has met nation-wide acclaim from food firms and industry organizations. The development of a cost accounting method useful in the operation of retail food departments is of major significance to processors and distributors, and is leading to substantial improvements.

Successful adaptation of programs for management of the farm firm for the IBM 1620 computer was a major breakthrough.

Sixteen new carnation seedlings have been released for trial this year from the carnation breeding project at the Waltham station. This work is designed to find new carnation varieties adapted to Massachusetts conditions, and is the largest such breeding project in the country.

Much has been learned in work on the action of carbon dioxide on greenhouse plant growth and is being used to enhance growth under Massachusetts conditions. At the East Wareham station, significant findings have resulted in work on water handling facilities, cranberry quality, and marketing of the cranberry crop.

In cooperative research work with the Massachusetts Department of Public Works, in the stabilization of an area of sand dunes on Cape Cod, results show there are several grasses, shrubs, and tree species which can be established and provide permanent relief from the erosion problems involved.

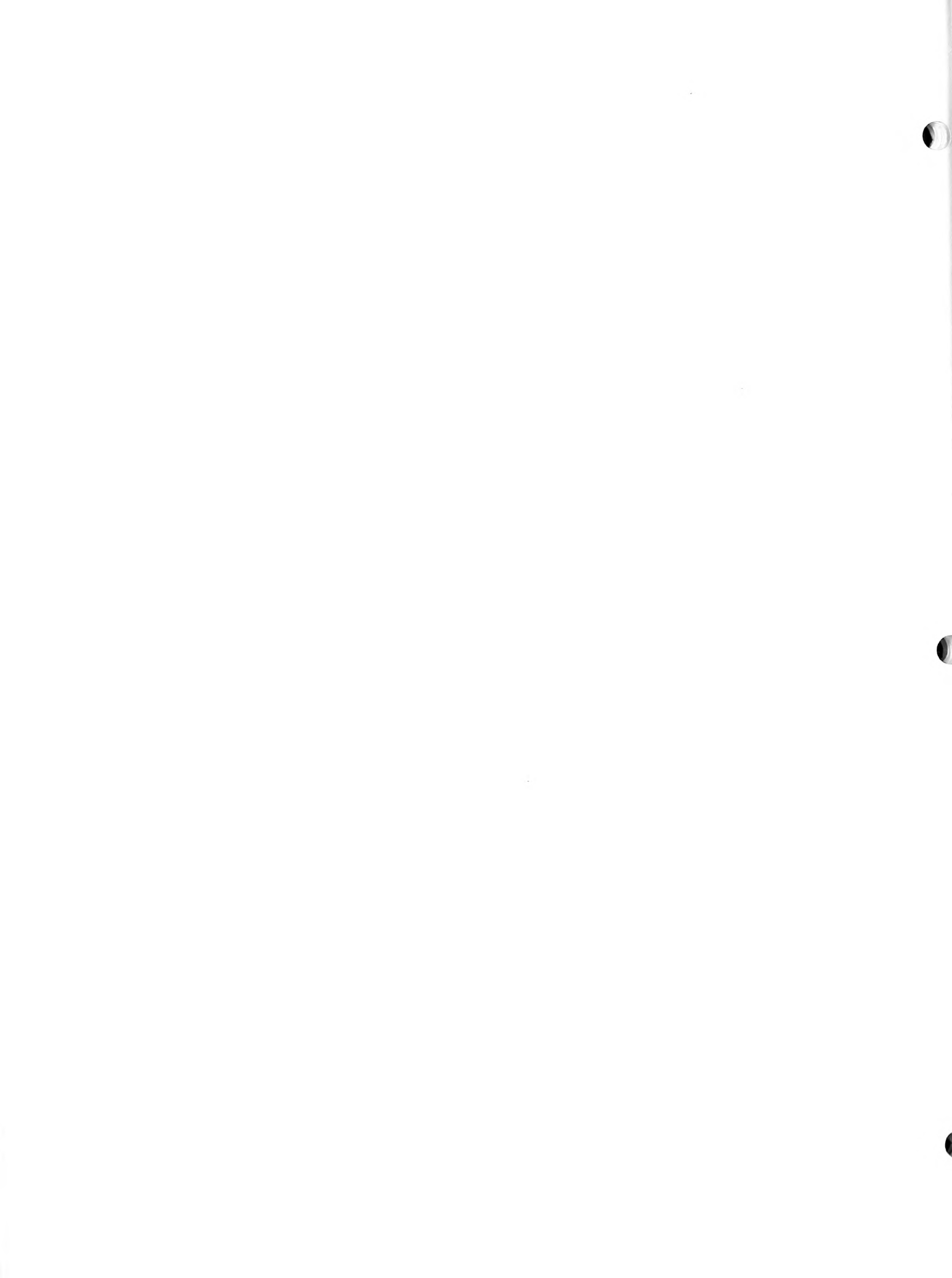
In wildlife management, a method was developed during the year for de-



termining the age of wood ducks by plumage characteristics which will be useful in productivity studies. For the first time, the research program to establish conifer forests in Massachusetts by artificial seeding appears to be making progress. Up to this time direct seeding had mostly failed in the northeast.

Work in cooperation with the Harvard Medical School on a study of animal response to heterologous insulin has produced some significant results. Although the study is not complete, results so far indicate that an explanation has been found for some people developing resistance to insulin therapy for diabetes.

Research and educational work in forestry, wildlife management, wood utilization, and fisheries biology have been strengthened in response to the growing significance of recreation, wood processing, and the fisheries industries. A study of the development and management of the natural resources of Dukes County in cooperation with the Area Redevelopment Administration resulted in development of a plan for research to meet pressing problems. A series of faculty seminars on natural resources for the University faculty were presented during the year.



RESEARCH GRANTS AND FELLOWSHIPS*

A. PRIVATE SOURCES

AGRICULTURAL ENGINEERING

Eastern States Farmers Exchange \$6,000.00

AGRONOMY

Department of Public Works - Roadside Development 14,500.00

CRANBERRY STATION

Ocean Spray - Cape Cod Fund 5,000.00
California Spray 700.00

DAIRY AND ANIMAL SCIENCE

Hood Foundation - Milk Solids Fund 2,000.00
Sterling Winthrop Fund 2,000.00
Sire Evaluation Fund 1,000.00

ENTOMOLOGY AND PLANT PATHOLOGY

Rockefeller Foundation 3,000.00
Bourne Fund 900.00
Shell Fund 500.00

FOOD SCIENCE AND TECHNOLOGY

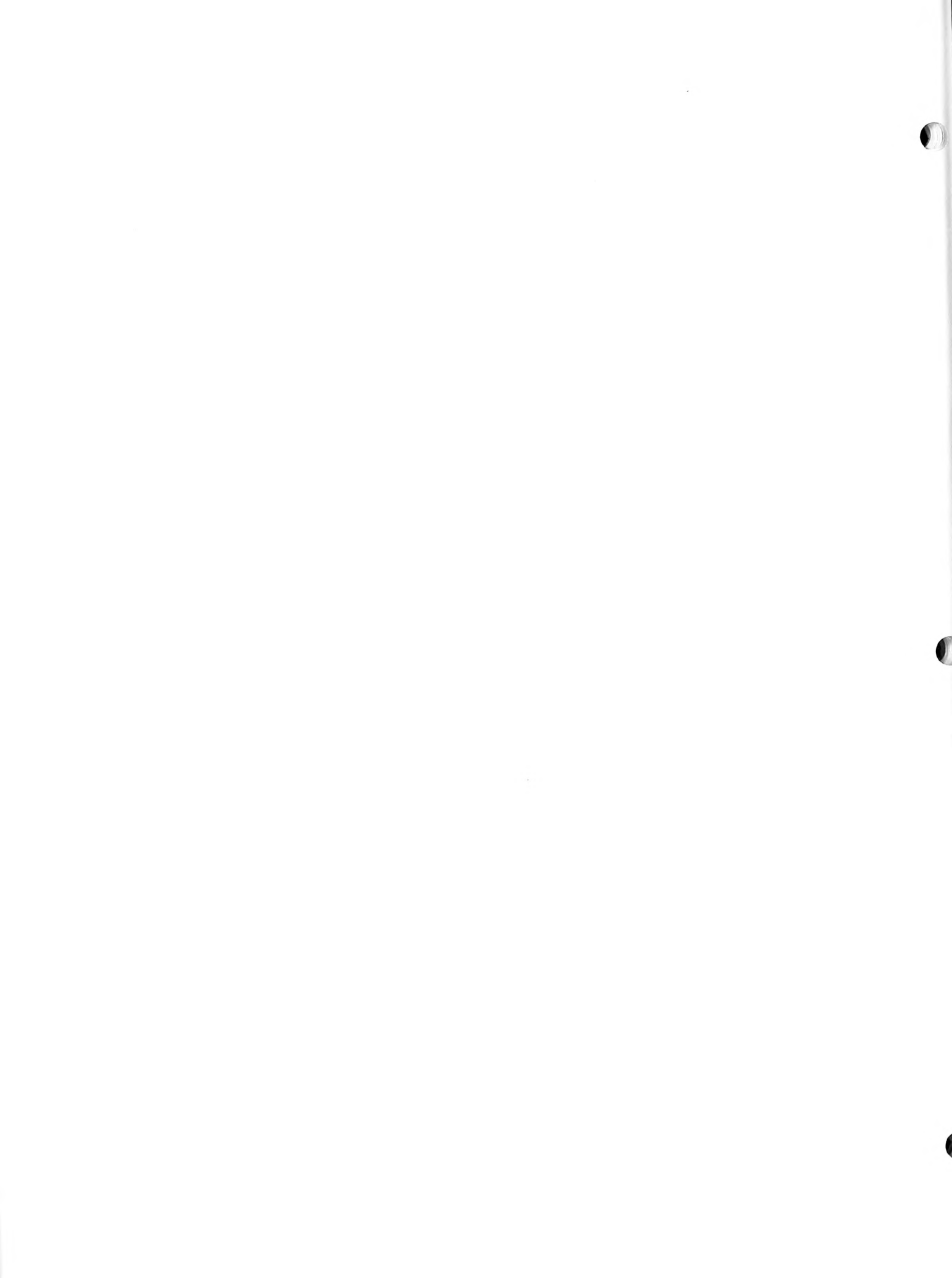
Corn Industries Research Foundation 5,000.00
Glass Container Institute 12,000.00
Ocean Spray Cranberries 5,000.00
Society of Soft Drink Technologists 4,000.00

FORESTRY AND WILDLIFE MANAGEMENT

Berkshire County Development Commission 3,000.00

HORTICULTURE

E. I. duPont de Nemours & Co. 1,500.00
Stauffer Chemical Co. 500.00
Sylvania Lighting Products Co. 1,100.00



INSTITUTE OF AGRICULTURAL AND INDUSTRIAL MICROBIOLOGY

Cocoa and Chocolate Manufacturers of U.S.	\$2,000.00
Commercial Filters Corporation	1,800.00

POULTRY SCIENCE

Withmore Feeds - Cox Fund	2,000.00
Ciba Pharmaceuticals	2,500.00
Norwich Pharmacy Co.	500.00

VETERINARY SCIENCE

Abbott Laboratories	1,000.00
Charles Pfizer Co.	1,500.00
Eaton Laboratories	2,000.00
Lederle Laboratories	8,000.00

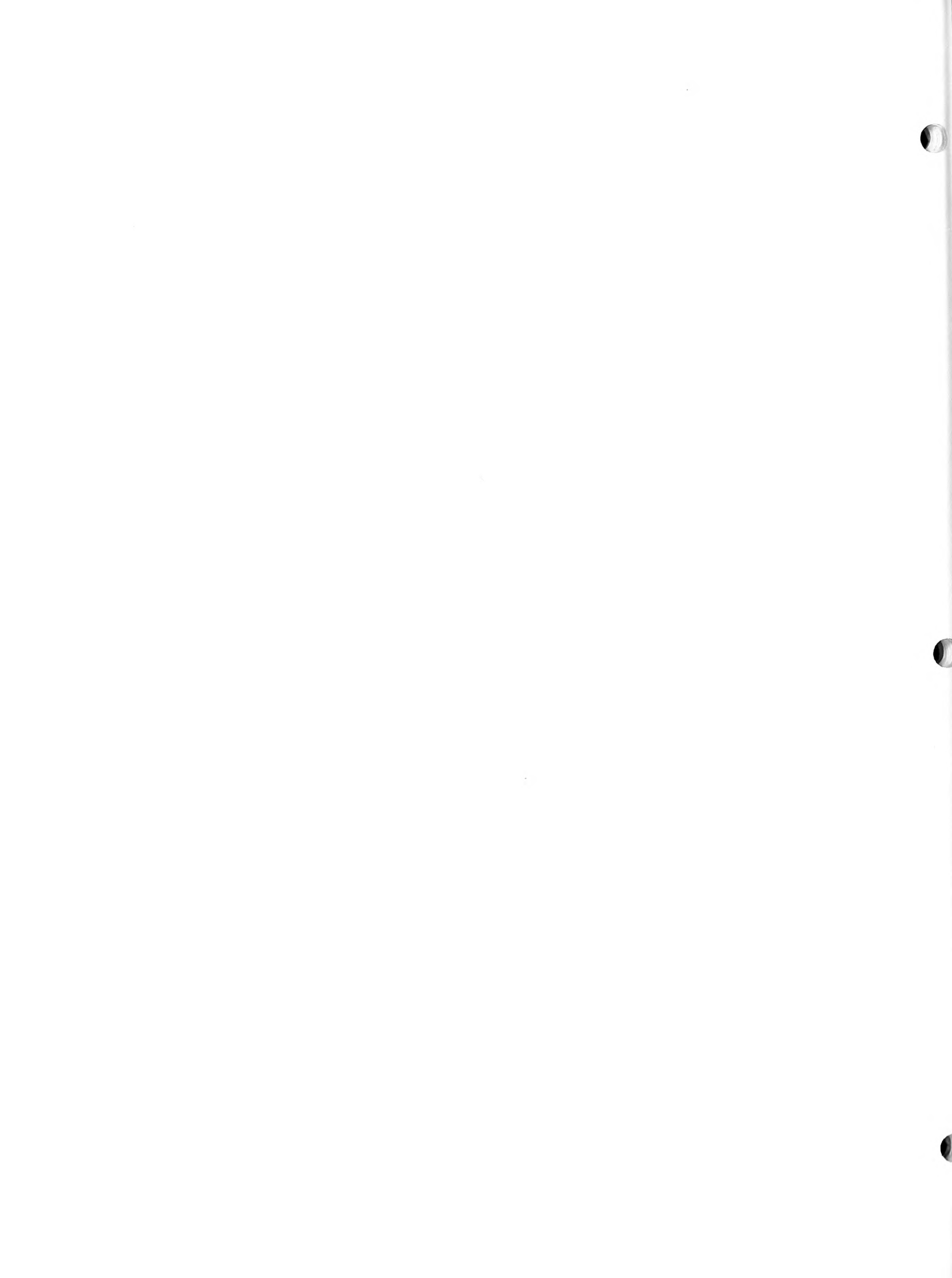
WALTHAM FIELD STATION

Boston Market Gardeners Association	500.00
New England Carnation Growers	500.00
Massachusetts Flower Growers Association	100.00

B. PUBLIC SOURCES

FEDERAL GRANT FUNDS

ARS Contract #12-14-100-258(51), Dr. Van Roekel, Veterinary Science	\$12,500.00
ERS Contract #12-17-0017-24; Dr. Bird, Agricultural and Food Economics	12,500.00
AMS Contract #12-05-300-36, Professor Lukowski, Food Science and Technology	38,500.00
NEFS Contract #12-11-007-19036, Dr. Lilly, Entomology and Plant Pathology	3,500.00
NEFS Contract #12-11-007-19020, Professor Rhodes, Forestry and Wildlife Management	850.00
USDI Contract #14-16-008-632, Professor Rhodes, Forestry and Wildlife Management	5,000.00

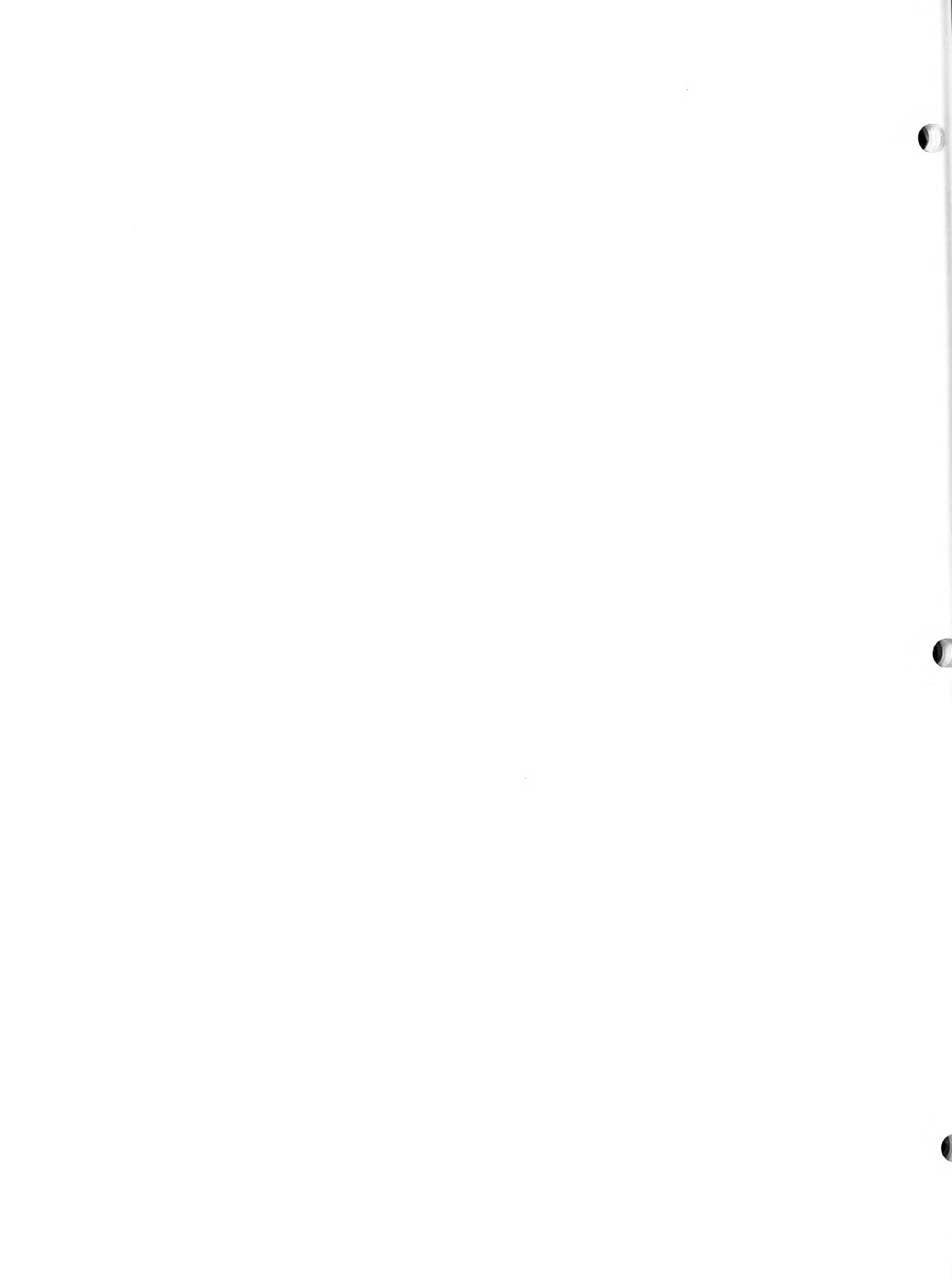


NATIONAL INSTITUTES OF HEALTH

C-6383, Dr. Sevoian, Veterinary Science	\$11,684.00
C-1442, Dr. Hanson, Entomology and Plant Pathology	8,352.00
EF-99, Dr. Fagerson, Food Science and Technology	18,167.00
EF-100, Dr. El-Bisi, Food Science and Technology	31,840.00
EF-00121, Dr. Litsky, Institute of Agricultural and Industrial Microbiology	12,708.00
EF-00011, Dr. Litsky, Institute of Agricultural and Industrial Microbiology	14,420.00

NATIONAL SCIENCE FOUNDATION

G-13935, Dr. Rohde, Entomology and Plant Pathology	8,250.00
GB-740, Dr. Alexander, Entomology and Plant Pathology	2,800.00



COOPERATIVE EXTENSION SERVICE

-- J. R. Beattie



ANNUAL REPORT

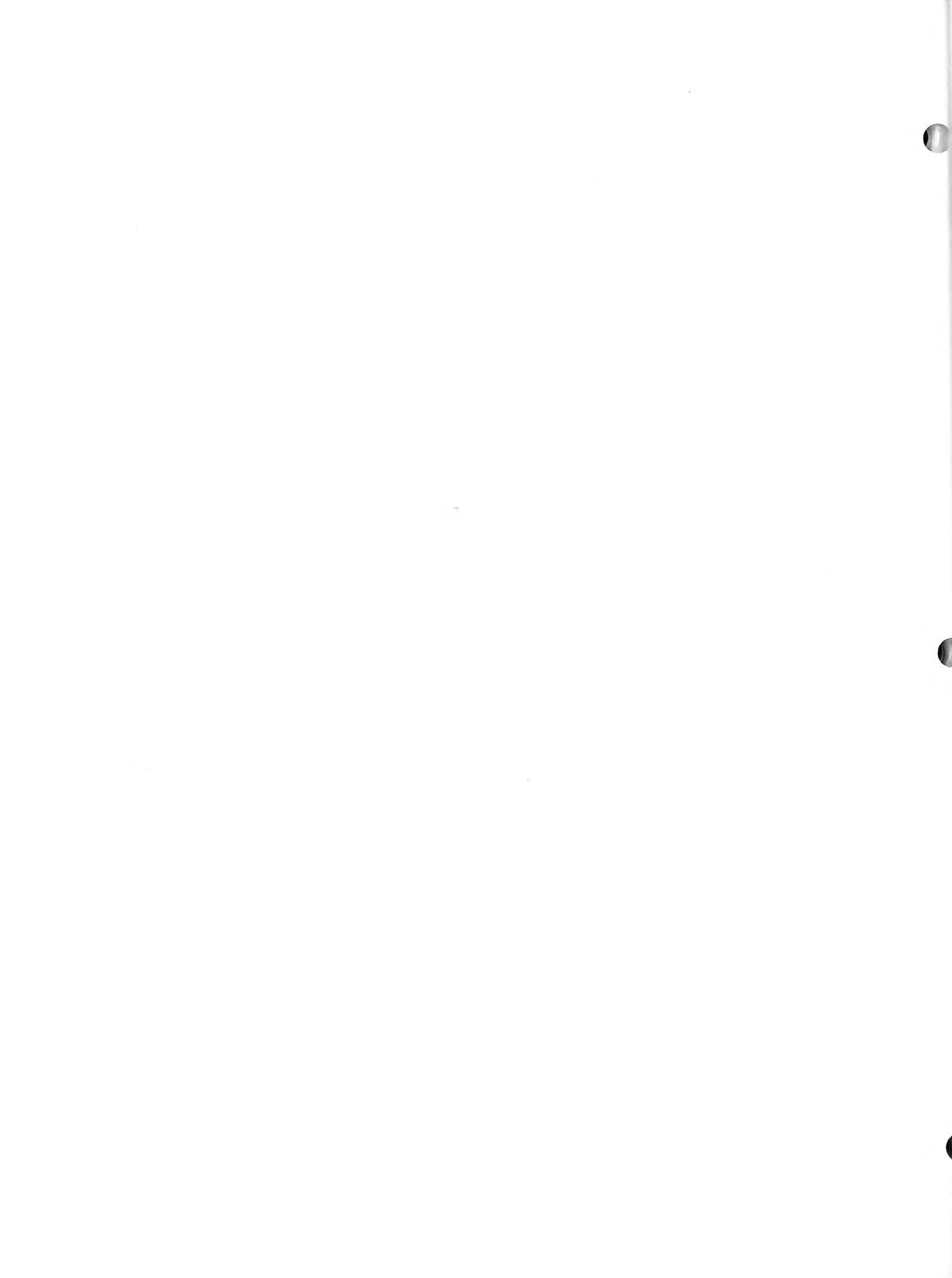
COOPERATIVE EXTENSION SERVICE
1962-1963

J. R. Beattie, Associate Director

During the past year, substantial progress was made in changing and adjusting the programs of the Cooperative Extension Service to serve the needs of a changing society more efficiently and adequately.

There have been many developments in the past year which have contributed greatly to the larger role and more effective impact of Extension on the people of the state. A few of these will be considered briefly in the following paragraphs:

Regionalization - The move toward regionalization of county Extension work has continued to progress. Addition of Berkshire County to the three-county Pioneer Valley area, agreement for combining county activities in some areas in the eastern part of the state, and the development of preliminary plans for regionalization in the southeastern part of the state are all indications of the acceptance of this modernization of the structure of county Extension work. Purposes of these moves have been to increase the efficiency with which commercial agriculture is served, reduce the number of agents required, obtain more highly trained personnel, and adjust the distribution of county staff in line with the workloads and distribution of the industry.



Interstate Cooperation - We have continued to increase the cooperation with the other state universities in New England in the joint use of personnel to provide service over a wider area without duplication of staff. This has been especially effective in the food distribution educational work with food retailers and wholesalers, and has been done in other areas including dairy and animal science. It will be a major factor in a new food service educational program for operators of food service establishments which will be conducted during the 1963-1964 year. These changes have had the strong support of farm groups, taxpayers' associations and others.

Increased Competency - A great deal of progress was made during the year in increasing the competency of Extension staff to handle effectively the more complex job of serving the commercial agriculture of the state. A program of advanced study for county agents leading to the Master's degree has produced good results. About 85 per cent of the agricultural agents in Massachusetts counties had taken formal graduate courses by the end of 1962. Three had completed Master's programs and received their degrees. Four had completed all requirements for the Master's degree except the thesis and/or final examinations. Six others were well along in their Master's programs and twelve others had completed substantial amounts of their class work. Among the specialists, there has been much progress in work toward advanced degrees, especially toward the Ph.D. degree.



Home Economics Work for City Low-Income Families - A significant development of the past year has been the program to provide home economics education for low-income families in a publicly-supported housing project in the City of Boston, and in testing the traditional methods, procedures and materials in conducting Extension work with these people.

The program is sponsored jointly by the Cooperative Extension Service of the University and the United South End Settlements, and is partly supported by a Federal grant. A home economist directs the work at Boston and is assisted by the Extension home economics staff at Amherst. Plans for the educational program were developed by representatives of Extension in meetings with small groups of homemakers specifically set up for this purpose.

Preliminary results indicate special needs in low-income public housing projects for nutrition education and for information on the use of credit and on buying clothing, food, and household items, as well as in organization of work and storage space. There is much interest in the outcome of this two-year program, as it is expected to contribute a great deal to the way in which work with such segments of the population will be conducted nationally in the future.

Science in 4-H Projects - The greater complexity of educational requirements for scientifically-oriented careers, the changing needs of youth, and their more sophisticated interests have put



greater challenges on the 4-H program in recent years. Several steps have been taken to increase the scientific content of the 4-H projects. For example, the poultry project has been drastically altered to center around the contents of a manual entitled "Hatching Eggs - A Study of Embryology." A special program will increase the science content of the plant projects.

Food Distribution - The Extension staff at the University have attained a national reputation for their work in the development of educational programs, methods, and techniques for increasing the efficiency of food marketing firms. A training motion picture on handling of frozen foods, developed during the past year, has been acclaimed by public and private organizations and marketing firms in all parts of the nation; and it is expected to make even more effective the frozen foods training program developed over recent years by our Extension people and now in use by major independent and chain food firms.

Food Service - Additional emphasis was given in the past year to the development of Extension educational work with the food service industry which includes hotels, motels, restaurants, industrial caterers, and other feeding firms. The three-year contract with the United States Department of Agriculture for the development and testing of procedures, techniques, and materials for conducting educational work with this industry has been completed. A special training program for Extension



personnel from other parts of the nation was held at the University in the spring. This contract has now been completed, and the results have been of so much value that the United States Department of Agriculture has requested the Cooperative Extension Service of the University to enter into another contract program to demonstrate the use of the procedures, techniques and materials in the conduct of a New England regional educational program with this industry. Another development in Extension educational work in this area was the action of Barnstable County in adding a county worker to the Extension staff to work with the food service, hotel and restaurant industry on Cape Cod. This meets a long-time and often repeated request from the Cape industry for Extension educational assistance in enabling this major part of the state's economy to meet some of the problems for which the Extension Service and College of Agriculture have the required competency.

Plans For The Future

In looking to the future, the Cooperative Extension Service will continue to work toward the following objectives:

1. To increase the professional specialization of the staff and to broaden its scientific resources.
2. To provide more effective programs in marketing and management and to meet more effectively the needs of commercial agriculture.



3. To adjust Extension programs in home economics and 4-H to meet needs resulting from new modes of living of families and communities.
4. To increase 4-H enrollment and adjust programs to changed needs.
5. To develop effective programs for low-income, urban families; for the older-age group; and for greater numbers of homemakers in the nutrition, family income, child development, and family health areas.
6. To conduct a study to determine immediate and long-range goals, alternatives for improving administration and program organization and operation, an improved over-all staffing program for Extension work, alternative methods for involving subject-matter disciplines and staff of departments in other parts of the University, and the effective and future use of mass media in Extension work.



NYASALAND - AID EXTENSION EDUCATION PROGRAM
- letter from Professor Parsons

Box 193, Lilongwe
Nyasaland, Africa, May 31, 1963

Dean Arless Spielman
University of Massachusetts
Amherst, Mass.

Dear Dean Spielman:

I understand that Charlie has sent to you a detailed report of our four weeks travel around Nyasaland. Since we were together on that trip, I will not report on it as much of what I might write would be duplication. I will therefore confine this report to activities from May 14 on at the Colby School at Chitedze.

I confess that I went to Chitedze the morning of May 14 with considerable apprehension as to the way I would be received. I had gathered that Mr. Watkinson, the principal, was not too pleased over the prospect of having someone come in for the purpose of changing his curriculum. I spent the entire morning with Mr. Watkinson. It developed that he had been quite concerned "as to the kind of a chap that was to be on his back for the next two years." Evidently I was enough better than he had feared, so that I was reasonably acceptable. In fact he introduced me to one of the staff at the end of the morning and said, "he appears to be a very reasonable sort of a chap."

The present students include four groups:

(1) Advanced Course: Graduates of the regular two year course who have worked as instructors for from three to five years and who are

back for one year additional training. Course is from about September 1 to July 31. Limited to 12 married students.

(2) Second Years. About 30 men who started in September 1961 and will finish the two year course this July.

(3) First Years. About 35 men who started last September on the standard two year course.

(4) Prelims. About 35 men who started April 1, 1963. Beginning with this group, it is planned to have the course two years and four months. It seems that they get out of the grade school about January 1. About 60 are selected from the applicants and these are given three months practical graining in the various provinces and about 35 selected from that group to start at Colby.

So there are about 110 students at the school from April 1 to July. The school is completely shut down for the month of August. Beginning with September, when the above groups will be back to about 80, there will be a series of short courses of special training for several groups.

Mr. Watkinson gave me the syllabus of the two year and Advanced Courses and the hour plans of the Instructors. The staff in addition to the principal, includes three Senior Instructors with University degrees and three Junior Instructors who have not had more than the regular and Advanced Courses at Colby. Two of the Senior Instructors are Europeans and the others are Africans.

Mr. Watkinson said that the matter of office for me was an em-

barrassing one for them as they just did not have any space available at all in the main building. He said the only possible place was a little room in the building back of the Class room Building. There was a much better office that they could get for me over at the Research Station. However that was about a mile away and that feature didn't appeal to me at all as hopefully I shall want to see members of the staff frequently. If I were located a mile away and drove over to see someone and he happened to be busy then, it would be awkward. If I were located just around the corner, I could come back a little later. The office at the school is certainly not fancy but is adequate. I think it didn't hurt my relationship at all to have me satisfied with it. It has already paid dividends as teachers have stopped in three or four times to talk over things with me - and I am sure they wouldn't have if I had been located a mile away. Incidentally there is one telephone at the school - in the principal's office. If anyone else is wanted on the phone, a messenger gets him and he comes to the principal's office to answer it!

Mr. Watkinson said he assumed that I would want to sit in on some of the classes. He suggested that it might be well if I taught one occasionally for one of the Instructors to show that I didn't mind standing up in front of them once in a while. He also asked me to handle a three weeks short course in Extension Methods for Veterinary Assistants early in September. There will be a two weeks course immediately following that for Instructors from Celtral Province. This is also in Extension Methods and he asked me to handle it. Then there will be a three months refresher course for Assistant Instructors from the Northern Province. This will include one class in Extension Methods and he has asked me to handle that.

There is currently being given, one course in Extension Methods

for the Advanced Group and one for the Seniors. I started sitting in on these and right away the Instructor has asked me to help him with these. So at the moment I am teaching one hour per week with each group.

Three weeks ago I hadn't the slightest idea as to just what I was going to do here. Now I can hardly dig out the references and get prepared as fast as I am asked. However, this is providing a wonderful opportunity to really get in and start organizing some classes.

Charlie and I meet with the Director of Agriculture next Tuesday in Zomba. It is expected that a plan of work for us for the next few months will be worked out there. I will try to get a copy of mine off to you within a reasonable length of time after that meeting.

Sincerely,
/s/ Hap

Clarence H. Parsons

PROFESSIONAL ACTIVITIES OF STAFF

PROFESSIONAL ACTIVITIES

Administration

A. A. Spielman -

1. Elected Chairman, Division of Agriculture, Association of State Universities and Land-Grant Colleges.
2. Appointed Board of Governors, Agricultural Hall of Fame.
3. Appointed by Governor Peabody to represent the Commonwealth on the American Food For Peace Council.
4. Appointed by Governor Peabody to represent agriculture on the Massachusetts Economic Stabilization Board.

Agricultural and Food Economics

Professor Ellsworth W. Bell is a member of the Economic Advisory Committee of the American Feed Manufacturers Association, and serves as Secretary of the New England Milkshed Price Committee....Dr. Blackmore has served as a consultant to the Food and Agriculture Organization of the United Nations, has been made a member of the Advisory Committee of the Council on Economic and Cultural Affairs Inc., and is a member of the Social Science Research Council on Agricultural Economics and the American Farm Economic Association Committee on New Directions in Research....Professor Bradford Crossmon is Chairman of the New England Agricultural Economics Council and Chairman of the Northeast Farm Management Research Committee....Professor

Charles E. Eshbach is a member of the Board of Trustees of the New England Economics Education Council, and Chairman of a Subcommittee of the Boston conference of the Associated Social Science organizations to be held in December....Professor Robert A. Fitzpatrick is an examiner for the Massachusetts Division of Civil Service....Dr. John H. Foster is a member of the Massachusetts Advisory Council on Conservation Education.... Professor Herbert G. Spindler attended the Economics-In-Action Program sponsored by the Case Institute of Technology....Professor John Bragg is completing work toward a Ph.D. degree at the University of Indiana and has received Hood Foundation and Massachusetts Society For the Promotion of Agriculture grants. Professor Deane Lee received grants from the same organizations for work toward a Ph.D. degree at Clark University.

Agricultural Engineering

Dr. J. T. Clayton completed work on his doctorate program at Cornell University under a National Science Foundation grant...Professor John W. Zahradnik has been on sabbatical leave completing his work toward a Doctorate at Massachusetts Institute of Technology....Professor Lester F. Whitney is working on a Doctorate at Michigan State University under grants from the Hood Foundation and the Massachusetts Society for the Promotion of Agriculture....Professors C. A. Johnson, J. W. Zahradnik, and J. S. Norton became Registered Professional Engineers....Members of the staff are members of various committees of the national professional association.

Agronomy

Dr. Mack Drake is a Consulting Editor for the Agronomy Journal.... and Dr. William G. Colby and Professor Joseph Troll and Mr. Donald V. Waddington are members of the Advisory Board of the Massachusetts Turf and

Lawngrass Council...Dr. John H. Baker has been serving as a technical consultant for the Cambridge Institute of Nuclear Studies.

Dairy and Animal Science

Dr. Stanley N. Gaunt is a member of a national research committee coordinating research on milk composition....Professor Heinrich Fenner attended the 6th International Nutrition Congress in Edinburgh, Scotland....Professors Robert B. Bruce, Ernest M. Suck and David A. Evans are in programs leading to a Ph.D. degree.

Entomology and Plant Pathology

Dr. John F. Hanson continued as editor of the Bulletin of the Brooklyn Entomological Society....Dr. F. W. Holmes received a National Science Foundation grant and a Fulbright Fellowship to help support work during his sabbatical leave in Holland....Dr. C. J. Gilgut is chairman of the local arrangements committee for the annual meeting of the American Phytopathological Society....Dr. John H. Lilly is a member of the Committee on Common Names of the Entomological Society of America....Dr. Malcolm A. McKenzie is a member of the Massachusetts Advisory Council on the Dutch Elm Disease and a member of the Executive Committee of the Northeastern Forest Pest Council....Dr. Frank R. Shaw was co-chairman of the Eastern Conference of the National Pest Control Association, and serves as a member of the Woods Hole Scholarship Committee....Dr. Marion E. Smith was designated as an Honorary Member of the National Pest Control Association, the first woman to be so honored.

Horticulture

Professor John S. Bailey has been cooperating with Dr. George W. Darrow and Mr. Henry Wallace (former Vice-President of the United States and Secretary of Agriculture) in obtaining source material for a book on the history and breeding of the strawberry....Professor Alfred W. Beicourt is chairman of the program for the 1963 American Society of Horticultural Science meetings....Dr. William J. Lord is President of the Northeastern Section of the American Society for Horticultural Science....Professor Grant Snyder is chairman of the Board of Trustees of the National Junior Vegetable Growers Foundation and is National Advisor of the National Junior Vegetable Growers Association....Dr. Franklin W. Southwick was elected representative from the Northeastern Region on the Board of Directors of the American Society for Horticultural Sciences, and serves as Treasurer of the Massachusetts Fruit Growers Association....Dr. Walter D. Weeks is a member of the Variety Arbitration Committee for Apples of the American Pomological Society....Professor Donald N. Maynard has completed his work for a Ph.D. degree.

Food Science and Technology

Dr. Hamed M. El-Bisi served as an advisor to the National Aeronautics and Space Administration on problems related to sterilization of space probes and interplanetary vehicles; and was a member and participant in the 1962 International Congress of Microbiology....Dr. William B. Esselen was awarded a National Institute of Health grant to attend the First International Congress of Food Science and Technology at London, England, and was appointed to the General Committee on Foods of the Advisory Board on

Military Personnel Supplies, National Academy of Science, National Research Council...Professor Kirby M. Hayes was honored by the National Pickle Packers Association for contributions to the pickle industry, and was a member of the Massachusetts Frozen Food Committee...Dr. Herbert O. Hultin was a National Institute of Health post-doctoral fellow with David E. Green at the Institute for Enzyme Research at the University of Wisconsin.

Forestry and Wildlife Management

Professor C. R. Lockard is a member of the Advisory Council of the Northeastern Forest Experiment Station...Professor William P. MacConnell was chairman of the Conservation and Forestry Section of the Northeastern Weed Control Conference...Dr. Donald L. Mader is chairman of the Site Evaluation Committee of the Northeastern Forest Soils Conference...Professor John H. Noyes is Secretary-Treasurer of the New England Section of the Society of American Foresters...Professor Arnold D. Rhodes is General Chairman for the national meeting of the Society of American Foresters, and is a member of the Massachusetts Advisory Council for Conservation Education.

Landscape Architecture

Professor Gordon S. King is a member of the Board of Directors of the International Shade Tree Conference.

Poultry Science

Dr. Thomas W. Fox is a member of the Awards Committee of the Poultry Science Association...Professor Robert M. Grover is Co-Chairman of the Northeastern Poultry Producers Council Egg Quality School...Dr. William J. Mollen has been named an Editorial Referee for the inter-

Institute of Agricultural and Industrial Microbiology

Dr. Warren Liesky has been appointed a Special Consultant for the Water Supply and Pollution Control of the United States Public Health Service. He is also a member of the Committee on the Microbiology of Surfaces of the American Public Health Association, and a member of the Editorial Board of Applied Microbiology, published by the American Society for Microbiology....Dr. William S. Maeller has been reappointed to the Committee on Laboratory Methods of the International Association of Milk and Food Sanitarians; and he is also Associate Editor of Milk and Food Technology.

Food, Fertilizer, Seed and Dairy Law

Professor Kuzmeski was President of the Association of American Fertilizer Control Officials, and is a member of the Association's Fertilizer Guarantees and Tolerances, Executive and nominating committee. He is chairman of the Collaborative Check Sample Committee of the Association of American Feed Control Officials.

Home Economics

Professor Joseph D. Burroughs is a member of the Governor's Massachusetts Committee on Children and Youth, and a member of the National Advisory Committee on Family Life Education of the American Social Health Association....Professor Winifred Eastwood is on leave of absence working toward a Ph.D. degree at the University of Chicago.... Professor Marjorie M. Merchant is an Executive Director of the Massachusetts Consumer Association....Professor Harriet J. Wright is President of the Massachusetts Dietetic Association, Member of the Executive Council.

of the Massachusetts Public Health Association, and Member of the
Governor's Massachusetts Committee on Children and Youth.

Four-H and Youth

Professor William W. Metcalfe is working toward a Ph.D.
degree at the University of Chicago....Professor Merle Howes is
working toward a Ph.D. degree at the University of Wisconsin.

FACULTY PUBLICATIONS

Printed Publications: 26 Experiment Station; 51 Ext. loc.

Contributions to Scientific Journals: 115*

Monthly Periodicals: 13

Movies: 1

*Includes those approved and printed

Magazine and Newspaper Articles (Not Regular News Releases) 56

Mimeographed Publications 53

CAPITAL OUTLAY NEEDS

CAPITAL OUTLAY NEEDS - The following needs were submitted in 1962 and presumably have been included in the University program.

1. Replacement for farm buildings now on campus to be located at South Deerfield, Belchertown and Tillson Farm.
2. Plant Science building to replace French and Fernald Halls.
3. Remodelling Flint Laboratory in lieu of new Animal Science building included in first master plan.

February 25, 1963

To: Mr. Kenneth W. Johnson,
Treasurer

Dear Mr. Johnson:

We appreciate very much the opportunity to consider further our Capital Outlay needs in view of the changing emphasis and direction of the College of Agriculture programs.

First, I would like to make a few general comments regarding the over-all University building program. I am concerned about the priority or schedule set up for remodelling the various old buildings that we now occupy; namely, Fernald Hall, French Hall, Wilder Hall, West Experiment Station, and Stockbridge House. My concern is that we may be evicted from these buildings before new space is provided.

It is disturbing and our staff are in constant turmoil because of the many rumors and assertions that the buildings now occupied by Agriculture are going to be used for other purposes in the very near future.

Secondly, I am greatly concerned that we will be forced out of the Experiment Station Research Service Buildings before suitable replacements are provided. I have also heard rumors to the effect that we may lose out entirely. Again, I would greatly appreciate being brought up to date.

Thirdly, on several occasions I have indicated that we plan to vacate Munson Hall by moving the 4-II department and the Extension Communications Department to Draper Hall as soon as the School of Business Administration moves out. The graduate program in Food Economics is expanding quite rapidly; therefore, we need more space in Draper Hall for this program.

Our needs for additional buildings are listed below, in order of priority.

Additional Building Requirements - listed in order of priority.

1. Landscape Architecture and Urban Rural Planning Building.

est. gross sq. ft. 50,000 Est. equipment \$20,000.

to replace Wilder and provide for growth.

2. Analytical Chemistry and Biological Control Laboratory.

est. gross sq. ft. 50,000. Est. equipment \$200,000.

to replace West Experiment Station Building and provide badly needed space for chemical, radiological and biological analysis,

control and research on pesticides, herbicides, feed adjuvants and seed quality in connection with statutory requirements.

3. 4-H Extension Center.

est. gross sq. ft. 40,000. Est. equipment \$50,000.

to replace Farley 4-H Club House and Bowditch Lodge, and to provide facilities for short courses, conferences and seminars.

4. Food Engineering Building.

est. gross sq. ft. 100,000. Est. equipment \$200,000.

to provide for undergraduate and graduate program in food process engineering, packaging, handling, distribution, quality control, inventory management and other engineering oriented needs of the food industries.

5. Environmental Sciences Building.

est. gross sq. ft. 100,000. Est. equipment \$1,000,000.

to provide teaching and research laboratories for developing programs in climatology, bioclimatology and biocology, and the Institute of Agricultural and Industrial Microbiology to replace Marshall Hall.

6. Addition to Main Building at Waltham Field Station.

est. gross sq. ft. 30,000. Est. equipment \$50,000.

to provide space for an expanded teaching and continuing education program.

7. Greenhouse at Waltham Field Station.

est. gross sq. ft. 40,000. Est. equipment \$5,000.

to replace temporary plastic greenhouses for research in
flower and nursery crop genetics.

8. Water Resources Research Center.

est. gross sq. ft. 100,000. Est. equipment \$1,000,000.

to provide laboratory facilities needed in connection with
the Federal legislation (The Anderson Bill S.2) to establish
water resources research centers at Land-Grant Colleges and
State Universities.

If needed, I shall be delighted to provide additional information about
these requests.

Sincerely yours,

A. A. Spielman
Dean

AAS:MRE

cc: Dr. John W. Lederle

Dr. Gilbert L. Woodside

REPORT OF NATURAL RESOURCES COMMITTEE



REPORT AND RECOMMENDATIONS

Natural Resources Committee
College of Agriculture
University of Massachusetts
May 1963

In June 1962 Dean Spielman appointed a Natural Resources Committee to study and make recommendations concerning the development of an effective natural resources ^{program} in the College of Agriculture and the University, including aspects of research, extension, and resident instruction. Membership on the Committee consisted of the Heads of the Departments of Forestry and Wildlife Management, Agricultural and Food Economics, Landscape Architecture, Agronomy, Agricultural Engineering, the Director of the Bureau of Government Research, the Secretary of the College of Agriculture, the Director of Agricultural Extension, and faculty members representing the fields of Urban Planning and Natural Resource Development. The findings and recommendations of this Committee are presented in this Report.

THE SITUATION

The forces of urbanization, industrialization, population expansion and growing affluence are radically changing the demands made upon our natural resources, and are creating difficult problems of resource planning, management, and development. There is increased awareness of the importance of proper and effective management of these resources to the future economic prosperity of the Commonwealth, and to the social well-being of its citizens. The rise of 200 Town Conservation Commissions in Massachusetts bears witness to the growing degree of citizen concern over these issues in this State.

Massachusetts forms an integral part of the densely populated megalopolis region along the eastern seaboard of the United States. It has experienced a long history of urbanization, suburbanization, changing economic conditions and population shifts. The resource problems of the Commonwealth typify in



microcosom situations which are developing or will emerge in other urbanizing portions of the United States. This tradition places Massachusetts in a favorable position to pioneer solutions in the design of patterns of environmental development favorable to balanced growth and societal well-being in an urbanized, economically mature region. It presents the University with a challenge and opportunity for constructive involvement.

This new and identifiable complex of contemporary resource problems is closely related to urban and regional planning activities, economic development efforts, public resource programs, and private landowner interests. This complex, of land, water, space and their products, is one having diverse aspects - physical, ecological, economic, sociological, legalistic, political, and aesthetic - ranging in character from near wilderness on one end of the spectrum to metropolis on the other. The frame of reference is man and his total environment; the problem is the interaction between them. The need is to examine these interactions, to promote public understanding of them, and to devise rational guidelines concerning them. This means research and education.

Within this broad context various specific opportunities for University action can be cited:

- A. To nurture and support the growing public interest in resource and planning problems.
- B. To gather, assimilate and interpret resource and environmental information and to disseminate it widely to the public.
- C. To develop local and regional factual information and improved methods of utilizing such information to assist town, city, state and regional agencies engaged in resource development and environmental planning activities.

- D. To initiate resource and planning research programs and to sponsor and coordinate an interdisciplinary approach to such projects.
- E. To carry out resource planning and analysis projects on a contractual basis with Federal, state, local and private organizations.
- F. To act in counterpart capacity to Federal programs in the field of resource development and area planning.
- G. To provide professional resources training for persons in different academic disciplines and professional areas.

THE IMPLICATIONS

A land-grant college of agriculture with its particular facilities of extension and research, and with its tradition of public service to the state, has great potential for substantial contribution to these areas of need. To meet this challenge will require new knowledge, methods, organization, outlook, and philosophy. The functions and programs of the College must be directed to these needs and related to other components of the University. Many programs in the College have long been concerned with various elements of resource use, but their emphasis has traditionally been upon rural lands and agricultural needs. The changing position of agriculture in the State, and the emergence of new and critical land and water problems involving all elements of its economy and population, make this an appropriate time to re-identify the perimeter of the overall College program.

The fullest contribution of the College of Agriculture to these needs as they have emerged in Massachusetts has not been realized for lack of identifying focus. Steps must be taken to articulate the extension, research, and teaching activities of the College with area and regional

development programs throughout the State. Improved working relationships with planning agencies should be developed. Programs must be linked effectively with the interests of landowners, resource-oriented industries, and the general public, both rural and urban. This will require integrated and coordinated programs, enlisting the assistance and cooperation of other parts of the University.

The College should strive for a balanced emphasis upon agricultural and non-agricultural uses of natural resources, with particular attention to areal or regional resource situations. Its scope of responsibility must be broadened to include all the resource elements of the environment and the significance which these have for all the people of the Commonwealth. In addition to the economic and production-oriented aspects of resource use and planning it should be concerned with the amenity values of the natural landscape, and with the abilities of improved resource management to enhance the quality of life in a highly urbanized area such as Massachusetts.

This constitutes a new and relatively unexplored area, and one with which land-grant institutions have not been deeply involved in the past. Much evidence indicates, however, that these may well become the central resource issues in the future for many portions of the United States. Growing interest in these questions is apparent on the part of both public and private organizations, but there is pressing need to bring these groups together, to consolidate their interests, and to create an improved climate for deliberating farsighted and consistent policies determining future patterns of resource use and environmental development. A university can create such an environment. Now is a propitious time for the University of Massachusetts to address itself to this situation.

RECOMMENDATIONS

In view of these considerations the following recommendations are submitted:

- I. THAT a new school be established within the University of Massachusetts, absorbing the present College of Agriculture, and providing the diversity and competence required for effective adjustment to this broader area of interest and program involvement. The newly created school should be organized and administered internally to provide effective interdepartmental cooperation and program coordination. It should be designated as a School within the University and identified as follows:

THE (NAME) SCHOOL OF
ENVIRONMENTAL SCIENCES

It is further suggested that a Committee of interested alumni and representatives of relevant public and private agencies within the State be appointed to select an appropriate proper name for the new School, and to advise on sources of financial support for certain of its activities.

- II. THAT a separate facility, the Massachusetts Center for Resource and Regional Planning Studies, be established at the University of Massachusetts and located within the newly created School of Environmental Sciences, with the following objectives:

1. To sponsor, promote and undertake research, both basic and applied, focused on strategic land, water, space, recreation, and other resource problems characteristic of a dominantly urban and industrialized state.
2. To assist private individuals, local communities, regional organizations, and specialized interests concerned with resource and environmental problems through the dissemination and interpretation of factual information and research findings.
3. To cooperate in a participating or liaison capacity with local, state and Federal resource development and planning activities.
4. To encourage and support appropriate University departments and units in the development of interdisciplinary programs and seminars in resource development and regional planning, and to facilitate graduate specialization and research in this area.
5. To build up and maintain a library of reference material and statistical data pertaining to resource and environmental problems of Massachusetts, and to make this facility available for the use of public agencies, local communities, private individuals, and University staff.
6. To study policy issues and institutional arrangements that would facilitate effective^{economic} and aesthetic development of the natural resource environment of the Commonwealth.

Thus, a major function of the Center would be the conduct of research. A second important function would be in the area of continuing education based upon research findings. A third area of activity would involve participation in graduate resources training through interdepartmental seminars, thesis projects and special undertakings with graduate students. The final function of the Center would be to secure research funds for the University.

While many of these activities are already being carried on to some degree through existing departments and units within the University, the Committee has concluded that a new and separate facility is required to give these efforts added direction, support and identity, to stimulate new areas of program involvement, and to provide an effective focal point for this growing community of interests. By concentrating and focusing on the resource and natural environment aspects of planning such a Center would complement the metropolitan-oriented activities being carried out in other institutions of the Commonwealth.

Structure of the Center

The Center should be organized as a special unit of the School of Environmental Sciences. Authority and responsibility for the control of the Center should rest with the Dean of the School of Environmental Sciences. Most of the existing departments of the present College of Agriculture would be involved in the activities of the Center and the following other units of the University would participate actively in its program, either immediately or in the future:

Population Institute; Institute of Industrial and Agricultural
Microbiology; Bureau of Government Research

The Center would cooperate actively with all appropriate departments and schools of the University, and with interested persons in the three cooperating area colleges. Areas from which participation might be expected would include the following:

Geography	Civil Engineering	Meteorology
Geology	Industrial Engineering	Oceanography
Economics	Recreation Leadership	Philosophy
Government	Public Health	History
Sociology	Business Administration	
Psychology	Climatology	

It is recommended that the work of the Center be guided by two advisory boards. A small policy-making group would be drawn largely from within the University, but with representation from pertinent public agencies, such as the Department of Natural Resources, the Division of Planning, the Federal

Reserve Bank. A larger advisory board, meeting less frequently, would be drawn from throughout the State, representing a spectrum of interests both public and private.

Staffing of the Center

Full-Time Appointments:

A Director and nucleus full-time staff should be recruited for the Center, this staff to be employees of the University with all rights, privileges and responsibilities thereof. The full-time staff would be administered by the Director, and their promotion and salaries would be set in accordance with the policies of the University.

Joint-Appointments:

In addition to the full-time staff joint appointments to the Center would be made on either a temporary or permanent basis. These persons would come from existing departments upon consent of the Department Head. Such persons would be administered by their respective Department Heads but would be responsible to the Center Director for all assignments assumed under the Center program.

Temporary Appointments:

Temporary appointments would be made on a contract basis, largely from University staff but from outside the University for specific projects.

Program Activities of Center

Regional Planning and Development

This phase of the Center's program, involving economics, landscape architecture, urban and regional planning, and various natural resource specialties, would complement and support public and private planning and development programs, including those sponsored by regional associations, the 701 planning program of the Housing and Home Finance Administration, the Area Redevelopment Administration of the United States Department of Commerce, and the Rural Area

Development program of the United States Department of Agriculture.

Water Resources

This phase of the Center's program, involving engineering, public health, geography, economics, public administration and geology, would cooperate actively with programs of the Soil Conservation Service, the Massachusetts Department of Natural Resources, the United States Public Health Service, the Corps of Engineers of the United States Department of the Army. It would lend support to the activities of local watershed organizations, Conservation Commissions, and other private interests. Such a program might eventually receive research funds from Federal sources, under the pending Anderson legislation providing support for water resources research at land-grant institutions.

Recreation Resources

Involving work in forestry, wildlife, planning, recreation leadership, economics, government, sociology, landscape architecture and ecology, this phase of the Center's program would provide a coordinating function, relating the work of various specialists to specified recreation problems in the State, stimulating research projects, and relating recreation development to broader regional and area planning operations. It would act in a counterpart capacity to the Bureau of Outdoor Recreation in the United States Department of the Interior.

Resource Policy

This phase of the Center's program, involving work in government, administration, economics, and history as well as the resource specialties, would be concerned with broad questions of intergovernmental relations, resource administration and planning, problems of relating local and regional resource programs, of coordinating urban and rural resource interests, and providing a broader basis of public support for resource decisions. It would conduct research on legal and institutional resource issues, including aspects of land taxation, land use controls, zoning and easement procedures, land transfers, and water policies.

Public Affairs

This phase of the Center's activity would rest heavily upon work carried out in the areas described above, and its central focus would be in the area of continuing education, working closely with planning agencies, Town Conservation Commissions, extension organizations, and other local groups.

Transfer of Staff to Center

It is recommended that the staff and operating functions of the Bureau of Government Research be transferred to the Center to represent the area of Public Affairs. Selected staff members from appropriate Departments within the present College of Agriculture should be assigned to the Center at the time of its establishment on a full-time or joint appointment basis to represent the areas of Regional Planning and Development and Resource Policy. This would provide the Center with a working nucleus from existing staff personnel.

Financial Support of Center

The University of Massachusetts and the present College of Agriculture should indicate a positive commitment to the concept and objectives of the Center through the allocation of budgetary funds providing for initial staffing, facilities, and other expenses. It is considered particularly important by the Committee that a position be established immediately for the employment of a Director, that secretarial services and operating budget be provided at the time of its establishment, and that budgetary provision be made to cover the assigned Center staff.

Pending such initial commitment, a Committee should be appointed to draw up, in the name of the University, a proposal for a three to four year foundation grant of from \$300,000 to \$400,000 to support the Center as a pilot operation in resources research and continuing education in a land-grant institution. The Kellogg, Ford, or Carnegie Foundations might be considered. The study of Agricultural Education being carried out by the New England Board of Higher

Education could be used as a background for this proposal, and reference made to the current study being carried out by the United States Department of Agriculture on the future of land-grant colleges of agriculture in the United States. The work of the Natural Resources Committee, the proceedings of the Faculty Seminar on Natural Resources, the Governor's Land Use Conference, and the rise of the Town Conservation Commission in Massachusetts would all provide pertinent background material supporting such a proposal.

In addition to these two sources of support, an assigned responsibility of the Director would be to secure funds from Federal, state, and private sources for support of specific research and educational activities.

Respectfully submitted,

NATURAL RESOURCES COMMITTEE

Arnold D. Rhodes, Chairman
Donald P. Allan
Theodore S. Bacon, Jr.
John Blackmore
William G. Colby

Robert W. Kleis
William G. O'Hare, Jr.
Raymond H. Otto
A.J.W. Scheffey
H. Sidney Vaughan

20 May 1963

A N N A L R E P O R T

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SCHOOL OF BUSINESS ADMINISTRATION

UNIVERSITY OF MASSACHUSETTS

T A B L E O F C O N T E N T S

	<u>Page</u>
1. PROLOGUE.....	1
2. SOME FACTS AND FIGURES	
Appropriations.....	4
Faculty and Graduate Assistants.....	4
Organization Chart.....	5
Students.....	6
3. FACULTY ACTIVITY	6
Accounting.....	7
General Business and Finance.....	8
Management.....	10
Marketing.....	11
4. THE DEAN.....	12
5. GRADUATE PROGRAM.....	12
6. SPECIAL PROGRAMS.....	13
7. FUTURE PLANS AND NEEDS.....	15
8. APPENDICES	
A - Enrollments, 1958-1965.....	18
B - Faculty Publications.....	19
C - Accredited Master's Degree Programs.....	20
D - Report on Graduate Committee.....	21
E - Report on Doctoral Program.....	23
F - Research Center Proposal.....	25

School of Business Administration
University of Massachusetts

Prologue

After a relatively early beginning (1947), the School of Business Administration has entered an era of maturity and growth. There is confidence of an established place among the faculty, there is knowledge of programs begun, carried through and completed, there is a feeling of continuous development and there is a strong feeling of acceptance by professional colleagues here and elsewhere. A great deal of this has occurred these past eight years and at an accelerated pace these past few years. There is no feeling of smugness, nor should there be. After all Schools of Business Administration have been buffeted about by many critics these past few years. Both outsiders and insiders have been very critical of the educational pretensions and philosophy of Business Administration. Criticism has been pointed concerning the quality of faculty, quality of research, quality of students. Not much has been left uncriticized. I need not emphasize that our School has been much aware of this.

If one concludes that a School of Business Administration has an academic right to exist and has a function to perform what is that function? What in the past has brought about the wave of criticism? I shall attempt, as well as I can, to answer this. I think this extremely important because I am still not satisfied that many on this campus are aware of the shift and drastic changes that are taking place in Schools of Business Administration nor that comparisons with many past practices and educational philosophies are all but obsolete.

1. There has been a pronounced shift from the more vocational and practical education to a more basic, theoretical and quantitative.
2. There has been a great leaning toward the behavioral sciences.
3. There has been a de-emphasis toward preoccupation with what Businessmen thought of education. There was a time when if a group of important businessmen wished particular course of study this was established as a matter of course.

Neither businessmen (there are exceptions) nor Faculty and Deans of Business Administration wish this kind of a relationship to exist. Schools should be leaders, not followers. The trend toward greater independence of the Schools has become pronounced in the past fifteen years. This, in itself, has led to more attention to the Liberal Arts, to Science, Statistics, Mathematics, to basic thinking in the areas of Business Administration. Most perceptive businessmen have approved this trend.

4. Because of these changes there has been a noticeable change in the appointment of Deans. More of them are primarily concerned with education for Business rather than acting as agents for the business community. It is this that many cannot understand.

5. Schools of Business Administration desire a relationship with business enterprise, not because they reflect a vested interest in Business, but because business and industry represent a most significant part of our industrial culture and it is the function of a School to understand, examine, promote its efficiency and effectiveness in so far as a good education can do this. I believe that Schools of Business Administration are better equipped to do this and to provide intelligent and effective managers and administrators as well as the many competent people needed in specialized services of both business and government.

6. It must not be forgotten that the American corporation has moved farther and farther away from the idea of vocationalism. It must have highly competent and more broadly educated men and women than formerly. There was a time when Schools of Business gave business and industry "what they wanted" but what was wanted was not on too high an intellectual level. What is wanted (and needed) now outstrips what was once considered a desirable curriculum. It is this type of curriculum and the men who taught it and the students that flourished under it

that came under attack. Actually the criticism was mostly because Schools of Business Administration, many of them, failed to take note of what was happening. We do not wish to be in this position.

7. Schools of Business Administration are also acutely aware of the necessity of developing graduate programs. More and more of our students are looking forward to the doctorate degree, to teaching, research and highly specialized positions with government and industry. This development has had an impact on the educational philosophy of our Schools as it has done elsewhere.

With these factors in mind I think it possible to evaluate the educational program and fundamental approach of our own School of Business Administration. We have moved along these lines:

1. Improve the faculty, not only by recruiting good men when we could get them with limited salary resources, but also encourage men already here to raise academic standards, to improve teaching, to engage in research, consulting and other valuable educational services, and to take sabbatical leaves for improvement and to participate in meetings, conferences and educational seminars. All these we have done in a remarkable fashion these past few years. An outsider may not notice (he should) the change in spirit and intellectual stimulation but I have and our faculty have. An educational institution without this is a misnomer, a vacuum.

a. We have set a 2.0 cumulative grade for 24 credit hours of our School "core" curriculum.

b. We will not count any course below C for any transfer within the University for credit in the junior and senior years.

c. We, diligently as we can, evaluate our faculty in terms of academic standards of scholarship and teaching for purposes of tenure, salary adjustments and promotion. This is a process in which the whole faculty

participates in their respective departments. I know of no better way to make a professional group of men conscious of the basic functions of education in Business Administration.

2. Established closer relations with business in Marketing with our annual Retailing Conferences, our Colloquia and our research, as with the City Savings Bank of Pittsfield. There is still much to do.

I think that this School has a philosophy and knows where it is going and wants to go. It can change when this is needed.

Some Facts and Figures:

1. <u>Appropriations</u>	<u>1960-1961</u>	<u>1961-1962</u>	<u>1962-1963</u>
03	\$7200	\$8700	\$9180
10	900	1500	1620
12	500	500	600
13	1300	1300	2000
14	1500	1500	1500
15	1000	1400	1000
16		300	240

Note: Separate payments from 03 funds for Department Chairmen ended September 1, 1962. This was a great step forward for our School and I am deeply grateful for the final decision.

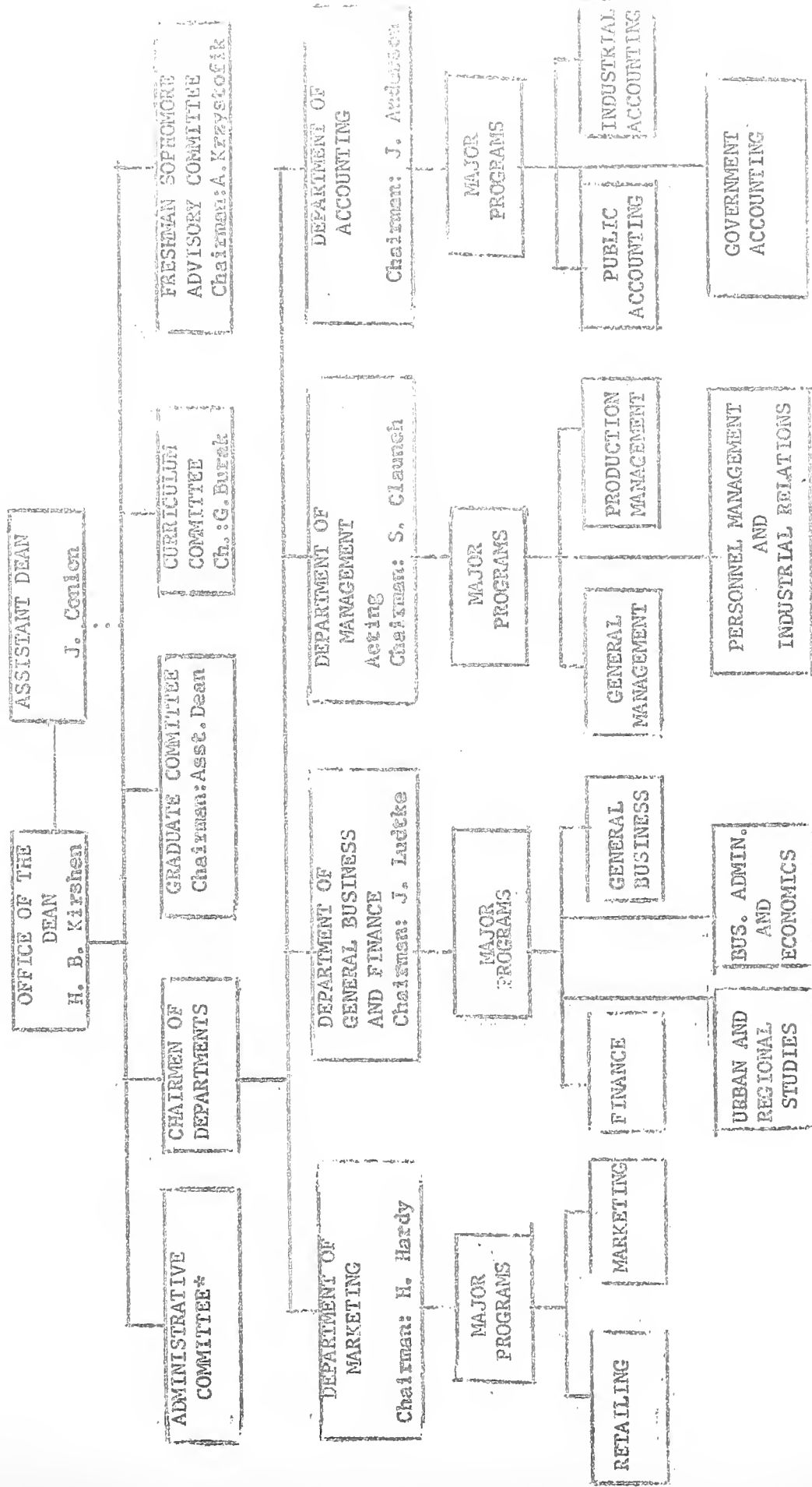
2. <u>Faculty and Graduate Assistants</u>	<u>As of September</u>		
	<u>1960</u>	<u>1961</u>	<u>1962</u>
Professors	3	4	5
Associate Professors	8	9	7*
Assistant Professors	5	6	7
Instructors	3	3**	2**
Graduate Assistants	2	6	9

* Includes Dr. Conlon who is also the Assistant Dean.

** Includes Mr. Arthur Elkins who is on leave at Indiana University.

3. Organizational Chart
June, 1963

SCHOOL OF BUSINESS ADMINISTRATION



* Includes the Dean, Assistant Dean and Department Chairmen.

4. Students	As of September		
	1960	1961	1962
Accounting	50	68	100
General Business and Finance	60	55	59
Management	75	75	70
Marketing	53	44	49
Freshmen*	120	134	161
Sophomores*	156	130	158
Graduate Students	9	34	39
Total students on campus	523	540	636
Graduate students at Pittsfield	56	52	42
Total students, campus and Pittsfield	579	592	678
Total students taught in our courses on the Campus	1116	1283	1475

* Students in the School of Business Administration select their major departments in the second half of their sophomore year.
(See Appendix A for projections)

There is evidence that the leveling out and decrease in enrollments throughout the country have stopped, at least this is so with us. A slower rise in undergraduate enrollment has begun and a more rapid rise in graduate enrollment is upon us. This fits in with a national trend. The opening of our new building for the spring semester will, more likely than not, see a more significant increase in the number of students. This is hardly the best of reasons for an increase but there is something to be said for this since better facilities, more space and the possibility of greater support of programs can readily influence prospective students. I presume that the same occurs in the Sciences and the Arts where certainly the University of Massachusetts has made significant progress.

5. Faculty Activity

Our Faculty continues to show accomplishment and productivity. Recognition of their quality spreads widely among their professional colleagues over the country. Participation in professional meetings and publications make us more and more sensitive to the pressures of the "Market Place." It takes diligence to keep excellent faculty, as it should. The stronger we are and become, the more difficult it is to hold key members. I emphasize nothing that is not known.

Not only is our faculty accomplishing a great deal but knowledge of this does a number of things:

- a. Invitations to participate in conferences, panels and meetings.
- b. Inquiries from business firms concerning publications, executive development programs and individual research.
- c. Inquiries from government agencies concerning research and programs.

On this score my firm belief has been that such invitations and proposals depends upon a strong faculty. I am not interested in selling "shoddy goods" for publicity purposes. No School of Business Administration can overcome its earlier history by its rushing into superficial educational programs and specious "research." This does not mean that we feel that teaching and research must be "pure" and separated from the practical applications of business enterprise. We consider the greatest educational problem to be the deficiency of understanding of the practical operation of our business institutions in our Economy. The greater the rapport between us and those who purport to manage our enterprise the better our own educational programs and efforts.

I shall now indicate faculty activity by Departments: (See Appendix B for research and publications).

a. Department of Accounting

Assistant Professor Fitzgerald passed his CPA examinations and will be receiving his certificate very soon.

Associate Professors Anderson, Chairman of the Department, and Lentilhon have signed a contract with the Simmons-Boardman Company to complete a text in Accounting. Professor Anderson has been appointed a member of the Education Committee of the Massachusetts Society of CPA's. Professor Lentilhon appeared on a Panel at the annual meeting of the American Accounting Association, August, 1962, at Michigan

State University. He has also reviewed a book on Cost Accounting in the Accounting Review.

Professor Singer has continued his publication activity as indicated in Appendix B. He will participate in a Panel this summer at the American Accounting Association meeting at the University of California. He will also be a participant at a Summer Seminar, financed by the Ford Foundation, at The Carnegie Institute of Technology. Last year he was invited to participate in a Seminar at the University of California.

Assistant Professor Krzystofik is on the Conference Committee for the Eighth Biennial Graduate Accounting Study Conference to be held in September, 1963. He appeared on two panels on cost accounting at meetings of the National Association of Accountants, Springfield, this academic year. He also read a paper on programmed instruction in Accounting at the New England Accounting Association held at Harvard University.

Dr. Carl Denmler, Jr., for the past six years at West Virginia University, will join the staff as Associate Professor of Accounting. His coming will aid us considerably in the development of our M.S. program in Accounting, just recently established.

b. Department of General Business and Finance

The death of Dr. Sterling Surrey, in August, 1962, was a great blow, both to the Department and the School as well as the University. In the short time he was with us he distinguished himself in many ways on the campus. He added considerable strength to our educational program and basic philosophy of excellence. His work with students was outstanding. His tremendous energy in teaching and research built a spirit of high accomplishment. His close relation with Insurance Companies were exceptional. All in all he is badly missed. We appreciate the efforts of Mrs. Surrey in the establishment of a Sterling Surrey Fund to aid needy graduate students in the School of Business Administration.

The Department is considering the establishment of an M.S. degree in Finance. The Board of Trustees have already approved such a degree but it needs implementation. This is likely to occur in September, 1965.

Assistant Professor Burak continues to make progress on his Ph.D. from Clark University. The expected completion date is June, 1965.

Professor Cheng has continued as Chairman of our Advisory Committee on Research and continues to be one of the most active in the area of research (See Appendix B). In the summer of 1962 he attended a Seminar for eight weeks at the University of Michigan and was invited to participate at a similar Seminar at the University of California this summer. His work is widely known among our profession. Along with Professor Ludtke he is establishing a plan of research for the City Savings Bank of Pittsfield. This is the second year of such a relationship.

Associate Professor Kyler continues to pursue research in the field of comparative taxation. His teaching in our graduate Seminar Course is outstanding.

Last year Associate Professor Rivers was invited to attend a two weeks Seminar at Tulane University. This summer he will attend a Seminar (Ford Financed) at the Carnegie Institute of Technology. He has had an article on Transportation published this academic year (See Appendix B).

Professor Ludtke, Chairman of the Department, is revising his text on Financial Institutions. The completion date is set for fall, 1963. The last academic year he was on Sabbatical Leave as a Sloan Fellow at the Massachusetts Institute of Technology. He continues his keen interest in teaching, administration and research and has aided considerably in the further development of our graduate program.

Associate Professor Smart devotes his full time to the teaching of Business Law to our undergraduate students and has been active in incorporating the new Uniform Code of Commercial Law in our basic course. To one versed in law this is no mean problem.

Two new members will join the faculty: Assistant Professor Ward Theilman, who will have his Ph.D. from the University of Illinois in the very near future; Mr. Vernon Tessier, Instructor in Finance is nearing the completion of his Ph.D. from Michigan State University and holds a CPA from the State of Michigan. The addition of these two men will go far in helping the Department enrich both the undergraduate and graduate course programs.

c. Department of Management

Associate Professor Sidney Claunch became Acting Chairman of the Department in November, 1962 when Dr. Conlon became Assistant Dean. Last summer he was invited to participate in a Ford Foundation Seminar at the Carnegie Institute of Technology and has attended professional meetings concerned with Business Games and Department of Defense procedures in planning and control systems. He recently contributed a critique to a forthcoming book: Critical Incidents in Management by Champion and Bridges to be published by the Irwin Press.

Professor O'Donnell is on Sabbatical Leave on a Fulbright at the University of Madrid lecturing to Spanish Management groups. He is scheduled to read a paper in September, 1963, to the International Institute of Management Sciences at New York City. His paper, "Corporate Decision-Making as a Social Process" given before the American Association of the Advancement of Science last December will be published soon. He continues to be active in the new College on Management Philosophy (as one of its founders) within the Institute of Management.

Assistant Dean Conlon attended a University of Chicago Seminar (Ford Foundation Financed) held at Williams College last summer.

Assistant Professor Thurlo Johnson has brought to bear his thirty years business experience to his teaching and research. We have few on our faculty to equal his diligence and intense interest in teaching and research. He is much sought after by our students for advice and council. Through his business friends

he has brought to the campus men who have aided our program and have been willing to participate in class discussions. This summer he will participate in two Seminars on Collective Bargaining and Wage and Salary Administration sponsored by the National Metal Trades Association.

We shall be most happy to welcome back Arthur Elkins who has spent the past two years at Indiana University working on his Ph.D. degree. Within a short time he will complete all his requirements.

d. Department of Marketing

Professor Hardy, Chairman of the Department, continues active in his project on a Manual for Sales Training.

Assistant Professor Drew-Bear organized his annual Retail Conference, this year co-sponsored by the National Retail Merchants Association. He has made a considerable name for himself among Retail Businessmen and has been invited to attend many of their meetings. Many of these men have been willing to give lectures at the School and before Marketing classes. I have appreciated the time they have given and the interest they have shown in our School of Business Administration.

Assistant Professor Lawrence Johnson has been active in our JET Program, to be explained elsewhere under Special Programs. He was invited this summer to attend the Harvard Visiting Professors Case Method Program. Two years ago Professor Singer attended. The Program is extremely useful to faculty in a School of Business Administration and we are fortunate to have as many men invited to attend such programs, including the ones already mentioned. All such programs have been financed by the Ford Foundation. Professor Johnson expects to receive his Ph.D. from Stanford University within two years.

Assistant Professor Zane, now on Sabbatical Leave expects to receive his Ph.D.

He received a grant from the Federal Reserve Bank of New York to work on his thesis this fall from the Department of Economics.

e. The Dean

For the sixth straight time I participated in our last New England Dean's conference held at Northeastern University. I have been made a national member of two Committees of the AACSB: The Regional Committee, and the Committee to Study Evening Undergraduate and Graduate Standards. This last Committee is considered extremely important because of the great expansion of evening programs and the feeling that standards must be locked into. The Committee will have a meeting in New York City next October. I have been happy to be part of the University's Honor's Colloquia for the third year. I am also very happy to be Dean of a School that has shown such headway these past few years and a School that is bound to rise in stature.

I have been asked by one of our former graduate students from India if I would be interested in aiding the development of a Business Administration Program at the University of Poona and one other Indian University. I am interested. Whether something comes of this I do not know.

I have been invited, by the General Electric Company, along with a number of other Deans, to participate in a six day conference at their Management Institute Center at Crotonville, New York, July 28 - August 2, 1963. This should prove to be of great value and I am looking forward to meeting a number of officials of General Electric.

f. Graduate Program

The accreditation of our M.B.A. Program by the American Association of Collegiate Schools of Business was a significant step for us. We are the only State University in New England, so far, with this accreditation, and one of four

of all member Schools in New England. The other three are Harvard, M.I.T. and the Tuck School at Dartmouth, all of these are exclusively Graduate Schools.

It should be widely understood that the accreditation process was carried on over a period of three years and the final results were published only after conferences and the examination of many aspects of the School's program. Out of 106 member Schools, 53 were accredited. The list is contained in Appendix C.

The School of Business Administration has revised its organization of graduate work this past year. Although it is too soon to determine results it appears to be functioning very well. The Assistant Dean, Dr. John Conlon, is Chairman of our Graduate Committee which has jurisdiction over all graduate programs now and to be proposed in the School. It acts as both a policy and recommending body. The closest analogy, on the University level is the Graduate Council. A more complete report of the year's operations can be found in Appendix D, a Report by Dr. Conlon.

We have a committee working in conjunction with the Departments of Economics and Agricultural and Food Economics to explore the offering of a cooperative Ph.D. I look forward to the submission of a proposal within two years. (See Appendix E for a preliminary memo by Assistant Dean Conlon.)

7. Special Programs

a. This June we have our fifth JET (Junior Executive Training) program. This is a six weeks concentrated program in Marketing, Production, Economic Development, Mathematics and Statistics as applied to Business, Personnel Management and Finance. Our thirty-four young management students usually from Western Europe but this year we have one from India and one from Peru. The thirty-four represent the largest number so far and we have been asked by the Experiment in International Living, financing the JETS, whether we can take fifty or more and possibly for eight instead

of six weeks. We have been told that the success of our program has made it very easy to recruit new students over Europe and elsewhere. For staff we draw upon the faculty of our School, upon the Department of Economics and the Department of Agricultural Economics.

b. Our Advisory Committee on Research, Dr. Cheng Chairman and Assistant Professor Lawrence Johnson Co-Chairman organized our second annual Colloquium. This academic year we were fortunate to have on the campus as participants at various times: Dr. Herman Limberg, Director of Management Reporting in the Office of the Mayor of New York City; Dr. George Ellis, President of the Federal Reserve Bank of Boston; Dr. Leonard Silk, Senior Economic Editor of Business Week and a Consultant for the Ford Foundation on Education for Business; Professor Theodore Bacon of the Department of Landscape Architecture and Professor Lawrence Johnson of our School of Business Administration.

All of us found the Colloquium excellent and highly profitable for students, faculty and visitors.

c. Professors Johnson and Drew-Bear held a series of classes for Maintenance men for the Western Massachusetts Electric Company. They have been asked to have another group later in the year.

d. Our Pittsfield M.B.A. Program continues to be active, far beyond our original expectations. To-date twelve men have received their degrees. At the moment about forty-two are in the program. Its survival depends upon how many register anew each year. General Electric has been very cooperative in the organization and financing of the curriculum and faculty.

8. Future Plans and Needs

a. I begin here again as I have in the past, the greatest need is the development of an outstanding faculty. A faculty that is respected and that is perceptive concerning the teaching, research and service needs of a School of Business Administration and a University. In this there is no substitute of men and women that are highly intelligent, capable of keen insights into educational programs, capable of inducing the best in students as well as their own professional colleagues. We have a strong core of a faculty like this. I consider the immediate and more remote future in terms of a growing and strong faculty, both younger men and of professorial rank.

1. Faculty of the two upper ranks for senior courses and our graduate programs. This does not mean that our other students should be denied mature and excellent instructors but that we must have men of senior rank for graduate students although the same men may also teach undergraduates.

b. We have a keen need for more graduate assistants, but here, again this is a call from the whole University. We merely wish to state our own case as strongly as we can. We cannot hope to develop a graduate program without financial assistance.

c. As I stated in two Budget years, 1964 and 1965 the time for an establishment of a Research Center for Business Administration has more than "arrived." This is an area in which the School can, not only encourage "basic" but also "service" research and consultation. Our faculty is unanimous that such a Center should be tied in with our teaching program, with our graduate students, and with business corporations, as well as the Commonwealth. (See Appendix F for a brief statement of the proposal).

d. With the opening of our new building by spring, 1964 we are making plans for a day long program. On that day (open house) we wish to announce and have on

hand a Business Advisory Council of distinguished Businessmen. I am receiving suggestions from a number of people, on and off the campus. On that same day we wish to have a program, both educational and service in nature...panels, speakers, tours and the like. Soon we shall have a committee working on plans.

e. There is need to develop the area of International Business Management. I look forward to courses in Comparative Management as well as Comparative Management and Industrial Relations. We already have a few on our faculty much interested in this field and I visualize its expansion in the near future. Only a few Schools of Business Administration in the country have strong programs in the area, Harvard and Indiana to mention only two. I do not mean to overlook the older fields of International Trade and International Relations, but it is surprising how new the field of International Management is.

f. I also visualize a greater development in the area of Statistics and Mathematics as related to Business Administration. At the present time Professors Ludtke and Cheng are our chief mainstays in this area as is Professor Frank Singer.

What I am emphasizing here is that our School looks forward to a strong faculty in our present Departments (Accounting, General Business and Finance, Management, Marketing) but also in future Departments (Business Statistics, International Management, and a Center for Business Research).

g. And of course I visualize an expansion of Extension Programs as are part and parcel of State Universities elsewhere. State Universities exist to raise the educational level of society, to afford a place for research and freedom for it, for teaching and freedom for it and for adult programs of an educational nature.

The establishment of a "University Extension Service" in the State Department of Education, rather than under the University of Massachusetts, was a grave mistake. I hope, that in the future, this deficiency in our own approach to adult education will receive the attention due it. Only to a certain extent in our Pittsfield Program part of an Extension Division. It is our intent to aid someday in the development of adult education but from a very strong base: a very strong School of Business Administration.

Respectively submitted,



H. B. Kirshen
Dean

HBK:EA

A P P E N D I C E S

	FALL 1952	FALL 1960	FALL 1961	SPRING 1962	FALL 1963	FALL 1964
Undergraduate						
University	455	511	579	567	550	500
Sci. & Bus. Adm.	248	515	531	578	597	530
(2 SBA/Univ.)	(11.67)	(19.75)	(9.33)	(10.74)	(10.64)	(10.64)

Majors By Dept

Accounting	56	50	60	6	100	9
Gen. Bus. & Fin.	77	60	56	11	9	50
Management	86	88	75	8	0	76
Marketing	42	51	61	10	4	28
(Total Majors)	(263)	(240)	(236)	(432)	(278)	(225)
Juniors		118	140	138	167	130
Seniors		129	100	74	111	140
Sophomores	123	113	148	157	142	100
Freshmen	123	167	149	190	167	140
Undeclared						
Graduate (SBA)	25	14				

UNIVALS

University	5271	6121	6695	7018	7675	8085
SBA	534	359	327	506	436	310

NOTE 1: 7 Majors by Department Fall 1960-Fall 1961 1961-1962 Fall 1962-Fall 1963 Fall 1963-Fall 1964

	Fall 1960	Fall 1961	1961-1962	Fall 1962	Fall 1963	1963-1964
Accounting	212	287	28%	36%	377	37%
Gen. Bus. & Fin.	257	237	23%	21%	217	21%
Management	327	307	30%	25%	217	21%
Marketing	227	197	19%	18%	217	21%

NOTE 2: University Undergraduate Enrollment (Excl. Specials)

	Fall 1962	Fall 1963	No. Incr.	% Incr.
Freshmen	1922	2300	378	19.6
Sophomores	1651	1750	99	6.0
Juniors	1350	1350	200	14.8
Seniors	1211	1250	39	2.7
	6840	6850	710	11.5

APPENDIX B

SCHOOL OF BUSINESS ADMINISTRATION

DEPARTMENT OF ACCOUNTING

ANDERSON, John W. and LENTILHON, Robert W.

Under contract with Simmons-Boardman Publishing Company for Text book in Accounting to be published in early Spring, 1964.

LENTILHON, Robert W.

COST ACCOUNTING (3rd Ed.) by Matz, Curry and Frank, Accounting Review, January, 1963
(Book Review)

SINGER, Frank A.

"The Case for the Right Hand Debit", The National Public Accountant, August, 1962.

"Accounting is a Matter of Taste", Accounting Review, July, 1962.

"Rationale for a Course in Quantitative Methods", Accounting Review, July, 1963.

DEPARTMENT OF GENERAL BUSINESS AND FINANCE

CHENG, Pao L.

"Consumption of Non-Durable Goods and Contractual Commitment of Income", Review of Economics and Statistics, August, 1963.

"Optimum Bond Portfolio Selection", Management Science, July, 1962.

CHENG, Pao L. and LAMPERT, Leonard

STATISTICS AND THE BUSINESS MANAGER (under contract with the American Management Association, publication date December, 1963).

CHENG, Pao L. and SAVAGE, Donald

"Short Run Manipulative Aspects of Common Stock Warrants", Quarterly Review of Economics and Business, June, 1963.

CHENG, Pao L. and SHELTON, John P.

"A Contribution to the Theory of Capital Budgeting", accepted by the Journal of Finance

LUDTKE, James B.

AMERICAN FINANCIAL SYSTEM (Allyn and Bacon), revised edition out by Fall, 1963.

RIVERS, Robert L.

"An Appraisal of the Urban Transit Situation", Review of Business and Economics (University of Illinois), November, 1962.

TRAFFIC MANAGEMENT: PRINCIPLES AND PRACTICES by Charles A. Taff, R.D. Irwin Co. (Book Review)

DEPARTMENT OF MARKETING

DREW-BEAR, Robert G.

"A Survey of Customer Characteristics in 17 New England Discount Stores", The Discount Merchandiser, September, 1962.

APPENDIX C

THE AMERICAN ASSOCIATION OF COLLEGIATE SCHOOLS OF BUSINESS
101 North Skinker Boulevard, Station #24
Saint Louis 30, Missouri
January 31, 1963

ACCREDITED MASTER'S DEGREE PROGRAMS IN BUSINESS

University of Alabama	Michigan State University
University of Arkansas	University of Michigan
University of California at Berkeley	University of Minnesota
Carnegie Institute of Technology	University of Nebraska
University of Chicago	New York University
Columbia University	University of North Carolina
Cornell University	Northwestern University
Dartmouth College (The Amos Tuck School)	Ohio State University
DePaul University	University of Oklahoma
University of Detroit	University of Oregon
Duquesne University	The Pennsylvania State University
Emory University	University of Pennsylvania
University of Florida	University of Pittsburgh
Georgia State College	San Diego State College
Harvard University	University of Santa Clara
University of Illinois	University of Southern California
Indiana University	Stanford University
State University of Iowa	Syracuse University
University of Kentucky	University of Texas
Lehigh University	University of Toledo
Louisiana State University	Tulane University
Marquette University	University of Utah
Massachusetts Institute of Technology	Washington University
University of Massachusetts	University of Washington
Miami University	West Virginia University
University of Miami	Western Reserve University
	University of Wisconsin

MEMORANDUM

To: Dean Kirshen
From: John T. Conlon, Assistant Dean
Subject: Annual Report, Graduate Committee, Spring 1963

In your annual report to President Lederle you no doubt will wish to supplement developments at the department level with information relating to the current status of and future prospects for our Graduate Program. Many significant changes have taken place within the last year as a result of our efforts to expand and strengthen this program, and others may be anticipated in the near future.

I. Organization

Effective September 1, 1962 the faculty of the School established the Graduate Committee to administer the existing and future graduate offerings of the School and its several Departments. This Committee, by action of the faculty, is composed of the Assistant Dean as Chairman, one representative elected from each of the four Departments, and the representative of the School on the University Graduate Council. The organizational form and function of this Committee represents a unique and significant innovation on this campus.

II. Accreditation

On January 31, 1963 the American Association of Collegiate Schools of Business announced the accreditation of our M.B.A. Program. Considering the select number and character of the institutions represented on this initial accreditation list, the inclusion of the M.B.A. Program at this University must rank as one of the most noteworthy developments of the past year. A major responsibility of the Graduate Committee in the years to come will be the maintenance of the high academic standards required for accreditation by the A.A.C.S.B.

III. Curriculum Development

In order to keep pace with recent developments in graduate education in business and to accommodate a rapidly growing graduate student body, the School has appreciably expanded its curriculum offerings.

A two-semester course sequence in Quantitative Methods in Business Administration has been instituted within the past year. Commencing in the fall of 1963 the Department of Accounting will offer a course program leading to an M.S. degree in Accounting.

Now pending, and also anticipated for introduction in the fall of 1963, is a two-semester course sequence in the Theory of Finance. Hopefully approval to offer these latter courses will be obtained from the Graduate Council in advance of your report to the President. Building on these courses the Department of General Business and Finance expects to offer a course program leading to an M.S. in Finance commencing in the fall of 1964.

III. Curriculum Development (continued)

It is anticipated that the School will institute a doctoral program in business within a three year period. To this end the Graduate Committee has begun a survey of existing doctoral programs at other institutions, and preliminary discussions have been conducted with the Departments of Economics and of Agricultural and Food Economics toward the development of a cooperative doctoral program.

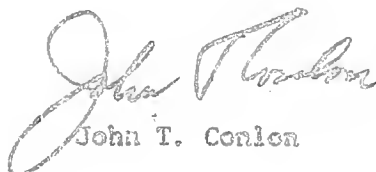
IV. Faculty

Whether really significant or not I do not know, but of interest is the fact that three additional members of our faculty have been appointed to the University Graduate Faculty. Also I might mention that several of our faculty have served on these committees of both masters and doctoral candidates in other Colleges and Schools within the University. Six faculty members taught Graduate courses in our M.B.A. Program in Pittsfield this past year. An equal or greater number will teach in Pittsfield this coming year.

V. Enrollment - Graduates

Actually you have more accurate statistics for this past year on enrollments on-campus and in Pittsfield than I. You also are in a better position to estimate enrollments for next year. But I do know they are rising rapidly, and this leads me to emphasize certain points. Class sizes in many Graduate courses exceeded thirty this past year. Next year we expect to offer multiple sections in all required courses in the M.B.A. Program. In part developments here likely will be offset, at least initially, by relatively small enrollments in the evolving M.S. Programs. But, in contrast to predictions for the U. S. economy, the overall and long-run prospect points to substantial growth.

You also have, or will have by "report time", accurate figures on Graduates. Several of these who took the make-up examination in October, together with the two from Pittsfield who took it in January, qualified for mid-year graduation. Approximately thirty additional students will take the examination this spring. Thus, the number of Graduates for the year should be impressive. Also impressive is the fact that several already are accepted into Doctoral Programs at leading institutions. Others have received attractive teaching and employment opportunities. On the basis of this and the foregoing I believe we justifiably may evidence pride. And, on this note I shall close.


John T. Conlon

TO: Professor Bard, Morris
FROM: John Conlan, Assistant Dean, School of Business Administration
SUBJECT: Cooperative Doctoral Program

The first meeting of our committee to investigate the feasibility of offering a cooperative doctoral program was held Wednesday, May 29, 1963. All members appeared receptive to the proposal, at least in principle.

Discussion was primarily directed toward the review of the current status of graduate programs in Economics, Agricultural Economics, and Business Administration. Among the items covered were fields and courses offered, major and minor field requirements, enrollments, qualifications for teaching graduate courses, and membership on University Graduate Faculty.

Tentative agreement appeared to be reached on several points, including:

1. present areas of strength, using pooled resources, include Finance, Labor Relations, and Marketing.
2. One field of critical need of development would be that covering International Business and Economics
 - a. such a field would have a wide appeal among American and foreign students
 - b. it would also offer the prospect of receiving substantial financial support from foundation sources
3. one condition for success of a cooperative program would be a large number of fellowships and scholarships, with appropriately competitive stipends.
4. at an appropriate date a steering committee of six members (two from each discipline represented) should be established to develop and administer the program.
5. a joint graduate faculty should be established, with the possibility and even prospect that teaching assignments would cross departmental lines.
6. that each member of the committee would investigate areas of strength and weakness among our present faculty, and list the courses presently offered, in the AEA classification of fields of concentration (see below)
7. that the committee shall meet periodically throughout the summer in developing this proposal.

The following classification is taken from the September 1962 issue of the AER:

General Economics: Methodology
Price and Allocation Theory; Income and Employment Theory; History of Economic Thought
Economic History; Economic Development; National Economics
Economic Systems; Planning and Reform; Cooperation
Business Fluctuations
Money, Credit and Banking; Monetary Policy; Consumer Finance; Mortgage Credit
Public Finance; Fiscal Policy
International Economics

APPENDIX B (cont. cont.)

Business Finance; Investments and Security Markets; Insurance
Business Organization; Managerial Economics; Industrial Management; Accounting
International Organization; Government and Business; Industry Studies
Land Economics; Agricultural Economics; Economic Geography; Housing
Labor Economics
Population; Welfare Programs; Consumer Economics

After an appropriate interval I shall inquire of you as to when another meeting will be convenient.


John T. Conlon
Assistant Dean

JTC:jhv

THE SCHOOL OF BUSINESS ADMINISTRATION
UNIVERSITY OF MASSACHUSETTSOBJECTIVES

The objectives of the Research Center of the School of Business Administration is to plan, organize, and facilitate basic and applied research in the structure, process, and operations of formal organizations, especially business organizations.

The Research Center shall contribute to the educational program of the School of Business Administration by providing facilities, advice, and assistance to faculty and students.

FUNCTIONS

The primary functions of the Research Center shall include the following:

1. To plan, conduct, and facilitate basic and applied research relative to formal organizations, such as the corporation, and similar economic organizations.
2. To compile, document, and publish research findings.
3. To advise and assist faculty in research activities and disseminate among the teaching staff new developments and findings in research relative to their interests.
4. To establish a scholarly periodical.
5. To establish and maintain a working liaison with professional societies, other research centers, industrial and business organizations, governmental agencies, labor organizations, and other organizations.

ORGANIZATION

The Research Center shall be a division of the School of Business Administration, headed by a Director of Research who shall be a member of the faculty.

The Director of Research shall be selected and appointed by the Dean in consultation with the Faculty Research Committee and the Administrative Committee.

Research plans, and the evaluation and screening of research projects and their results shall be determined in consultation with the Faculty Research Committee and the Dean, the Faculty Research Committee being composed of members of the Faculty of the School of Business Administration interested and engaged in formal research. Other members of the University faculty may be recommended by the Director to the Dean.

The Director of Research shall serve as Chairman of the Faculty Research Committee, and shall be a member of the Administrative Committee of the School of Business Administration.

The Director, in conjunction with, and reporting to, the Dean, shall administer the Research Center, with an annual budget allocated to the Research Center; he shall report annually to the Faculty as a whole on projects undertaken, problems encountered, and progress made.

The Director of the Research Center shall be assisted, as required and feasible, by a professional and clerical staff. The professional staff will consist of voluntary research associates from the faculty, and research specialists.

RESOURCES

The Research Center shall have the right to secure and administer funds from external sources, such as foundations and governmental grants-in-aid, consistently with the objectives of the University Research Council and administrative rules of the School of Business Administration and the University.

June 1, 1963


President John Lederle:

Sir, I beg leave herewith to present my seventh annual report of the School of Education.

The School of Education has now completed its seventh year. In my annual reports I have each year reported a "big year" in the history of the school and the past year has been no exception. We have now been in our new quarters for two years, our Laboratory School is in full operation, our observation corridor is in constant use by students, our closed-circuit television is beginning to show its full potential, and our Reading Clinic is accepting referrals to full capacity. The graduate program of the School has been extended with the acceptance by the Board of Trustees of our new program for the Certificate of Advanced Graduate Study. This expansion of our graduate program has been accompanied by an increased interest in studies, research, and publication on the part of the staff.

I believe we now have laid a rather firm foundation for future development. It is my firm conviction that this future development should not occur in small increments but that in the next year or two every effort should be made to facilitate a rather dramatic breakthrough into the large, high-prestige School of Education category. This will be the topic of my look into the future.

The achievements which have been made so far could only have been made through the cooperation and support of the administration. For this we are very grateful. We wish to assure the administration in turn of the continued loyalty and support of all of us.



Albert W. Purvis

Programs and Problems

(a) The Undergraduate Program. The undergraduate enrollment of the School of Education has increased rather dramatically during the last three years. Table 4b in Appendix A shows the actual class enrollment increase to be 57% as compared with a University regular undergraduate enrollment increase of 17% (From 5257 to 6140). This appears to indicate a trend which shows little indication of reversing itself. This trend is indicated in the projection table shown below:

Projection of Undergraduate Enrollment

	Reg. University Enrollment	Elementary Block Enrollment		Secondary Block Enrollment	
		No.	%	No.	%
1958-59	4267	57	1.3	75	1.7
1960-61	5257	79	1.5	100	1.9
1962-63	6140	129	2.1	171	2.8
1967-68	10440 (est)	240	2.2 (est)	344	3.3 (est)
1973-74	16000 (est)	384	2.4 (est)	608	2.8 (est)

The above table estimates that the elementary block enrollment will continue to increase at a rate somewhat greater than that of the whole University. This estimate is based on the trend of the last five years and on the fact that the proportion of women in the University is likely to increase in the next few years. Even so, the elementary block increase is not likely to keep pace with that of the secondary block where rather spectacular increases are likely to take place. The prediction that by 1967-68 there will be approximately 584 students in Student Teaching and that by 1973-74 the numbers will have increased to approximately 984 has very important implications for the future both in terms of operating budget and capital outlay. In former reports I have described the problems arising from Student Teaching and I have stated that soon we must require the students in Student Teaching to live off campus in various centers around the State. This time is fast approaching. This year three hundred student teachers were placed within a radius of thirty miles from Amherst and we have just about reached the saturation point. With our students living around the State the problem of supervision will be much greater and more staff will be needed to do it. The plan now under consideration is to man each center with one or two staff members who would be assisted by (1) Assistant Supervisors paid from OS money and

(2) Graduate Assistants. Both of these latter groups would be people with teaching experience. In the first two or three years Assistant Supervisors would make up the majority but as the Certificate program gets under way there should be many more Graduate Assistants available as experienced teachers take time off to meet residence requirements. With careful supervision of these people Student Teaching should continue to be a quality program and at the same time professors would not be spending so many hours on the road.

(b) The Graduate Program. Enrollment in graduate courses is much more difficult to project due to the fact that such a large proportion of our graduate students are part-time students. In the following table, therefore, the figures in the two columns are not comparable in terms of proportions, i.e. the Education course enrollment is not a third of total graduate enrollment. However, the percentages year by year are a fairly stable figure and they are, therefore, used to project enrollment in the future:

Projection of Graduate Enrollment

	Univ. Grad. Enrollment	Education Student Enrollment	
		No.	%
September 1958	568	183	32
September 1960	768	197	26
September 1962	975	277	28
September 1967	2200 (est)	704 (est)	32 (est)
September 1973	4000 (est)	1320 (est)	33 (est)

The estimate of 33% for the future graduate enrollment in the School of Education would appear to be realistic, or even conservative, considering that with the Certificate the proportion of full-time students will increase. It is difficult to predict the proportion of the graduate students who will be working for the Certificate but if the experience of other large Universities can be used as a criterion the following would be a close approximation:

Masters	500
Certificate	300
Doctorate (?)	180
Unclassified	<u>340</u>
	1320

This will be a very heavy committment indeed.

The Certificate of Advanced Graduate Study has not been in operation for sufficient time to warrant deflnite conclusions. However, there are definite indications that the program will be in considerable demand and definite indications that it will attract superior people. The School has as yet made no effort to advertise the fact that such a program is in operation because of the desire to proceed with initial caution. Despite the lack of publicity there have been 60

applications and of these 24 were of such calibre as to be accepted. In fact, several of the candidates have been of doctorate calibre. All of these candidates for the Certificate must take the Millers Analogy Test and of the twenty-four whose scores are now available seventeen had scores of fifty or above which places them in the upper thirty percent of all doctorate candidates in the country--indeed six of them had scores of sixty-eight or above which places them in the upper five percent. These, undoubtedly, will change to the doctorate program later on should it be approved. Although several programs for the Certificate have been developed the majority of the accepted candidates have tended to concentrate in the two fields of administration and school guidance which points to the need for considerable staff increase in these fields. The response to the offering of the Certificate clearly indicates the need for more graduate work beyond the Masters. As soon as more staff is available and particularly as soon as more Graduate Fellowships are available the School will announce the program state-wide. One of our weaknesses in the graduate program has been the narrow geographical area which it serves and the fact that most of our graduate students are part-time. With the Certificate and the doctorate and with many fellowships available we could break out of our twenty-five mile area and get a strong nucleus of full-time students without which no School of Education can hope to develop stature.

(c) The Reading Clinic. The Reading Clinic was opened at mid-year, 1962 in its present quarters in the School of Education. The rooms in which it is located are far from ideal because this area was intended to be a temporary location until the expanded wing of the School of Education is ready. At that time a first class reading area is planned with individual testing booths, small group instruction rooms, audiovisual facilities, and storage cabinets for resource material. In the meantime the Reading Clinic has made a very good start in the following areas:

(1) Research. This is one of the major objectives of a Reading Clinic in a large University because it is only through research that evaluation of existing procedures and the discovery of better ones can be made. Already research has been conducted in "Diagnostic Versus Modern Basal Approach", "Teaching Reading With The Overhead Projector", "The Effect of Visual Forms on Word Retention", and work on a "Massachusetts Group Diagnostic Test". At the present time, four new research projects are underway in the area of reading methods and materials. (2) Publication. The results of the research studies listed above have been submitted for publication and three have been accepted. Two of these were presented as papers in national conferences. One staff member has published a programmed supplement for methodology in reading and this is now in the process of revision. Another series of articles

is now being considered which would inform parents of the newer developments in reading. It is expected that this field will prove very fertile for publication in the future. (3) Service. During the short time the Clinic has been in operation one hundred eight University of Massachusetts students have been given instruction in study skills and drill to improve their reading rate. In addition, seventy-five pupils kindergarten through high school received clinical diagnosis and appraisal of their reading difficulties and of these fifty-two were given remedial instruction. Two reading conferences have been held with a combined attendance of over eight hundred. The Reading staff is also involved in considerable consulting work through correspondence and speaking engagements. (4) Training. One of the major reasons for developing the Clinic was to provide observation and practice experience for undergraduates who are preparing to be teachers and for graduates who are preparing to be Directors of Reading. Already two hundred fifty undergraduates and one hundred six graduates have made use of the Clinic for training purposes.

Currently the Reading staff is investigating the use of closed-circuit television in aiding University students in study skills and reading speed. If this should prove successful it is anticipated that many more University students can be accommodated each year. One very favorable development is the use of graduate majors from guidance, psychology, and speech in the Reading Clinic. The cooperation from these areas has been most encouraging.

(d) The Audiovisual Center. During the period covered by this report the University Audiovisual Center has been moved physically and administratively to the School of Education. The Audiovisual Council has been reactivated and engaged in revising and implementing a frame of reference and organization which will promote wide and good use of audiovisual materials and equipment all over the campus. Professor Wyman has been placed in charge of the program, responsible to the Dean of the School of Education and to the Audiovisual Council.

The Center in terms of equipment, facilities and staff is working up to capacity. In so doing, it has provided very fine service for many professors and departments of the University. The past year has seen a growing interest in many technological aids to education and many professors are thereby improving their presentations. The film service has been improved considerably by the purchase and installation of an automatic inspection machine. Campus radio broadcasting has been brought under the control of the Council and the Center. Considerable time has been given to consulting and advising on audiovisual facilities in new and proposed campus buildings and to developing a plan for coordinating the total program. These are substantial achievements. However, any even cursory evaluation of the Center would indicate that it is very inadequate to do the work it should be

doing in a large and growing State University. At present the Center is hesitant to advertise its services lest it be swamped with requests. For this reason a large proportion of the service is granted to the few professors and the few departments who already are aware of the potentials of audiovisual materials in instruction. This should not be. As instructional groups become larger the need for professional help in preparing materials for large group presentations will become greater and greater. As time passes the implications of closed-circuit television in teaching will become more clear and definite. The Audiovisual Center is at the crossroads and decisions must soon be made which will determine whether the Center will cease to grow and so fade into history or whether it will become the dynamic and constructive force in the University that it has the potential to be. One step that should be taken soon is the development of a good film library.

Our present film library is extremely inadequate. In terms of those in many large universities it hardly could be labelled as such. We should have a good film library because (1) it is a service which we should be providing for the public schools (2) in many fields it is the best means of upgrading the teaching of students who will come to us. This applies particularly to small school systems that have difficulty in getting and holding good teachers (3) it is good public relations because every film goes out with a University of Massachusetts leader and (4) many of the films can be used in University classes--in fact, the University is usually the biggest user.

The usual procedure for financing a film library is to buy the films and then rent them out for a rental fee. The rental fees are rarely sufficient, at least for many years, to pay for the beginning inventory and also to pay for annual acquisitions of new films and duplicate copies of popular films.

The cost of an adequate film library at the University would be approximately as follows:

Beginning inventory	\$ 89,000 (if paid in eleven years)
Duplicate copies	22,000 (for eleven years)
New additions	<u>89,000</u> (for eleven years)
	\$200,000 (for eleven years)
Equipment	1,000 (beginning)
Additional staff	1 secretary

Professor Wyman believes that if the University will pay for the beginning inventory (89,000) and the equipment (1000) and the secretary that the rentals will provide for duplicate copies and new additions over the years. The beginning cost of \$89,000 for inventory is the cost if paid over a period of eleven years. If paid in five years it is reduced to \$81,000 with further reductions for cash.

Note 1 The inventory would be 722 films including the very good A.I.B.S. films in science.

Note 2 If the University were to provide this service free of charge the annual cost would approximate \$20,000 per year and it would be several years before an adequate inventory would be acquired.

(e) Our African Venture. As was reported in my last annual report I led a small group of educators to Uganda in the summer of 1961 to study the feasibility of establishing a Girls' Secondary School in that country. In the summer of 1962 I made a second survey trip for more careful study of certain phases of the proposal. As a result of these trips and studies I proposed to the Agency of International Development (A.I.D.) in Washington that they finance the construction and part of the annual costs of a Girls' Secondary Boarding School in Tororo, Uganda. The agency accepted the recommendations and asked the School of Education to accept the contract. We are responsible for planning the campus and its buildings, ordering the furniture and equipment, developing the curriculum, and planning the staffing pattern. The Agency further tentatively agreed to continue the contract until the first six-year class was graduated from the school. This is a very large and quite unique educational project for A.I.D. The intent was to establish a school in East Africa which would be a model for further schools which were tentatively projected.

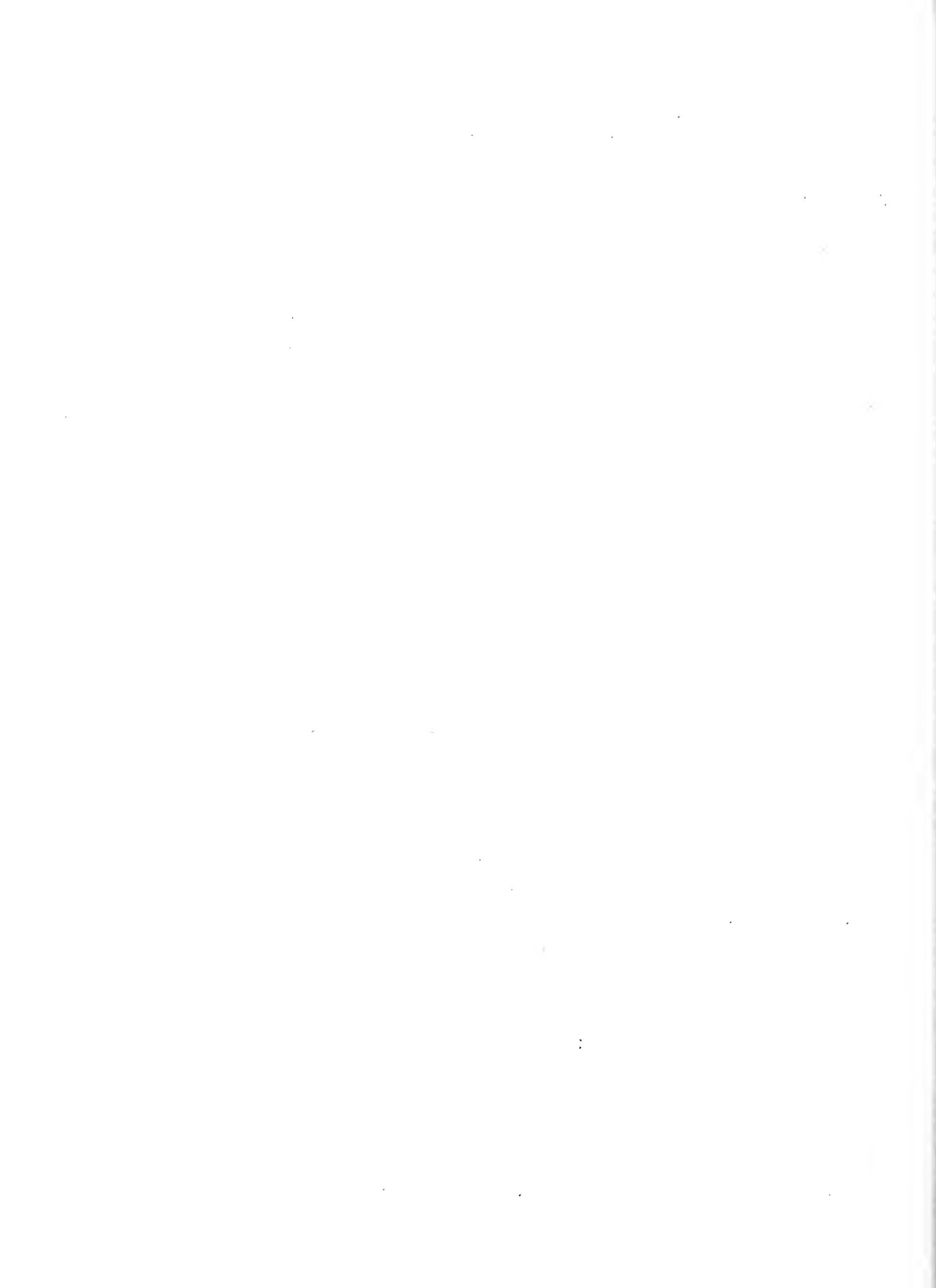
Beginning with seventy acres of land the project has now progressed to the point where the first sod has been turned, construction is underway, and the campus should be ready for occupancy by December, 1964. This was a very important event. Being granted such a large project will add greatly to the prestige of our School of Education. At the same time the contract will enable the procuring of staff at the School of Education and in Uganda to carry out the project and thus relieve the Dean from the mass of detail. This is a point which should be considered in connection with any other foreign aid projects of a like nature. A very large portion of the detail has to be handled before the contract is signed and staff can be procured. This means the work has to be done by people who are already heavily loaded with work since very few schools have staff sitting around with idle hands. One possibility would be for the University to provide some help to the Dean on foreign projects which are deemed worthy and which will add to the prestige of the University. The cost of this could later be taken out of overhead when the contract is signed.

A Look At The Future 1963-68

I suppose it is customary in any expanding operation to look upon the next few years as crucial ones. In fact, so frequently do we repeat this statement that we are in danger of having it disregarded. Certainly the statement could have been made at any time since the inauguration of the School of Education in 1956 but at no time was it more true than now. Our problem, almost unique among the great state universities, is that we had such a late start. When our School was started in 1956 with six or seven staff members the schools of education in other large universities were already well established, with relatively high prestige, with good facilities, and with professional staffs ranging from thirty to one hundred or more. That we have been able to "catch up a little" was due to the fine support we have received from the administration in our first six years. However, we still have a long way to go and from here on the road will be rougher and the incline will be steeper. To falter in the next few years would be to set the School back very seriously, perhaps irretrievably. For this reason I have in the next few pages attempted to look ahead for the next five years, September 1963 - September 1968. This, then, is our five year plan below which we cannot go and still achieve the objective of all of us--the development of a strong School of Education. It is based on a realistic prediction (supported by the Sasaki report) that our undergraduate load will double in the next five years, that our graduate load will increase two and one-half times, and that the School should be initiating many new services.

(a) Program Development. Five Years

Much of the time this year, perhaps an inordinate amount, was given to preparing the report for the Visiting Committee of the National Council For Accrediting Teacher Education. This visit was made on April 1,2,3 and 4 and according to usual procedure the results should be made known to us the summer of 1963. Despite the time spent on this report the staff also has been giving very careful consideration to program evaluation, development and study. In general the undergraduate program seems to be working well. We have partially solved the problem of the twelve credit semester secondary block and this has led to the requirement that no courses other than the block courses can be taken by students during this semester. During the next five years we must face and solve the increasing problem of placement of our student teachers. By 1967, the number of student teachers will have increased to approximately six hundred. This will undoubtedly mean centers around



the State where our students will go for eight weeks each semester, and be supervised by staff members who will also spend most of their time at the center.

Much staff time was also devoted to planning our programs for the Certificate of Advanced Graduate Study which went into operation in September, 1962 and for the Doctorate in Education which we hope will become operative in September, 1963. The demand for the Certificate programs has been rather surprising and quite gratifying. The number of applicants during the first eight months has already passed the fifty mark and of these one-half have been accepted. Already several of our Certificate candidates have expressed an interest in the Doctorate and three or four of these have scores on the Miller's Analogy Test which place them in the upper five percent of all doctoral candidates. This augurs well for the future of the program. The demand is unquestionable. It would be the only Doctor of Education program in a state supported institution in Massachusetts and the prestige of a growing University would undoubtedly contribute. We feel that with careful selection of candidates and with the resources of the University upon which to draw our Doctor of Education would be notable not only in number of candidates but in quality of program.

During the next five years the staff should give careful attention to the following:

- (a) strengthening our present programs
- (b) studying and if feasible initiating a new program for teachers of exceptional children
- (c) studying and if feasible initiating a new program for extension teachers and leaders and adult education personnel
- (d) studying and if feasible initiating a new program for training teachers and other personnel for two-year colleges. This is already well underway
- (e) extending our training of school administrators to include school superintendents. This will involve our becoming a "receiving school" in the New England Cooperative Program (NECASA)
- (f) studying and if feasible initiating a new program for the training of personnel for all higher education; teaching and administration.

Obviously, a School can over-reach itself and risk the danger of superficiality. Just as obviously, a School can become hide-bound by marking time on program development. These are considerations which will be occupying the attention of our staff for the next five years.



(b) Development of Services. Five Years

The service function of the School of Education derives from at least four sources (1) The School is part of a State University and as such has definite responsibilities to provide needed educational services (2) The School in order to provide superior laboratory experiences for its student-teachers and superior practicum experiences for its graduate specialists must make efforts to provide services to upgrade the schools that provide these experiences and (3) Since the School will be asking school districts all over the state to open its schools for our trainees the School should reciprocate by providing services in return and (4) These services will provide rich resources for research and publication by the staff and this in turn will enhance the prestige of the School and attract better graduate students.

The services which the School may be called upon to perform will depend on the needs of the public school systems. These will vary from time to time. However, the correspondence of the last few years would indicate that there is definite need for at least the following:

(1) Consultant Service. In these days of fast moving events and fast changing situations school systems are frequently in need of consultants to study new and complex problems and to suggest solutions. These problems may be financial or educational, such as what kind of school to build next and where, or how to develop a realistic salary scale, or how to upgrade the teaching staff, or what is needed in an adequate audiovisual center, or what to do about improving reading, or the development of a community educational resource center, or what the school library should be like or any number of like problems. The School should have available or the University should have available experts who have had long study and experience in such areas.

(2) Curriculum Service. The School has, or should have, specialists in the teaching of all the major areas and the University has strong departments in all the major areas. This wealth of expert knowledge could be and should be available to school systems. The service might start with visits of teachers from school systems around the state to our campus. They could visit the teaching specialists in the School, talk with instructors and visit the classes and laboratories attended by freshmen, discuss advanced placement program and study new resource material. This would probably lead to a series of conferences in each subject area each year where teaching specialists and subject-matter instructors would keep teachers up-to-date. This in turn would lead to a request for curriculum

improvement projects in various subjects and consultants would be sent to the school systems to work with teachers. This in turn would lead to larger projects, perhaps during the summer, where teachers from many school systems would cooperate in a major curriculum project. In these ways the School and the University would serve in upgrading curriculum and instruction in public schools and community colleges throughout the State and the School would be further enriched by the research resources made available.

(3) Other Direct Services. Two other services are already being requested by school systems with considerable urgency and action to implement these services should be taken soon. They are:

(a) A Film Library. This has been described elsewhere in this report.

(b) A Data Processing Service. Many school systems are desirous of making use of the newer methods of account keeping, record keeping and scheduling by means of data processing machines. These machines are too expensive for most school systems and there is no adequate cooperative service in data-processing west of Harvard University. The University should move soon to acquire the equipment and the personnel to operate it and should charge a fee to help defray expenses of rental of equipment, purchase of cards and mailing.

It is only through adequate attention to all the areas listed above that a School of Education can serve its complete function.

(c) Staff Development. Five Years

(1) Obviously, our professional teaching staff must be increased very considerably during the next five years. As I indicated in my budget requests for 1963-64 the administration has been generous in meeting our staff requests considering the total needs of the University and the few positions available. However, our new positions have done very little more than enable us to take care of rapidly increasing enrollments on the undergraduate level and in our Master's degree programs. In fact the only new program we have been able to develop has been in Educational Guidance for which we have been able to spare one position. The rapid increases in undergraduate enrollment will continue as is shown in our projection tables and this increase will be more than equalled in the graduate programs. This will call for a considerable increase in staff. If to the above needs we add those required for initiating and developing the services which were

listed in section b the strain on available staff will be very great indeed.

From the above it becomes evident that a complete School of Education cannot be weighed in the same balance with many other Schools and Colleges. This applies particularly to staffing. In an operation such as described above, the fifteen to one ratio of students to staff simply has no meaning. Below are a few of the many reasons:

(1) In classes on Methods of Teaching the enrollment must be small because of the need for discussion, for observation, for demonstration and evaluation, and for individual remedial work.

(2) The supervision of student-teaching is a time consuming task. If it is to be done properly it cannot be entrusted entirely to graduate assistants. When the School of Education establishes student teaching centers around the state the centers will have to be manned by one or more staff members whose total teaching load may be to teach one graduate course a semester or direct one seminar.

(3) Graduate courses where several programs are offered cannot be expected to have heavy enrollment, particularly in advanced elective courses. This is also true of advanced seminars.

(4) With the Certificate of Advanced Graduate Study and, we hope, the Doctorate comes the need in many programs for a prolonged internship or practicum. These must be organized and supervised by senior staff members who can direct only a few in any one year.

(5) With the Certificate and, we hope, the Doctorate comes the necessity for expert guidance and for theses supervision all of which take considerable time of the senior professors.

(6) With the Certificate and, we hope, the Doctorate comes the necessity of freeing certain professors so they will have some time for individual research and writing--because it takes eminent research professors to attract good graduate students.

(7) Consulting work is very profligate of professor's time. On some consulting projects a professor might well be so occupied that he would be available for only one graduate course or seminar a semester. In many cases it might well be that his sole academic contribution in any one semester would be in the guidance of the research of some graduate students whom he has working on the project.

For these and other reasons the fifteen to one ratio has no meaning. In fact, it is questionable if any ratio has any meaning because (1) the program is

so varied and (2) it is so difficult to measure many of the above activities in the terms usually used in measuring teaching load. If we are to continue to count students per staff member, inadequate as it is in such an operation as described above, it would be much more realistic to talk in terms of eight or nine to one for the School of Education.

In my judgment a realistic goal for teaching staff increase during the five year period is one hundred and seventy-five percent distributed as follows:

1962 --	18 positions (at present)
1963 --	4 positions (already allocated)
1964 --	6 positions
1965 --	7 positions
1966 --	7 positions
1967 --	7 positions
1968 --	7 positions

(2) Another staff area badly in need of large increase is that of Graduate Assistants. As we enter advanced graduate work the need for these will become greater and greater, both to subsidize good scholars in their progress toward advanced degrees and to provide assistance to teaching staff in their research and supervision. Most top-notch Schools of Education have large numbers of these. Indeed they frequently are more numerous in Education than in other Schools and Colleges because they can be used to good advantage in the supervision of undergraduate student teachers. At the same time the remuneration for some Assistants must be increased enough to prove attractive to established teachers, principals and supervisors in the public schools who must obtain leaves of absence to meet residence requirements for the doctorate and who in so doing must make serious financial sacrifices. I believe we are seriously understaffed in this area now and that considerable increases must be made during the next two or three years to close this gap. By that time the School will be in the midst of the doctoral program with its further demands. I believe the following goals to be quite realistic:

1962 --	\$ 8000 (at present)
1963 --	12000 (already allocated but more requested)
1964 --	38000
1965 --	60000
1966 --	80000
1967 --	100000
1968 --	120000

A subsidiary area to that of Graduate Assistants is that of Assistant Supervisors

which I have requested in 03 for the past two years. This year our budget enabled us to hire 1½ in this category and their success was quite marked. The Assistant Supervisor is a new concept at the University but in my opinion it has proved itself. We hire some mature people with considerable teaching experience who work for eight weeks each semester at a salary of \$100 a week. Under the guidance of one of our regular staff they supervise from 12 to 15 student teachers each. When we establish student teaching centers around the state in the fall of 1964 it will be very valuable to use several of these people who live near the centers and whose travel expenses will therefore be light. A center could handle from 40 to 60 student teachers a semester. If we had two Graduate Assistants and two Assistant Supervisors there for eight weeks it would then be necessary for only one regular staff member to be there to supervise thus freeing other staff for graduate courses, graduate advising, research and other professional activities. I think a realistic estimate of the number of these we could use and the cost for the five year period would be:

1962	1½	\$ 2100 (at present)
1963	4	6400 (requested)
1964	8	12800
1965	12	19200
1966	14	22400
1967	16	25600
1968	18	28800

(3) A third staff area in immediate need of attention is that of administration. Many Schools equal in size to the School of Education and with a less varied program have a Dean, an Associate Dean, and three or four Department Heads. At present in our regular School affairs we have a Dean and one staff member helping half-time in the graduate program. In addition we have one and one-third staff members administering that area which is entirely unique to Education--the supervision of student teaching. Already the Dean's time is so taken up with routine details that he has little time for working on staff recruitment and supervision, on development and on planning which should be his major occupations. So far I have withstood the temptation to departmentalize because of my deep conviction that a School of Education does not lend itself to fragmentation. But administrative problems are becoming ever more pressing. I believe we are in need of several administrative positions if we are to continue to move ahead.

One position very definitely needed is that of Associate Dean to handle the myriad of details which daily take the attention of the Dean from those areas which should be his major professional concern. By September, 1963 there will be

over forty professional staff in the School of Education and twelve non-professional staff. As the competition becomes stiffer and turnover of staff more frequent the staffing problems of the Dean will become more and more pressing requiring more and more time on the road in recruitment and more and more attention to the development of staff potential. Add to this the constant program study, program revision, and program development needed in a School of such varied interests and the need for administrative aid becomes obvious.

Another area in very great need of expansion is that of administering the student-teaching and observation program. The problems connected with arranging observation opportunities for four hundred and seventy-five students, and student-teaching opportunities for three hundred students each year are extremely extensive, varied and complex. But compared with the present when three hundred students are placed in student-teaching within thirty miles commuting distance of Amherst and 1967 when three hundred more must be placed in widely separated centers all over the state the problems now seem almost minor. In many Teachers Colleges with far fewer students to place they have a Director of Student Teaching with assistants to help. We should move in this direction as soon as possible. The work must be done and it is largely administrative. During the five year period the incumbent will definitely need more assistance than part-time help can give him. Soon two assistants will have to be provided. With these the incumbent for a year or two can also supervise the Bureau of Educational Services described elsewhere in this report.

Another administrative area in need of development during the five years is the graduate program. Already Professor Oliver, on half-time for this work, is over-extended. With our Certificate and Doctorate programs the pressure will intensify. Already the School is receiving over two hundred applications yearly; already nearly two hundred and fifty students are working for Master's degrees; and already over fifty applications have been processed for the Certificate. Within the five year period these figures will increase considerably on the Master's level, will increase up to four times on the Certificate level, and a large number of doctoral candidates will, we expect, be added to the list. To this must be added the supervision of the Graduate Assistants for whom we have requested \$100,000 by 1967. Add to this the fact that newer procedures for handling applications places more work and responsibility on the Departments and Schools and it seems obvious that a full-time man will be needed in this area if we are to continue our high standards of selection and guidance.

In this report I have made various references to the need for a Bureau of

Educational Services. In my opinion these services will be closely allied in the future to many research projects, many perhaps aided by foundation funds. This should not "just grow". It should be planned and exploited and coordinated and this requires a special type of professional worker who should be given the title of Coordinator of Research and School Services.

The following requests would appear to be realistic:

September 1963	Associate Dean
September 1963	Coordinator of Student Teaching and School Services
September 1963	Assistant Coordinator of Student Teaching
September 1964	Coordinator of Graduate Studies
September 1964	Assistant Coordinator of Student Teaching
September 1965	Coordinator of Research and School Services

(c) Facilities Development. Five Years

In the present Capital Outlay Recommendations for the School of Education are four requests as follows:

1966	#41	Addition to School of Education. Plans	50,000
1967	#46	Addition to School of Education	1,000,000
1972	#87	Addition to Laboratory School. Plans	120,000
1973	#90	Addition to Laboratory School	2,000,000

Since the above requests were submitted there have been two developments which have changed plans and estimates considerably. (1) Enrollments in the School of Education have increased even more rapidly than had been anticipated and the administration is now planning on a total University enrollment of twenty thousand in 1973 instead of the fifteen thousand previously contemplated. This has resulted in a request from the School that the timing of the first project be advanced two years and that the size be increased to handle the projected increases described elsewhere. A study of projected enrollments, programs and staff shown in tables in this report indicates the extreme nature of the problem. By September, 1963 the office space in the School will be used to capacity. By September, 1966 we will need space for forty (40) additional staff at least. The problem with regard to classroom use will become crucial by September, 1965 and by that time the need for specialized areas in our doctoral program will become acute. For these reasons we urgently request a change in the Capital Outlay as follows:

1964	Addition to School of Education. Plans	80,000
1965	Addition to School of Education	1,600,000

(2) The second development which has caused a change in plans is the dramatic increase in the use of electronic and other equipment in the field of education. This has caused the staff of the School to take a long second look at the request for the addition to the Laboratory School. It is true that the present Laboratory School has made a very considerable qualitative difference in our Elementary Education Program. Its effects have been noted in the areas of (a) unstructured observation with freshmen, sophomores and juniors using the observation corridor (b) structured observation of demonstration lessons over closed-circuit television and (c) research. These three areas are just as much needed in Secondary Education as they are in Elementary but the staff in this area wish to explore the possibility of obtaining the three objectives by electronic and other equipment rather than by a junior-senior Laboratory School. We propose to meet the three objectives by (a) using a special truck equipped with a video-tape recorder, console and cameras which could be backed up to the classroom window of a good teacher and a recording made of her entire lesson to be played back over our closed-circuit television system for freshmen, sophomores and juniors in that academic field, (b) providing several rooms of the Amherst Regional High School with cameras and connecting them by conduits to our closed-circuit television system so special lessons and demonstrations could be viewed by our secondary education methods classes and (c) by installing a set of simple data processing machines which could be used by school systems in the area in collecting data which could later be used by our staff in studies and research. The School proposes that the administration provide the above facilities and in turn the School agrees to withdraw for ten years its request for a Junior-Senior Laboratory School. The capital cost of all three projects would be approximately one-tenth of the cost of the proposed Laboratory School and the annual cost of all three would be less than half that of the Laboratory School.

We request, therefore, that the sum of \$200,000 be added to the Capital Outlay Recommendations listed above for 1964 and 1965 to provide for the truck-tape recorder and the tie-in with the Amherst Regional High School. We further request that the school data processing equipment be rented as soon as possible since no capital outlay is required in this project.

APPENDIX A

1. Appropriations - Education

	1960 - 61	1961 - 62	1962 - 63
03	2000	21700	22000
10	3600	4900	5000
12	100	500	1000
13	1900	5700	5700
14	1000	1000	1400
15	500	500	5000
16	300	400	400
Library	<u>1000</u>	<u>5000</u>	<u>6000</u>
	10400	39700	46500

Appropriations - Audiovisual

03		500	700
10		150	200
11		200	500
12		1000	1200
13		4000	4000
14		325	350
15		<u>4500</u>	<u>2530</u>
		10675	9480

2. Personnel - Teaching - Education

Instructor		1	1
Asst. Prof.	9	10	12
Asst. Prof. "A"		1	1
Assoc. Prof.	3	3	3
Professor	2	3	3
Dean, Head	<u>1</u>	<u>1</u>	<u>1</u>
Total	15	19	21

Personnel - Other- Education

Electronic Tech.		1	1
Sr. Clerk-Sten.	1	1	1
Jr. Clerk. Sten.	<u>2</u>	<u>3</u>	<u>3</u>
Total	3	5	5

Personnel - Audiovisual

Acting Director	1	0	0
Asst. Director	0	1	1
Radio Maint. Super.	0	0	1
Tech. Asst.	2	1	1
Electronic Asst.	0	1	1
Sr. Clerk-Typist	1	1	1
Jr. Clerk-Typist	<u>1</u>	<u>1</u>	<u>1</u>
Total	5	5	6

1. 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.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support informed decision-making.

3. The third part of the document focuses on the role of technology in modern data management. It discusses how advanced software solutions can streamline data collection, storage, and analysis, leading to more efficient and accurate results.

4. The fourth part of the document addresses the challenges associated with data security and privacy. It provides guidance on implementing robust security measures to protect sensitive information and ensure compliance with relevant regulations.

5. The fifth part of the document explores the importance of data quality and integrity. It discusses strategies for identifying and addressing data errors, ensuring that the information used for analysis is accurate and reliable.

6. The sixth part of the document discusses the role of data in strategic planning and performance management. It highlights how data-driven insights can help organizations identify trends, opportunities, and areas for improvement.

7. The seventh part of the document focuses on the importance of data communication and reporting. It discusses how to effectively present data findings to stakeholders, ensuring that the information is clear, concise, and actionable.

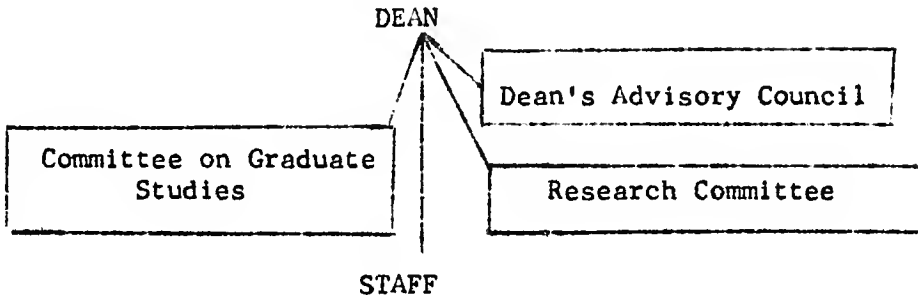
8. The eighth part of the document discusses the future of data management and analysis. It explores emerging trends and technologies that are expected to shape the data landscape in the coming years.

9. The ninth part of the document provides a summary of the key points discussed throughout the document. It reinforces the importance of a data-driven approach and the need for continuous improvement in data management practices.

10. The tenth part of the document includes a list of references and resources for further reading. It provides a comprehensive list of books, articles, and online resources that can be used to deepen understanding of the topics discussed in the document.

3. Organization

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



4(a) Number of Majors (Elementary Education)

September 1960	397
September 1961	426
September 1962	448

Number of University students currently enrolled in Secondary Education but majoring in other departments 821.

(b) Number of Students Taught

	Undergraduate	Graduate	Total
September 1960	553	197	750
September 1961	748	239	987
September 1962	866	277	1143
Percent Increase 1960-62	57	41	52
Percent Increase University Reg: Undergraduate		17	
Percent Increase University: Graduate		27	

Publications

- Anthony "The Anatomy of a Misconception" The Clearing House, May, 1962, pp. 551-55
- Barfield "New Dimensions in Teacher Education At The University of Massachusetts" The Massachusetts Teacher, October, 1962
- Barfield "A New Look at Conservation Education In Massachusetts". Allyn and Bacon News Supplement
- Byrne "Goals Of A Reading Center". Springfield Union, January 10, 1962
- Byrne "Organize The Pieces". New England Teacher, February, 1962, pp. 18-21
- Byrne "Reading In A Nutshell". A limited experimental edition of a pamphlet on programmed learning, September, 1962. 83 pages
- Byrne "The Effect of Visual Stimuli Upon The Immediate And Delayed Recall of Words". A paper presented at the annual meeting of the American Education Research Association. Chicago, February 14, 1963
- Hall Mathematics Text Review "Fundamentals of Mathematics". Curriculum Advisory Service, September, 1961
- Jones (Ed) "Proceedings Forty-first Annual North Atlantic Regional Conference", School of Education Publication (Mim), October, 1962
- Jones "Research Speaks--Agriculture and General Education" MTATA Research Committee Publication, October, 1962
- Jones "A Tool For Planning Instructional Programs", Journal Of The American Association of Teacher Educators in Agriculture, November, 1962
- Jones "Are Contests Overemphasized in the FFA Program?", The Agricultural Education Magazine, January, 1963
- Kornegay "The Educational Association And The Confederate States of America", School and Society, April 21, 1962, pp. 198-199
- Oliver "Improving the Curriculum of the Small High School", The Bulletin of the National Association of Secondary-School Principals, February, 1963, Volume 47, Number 280
- Pippert "Don't Change the Answer!" An Expose of the Perennial Myth that the First Choices Are Always the Correct Ones. Archer and Pippert. The Clearing House, Vol. 37, No. 1, September, 1962
- Sleeman "Teaching Reading With The Overhead", Visucom Magazine, Volume 2, No. 1, pp. 5-6, September, 1962 Sleeman and Byrne
- Sleeman "Individual Instruction", "Role of the Audiovisual Administrators", "Titles--Audiovisual or Instructional Mats", Sixth Northeast Audiovisual Leadership Conference, January, 1962
- Sleeman "The University of Massachusetts and the Amherst Public Schools Present a Cooperative Experiment in Education", Mark's Meadow--School of Education Brochure, January, 1963
- Sleeman "Visualizing Reading", Tangents in Reading Brochure--Reading Conference Report, March, 1963
- Thelen "Exploit Your Bulletin Board", School Science and Mathematics, April, 1963

- Wyman "Let's Stop Calling it Portable". Audiovisual Instruction, January, 1962, p. 26-27
- Wyman "Educational TV-Tyrant or Tool". The Gist (AASA Newspaper) February, 1962 Third Issue, p. 4
- Wyman "Educational Television". The Instructor, June, 1962, p. 53-54
- Wyman "Audiovisual Devices and Techniques". 1962 Revised Edition. Printed by University of Massachusetts Bookstore, 173 pages
- Wyman "Report of Television Group Steering Committee". Audiovisual Instruction September, 1962, p. 458
- Wyman "Let's Stop Calling It Portable". (Reprint from Audiovisual Instruction in booklet form with illustrations) Tecnifax Corporation, October, 1962, 12 pages
- Wyman "Technological Piracy". Educational Screen and Audiovisual Guide, September, 1962, pp. 541, 544
- Wyman "Technological Piracy". Reprint from Educational Screen and Audiovisual Guide distributed by Denoyer-Geppert Company, 1962

1. 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.

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4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that the data remains reliable and secure throughout its lifecycle.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of ongoing monitoring and evaluation to ensure that the data management processes remain effective and aligned with the organization's goals.

A N N U A L R E P O R T
O F T H E
S C H O O L O F E N G I N E E R I N G

July 1, 1962 - June 30, 1963

UNIVERSITY OF MASSACHUSETTS

June 1963



UNIVERSITY OF MASSACHUSETTS

The School of Engineering

1962 - 1963

This is the Centennial year for the University and the sixteenth for the School of Engineering. It saw undergraduate engineering enrollment on campus hold about constant at 824 (September 1962) and we continued as the largest professional school in the University. This places us about 86th among the 165 Schools with at least one E.C.P.D. accredited curriculum.

This year was marked by the first two-week Engineering Freshman Orientation program aimed at reducing attrition. The Engineering Laboratories building was accepted and occupied. An Ad hoc Long-Range Planning Committee studied our present status and suggested future goals of the School (See Report C, Appendix). Several guest speakers were brought in for Faculty-Student Seminar talks, and Dean E. C. Boston of Rutgers gave the annual Engineering Convocation talk on "A New Dimension of Culture -- The Engineer's Contribution to Society." The Third Annual Industrial Engineering Spring Seminar was held on "Data Processing in Industry." We entertained the New England Graphics Conference in April. Twenty-four of our most deserving faculty received Antonymy Raises averaging \$756 per year. Our first engineering science students graduate, with at least six out of nine continuing for graduate study. The decision was made to discontinue the Pittsfield-A.E. graduate B.E. program, and the undergraduate program will be phased out in 1964. Considerable new equipment was purchased for the Engineering Laboratories building including a supersonic wind tunnel, some machine tools and considerable electronic equipment. Plans for Engineering Building U59-6 are complete and it should go out for bid before July 1, 1963. It is expected that the Computing Center will move to the Engineering Laboratories building during June 1963.

Financial Support

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

<u>Fiscal Year:</u>	<u>1960</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>
Acct. 03	\$ 6,791*	\$10,500*	\$12,000*	\$13,000*
04	200	50	50	100
10	1,600	1,800	2,800	3,000
11	125	200	200	220
12	3,675	5,800	10,000	8,370
13	16,000	16,500	19,800	19,600
14	1,900	1,900	1,900	2,000
15	15,900	10,000	15,000	16,000
16	-	300	445	650

*This includes the salary of Assist. Prof. Longley employed half-time (\$3627).

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

Personnel

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

<u>September:</u>	<u>1959</u>	<u>1960</u>	<u>1961</u>	<u>1962</u>
Deans	2	2	2	2
Dept. Heads	4	4	3	4
Professors	8	10	10	10
Associate Profs.	15	16	14	16
Assistant Profs.	12 1/2	12 5/6	11 5/6	12
Instructors	7	1 1/2	3	3 1/4
Teaching Associates (1/2 and 1/3)	4	11	10	12

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

Students

Engineering attracted 23.2 percent of the freshman boys in September 1962, and total engineering enrollment was 22.2 percent of undergraduate men. This is a slight drop from the previous year and parallels the national trend. Engineering attracts more than its share of good students. Since 1949 a higher percentage of engineering students have graduated with honors than from any other area of the University with the exception of the School of Nursing which graduated its first class in 1958. Fig. 8 summarizes the Academic Standards of the School, and Figs. 9, 10, 11 and 12 show the "Cumulative Grade-Point Averages" for the Classes of 1963, 1964, 1965 and 1966 respectively as of January 1963. Fig. 13 indicates the "Employment of Engineering Graduates, Class of 1962."

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

	<u>October</u>	<u>1959</u>	<u>1960</u>	<u>1961</u>	<u>1962</u>
Ch.E.	Sr.	15	23	17	30
	Jr.	21	26	38	30
	Soph.	38	46	36	33
C.E.	Sr.	36	34	32	24
	Jr.	20	30	30	37
	Soph.	36	38	45	49
E.E.	Sr.	40	46	28	50
	Jr.	50	52	60	60
	Soph.	90	71	82	73

	<u>October</u>	<u>1959</u>	<u>1960</u>	<u>1961</u>	<u>1962</u>
M.E.	Sr.	49	38	31	40
	Jr.	35	38	50	50
	Soph.	55	42	50	59
I.E.	Sr.	16	16	12	12
	Jr.	15	14	14	9
	Soph.	12	13	11	10
Freshmen		321	317	298	268
Total Undergrad. Enroll.		849	843	836	834
Graduate Students		18	27	50	48

Pittsfield Undergrads.		195	191	84	48
Pittsfield Graduates		28	25	26	21
Students taught*		2021	2080	2116	2125

*This figure is obtained by adding the enrollment in all courses, graduate and undergraduate.

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.

Faculty Publications, Research and Professional Activities

In a University all faculty are judged by similar standards even though each group or school has unique characteristics. For example, a recent study indicates that engineering educators account for only 17 percent of typical engineering literature while 53 percent of chemical literature and 52 percent of physics articles come from educators.¹ Also a recent report indicates that about 33 percent of engineers either conduct or administer research, while the figures for Physicists is 85 percent, Biological Scientists 65 percent, Mathematicians 61 percent and Chemists 55 percent. Over 42 percent of engineers are in production and operations, not counting the administrators of such activities.² Our faculty are professionally active as indicated by Fig. 3 "Recent Professional Publications of the Faculty", Fig. 4 "Research Projects June 1962 to June 1963", Fig. 5 "Research Proposals, Status Report September 1962 - June 1963", Fig. 6 "Committees and Offices of Professional Societies" and Fig. 7 "Professional Activities of Faculty, Summer 1963."

¹Ford Foundation "Engineering Faculty Study" August 1961.

²"Scientists and Engineers in American Industry" U. S. Department of Labor, February, 1961.

Three of our faculty have been on leave. Assistant Professor R. W. Trueswell has had an N.S.F. Faculty Fellowship to complete work for his Ph.D. at Northwestern University. Assistant Professor F. J. Dziale also had an N.S.F. Faculty Fellowship to work for his Ph.D. at Reneselaer. Professor J. S. Marcus has been on leave as Visiting Faculty Member at the Reactor School, Oak Ridge National Laboratory.

Special Projects

On the national scene the attrition problem in engineering education has received considerable recent attention.¹ Less than fifty percent of those who start as freshman graduate. A study of the engineers of the Class of 1960 at the University indicated that 37 percent of those who started as freshman received a degree in engineering. About 35 percent received a degree in some other area of the University. This is a far better record than many state universities; however, it could be better. Under the leadership of Dr. E. J. Rising, with support from the C. D. Kettering Foundation and the University, a two-week Engineering Freshman Orientation program using senior honor students as dormitory counselors and assistants was instituted. Offered on a voluntary basis just prior to the opening of the University in the fall this appears to have produced significant results. It will be continued in 1963.

A faculty report on the "Advisability of the School of Engineering Moving into a Required 5-year Curriculum" is included as Report B.

A copy of the Annual "Newsletter" (No. 28) to Engineering Alumni, December 1962 is included as Report A. It is a project started in the 1930's and contains a statement concerning the Engineering Alumni Scholarship program. Figure 14 indicates the engineering "Degrees Awarded since 1948-49." Figure 15 and Figure 16 indicate the results from an alumni questionnaire for the 10-year and 5-year classes, 1952 and 1957 respectively. Figure 17 indicates the "Summary of Known Advanced Degrees of Engineering Graduates Since 1947."

This year an effort was made to bring more guest speakers to the campus; see Figure 18. Additional acquisitions for our library were substantial. See Figure 19 for "Periodical List for 1963."

Future Plans and Needs

Engineering Education

Engineering education is part of the University yet it is also part of the national effort in this field of higher education. The professional societies, such as the American Society of Civil Engineers are primarily concerned with the technical aspects of engineering; the conference group, the Engineers' Council for Professional Development which among other activities handles the accreditation of engineering curricula; the American Society for Engineering Education; the National Society of Professional Engineers concerned with the economic and

¹"Engineering Student Attrition", Engineering Manpower Commission report, E. J. C., April 1963.

social status of the engineer; and the unity organization, the Engineers' Joint Council all bring support and place responsibility on engineering education. Within this frame the School of Engineering of the University must determine its goals, seek its support, carry out its program and gain its place in the overall picture.

It is doubtful if engineering will ever abandon the undergraduate curricula for the graduate area, as law and medicine have. Decreasing freshmen engineering enrollments, confusion as to the difference between engineering and science, the trend toward common core subjects for all engineering disciplines, the explosion of technological information, computers and automation, improved science and mathematics courses both in quality and quantity in the high schools, all have their effect on engineering education and our school. The "Goals of Engineering Education" study under Dr. Eric A. Walker, with its undergraduate and graduate areas conducted during the next three years, should be most helpful in providing broad guide lines. Engineering is a very wide spectrum of activity, and a state university cannot narrow its objectives as private colleges can.

The Student

The University and especially engineering draws its students largely from the lower middle class, the sons of the trade and craft groups. They are able, ambitious and striving to move upward in the social scale. Many are first-generation college people and come from an environment which has not given them the sophistication and social ease of the Ivy League or Little Three. They need and will accept more guidance, more close association between teacher and student and will advance more rapidly than their private college counterpart. The first two years they need and deserve the very best instruction the University can offer. With present trends toward much of this work being relegated to graduate assistants and large classes it is anticipated that attrition will remain high, and many capable young people will become discouraged and leave. M. I. T. with real academic leadership and substantial resources has set a pattern of using many of their best teachers in the early courses. It could be done here.

Faculty

Faculty make a school. Buildings, laboratories, equipment and library are but supplements which are often more easily acquired and frequently mistaken as evidence for quality of instruction. Engineering education is indeed fortunate in the type of men it attracts. Less than two percent of the engineers of the country are in education. Those that are, generally find teaching interesting and rewarding. Since creativity and design resulting from the synthesis of science, mathematics and economics is the hallmark of an engineer most faculty members recognize the necessity for continually keeping their instruction updated. If their keenest interest is in research, the discovery of new knowledge, they may find greater satisfaction and opportunity in industry or government laboratories. Engineers are problem solvers, and they need the experience that consulting for industry and government provides. It is far easier to teach a subject such as physics or mathematics than to effectively lead the student to

create a new design using his previously acquired knowledge. Analysis is generally easier for the student than synthesis. Thus faculty, competent to teach design, are far more difficult to attract than those interested in analysis.

A good engineering school includes faculty of widely different interests. As an engineering student progresses through his major field of study he should come in contact with the scholar, the researcher, the practical designer, the teacher who is systematic in his coverage, the teacher who goes off on tangents and leaves most of the subject to be acquired by the student on his own, the man of broad interests, the specialist, the showman and the conscientious drudge. As students are individuals and differ, so should the instruction. It is the function of administration, the department head and dean, to see that each faculty member contributes in full measure and is rewarded accordingly.

A word about professional recognition and the stature of a school and its faculty as it relates to a situation like ours. Every school must have its "headliner", preferably two or more. The contributions that Dr. Merit P. White, Dr. Carl S. Roys and Professor Carl A. Keyser have made to the "image" of our School of Engineering and its resulting influence on student, alumni and faculty can never be measured but it is very real. When a school starts it must acquire this prestige factor. As time goes on some will fade and a few can be grown but it takes time and tolerance, encouragement and concern. Society recognition in terms of offices held and committee assignments comes from one's peers in the profession. It is in many respects the best measure of a man's professional stature. This is important, for with it comes recognition to his school. Within our "league" and in New England we have indeed had more than our share, a fact more generally recognized off our campus than on it. It is hoped that this activity can be continued.

Graduate Work

Graduate work in all fields should be developed because of its continuing challenge to the faculty and its contribution to the undergraduate program. But it should be remembered that alumni are made at the undergraduate level and this is where the University can make its greatest contribution to the citizens of the state for many years to come. If we feed quality graduates to the top engineering graduate schools of the country where they can be financially self-supporting with fellowships and graduate assistantship aid, our reputation among our colleagues in engineering education will far exceed that resulting from offering a few Ph.D.'s each year. In fact, unless the newly developing graduate programs of the University refrain from the easy path of keeping their own graduates through the Ph.D. many young people will be given less than full value. So far the emphasis in the graduate area seems to have been in terms of the number of departments offering the Ph.D. rather than in building up faculty and resources to justify offering the doctorate. It is easy to count the number of men with the terminal degree in a department but this in itself does not indicate quality of program or professional stature. Our school has not followed the easy way, and for this we have been considered conservative and too "undergraduate-oriented."

Support for graduate work in engineering will come from various governmental sources. "Meeting Manpower Needs in Science and Technology", the President's Science Advisory Committee Report of December 12, 1962 points out the need for

more advanced education in engineering. It is obvious that national needs demand more engineers educated to a higher level and justify the support that will be forthcoming.

Alumni

Our history as a school is short yet within the next few years many of our graduates will emerge in very responsible positions. Future consideration should be given to a strong engineering alumni council that could bring with it substantial benefits to the school, its students and faculty.

Facilities

Here our School is the envy of many. Our enrollment could be doubled with our present facilities. The new Engineering Building U-59-C will provide ample space for graduate and research activity for some time. We can be accused of overbuilding but the previous administration must share responsibility for introducing projects in the capital outlay program not requested by the School.

Recognition

Our School of Engineering needs the respect of its colleagues in engineering education. The image we present to them will in large measure determine the type of school we are. We live within the shadow of truly great institutions here in Massachusetts possibly like no other state in the union. This creates an opportunity as well as a liability. If our goals are clear and well conceived the University can benefit from its environment. If our ambition is to emulate and copy others we will be second-rate. A political approach for support of a professional school within the University will yield meager returns compared with that produced by efforts to build real professional stature and recognition among one's peers.

Priorities

Annual reports are now required but the writer remembers when the president of the University asked him why he had submitted one! A few brief comments based on the experience of the past may be pardoned as this will be my last one. Furthermore, such reports are seldom read or long remembered.

The University's justification for being is simply service to the individual and the state. Administration within the University can only justify its existence when it serves the faculty and students. As one of my colleagues has noted, there is no line of authority in a University only a line of confidence. Leadership is made up of many factors, as I learned this past year from a Naval correspondence course. (Mrs. Marston said I took it too late!) But among them are integrity, tolerance and confidence in others. Good communications are a mark of a good organization.

The professional schools within the University must develop their own leadership but they must feel that they are wanted and respected. Goals must

be established after a free exchange of ideas. Priorities must be known and understood. The College of Arts and Sciences is striving for the recognition that has already come to several of the professional schools. Yet these units cannot be ignored or neglected irrespective of the interests or background of the University administration. The greatest need of the University of Massachusetts as it begins its second century is to define its goals and establish priorities. These must be concerned with the individual student, undergraduate as well as graduate.

G. A. Marston

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PERSONNEL DATA--SCHOOL OF ENGINEERING

The information below may be of interest as indicating the wide educational background of our staff in the School of Engineering. Faculty refers to those of continuing appointment. This does not include teaching associates nor does it include in some cases part time faculty. It does not include those on leave.

Schools From Which Faculty Graduated	
American International College	
Carleton College	
City College of New York	
College of Wooster	
Colorado State University	
Columbia University	
Dartmouth College	
Georgia Institute of Technology (2)	
Massachusetts Institute of Technology (2)	
National University of Science (Korea)	
New York University	
North Carolina State College	
Ohio State University	
Pennsylvania State University	
Polytechnic Institute of Brooklyn	
Psi-Yang University (China)	
Rensselaer Polytechnic Institute (2)	
Stevens Institute of Technology	
Syracuse University	
Tufts University	
University of British Columbia	
University of Cincinnati	
University of Connecticut (2)	
University of Maine (3)	
University of Massachusetts (4)	
University of Michigan (2)	
University of Minnesota	
University of Missouri	
University of New Hampshire (2)	
University of Vermont	
University of Washington	
Worcester Polytechnic Institute (5)	
32	

Faculty Rank					
Inst.	Asst.	Assoc.	Prof.	Dept. head	Dean
3	11	16	10	4	2

	Highest Earned Degree			
	B.S.	M.S.	Prof.	Dr.
Ch. E.	1			4
C. E.		7		5
E. E.	1	8	1	2
M. E.		13	1	3
Deans			1	1

Note: 5 of our faculty have two bachelor degrees.

Total Instructional Staff		
Number	Department	Deans
5	Chemical	1
12	Civil	2
13	Electrical	2
17	Mechanical	4
2	Deans	1
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4	Professional Staff Positions	1
13	Teaching Associates	
1	Technicians	
7	Clerical	
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80	Total Staff Positions	

Schools From Which Faculty Received Advanced Degrees	
American International College	
California Institute of Technology (2)	
Carnegie Institute of Technology	
Columbia University (4)	
Georgia Institute of Technology	
Harvard University	
Iowa State University	
Kansas State University	
Massachusetts Institute of Technology (10)	
Montana State University	
New York University	
North Carolina State College	
Nova Scotia Technical College	
Ohio State University (2)	
Pennsylvania State University (2)	
Polytechnic Institute of Brooklyn	
Purdue University (2)	
Rensselaer Polytechnic Institute (3)	
Stanford University	
Syracuse University (2)	
Trayer School of Engineering, Dartmouth	
University of Connecticut (2)	
University of Illinois	
University of Iowa (2)	
University of Kentucky	
University of Maine (2)	
University of Massachusetts (5)	
University of Michigan (3)	
University of Minnesota (2)	
University of Wisconsin (2)	
Union College	
Virginia Polytechnic Institute	
Worcester Polytechnic Institute (4)	
Yale University	

Faculty Publications

Title	Author(s)	Publication
... Stores ... Bed Distillation	...	...
... System Carbon ......lene Chloride	...	Journal of Chemical Engineering, January 1962
... Melting and Device	...	Journal of Chemical Engineering, December 1962
... Trigonometric ...	...	Journal of Engineering Education, September 1962
... Annual Report, Vol. East	...	Journal of Engineering Education, September 1962
... Projectoria for Teaching ... Descriptive Geometry	...	Wiley, July 1962
... Thermodynamic Properties of Isobutylene	J. W. Blodgett and others	Journal of Chemical Engineering Data, July 1962
... Environmental Tests of an Air ... Breathing Hydrogen-Oxygen Fuel ... Cell Battery	R. W. Day	Fuel Cell Research and Development, General Electric Co., Internal Report, June 1962
... An Approach to Characterizing ... Agitation by Dispersion Particle ... Size	D. J. Sullivan and E. E. Lindsey	Industrial and Engineering Chemistry Fundamentals, May 1962
... Exploration of Sponge Adsorption ... of Syndets	F. R. Ferg	Water and Sewage Works, May 1962
... Solubility, Vapor Pressure, and ... Liquid Density in the System ... Carbon Dioxide - Methylene ... Chloride	J. W. Blodgett Co-author	Journal of Chemical and Engineering Data, April 1962
... Discussion of "Periods of Framed ... Buildings For Earthquake Analysis" ... by Salvadori and Weir	M. P. Watt	Transactions, A.S.C.E., Vol. 1, 1962
... The Ocean's Pulse	J. E. Corcoran	Undersea Technology, Jan-Feb 1962
... Research on Engineering Faculty ... Utilization	E. J. Kising Co-author	Journal of Engineering Education, November 1961
... BC's of BLC in ASW	C. E. Garner	Ordnance-Sep, Oct, 1961
... Use of Radioisotopes in Civil ... Engineering	J. S. Mansue	Civil Engineering, August 1961

UNIVERSITY OF MASSACHUSETTS
School of Engineering

Research Projects June 1, 1962 to June 1, 1963

Sponsorship is indicated in parenthesis. The name of the individual(s) in charge is also given.

Chemical Engineering

- Gas-Solid Fluidization (FRG) (MT), K. D. Cashin
- Pressure Drops in Pipe and Fittings, K. D. Cashin
- Dropwise Condensation of Steam at Higher Temperatures (ONR 3357(02)), J. J. Goda, Jr., J. F. Welch
- Thermodynamic Properties of Fluids, J. W. Eldridge
- Kinetics of Metal Oxide Catalyzed Olefin Polymerization, J. W. Eldridge
- Polymerization Catalyst Research, J. W. Eldridge
- Mathematical Model of Fire-Fighting Problems, Flame Propagation in Buildings (MIT-IBM Computer Center Research Associateship for 1962-63), I. H. Kim
- Dynamic Programming in Plant Design (same), I. H. Kim
- Study of Liquid-Liquid Dispersions by Light Scattering, E. E. Lindsey, General Tire and Rubber Company, MSF-GP-504, (FRG) (MT)
- Power Consumption and Heat Transfer in Scraped-Surface Exchangers (Kontro Co.) (MT), E. E. Lindsey

Civil Engineering

- Stability of Standing Vortices in Two Dimensional Flow: (FRG), C. E. Carver
- Response of a Density Current to Sinusoidal Pressure Pulse: (MT), C. E. Carver
- Turbulence Suppression in Non-Newtonian Flow: (FRG), C. E. Carver
- Nature and Disinfecting Power of Subchlorine Residuals: (NIH RG7483), T. H. Feng
- Phosphorus as Indicator in the Activated Sludge Process: (FRG), T. H. Feng
- Sulfides in Chlorination of Nitrogen Compounds in Water: (MT), T. H. Feng
- Sewage Subsurface Filtration: (MT) T. H. Feng
- Sewage Treatment by Electrodialysis: T. H. Feng
- Dynamics of Line Imperfection in Crystals: (FRG), D. B. Harris
- Hydrology Studies in Western Massachusetts: G. Higgins
- Rapid Drawdown Effects on Slope Stability: S. Benben
- Engineering Properties of Local Soils: K. Hendrickson
- Nuclear Blast Resistance of Aircraft Carriers: NOBS 78243, M. P. White
- Photo-elastic Deformation of Stresses in Perforated Discs under Torsion (MT) D. B. Harris

Electrical Engineering

- Approach Avoidance Conflict Apparatus, D. E. Scott (with Psych. Dept.)
- Root Solving Program for Digital Computer, G. W. Bett
- Infra Red Detector for Faulty Cable Splices, F. R. Longley
- Heat Transfer from Transistors to Boiling Fluids (MT) D. LaBelle, J. Langford
- Synthesis Method for Stabilization of Data Hold Systems, (MT) G. W. Bett
- Electronic Analog Auto-Correlator (MT) H. A. Herchenreder
- Right Half Plane Poles for Zero Steady State Errors (MT) G. W. Bett
- Nuclear Reactor Transients and Stability (MT) G. W. Bett
- Automatic Fault Registration (MT) G. D. Sheckels
- Transformer Winding Response to Switching Surge Voltage (MT) G. D. Sheckels
- Gaseous Negative Resistance Element (MT) G. D. Sheckels

Electrical Engineering: continued

Response of RLC One-part Networks (M. S. Thesis)
Transients in Systems Containing Feedback (M. S. Thesis)
Initial Conditions in Dynamic Systems (M. S. Thesis)

Industrial Engineering

Freshman Orientation and Development Review (M. S. Thesis)

Mechanical Engineering

Effect of Free Ferrite on Type 431 Stainless Steel (C. A. Kayser)
Irreversibility in a Closed System (R. W. Day)
Octane Numbers in Oxygen-Rich Atmosphere (M. S. Thesis)
Water Boiling with Pulsed Heat Inputs (FRG) (M. S. Thesis)
Satellite Attitude Stability (B. Solala)
Effectiveness of Overhead Projectors in Teaching Graphics (K. Kroner)
Optimum Design Variants for Mitigating Stress Concentrations (FRG) (M. S. Thesis)
Programmed Learning for Engineering Graphics (C. R. Hasey)
Miniature Electronic Signal Generator for Variable On-Off Time of Control Valves (M. S. Thesis)

FRG = Faculty Research Grant, University of Massachusetts Research Council
NIH = National Institutes of Health
ONR = Office of Naval Research
NSF = National Science Foundation
MT = Master's Thesis
NOES = Naval Office Bureau of Ships



6/1/63

UNIVERSITY OF MASSACHUSETTS
School of Engineering

Status Report. Research Proposals 1962-1963

- 63.1 By Civil Engineering Department to Dept. of Defense, O.C.D.
"A Proposal for a Summer Institute on Protective Construction", January 16, 1963
Amount: \$13,200
Status: Accepted - Contract received May 29 for signature
- 63.2 By John W. Eldridge to National Science Foundation No. E3/3/43 3932
"Undergraduate Science Education - Undergraduate Research Participation"
Amount: \$21,840, January 11, 1963
Status: Rejected May 24, 1963
- 63.3 By John H. Dittfach to National Science Foundation
"Undergraduate Equipment for Instruction in Compressible Fluid Flow", January, 1963
Amount: \$11,450
Status: Granted for \$10,000
- 63.4 By Tsuan Hua Feng to National Science Foundation No. P-14585 Engineering Section
"Separation of Dispersed Particles from Water by Electrodialysis", March 11, 1963
Amount Requested for the first year: \$16,000
Status: under review
- 63.5 By Tsuan Hua Feng to Division of Water Supply and Pollution Control, Public Health
Service, U. S. Dept. of Health, Education, & Welfare No. WP-00567-01
"Separation of Particles from Water by Electrodialysis", February 25, 1963
Amount: \$15,360
Status: under review by June, 1963 Council
- 63.6 By J. M. O'Eyrne and Robert W. Day to Research Council, University of Mass.
"Boiling of Water on a Horizontal Surface with Pulsed Power Input"
Amount: \$1025
Period: Remainder of fiscal 1963
Status: Granted - Carryover of unexpended balance (about \$500) into fiscal
1964 requested
- 63.7 By D. E. Harris to National Science Foundation NSF No. E3/3/43 3296
U.M. No. OCR 1-63-14
(Undergraduate Science Education-Undergraduate Research Participation Program)
"Dynamic Study of Line Imperfections in Crystals" January 18, 1963
Amount: \$7000
Status: under review - decision in August
- 63.8 By Charles E. Carver, Jr. to Research Council, University of Mass.,
"Turbulence Reduction Through the Use of Non-Newtonian Fluid Injection"
To be completed
Status: \$410 granted September 12, 1963
Summer 1963 Thesis Project with Mr. Amatangelo
- 63.9 By Maurice E. Bates to Research Council, University of Massachusetts, March 8, 1963
"A Study of Optimum Design Variants for Mitigating Stress Concentrations"
Status: \$700 granted April 12, 1963

- 62.10 By E. E. Lindsey, "Agitation of Two-Phase Liquid Systems. Use of Particle Size Distribution Measured by Light Scattering to Characterize Shear Intensity and Agitation", September 21, 1962 (ref. 62-14)
Status: \$600 granted October 4, 1962 by Research Council, University of Mass. Proposal to General Tire & Rubber Company-\$500 granted toward equipment purchase March 22, 1963
- 62.2 By R. W. Day to National Science Foundation (under Course Content Improvement Section), December 1, 1961
"Heat Transfer Laboratory Equipment--Its Design, Test, and Evaluation"
Amount: \$23,679
Status: Rejected
- 62.10 By Edward J. Rising to Public Health Service, Dept. of Health, Education, & Welfare Addenda I to "Geriatric Rehabilitation in a Community Hospital Proposal", Aug. 3, 1962
Site visit made by PHS officials Summer 1962
Addenda II submitted
Site visit made by PHS officials April, 1963
By mutual consent, proposal withdrawn to be resubmitted in combined form in fall for consideration in November. May 24, 1963
- 62.17 By T. H. Feng to National Institutes of Health, September 18, 1961
"Phosphate Variation in Activated Sludge Process and Its Use as an Indicator"
Amount: \$15,163
Status: Rejected
- 62.18 By T. H. Feng to National Institutes of Health No. WP-00461-01
"Revival of Enteric Microorganisms After Chlorination", June 11, 1962
Amount: \$17,313
Period: March 1, 1963 to February 28, 1964
Status: Accepted by NIH November 1962 but funds not yet granted
- 62.19 By Merit P. White to Office of Civil Defense
"Ultimate Strength of Confined Reinforced Concrete Slabs Laterally Loaded"
Amount: \$21,600
Status: No decision by OCD
- 62.20 By Merit P. White to Office of Civil Defense
"Mechanism of Earth Arching"
Amount: \$16,800
Status: No decision by OCD

744. C

University of Massachusetts
School of Engineering

COMMITTEES AND OFFICERS OF PROFESSIONAL SOCIETIES (1962-1963)

Our faculty in the School of Engineering are on the following committees or hold the following offices in professional and honorary societies during the current academic year.

- American Institute of Chemical Engineers (A.I.Ch.E.)
Director, Western Mass. Section
Member, Equipment Testing Procedures Comm.
- American Society of Civil Engineers (A.S.C.E.)
Chairman, Engineering Mechanics Division
Member, Fluid Dynamics Committee
Member, Comm. on Mechanical Properties of Materials
Member, Comm. on Urban Studies
Secretary, Local Branch
- American Concrete Institute (A.C.I.)
Chairman, Committee 337
- American Institute of Electrical Engineers (A.I.E.E.)
Member, Electronics Transformer Committee
Member, Education Committee
- Institute of Radio Engineers (I.R.E.)
Member, Region I Educational Comm.
- Electrical Engineering Department Heads' Commission
Member, Organization Committee
- American Society of Mechanical Engineers (A.S.M.E.)
Chairman, Papers Committee, Management Division
Member, Western Mass. Executive Committee
Technical Chairman, Western Mass. Section
Member, Executive Comm., Western Mass. Section
- Society of Automotive Engineers
Member, Governing Bd., So. N.E. Sect.
- American Society of Metals (ASM)
Member, Education Comm., Springfield Chapter
- International Association for Materials and Structures
U. S. Delegate
- American Society for Engineering Education
Vice President, Sections East
Member, Editorial Committee
Secretary, Educational Methods Division
Chairman, Task Force on Educational Media
Member, Educational Relations Comm., Graphics Division
Member, Teaching Techniques Comm., Graphics Division
Member, Aims, Scope and Status Comm., Graphics Division
Member, Secondary School Drawing Comm., Graphics Division
Chairman, Task Group Educational Methods Division
- Engineering College Research Council
Member, Graduate Study and Research Comm.,
- Engineering College Administrative Council
Member, Military Affairs Comm.
- Engineers' Joint Council
Member, Technical Planning Committee
- Engineering Manpower Commission
Member, Attrition Committee
- National Academy of Sciences
Chairman, Protective Structures Comm.
Member, Committee on Operations Flambeau
- Society for the Advancement of Management
Member, Board of Governors
- Association of State Universities and Land Grant Colleges
Member, Senate
- Engineers' Council for Professional Development
Member, Mass. Guidance Comm.
- Siema Xi
Chairman, Mass. Chapter
- Phi Kappa Phi
Treasurer, Mass. Chapter

MEMORANDUM FOR THE DIRECTOR

The following is a summary of the reports received from the various professional organizations. The reports indicate that the summer activities are well advanced and in some cases, including the completion of the summer program, that our faculty are engaged in the summer program. The following are the activities reported:

CHEMICAL ENGINEERING

- J. H. Elliott, attending the 1954 Royal Society Meeting on the occasion of the 100th Anniversary of the Institution of Chemical Engineers at the University of Cambridge.
- K. L. Cassin, attending the 1954 Conference on Chemical Aspects of Environmental Engineering at the University of Toronto.
- H. W. Durr, will present a paper in Symposium on Macromolecular Chemistry at meeting of International Union of Pure and Applied Chemistry in London. He has traveled in Europe and Japan.
- J. H. Kim, resigning.
- J. J. Gode, attend N.S.F. Condensate and Composite Related workshop at Norman, Oklahoma, and Ford sponsored Conference on Effective Teaching for Engineers of Teachers at Penn. State.

CIVIL ENGINEERING

- M. F. White, director of Summer Institute in Protective Construction at U. of M., Office of Civil Defense; presenting papers on Structures Dynamics at Budapest, Hungary, and on Civil Defense, Zurich, Switzerland; State Institute on Civil Defense, National Academy of Sciences at Woods Hole.
- C. E. Camner, attend conference on Artificial Satellites at U.P.I.; writing book on Hydrodynamics; present paper at 10th International Congress of the International Association for Hydraulic Research in London.
- K. N. Hendrickson, consulting engineer for Stone and Webster Corp. on Foundations in Colorado.
- T. H. Peng, attend Public Health Service Summer Institute on Process Engineering Applications in the Field of Water and Waste Treatment at Clemson, S. C., and attend Rudolf Research Conference at Rutgers.
- E. C. Osgood, teaching in Summer Institute on Protective Construction at U. of M., sponsored by Office of Civil Defense.
- W. W. Boyer, estimating engineer with Daniel O'Connell's Sons of Holyoke.
- T. A. Gray, attend N.S.F. Summer Institute on Structural Engineering at Oklahoma State University.
- G. R. Higgins, attend N.S.F. Summer Institute on Sanitary Engineering at West Virginia University.
- D. B. Harris, consulting for Monsanto Chemical Co. in Springfield.
- S. M. Beaman, assistant director of Summer Institute on Protective Construction at U. of M., sponsored by Office of Civil Defense; consulting.
- F. J. Daniels, teaching Summer Institute on Protective Construction at U. of M., sponsored by Office of Civil Defense; writing thesis for Ph.D. at U.P.I.
- J. S. Peck, retiring.
- W. Yan, resigning to accept appointment at Princeton University to work toward Ph.D.

ELECTRICAL ENGINEERING

- G. D. Sherlock, attend N.S.F. - NASA Conference on Artificial Satellites at U.P.I.; consulting with Holyoke Water Power Co.
- J. W. Langford, attend Summer Institute on Physics of Computing Devices at University of Michigan.
- C. S. Hoyt, teaching in Summer Program for Engineers at U. of M.
- G. W. Bitt, attend summer school leading toward Ph.D. at W.P.I.



Cleveland, Ohio.

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Approved by Office of Civil Defense

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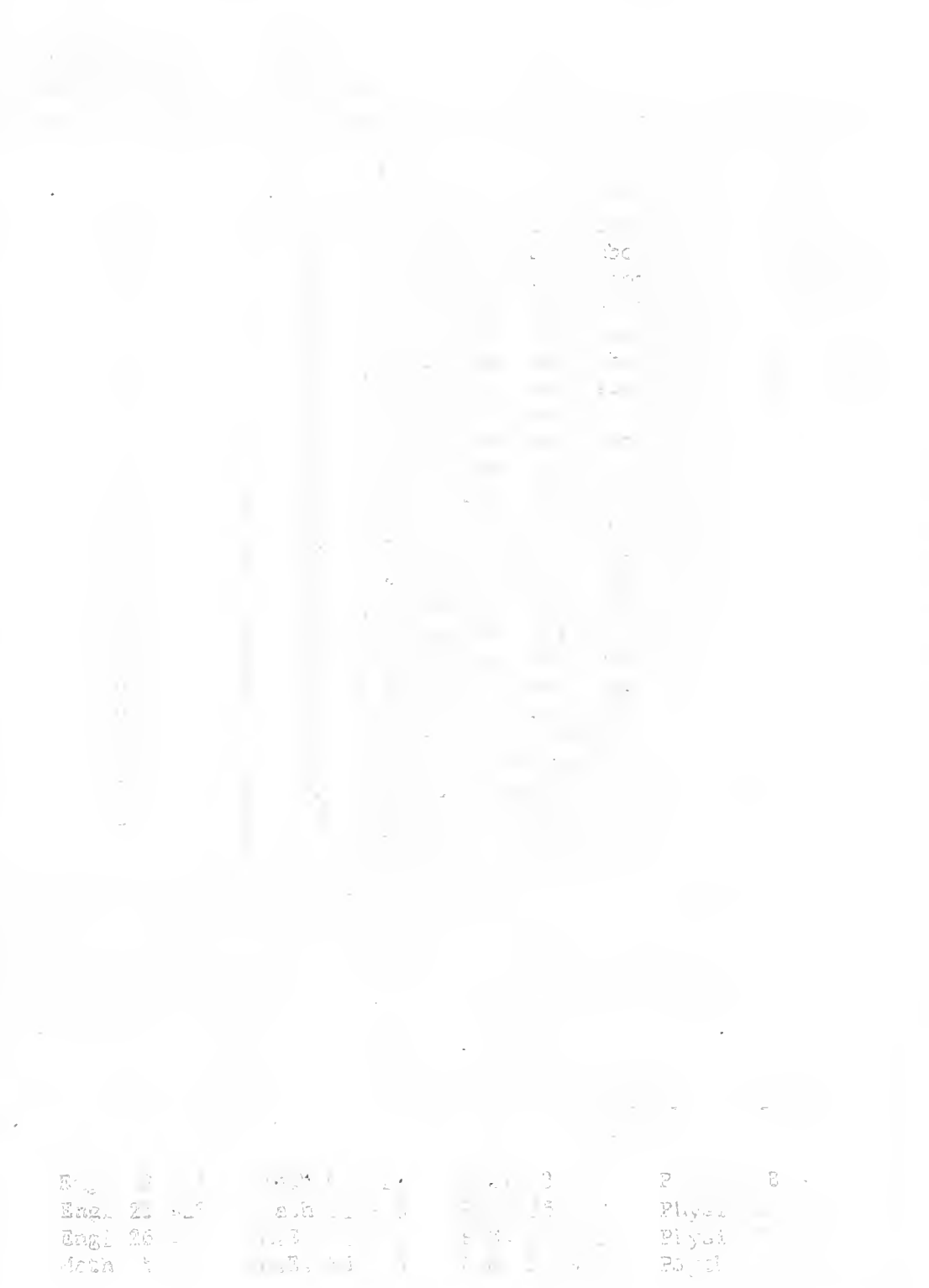
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Chem. 1 = 1	C.E. 53 = 2	F.E. 61 = 3	Math 32 = 5	P.E. 31 = 1
Chem. 29 = 1	C.E. 75 = 2	Engl. 25 = 2	Math 33 = 2	P.E. 32 = 1
Chem. 65 = 1	C.E. 76 = 2	Hist. 9 = 1	M.E. 1 = 1	Physics 5 = 1
C.E. 34 = 4	E.E. 43 = 3	V.E. 51 = 1	M.E. 35 = 1	Physics 1 = 6
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UNIVERSITY OF MASSACHUSETTS

M E M O R A N D U M

From: School of Engineering Date: September 4, 1962
To: Whom It May Interest
Subject: Employment of Engineering Graduates, Class of 1962

This year through the efforts of Mr. Robert J. Morrissey, University Placement Officer for Men and our own staff, the one hundred and twelve graduates have had an unusual opportunity to select their particular position from many. The following companies or organizations are employing our 1962 graduates. Also noted are the graduate schools our 1962 graduates will attend.

Airborne Instruments Laboratory, Deer Park, Long Island, New York
American Electric Power Service Corporation, New York, New York
American Optical Company, Southbridge, Massachusetts
A. M. Kinney, Incorporated, Cincinnati, Ohio
Austin Construction Company, New Jersey
Badger Manufacturing Company, Cambridge, Massachusetts
Bethlehem Steel Company, Bethlehem, Pennsylvania
Boeing Company, Seattle, Washington
Boston Naval Shipyard, Boston, Massachusetts
Chicago Pneumatic Tool Company, Utica, New York
Chicopee Concrete Service, Fairview, Massachusetts
David Taylor Model Basin, Washington, D.C.
Diamond Alkali Company, Cleveland, Ohio
Dow Chemical Company, Midland, Michigan
Eastman Kodak Company, Rochester, New York
E. I. duPont, Wilmington, Delaware
Electric Boat, Groton, Connecticut
General Electric Company, Schenectady, New York
Hamilton Standard, Bradley Field, Connecticut
Hartford Electric Light Company, Wethersfield, Connecticut
Hoppe Tool Works, Incorporated, Springfield, Massachusetts
International Business Machines, Poughkeepsie, New York
Metcalf & Eddy, Boston, Massachusetts
Munson & Mallis Architects & Engineers, Springfield, Massachusetts
New England Electric System, Boston, Massachusetts
New England Telephone & Telegraph Company, Boston, Massachusetts
New York Central Railroad, Cleveland, Ohio
North American Aviation Company, Downey, California
Norton Company, Worcester, Massachusetts
Pratt & Whitney Aircraft, East Hartford, Connecticut
Radio Corporation of America, Camden, New Jersey
Raytheon Company, Waltham, Massachusetts
Rodney Hunt Machine Company, Orange, Massachusetts
Soil Conservation Service, Amherst, Massachusetts
Sprague Electric Company, North Adams, Massachusetts
Standard Oil Company, Cleveland, Ohio
State of California, Department of Public Works, San Francisco, California
State of California, Department of Water Resources, Sacramento, California
State of New York, Department of Public Works, Albany, New York

Over

Stone & Webster Engineering Corporation, Boston, Massachusetts
Tighe & Bond Consulting Engineers, Holyoke, Massachusetts
U. S. Air Force
U. S. Army
U. S. Naval Underwater Ordnance Station, Newport, Rhode Island
U. S. Navy

GRADUATE SCHOOLS

Air University Institute of Technology, Ohio
Boston University Law School
Columbia University
Harvard Graduate School of Business
Iowa State University
Massachusetts Institute of Technology
Northeastern University
Stanford University
University of Pennsylvania
University of Massachusetts
University of Michigan
University of Wisconsin
Worcester Polytechnic Institute

C. A. Marston

Engineering Degrees

Degrees Awarded 1948-1962

The first designated engineering degree was awarded in June 1949. Since then the following degrees have been awarded. The following table shows the number of degrees awarded in the fall and spring semesters.

Designation

Year	Ac.E.	Ch.E.	C.E.	E.E.	Total
1948-49	1				1
1949-50	2	8	57	66	75
1950-51	5	12	45	38	100
1951-52	3	5	21	24	53
1952-53	2	2	15	16	35
1953-54	1	8	9	8	26
1954-55	1	9	11	15	36
1955-56	"	9	18	26	53
1956-57	"	18	30	39	95
1957-58	"	22	24	47	93
1958-59	"	19	26	82+11	127
1959-60	"	21	20	49	90
1960-61	"	19	23	48+1	91
1961-62	"	15	31	46	92
Total	25	147	223	460	855

Designation

Year	M.S.Ch.E.	M.S.C.E.	M.S.E.E.	Total
1952-53	"	1	"	1
1953-54	"	1	"	1
1954-55	"	1	"	1
1955-56	"	1	"	1
1956-57	"	1	"	1
1957-58	"	1	"	1
1958-59	1	1	"	2
1959-60	"	1	"	1
1960-61	1	1	"	2
1961-62	1	1	"	2
Total	5	23	6	34

Two degrees B.S. in S.E. were awarded to graduates of the first two years.

May 20, 1963

77.6

UNIVERSITY OF MASSACHUSETTS
School of Engineering
June 5, 1963

To Members of the Class of 1942 Who Returned Alumni Questionnaire sent out January 1963.

We agreed to send you the results, and here they are for your class. Sixteen replies were received from 89 in the class or 18%.

1. The average age at graduation of the 16 was 24.
2. Advanced degrees are held by 3.
3. Salaries ranged from one \$7-8000 to one who receives over \$15,000. The median was in the \$10-12,000 range.
4. The "number of employers" ranged from 6 who had worked for only one, to two who had had four. Fourteen had had three or less.
5. Professional registration is held by 6. Five of the 6 were registered in Massachusetts only.
6. Professional Society membership is held by 10.
7. Civic Activities were participated in by 5 or 31%.
8. Three in the group of 16 have publications.
9. Hardly a technical course was not mentioned by someone as being "most beneficial". Non-engineering courses mentioned included English, Chemistry, Mathematics, and some others.
10. The list of "courses you didn't take but wished you had" included more technical than non-technical courses. They included Applications of Computers, Applied Psychology, Economics, and Business Law.
11. The "best teachers" included 15 of our faculty, 11 of whom are still with us. Dr. White, Prof. Keyser, Prof. Marcus, Dr. Osgood, and Prof. Dittfack were mentioned most frequently.
12. "Do you regret the major you took?" YES 0; NO 15.
13. Seven schools were mentioned as "apparently providing their students with a better education" by 14 replies, R.P.I., Drexel, N.Y.U., Case, M.I.T., Harvard, and Worcester Tech.
14. Fifteen or 93% would like to have their son (if they had one) attend their alma mater.
15. Ten or 62.5% do "follow" the athletic progress of the University.

General conclusions:

1. The majority don't like to answer questionnaires!
2. Salary wise, our graduates do better than our faculty!
3. Our engineering graduates have broad interests, do not tend to change employers frequently, are loyal to the University, and recognize quality where they see it!

719.12

UNIVERSITY OF MASSACHUSETTS
School of Engineering
June 5, 1963

To Members of the Class of 1957 Who Returned Alumni Questionnaire sent out January 1963

We agreed to send you the results, and here they are for your class. Thirty replies were received from 126 in the class or 23.8%. A good return.

1. The average age at graduation of the 30 was 23.
2. Advanced degrees are held by 3. Two additional are working towards one.
3. Salaries ranged from two \$7-8000 to one who receives over \$15,000. The median was in the \$9-10,000 range.
4. The "number of employers" ranged from 13 who had worked for only one, to one who had had 4. Twenty-five had had two or less.
5. Professional registration is held by 2 with 1 more pending.
6. Professional Society Membership is held by 17 with the largest group, 5, in I.E.E.E.
7. Civic Activities were participated in by 10.
8. Seven in the group of 30 have publications.
9. Hardly a technical course was not mentioned by someone as being "most beneficial". Non-engineering courses mentioned included business law, public speaking, technical writing, and some others.
10. The list of "courses you didn't take but wished you had" were divided about equally between technical and non-technical courses. They included Advanced Heat Transfer, Plates and Shells, Electron Physics, Engineering Economy, Modern Novels, and Philosophy.
1. The "best teachers" included 22 of our faculty, 19 of whom are still with us. Prof. Marcus, Dr. White, Prof. Keyser, and Prof. Crow were mentioned most frequently.
2. "Do you regret the major you took?" YES 3; NO 26.
3. Sixteen schools were mentioned as "apparently providing their students with a better education" by 28 replies, with Purdue, M.I.T., Illinois, Princeton, and R.P.I. mentioned.
4. Twenty or 67% would like to have their son (if they had one) attend their alma mater.
5. Nineteen or 63% do "follow" the athletic progress of the University.

General conclusions:

1. The majority don't like to answer questionnaires!
2. Salary wise, our graduates do better than our faculty!
3. Our engineering graduates have broad interests, do not tend to change employers frequently, are loyal to the University, and recognize quality where they see it!

The following table shows the number of graduates who have received advanced degrees in the various fields of study since the inception of the program in 1949.

C. A. [unclear]

<u>Diplomates</u>	1 in Ch.E., 1 in D. Eng., 1 in M.E., 1 in B.S.
<u>Professional</u>	1 in P.E., 1 in E.E., 1 in L.B., 1 in E.E.
<u>Masters</u>	12 in Ch.E.; 2 in Nuclear; 1 in Ag. Eng.; 1 in Physics; 1 in M.E.; 1 in 5 in Mgt. from Ch.E. graduates 10 in C.E.; 6 in Sanitary Engineering; 2 in Transportation; 1 in Business Administration; 1 in Eng. Sc. from C.E. graduates. 31 in E.E.; 1 in M.E.; 1 in B.S.; 1 in M.S.; 1 in M.Sc. from E.E. graduates. 16 in M.E.; 2 in Nuclear; 1 in Metallurgy; 2 in Management Engineering; 6 in Business Administration; 2 in J.E.; 1 in Ed.; 1 in Inst. from M.E. graduates.
<u>Second B.S.</u>	1 in C.E. and M.E. and Ag. E.

Schools from which Advanced Degrees Obtained

American International College	(1)	
University of Akron	(1)	
Boston University	(1)	
California Institute of Technology	(2)	Number of Graduates with advanced Degrees: 18 in Chemical Engineering 42 in Civil Engineering 37 in Electrical Engineering 22 in Mechanical Engineering 127 Total Of 315 graduates in Ch.E., about 15.7% have advanced degrees. 264 graduates in C.E., about 15.5% have advanced degrees 405 graduates in E.E., about 9.1% have advanced degrees 329 graduates in M.E., about 6.0% have advanced degrees Of 1319 graduates in engineering since 1949 and including Class of 1950, about 9.6% have advanced degrees
University of California (Berkeley)	(1)	
University of California (Los Angeles)	(1)	
University of Cincinnati	(1)	
Columbia University	(1)	
Cornell University	(4)	
Harvard University	(5)	
University of Illinois	(3)	
Johns Hopkins University	(1)	
University of Massachusetts	(27)	
Massachusetts Institute of Technology	(11)	
University of Michigan	(10)	
Montana State	(1)	
New York University	(3)	
Northeastern University	(16)	
Pennsylvania State University	(1)	
University of Pennsylvania	(3)	
Purdue University	(1)	
Rensselaer Polytechnic Institute	(14)	
University of Southern California	(4)	
Stanford University	(2)	
Syracuse University	(1)	
University of Tennessee	(1)	
G. Washington University	(1)	
Worcester Polytechnic Institute	(1)	
Worcester State Teachers College	(1)	
Yale University	(5)	
University of Wisconsin	(1)	

779.78

Invited Speakers to
School of Engineering
1962-63

November 26, 1962	Dr. Herschel Markovitz Mellon Institute	"Non-Linear Steady Flow Behavior" "Time Dependent Mechanical Properties of Polyethylene"
November 29, 1962	Dr. Otis E. Lancaster Pennsylvania State University	"Research in Engineering Education"
January 8, 1963	Dr. Joseph Singer Sylvania Research Laboratories	"Stacking Faults in Zinc Sulfide Crystals"
January 7, 1963	Robert E. Bourdeau, Head Planetary Ionospheres Br. Space Science Div. of Goddard Space Flight Center of NASA	"Technology and Results from the NASA Space Sciences Program"
January 14, 1963	Dean E. C. Easton Rutgers University	"A New Dimension of Culture--The Engineers Contribution to Society"
January 28, 1963	Prof. A. B. Metzner University of Delaware	"Normal Stresses in Viscoelastic Fluids" "Turbulent Flow in Non-Newtonian Fluids"
March 7, 1963	Dr. C. K. Sloan E. I. du Pont de Nemours Kinston, North Carolina	"The Determination of Particle Size by Light Scattering" "Scattering From Fibers"
March 13, 1963	Prof. Jacob P. Den Hartog M. I. T.	"Balancing of Deformable Rotors"
March 2, 1963	Dr. William L. Kilmer Research Lab. of Electronics M. I. T.	"Automata Theory and the Decision Process in the Human Nervous System"
March 16, 1963	Prof. Leila Sussman Dept. of Sociology University of Mass.	"The Engineering Student, His Problems, Motivation, etc."

(Jointly with Polymer Research Institute)

3/22/63

- * Aeronautical Engineering
- * Aeronautical Engineering, Research and Development
- * Airlift
- * American Engineer
- * American Nuclear Society
- * American Scientist
- * Applied Mechanics
- * Ars Journal (see also)
- * Archives for National Research
- * ASHRAE Journal
- * A.S.M.E. Journals
- * Bell System Technical Journal
- * Bureau of Ships Journals
- * Business Week
- * Canadian Nuclear Technology
- * Chemical Engineering
- * Chemical Engineering News
- ** Chemical & Engineering News
- ** Chemical Engineering Progress
- ** Chemical Engineering Science
- * Chemical Week
- * Civil Engineering (see also)
- * Consulting Engineer
- * Control Engineering
- * Cost Engineering
- * Current Review of the Society for the Advancement of Science
- * Deep Sea Research (see also)
- * Electrical Communication (see also)
- * Electrical World
- * Electro Technology
- * Electronic Engineering
- * Electronic Technology (formerly)
- * Electronics
- * Electronics World
- * Engineering Economics
- ** Engineering Journal
- * Engineering News Record
- ** Factory
- ** Fortune

General Information
General Information
General Information
General Information
General Information

Higher Education

ISI

- ** Industrial & Engineering Chemistry
- Industrial Electronics
- Industrial Science & Engineering
- Industry
- Instruments & Control Systems
- Insulation
- International Abstracts in Operations
- International Science & Technology
- * ISA Transactions (Instrument Society of America)
- * IIT Electrical Communication

Jet Propulsion Laboratory -- 6 publications: Astronautical Information Research Summary, Space Programs - Technical Reports, Bibliographies & Summaries

- * Journal of American Water Works Assoc.
- * Journal of Applied Mechanics
- Journal of Applied Physics
- ** Journal of Engineering Education
- * Journal of Engineering Graphics
- Journal of Fluid Mechanics
- Journal of Industrial Engineering
- * Journal of Metals
- * Journal of Nuclear Materials
- ** Journal of Research, U.S. Bureau of Standards
- * Journal of the Acoustical Society of America
- Journal of the American Concrete Institute
- * Journal of the Boston Society of Civil Engineers
- Journal of the Hydraulics Division (A.S.C.E.)
- Journal of the Mechanics & Physics of Solids
- Journal of the Portland Cement Assoc.
- Journal of the Prestressed Concrete Institute

Library Bulletin

- * Machine Design
- * Machinery
- Mass. Alumnus
- Materials -- Research & Standards
- * Mechanical Engineering
- * Metal Progress
- Metals Review
- Missiles & Rockets
- Modern Materials Handling

National Bureau of Standards - Technical Reports
Newcomen Society - Transactions (started w. 32 1959-1960)

- * Nuclear Engineering

United States
The Office

Department of the Interior

Secretary of the Interior
Physical Survey
Plant Engineering
Portland Cement

Power
Proceedings of the Institution of Mechanical Engineers
Proceedings of the Institution of Electrical Engineers
Proceedings of the Institution of Mining and Metallurgical Engineers
Proceedings of the Institution of Civil Engineers
(Incorporated from 1913 to 1921)

Product Engineering

RCA Review
Reclamation and Research Development
(Organized from 1913 to 1921)

SAS Journal
Scientific American
Soil Conservation

Technical Translations (U.S. Dept. of Commerce, Office of Technical Services)

Technometrics
Textile Manufacturing
Textile Engineering
Textile Research
Textile Research
Trans. of the A.S.T.M.
Trans. of the A.S.T.M.
Trans. of the A.S.T.M.

Basic Engineering
Engineering for Bridges
Engineering for Power
Heat Transfer

Trans. of the Marine Hydrographical Institute, Academy of Sciences of the USSR, 1950

Wastes Engineering
Water Power
Waterworks Engineering
Welding Journal
Western Electric Engineer
Westinghouse Engineer
Wireless World

report 7

University of Massachusetts
School of Engineering

o. 28

NEWSLETTER

December 1962

Gentlemen and Ladies:

It's Christmas time again. The Student Union is gay with lights and decorated trees both inside and out. Skating on the pond came late but is good now. They use the Amherst College rink for hockey. We had a good fall, some wet Saturdays but football ended 6-3 with wins over UConn., R. I., Maine, Bucknell and Villanova but losses to Dartmouth, B. U. and New Hampshire. Larry Brigg's soccer team had a 5-4 record with some good engineers. Bill Footrick's cross country team won the Yankee Conference crown and came in second in the New England's.

Fiscal autonomy came to the University from the legislature and also a start toward a Medical School. This is the Centennial Year of the University, and a Convocation in October featured John J. McCloy as speaker and honorary degrees for him and the Presidents of Amherst, Smith and Mt. Holyoke. The girls - Miss Brownell, Mrs. Tudryn, Mrs. Page, Mrs. Kiley, Mrs. Moore, Miss Ross and Miss Wolfram - all wish you the Best of the Season's Greetings - now that the Newsletter is out about 1,650 strong!

Faculty Notes

Dr. White delivered a paper at a N.A.T.O. Conference in Paris during the summer and another in Spain this fall; Dr. Osgood has been awarded a sabbatical leave for the second semester, 1963-64, to write a text on structures; Prof. Hendrickson has a son in the University and continues some consulting; Dr. Feng is finishing up a N.I.H. research project, has bought a new home and keeps busy with his four children. Prof. Marcus left in August for a year at the Oak Ridge National Laboratory and reports a busy schedule there; Prof. Higgins is a consultant with the Mass. Water Resources Commission and looks forward to the skiing season; Prof. Grow worked for Alderman and MacNish on a survey of fallout shelters during the summer and has a daughter in the University; Dr. Carver continues as consultant with G. E. Ordnance in Pittsfield, teaches advanced math. for engineers, etc., etc.; Prof. Harris attended a six-week N.S.F. Solid State Conference at Iowa State during the summer. Prof. Boyer got where he had grits for breakfast, ham gravy, and everybody could understand him -- Georgia Tech for a six-week Asphalt Paving Technology Conference during the summer. Prof. Bemben '56, C.E., had variety - a civil defense Structural Protection Conference at Boulder, Colorado and a Lunar Conference at V.P.I. but he hasn't taken off yet! Prof. Dzialo '54, C.E., is approaching his doctorate at R.P.I. - returns to our faculty from leave for the second semester; Mr. Yau is an instructor in Civil with us this year. Dr. Peck is approaching his second retirement at the end of this year.

Prof. Weaver continues to do some local consulting; Dr. Bates and family have become enthusiastic campers. Prof. Dittfach spent the summer as an engineer with Pratt and Whitney. Prof. Keyser, a naval reserve Captain and a Commonwealth Professor, continues to hold the sophomores to a good course in materials and metallurgy. Prof. Swenson visited Williamsburg and historical locations this past summer; Prof. Day '48, M.E., continued with an interesting summer on space problems with G. E. in Lynn; Prof. O'Byrne attended another Heat Transfer Conference at M. I. T.; Prof. Patterson has had a milk pump which he designed, patented, and it appears to meet a real need in a unique way; Prof. Weidmann works closely with our freshmen engineers to try and "save" as many as possible; Prof. Hopkins attended an eight-week N.S.F. course on "Kinematics of Machines" at Illinois Tech this past summer. Prof. Costa has had the "fun" of moving into a fine new machine tool laboratory; Prof. Kroner is chairman of the Engineering Graphics Division of A.S.E.E.; Dr. Rising organized and directed an Orientation and Development program in late summer for some of our 1966 engineers (freshmen, if you can't believe it!) Prof. Jucker spent the summer with Boeing in Seattle; Mr. Bissey attended a Structural Protection Conference at W.P.I.; Prof. Sobala and family are back after a year at Stanford University; Prof. Trueswell continues on leave working toward his Ph.D. at Northwestern on an N.S.F. faculty fellowship.

Dr. Sheckels attended the Annual Meeting of A.S.E.E. at the Air Force Academy and took a vacation to Seattle and Montana. Prof. Langford attended a Ford-sponsored summer institute on Effective Teaching at Penn. State. Dr. Roys is back with us after a fine recovery from a heart attack. Prof. Bett and Prof. Herchenreder attended graduate school at W.P.I. during the summer. Prof. Edwards was an engineer with Digital Equipment Co. in Maynard. Prof. Fitzgerald attended an N.S.F. Conference on Mathematics in Engineering Curricula at Lehigh. Prof. Mohn attended a 5-week Experimental Solid State Physics program at M.I.T. and has a half year sabbatical for 1963-64 to write a text on electronics. Prof. Laestadius taught the measurements course during the summer. Prof. Longley continues with us half time from Western Mass. Electric Co. and Prof. Maunder took a Great Lakes cruise from Buffalo to Duluth as a fine vacation. Prof. Scott took a short course on Optical Masers at M.I.T.

Associate Dean Lindsey spent 3 weeks at Princeton on "Non-Ideal Mechanical Behavior of Solids and Liquids." Dr. Duus visited Nova Scotia for a vacation. Dr. Cashin and Dr. Eldridge attended a Summer School for Chemical Engineering Teachers at Boulder, Colorado. Dr. Kim was a consultant with International Minerals and Chemical Corp. in Skokie, Illinois.

Dean Marston continues as a Vice President of A.S.E.E. and is having "fun" teaching a vector section of statics.

New Appointments and Promotions

John W. Eldridge, B.S. Ch.E. Maine; M.S. Ch.E. Syracuse; Ph.D. Minnesota comes to us from the University of Virginia as Head of the Chemical Engineering Department. Lawrence E. Trishman, B. Met. E.; M.S.; Ph.D. Ohio State, came to us from industry. John J. Goda becomes a full time instructor in Ch.E. for the current year. Donald W. Bell, B.S. Ch.E. 1954 is a part time faculty member handling our nuclear work while Prof. Marcus is away. Part time graduate assistants include P. X. Bellini '62 C.E.; D. J. FitzGerald '62 C.E.; A. S. Marcus '55 M.E.; S. A. Forys '62 E. E.

Promotions

Dr. Carver becomes Professor of C.E.; Dr. Duus becomes Associate Prof. of Ch.E.; Dr. Ri becomes Associate Prof. of I.E. and Mr. Bemben '56 C.E. becomes Assistant Prof.

Resignations and Retirements

Mr. Cromack '59 M.E. has resigned to continue graduate work at R.P.I. Prof. Roberts has resigned to continue in industry in Conn. Prof. Longstaff reports retirement is fun and has returned after almost a year in Europe. Rumor has it that at least one more retirement will occur before another Newsletter comes out! Last year we found the average age of our faculty to be 43--some of us are over that!

Students and 1962 Graduates

This fall our total undergraduate enrollment in Engineering was 834 with 47 graduate students. Freshman engineering enrollment (268 Class of 1966) is 23.2% of freshmen boys. Last year it was 24.3% and in 1957, 42.3%. It is obvious that we are experiencing the national trend of decreased enrollment in engineering. Why -- in view of the need in space and defense as well as the civilian economy?

An interesting recent report from our Guidance Office concerning the major elections of the University Class of 1966 shows the following out of 1869 students: Math. 188 (over 10%) of whom 96 are girls; English 143; History 132; Business Administration 121; Education 112, Pre-Medical 90; Agriculture 86; Chemistry 75; Psychology 76; Zoology 58; French 51; Government 47 etc.

The Placement Office under Mr. Morrissey reports the employment picture for 1962 graduates was high with the 103 engineers going with 45 different industrial and governmental organizations and 13 graduate schools including law and business. The average starting salary for the 40-week week was \$560 per month up about 4%. The range was \$365 to \$670.

Are You Good!

A recent study of University graduation records since 1949 shows that a higher percentage of engineering students have graduated with honors (cum laude, etc.) than from any other area of the University, with the exception of the School of Nursing, which graduated its first class in 1958. Of course, we have always known that we had the best students!

News of Alumni

R. C. Barrows '36, with 2 sons in service, is with the U. S. Immigration Office in San Pedro, California; H. C. Hemond '38 is on Mgt. Council of Electric Boat Div. in Groton, Conn.; C. Stone '42 stopped in between jobs - looks fine - lives in Charlton, Mass.; R. N. Hobson '42 wrote us from Cleveland last summer. L. E. Newcomb '43 has been recruiting research engineers in Water Resources Div., U.S.G.S.; J. C. Papageorge '44 is Sr. Eng'r with Worthington in Weymouth - 4 children; S. L. Hollis '44 is still with Coast and Geodetic Survey; G. F. Robichaud '44 is with Chain Belt in Pico Rivera, California; C. A. Prendergast '49 is with AMP Atomics in Groton, Conn.; N. Boraski '50 is Mgr. Shop Operations, Power Transformer Accessory Op. G. E. in Groton; J. Murachver '50 now Mgr. of Applications Eng'r. of E.G. and G. in Boston; R. Home-land '50 is with AVCO in Wilmington, Mass.; E. Dineley '50 is with Clevite Transistor in Waltham; A. Peltier '50 is Chief of Reactor Technology Br. of Idaho Falls Operations Office of A.E.C.; L. Pitcher '50 is construction eng'r. with Agri. Col. in southern Iran; G. A. Bucci '51 is with Raytheon in Wayland and is working toward his M.S.; R. A. Gingras '51 is projects mgr. of high altitude space simulation lab. of Astrosystems, Inc. in Livingston, N. J.; R. F. Fenel '51 spent a year at M.I.T. for U. S. Bur. of Public Roads; C. M. Milne '52 is with Univ. of Maine; G. Walkinshaw '52 is with Melpar in Falls Church, Va.; H. Lindner '52 is Assoc. Prof. at Norwich Univ.; C. P. Gates '52 is with Paul Hardeman, Inc. in N. E. area; F. Chick '53 is with Raytheon in Easthampton; J. J. Swana '53 and R. F. Tenney '53 are together at G. E. Space Technology Center in Pa.; R. F. Tumeinski '54 is with Bethlehem Steel in Quincy; D. J. Cormier '54 is with Lockheed in San Jose, California; C. L. Moodie '54 is working toward his Ph.D. at Cornell; K. K. Wilde '55 had an article on Aero-Space Transport in Dec. '62 Civil Engineering; S. Cutler '55 is with Bell Labs., lives in Hanover, N. J.; S. F. Owen '55 got L.L.B. from Cornell in June; J. H. Mahar '55 got his M.S. in Ch. E. from Univ. of Penn.; S. Most '56 is with Avco in Wilmington, Mass.; A. R. St. Germain '56 is Research Eng'r., Chicago Bridge and Iron; S. S. Shapiro '56 is with Hughes Aircraft in Culver City, California; P. W. Saltzgeber '56 is in dental school, Univ. of Penn.; R. E. Campagnoni '57 is at Knolls Atomic Lab., Schenectady; J. Gibowicz '57 is a Lt. C.E.C. Navy at Kodiak, Alaska; M. Anderberg '57 is with R.C.A. in San Diego, California; W. H. Burt '57 is project eng'r. at Foxboro; R. Wilson '57 is with NFPA in Boston - investigated Bel Air fire in L.A.; Hartford Hospital fire and Abbey fire at U.M.; Quarton '58 is Chief Chemist with H. Souther Eng'r. Co., Hartford; P. E. Smead '58 is Lt. Colonel, A.F. and working for his M.S. in sanitary eng'r. at Michigan; W. Cislo '58 is with Chicago Automatic Sales in Detroit; M. M. Luniewicz '58 is with Bell Labs. in N. Andover - has M.S.E.E. from Northeastern; F. A. Smola '59 is with Texaco Research at Beacon, N. Y. - has his M.S. from Northeastern; J. C. Flynn '59 is with T.V.A. at Muscle Shoals, Ala.; D. A. Young '59 is now with Engineers Assoc. in Nashua, N. H.; D. B. Hepworth '59 is with Sprague, in Concord, N. H.; R. H. Vay '60 is Lt. with the Army in Germany; C. C. Crevo '60 received his M.S. from Yale - with Sprague, Conn. Highway Dept.; R. W. King '60 is with Sprague at N. Adams; G. Dydek '60 is with G. E. in Auburn, N. Y.; R. L. Connell '61 is with Raytheon, in Lowell; G. F. Johnson '61 is in India with the Peace Corps; P. Varga '61 is with the U. S. Army at Fort Dix.

Student Activities

The student chapter A.S.C.E. won another commendation letter from headquarters. The student chapters of A.S.M.E.; A.I.E.E. - I.R.E. (until the merger); A.I.Ch.E. and A.I.I.E. all have good programs and are a strong factor in the professional development of our students.

Tau Beta Pi continues to be a fine influence on engineering students and a recognition highly prized. A panel discussion on graduate study each fall has proved popular. Open house under the leadership of the Engineer's Council was again well attended. Note - This year with the Centennial features, Open House will be omitted. The student-faculty Dinner Dance was held at the Notch. The Engineering Journal quarterly continues in good financial shape. Eta Kappa Nu honorary E. E. society, completed its second year on campus.

New Buildings

The new Engineering Laboratories building N. W. of Gunness was occupied during the summer. The machine tool laboratory, welding space, carpenter shop and Amateur Radio area occupy the 1st floor. Classrooms, an aerodynamics laboratory, offices and a large research area take the middle

floor. On the top floor we have a beautiful 180 capacity drafting room with a north-south window exposure. Classrooms on the same floor provide for small group discussions after which the students go to the large room for actual work. We use the same student-faculty ratio but are confident we provide better instruction.

The 1962 legislature provided \$2,200,000 for another large engineering building which will be located perpendicular to our present main building but east of it. It will be attached at two-floor levels with ramps. This will provide additional laboratories, classrooms, offices, and a 300 capacity auditorium. As our graduate and research work expands, this will be very helpful.

Curricular Changes

In June 1963 we will award our first B.S.I.E. degrees. For those of you who are in this field, I am sure you will agree this is a correct step. Previously, I.E. was an option in M.E.--our first regular engineering science groups will graduate in June 1963 with B.S. in E.I. or B.S. in M.E. degrees but having taken a much broader curriculum with a third year of Math. and generally more physics. Most or all are headed for graduate school.

Pre-freshman Program

The two weeks prior to the opening of the University, 41 incoming freshman engineers took an experimental Orientation and Development Program built around a thorough review of mathematics but including some history of engineering, how to study, slide rule instruction and physical education. Under Dr. Rising's direction, six Tau Beta Pi seniors served as assistant instructors and dormitory counselors and, we hope, gained some interest in teaching as a career--to date it appears that this freshman group will fare considerably better than a corresponding control group and thus we may have a step in reducing the attrition problem. This project was supported by the University and the Kettering Foundation.

Engineering Alumni Scholarship Fund

Over \$12,200 has been donated to this fund since 1950 by 520 alumni and friends. We have 1,571 graduates since 1948. The Class of 1962 numbered 110. This year, 220 or about 14.0% of our alumni contributed, our best year. About one-third have contributed at least once. It's a good record.

The nominations for the new members of the committee from the alumni are noted on the postal card ballot. James F. Meehan '62 C.E. was elected by the student chapters to replace Edwin A. Kordana '60 E.E. You will vote on a replacement for W. D. Hogan '50 E.E. (PLEASE RETURN THE POSTAL CARD WITH YOUR VOTE, YOUR ADDRESS AND YOUR NEWS ITEM.) Save the envelope for your contribution.

At the June 9, 1962 meeting of the Committee, some slight changes were made in the state concerning awards primarily to make full-tuition, \$200 scholarships possible. This year's freshman recipients include P. G. Breen from Newton; R. L. Davison from Reading; R. Hobbs from Springfield; D. Rog from Dartmouth, and A. F. Souza from Plymouth.

Did You Know

That last year we found that 60% of our engineering alumni have Massachusetts addresses. The following states rated in this order: N.Y., Conn., Calif., N.J., Pa., Md., Va., Ohio, N. Wash., Ill., Mich. But 66% of last June's graduates went out of state.

Our News Policy

The Alumni Office now addresses all our Newsletter envelopes on their addressograph. We share new addresses and news items with them, so:

1. Please be sure to return the stamped postal card ballot with your VOTE, Your NAME, your ADDRESS, and NEWS ITEM.
2. The stamped envelope is for contributions to the Engineering Alumni Scholarship Fund. NOTE: Mail Early - postage rates go up January 7, but these will be delivered without more postage - we will pay here!

BEST REGARDS AND A HAPPY NEW YEAR TO YOU ALL!

George A. Marston

December 26, 1962

Dear Alumnus:

Each year at this time the news letter goes to alumni and is, for most, the only contact with their school of engineering. How easy it is, with our busy professional and private lives, to forget our school years. Let's pause and reflect. We all appreciate the fine education we received for such a reasonable cost. However, didn't most of us have some financial troubles during those four years? But what of today's students? Surely they must be experiencing similar problems. Through the Engineering Alumni Scholarship Fund we have the opportunity to help ease the financial burden for deserving engineering students.

In a university that offers relatively few scholarships, the Engineering Alumni Scholarships fill a vital need, particularly since the fund is accessible to incoming freshmen. As you will note in the attached fund report, five freshmen and eight upper-classmen received a total of \$1,600.00 this year. In the past twelve years the fund has made available over \$10,900.00 to 62 students. Since the fund has no endowment, its success is linked directly to your yearly contributions.

Your committee has recognized unusually meritorious boys who have made very good academic records and where the need exists with \$200, full-tuition scholarships. For incoming freshmen who have not had an opportunity to prove their ability, the awards are limited to \$100.

We of the Engineering Alumni Scholarship Committee cannot stress too strongly the importance of your active support. We recognize that many good causes solicit your support; however, we submit that this fund provides an opportunity for you to directly encourage and aid your future engineering colleagues. Won't you mail your check today?

ENGINEERING ALUMNI SCHOLARSHIP COMMITTEE

William D. Hogan, 1950, E.E.
David S. Merz, 1956, M.E.
Edwin A. Kordana, 1960, E.E.
Gregory F. Johnson, 1961, E.E.

UNIVERSITY OF MASSACHUSETTS
School of Engineering

ENGINEERING ALUMNI SCHOLARSHIPS

Announcement: Scholarships, payable in two installments at the first of each semester, will be awarded by the Engineering Alumni. These may be full-tuition scholarships or half tuition scholarships.

Method of Application: Students who desire to be considered for the Engineering Alumni Scholarship should apply on the standard application form "Application for a Scholarship at the University of Massachusetts." These forms may be obtained by applying in person or writing to the Office of the Registrar, South College, University of Massachusetts, or from the Dean of Engineering, Engineering Building, University of Massachusetts, Amherst, Massachusetts.

Basis for the Award:

1. The applicant must have a good secondary school record.
2. He must show a need for financial aid.
3. He must express an intent to study and complete a curriculum in some major field of engineering, and will forfeit the scholarship if he changes his major field of study to a non-engineering field.
4. He should maintain at least a passing grade in all his courses. The scholarship may be renewed yearly for a total of four years by the committee.
5. Freshmen or prior holders of a scholarship will be given priority although the committee does have flexibility in making awards, i.e., they may consider especially needy cases who have not held a scholarship before, and also they may reconsider those who have failed a course or more. Where need is great and the academic record very good full-tuition scholarships may be awarded.

Selection of Candidate: Applicants must be screened by the University Scholarship Committee. This committee will send recommendations to the Dean of the School of Engineering. The Alumni Scholarship Committee will select the recipients of the scholarships.

Procurement of Funds: Funds will be raised by voluntary contributions from the Engineering Alumni. Each year the Alumni Committee will solicit funds by mail. The money will be received by the Dean and deposited in the Engineering Alumni Scholarship Account at the Treasurer's Office.

Management of Funds: Control of the Scholarship Fund will be vested in the Alumni Scholarship Committee.

Membership of the Alumni Scholarship Committee: The original committee consisted of four members of the graduating class of 1950: one member from each engineering club plus the Dean of Engineering who will be a member ex-officio.

Future members of the committee will be elected by the Engineering Alumni and the Engineering Clubs on the Campus. Each year one member will be elected to the committee by the Engineering Clubs on the campus and four members will be nominated by the Scholarship Committee and voted upon by the Engineering Alumni. Each elected member shall serve for a period of two years.

Duties of the Alumni Scholarship Committee:

1. To meet once a year at Commencement time.
2. To audit the accounts and decide upon expenditures for the following year.
3. To determine the number of scholarships, and the amounts and recipients of the awards.
4. To place in reserve funds for each applicant accepting the scholarship award.
5. To nominate four alumni members for the committee vacancy arising the following year.
6. To amend the scholarship rules with the approval of the majority of the alumni.

University of Massachusetts
School of Engineering
ENGINEERING ALUMNI SCHOLARSHIP FUND

December 31, 1962

following is a report to those who have contributed to this project:

ANCE, January 1, 1962

\$1170.64

EMENTS:

Donations, January 1 - December 31, inclusive

1663.50

Matching contributions of General Electric Ed. and Charitable Fund

150.00

Interest from deposit in bank (\$1010.00)

42.53

\$3023.67

EXPENDITURES:

Scholarships:

2nd Semester 1961-1962

1st Semester 1962-1963

A. C. Rogers '62 Ch.E.	\$ 50.00	J. A. Doyle '63 Ch.E.	\$100.00
J. J. Taurus '62 M.E.	50.00	P. T. Thompson '64 Ch.E.	100.00
I. G. Most '64 M.E.	50.00	R. C. Wik '64 Ch.E.	50.00
R. J. Kosinski '64 M.E.	100.00	F. DeIulis '65 C.E.	50.00
S. J. Medlar '64 C.E.	50.00	W. R. Forand '65 E. E.	50.00
R. C. Wik '64 Ch.E.	50.00	D. E. Kane '65 M.E.	100.00
P. T. Thompson '64 Ch.E.	100.00	L. R. Johnson '65 M.E.	50.00
W. R. Forand '65	50.00	F. L. Krasin '65 Ch.E.	50.00
D. E. Kane '65	50.00	P. G. Breen '66	50.00
L. R. Johnson '65	50.00	R. I. Davison '66	50.00
D. C. LeBeau '65	50.00	R. V. Hobbs '66	50.00
F. L. Krasin '65	50.00	D. J. Rog '66	50.00
F. DeIulis '65	50.00	A. F. Souza '66	<u>50.00</u>
R. W. Meier '65	50.00		

Total Scholarships

\$1600.00

Postage, 1875 4-cent stamps

75.00

Postal Cards, 1880 3-cent postal cards

56.40

\$1731.40

ANCE AVAILABLE, December 31, 1962

\$1292.27

ICIPATED EXPENDITURES FOR 1963

800.00

(Scholarships, continuation to June)

George A. Marston

CONTRIBUTORS TO THE ENGINEERING ALUMNI SCHOLARSHIP FUND DURING PAST 3 YEARS

<u>Class of 1961</u>	<u>1960 (cont'd)</u>	<u>1959 (cont'd)</u>	<u>1958 (cont'd)</u>	<u>1958 (cont'd)</u>
Sherty, R. G.	*Dydek, George	*Bannon, R. D.	Bushey, R. A.	Liner, J. A.
anson, G. F.	*Funcasta, J. G.	*Cowern, E. H.	Cadran, L. R.	Loretan, H. A.
za, R. J.	*Goda, J. J.	Dube, R. L.	Chucka, R. J.	Luniewicz, M.M.
altee, R. L.	*James, L. H.	*Flynn, J. C.	Cislo, W. F.	Nee, M. B.
ride, O. L.	Kelley, J. M.	Glista, E. M.	Comalli, J. M.	Paige, W. S.
ray, J. J.	Kopf, E. H., Jr.	*Hynes, R.	Crowley, G. F.	Preston, D. Mr. & Mrs.
rl, J. R.	*Kordana, E. A.	Kennedy, P. J.	Desrosiers, R. D.	Price, R. M.
kins, R. B.	*Larson, R. W.	*Lanphear, F. L.	*Dyer, H. N.	*Quarton, E. R., Jr.
des, R. D.	McCaffrey, R. D.	Lantz, C. H.	Fifield, C. C., Jr.	Raina, K. A.
e, M. S.	*O'Neill, W. D.	Lawson, R. A.	Foley, T. V.	Rooney, G. P.
ney, J. P.	Patenaude, R. J.	Sethares, J. C.	Fortin, A. H., Jr.	SanSoucie, W. K.
liams, R. H.	*Piergiovanni, A. J.	*Smith, R. S.	Fuller, R. L.	Sherman, J.
liamson, J. P.	Pietras, E. M.	Topor, F. S.	*Goodwin, R. L.	Smead, P. E.
	Sackmary, S. M.	Young, D. A.	Higby, R. E.	Sundquist, G.
<u>Class of 1960</u>	Shastany, H. J.		Hildick, A. K.	Tanguay, G. R.
nhart, R. B.	Tessier, N. A.	<u>Class of 1958</u>	Kearns, R. F.	Temple, R. K.
y, R. H.		Anderson, E. N.	Kowalski, R. M.	*Trider, E. P.
giano, G. J.	<u>Class of 1959</u>	*Anderson, J. M.	Kulpinski, J. S.	Walsh, N. J.
on, D. L.	Avery, C. F.	Basiulis, A.		Weiner, M.

TE: *Contributed every year since graduation, or since 1950 when the Fund was started.

#Contributed at least five times.)

<u>Class of 1957</u>	<u>1955 (cont'd)</u>	<u>1952 (cont'd)</u>	<u>1950 (cont'd)</u>	<u>1950 (cont'd)</u>
Ahladas, J. P.	Dudevoir, A. E.	Johnson, R. E.	Carlson, F. A.	Torchia, A.
Anderberg, M.	Field, R. G.	Lindner, H.	Cleverly, J. F.	#Valente, F.
Arguin, R. G.	#Fusini, Carlo	Milne, B. F.	*Cohen, M. W.	Wetherbee, F.
Berard, L. J.	MacLaughlin, T. F.	Salame, G.	*Courtines, A.	#Wing, W. P.
Blair, D.	Maher, J. H.	#Sorrow, S. J.	#Cutler, C. I.	#Wynn, R. P.
Brown, C. A.	*Owen, S. F.	Stanley, W. J.	#Dean, R. L.	Zaorski, H.
Chabot, L. J.	Sears, E. S.	#Walkinshaw, T. G.	Desmond, F.	
Choate, B. P.	#Sherman, J. B.	Wilk, E. F.	#Desrosiers, M. L.	<u>Class of 1944</u>
*Chute, A.G., Jr.	Thagard, A. D.		#DiVenuti, A. L.	#DeCarlo, J.
Crowell, S. H.	Tucker, G. L.		#Doane, J. T.	#Higgins, W.
Eggleston, G. D.	*Veilleux, E. D.	<u>Class of 1951</u>	Feeley, P. J.	Noyes, R. F.
Foley, T.		#Adams, A. C.	#Ferrante, J. F.	Publicover, J.
*Hebert, A. J.	<u>Class of 1954</u>	#Amero, R. H.	#Fiorello, A. A.	Raymond, R.
Howie, D. S.	Bell, D.	#Bassett, W. E.	*Funkhauser, E. K.	<u>Class of 1944</u>
Keenan, W. A.	#Brandt, H. J.	Beauvais, R. A.	*Grenier, M. J.	Kelly, J. W.
Knowles, A. C.	Brown, C. A.	#Bucci, G. A.	*Grinnell, C. R.	
Laliberte, E. J.	Butler, R. W.	Carpenter, R. R.	Guertin, R. J.	<u>Class of 1944</u>
Legere, A. J.	Cormier, D. J.	Chaskes, L. T.	#Guild, D. H.	*Bornstein, J.
Levins, W. P.	#Corr, H. A.	#Cobb, E. T.	Hall, J. E.	Hollis, S.
McCarthy, A. J.	Curran, R. G.	*Colton, W. R.	#Hampton, W.A., Jr.	Papageorge, J.
Milch, A. K.	#Dzialo, F. J.	#DiGrappa, F. A.	*Higgins, W. F.	#Wright, D. J.
Momenthy, A. M.	*Finkelstein, A.R.	Dombrowski, J. A.	*Hogan, W. D.	
Murphy, M. J.	Galat, E. J.	#Galas, B. F.	#Homewood, R. H.	<u>Class of 1944</u>
Ritchie, W. E.	#Glinka, L. R.	Gaitenby, W. C.	#Horton, W. A.	Gizienski, S.
Toepel, P. N.	*Hildebrandt, R. L.	*Gingras, R. A.	Hyland, F. B.	Newcomb, L.
*Tumey, M. E.	#Moodie, C. L.	#Gnacek, W.	Jameson, D. A.	
Valley, D. J.	Palczynski, A.R.	Heslin, J. P.	#Jorge, A.	<u>Class of 1944</u>
*Woodland, G.L., Jr.	#Tappan, P. C.	#Howland, R. S.	Kallin, H. W.	#Hobson, R. M.
	Tumeinski, R. F.	Joly, G. T.	#Karpuk, J. P.	Noon, R. E.
<u>Class of 1956</u>		#LeClair, K. A.	Kelly, R. H.	
*Blaisdell, J. B.	<u>Class of 1953</u>	#Lotreck, R. D.	#Kinney, C. R.	<u>Class of 1944</u>
Bemben, S. M.	#Bartlett, D. C.	McHugh, B. R.	#Knox, C. J.	#Manix, J. C.
Christiansen, D. W.	Chick, F. W.	#McLean, D. G.	Koopman, C. E.	Walker, J. I.
Clarridge, C. H.	#Coffin, S. T.	Miles, D. G.	*Kulas, F.	
#Conroy, R. E.	Daigle, F. E.	Miller, A. G.	#Laitinen, E. A.	<u>Class of 1944</u>
Dukakis, S. G.	Forkey, R. D.	#Pappas, J.	#Lander, H. J.	#Freeman, L.
Gibb, R. B.	Kee, H. J.	#Powers, W. F.	Lanzillo, K. F.	Plicta, R. J.
Gillander, J. R.	*Mathews, Archie	Prucnal, C. S.	*Larson, E. H.	
*Goodchild, I. L.	#Matuszek, F. A.	Seel, F. B.	#Lombardi, P. J.	<u>Class of 1944</u>
Higgins, R.	*Pietkiewicz, V.J.	Shaw, R. A.	#Manning, J. P.	Bemben, J.
#Kaligian, B. H.	#Schofield, D. F.	*Skopetz, A.	#McLay, T. D.	*Goldberg, D.
Lambert, P. F.	Swana, J. J.	Smith, A. R.	Mentor, L. E.	
Melekian, G.	#Theroux, E. J.	Tobiasz, E. J.	Mitchison, P. A.	<u>Class of 1944</u>
*Merz, D. S.	Thimot, G. W.	Tobin, P. F.	*Murphy, F. J.	*Allaire, R.
McIntyre, W. J.	#Vreeland, J. B.	Tupper, J.	#Novak, E.	Hemond, H. C.
*Quinzani, R. W.	#Weiner, B. H.	*Welling, A. J.	O'Neill, R. F.	#Klaucke, R.
Robb, D. C. N.		Whitney, G. H.	#Pelletier, J. A.	#Kuklewicz, F.
*Rogers, D. O.	<u>Class of 1952</u>	Wickman, I. B.	Peltier, I. R.	Roberge, W.
Shapiro, S. S.	#Bara, S. A.		#Peterson, L. J.	
Smith, R.	#Blackmer, R. G.	<u>Class of 1950</u>	Pirie, E. A.	<u>Class of 1944</u>
Stirling, R. J.	Brennan, H. E.	#Ameen, S. J.	#Pitcher, A. L.	*Tokaz, A. E.
Toomey, E. J.	Casey, F. G.	Andrea, C.	Plucinski, W. P.	
Tubman, J. L.	D'Argento, F. R.	#Aykanian, A.A.	Ritchie, J. M.	
#Watson, H. L.	Doyle, A. F.	Bartlett, D. C.	#Rosenthal, S. H.	
	#Drury, R. W.	#Bennett, P. E.	#Roulier, J. A.	
	#Ermonian, K.	#Berglund, G. R.	Scarmas, S. J.	
	#Gates, C. P.	Boraski, N.	Schwartz, E. J.	
<u>Class of 1955</u>	Hogan, T.V., Jr.	#Bukoski, F. J.	Simmons, F. A.	
Benet, L. P.	#Horsefield, D. R.	#Cairns, J. D.	#Swistro, D. J.	
Bilodeau, R. D.		Cardell, R. J.	#Tanguay, A. R.	
#Cutler, R. S.				

THE ADVISABILITY OF THE SCHOOL OF ENGINEERING
MOVING INTO A REQUIRED 5-YEAR CURRICULUM

June 5, 1962

To The Dean, School of Engineering

Dear Dean Marston:

The report on The Advisability of the School of Engineering Moving into a Required 5-Year Curriculum is forwarded herewith. It contains an appraisal of the present demand, comparison with other curricula on campus, and a brief analysis of the cost. Listed below are some of the important points:

(a) Recent concern with increased applications of science by the engineering profession has been expressed by both industry and teachers. It has split the profession into three distinct branches: administration, practice of the art, and research and development.

(b) There are a few schools presently operating with a 5-year curriculum leading to the first degree, but, as of this year, there has been no trend.

(c) When Engineering is taught on a campus in competition with a vigorous Arts and Sciences program, the comparison of required credits for graduation becomes unfavorable for Engineering.

(d) An analysis of the careers of Engineering graduates throughout the country shows that: (1) only 2 out of 10 will make real contributions to the advancement of the profession, and (2) standing at the undergraduate level has practically no relation to earning power or professional potential.

(e) The conclusion of the departments was that our immediate requirements are best met by continuing the present 4-year curricula.

(f) Economically, the cost to student and the Commonwealth would be increased 25 per cent and only 2 out of 10 would benefit.

(g) Conclusion: Our present circumstances, and the present market for our graduates, seems to show that the needs of the Commonwealth can best be met by continuing our present undergraduate 4-year curriculum. The demand for better engineers should be met by selecting the better students as targets for pressure to take graduate work.

Respectfully submitted,

A handwritten signature in cursive script that reads "Karl N. Hendrickson".

Karl N. Hendrickson, Chairman

TO: Dean, School of Engineering

FROM: Professors Hendrickson, Dittfach, Fitzgerald, Cashin, and Jucker

SUBJECT: Report - Committee to explore the advisability of the School of Engineering adopting a 5-year undergraduate curriculum.

The Problem

Since the 1955 report of the ASEE Committee for the Evaluation of Engineering Education, there has been a great amount of attention given to the idea that perhaps the answer to a great many questions is to extend the time of study for the first engineering degree from four years to five years. A few of the questions are definitions of such terms as basic science, applied science, engineering science, engineering. Others are "What should a Bachelor of Engineering know on graduation?"; "How much mathematics or science is enough?"; "In what way are the aims of an engineering education different from those of Arts and Sciences?"; "Should an employer expect a new graduate to be useful immediately?"; "Is the responsibility of a tax-supported school different from that of a private school?"; "What does the current use of the word 'professional' imply?"; and "Does the country need more engineers or better ones?".

A national focus was provided by the Conference on Civil Engineering Education held at Ann Arbor in July, 1960. At this time, representatives of all Civil Engineering Departments met and heard discussions on the various problems. Several resolutions were developed in the heat of the closing hours. These were presented by mail to the conferees.

The general feeling expressed by those who responded was mixed. However, some conclusions seemed fairly firm:

1. Four years was not enough time to provide both the general and specialized knowledge which those present seemed to feel was necessary.
2. Only a minor number of those who graduate in Civil Engineering become professional in both pursuit and stature.



3. To determine the relative value of the degree in terms of aptitude and interest, and to determine the type of spectrum which seemed to fit present conditions. Administration, Consulting (or Practice of the Art), and Research and Development are the principal areas of the spectrum.
4. No way has been found which makes it possible to predict which students will rise to professional status.

The problem seems to be one of deciding whether to accept the idea that after four years the professional aspects of engineering education should be furthered by graduate study, or of gambling that five years will be of more value. There were no clear lines of argument which, at the time, seemed to indicate a satisfactory general trend.

The Present 5-Year Curricula

Several schools have adopted 5-year curricula during the last 20 years. These schools were not in real competition with other schools in their areas either because of geographical isolation or because of long established excellence. Those with which we are familiar are Cornell, Ohio State, and Minnesota. The most appealing of the plans is the one at Ohio State where a student enters Engineering from the College of Arts and Sciences at the end of two years or more and as the result of an examination which claims to measure maturity in science, humanities, and mathematics. Only when the applicant has placed himself at a satisfactory level of competence in these fields is he permitted to continue towards a professional designated degree.

The appealing thing about this is that the removal of high school deficiencies is the concern of the student. The professor may say to him "Come back when you are prepared," rather than "let's see how we can squeeze this in."

The additional credits and time made available have been treated from different points of view. One philosophy is "Twelve more 3-credit courses". The other is same number of courses but greater depth.

We are presently requiring 155 credits including ROTC and Physical Education of our four year curriculum candidates. The 5-year scheme of Twelve more courses makes this total 173 credits for the first degree. The other scheme would probably require a total of 160 credits or an average of 16 per semester.



Comparison with Arts and Sciences

In requiring such a curriculum as either of the proposals listed above, one must consider that a student in Arts and Sciences requires 120 credits for his baccalaureate degree and that 30 more give him a master's degree.

The Real Need

There has been no clear expression from any source which has given a succinct definition of the real need. Our own discussions have been no improvement, but from our detached (in an industrial sense) point of view the following points seem clear if the law of nature concerning waste is used as a frame of reference:

1. 6 out of 10 graduates will join a professional society.
2. 4 out of 10 will become registered.
3. 2 out of 10 will make contributions to the advancement of the profession.
4. Standing in the undergraduate school has practically no relation to salary level.
5. 2 out of 10 will earn advanced degrees.
6. Only 2 out of 10 are intellectually interested in advanced degrees or in more formal schooling.

Departmental Discussion

Chemical Engineering was against the 5th year but felt that if it were adopted the real needs of the market for bachelors of chemical engineering would be best met by adding course work in engineering analysis and more variety of technical electives.

Civil Engineering felt that more engineering science would be wasted and that 8 out of 10 are already getting more mathematics than they will use. If we went to a 5th year it was felt that the increase in depth rather than number of credits would be more productive. The difference in the level of our yeomen and designers is very great, and the best approach for the education of our designers (a few of whom may become outstanding) is graduate education. Our need is for better and not more, and screening at the entrance to graduate school is favored.



Electrical Engineering finds that its real need for engineering science and applied mathematics is met in the present four year curriculum, and that the ease with which a student may transfer to a Physics major with practically equal employment opportunity makes the five year curriculum unrealistic at this University.

The department thinks that under present employment conditions, a five-year curriculum graduate would have more of a disadvantage than an advantage.

Industrial Engineering has unique undergraduate problems in that many of its students are transfers from other engineering departments. In the process of changing majors many lose credits and are forced to a program of more than eight semesters. A five year curriculum would mean that these students would be forced to work into the sixth year for the first degree.

Mechanical Engineering finds that the nature of its employment market with the excellent "in-training" programs makes the 5th year unrealistic in an economic sense. Decreasing enrollment would be accelerated by a five year curriculum, and six years is too long for a minimum time to a master's degree.

In The Economic Sense

In terms of cost to both the student and the State, there is a direct increase of 25 per cent per graduate. From previous discussion, it is felt that only 2 out of 10 will benefit by continued study. This means that economy demands an alternate program.

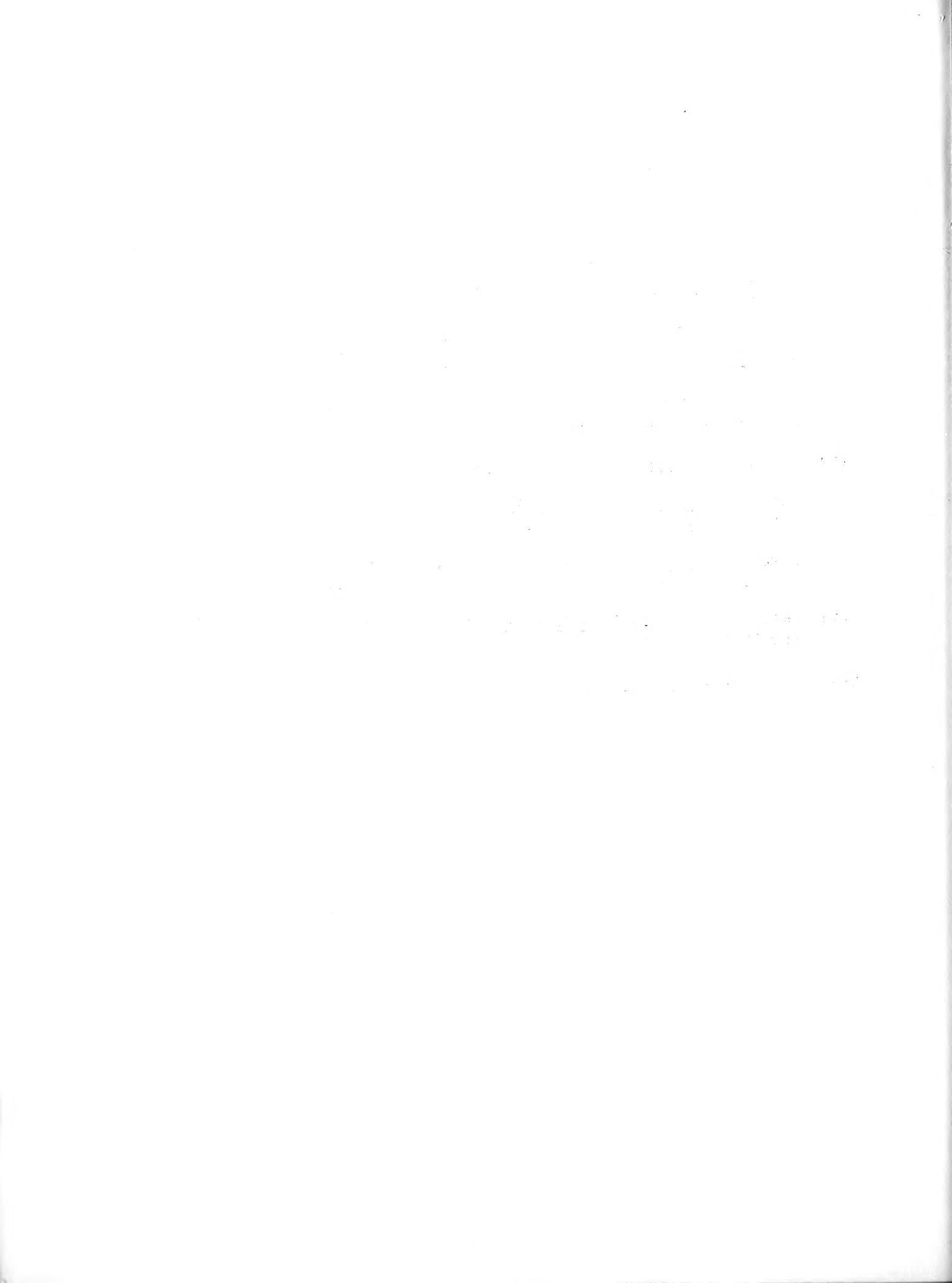
Conclusion

Our present circumstances, and the present market for our graduates, seem to show that the needs of the Commonwealth can best be met by continuing our present undergraduate 4-year curriculum. The demand for the better engineers should be met by selecting the better students as targets for pressure to take graduate work.



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University of Massachusetts

MEMORANDUM

To: Dean of Engineering Date: May 2, 1963
From: Ad Hoc Long Range Planning Committee
Subject: Report

We have prepared for you a report of our recommendations. If this is acceptable to you, it can be reproduced for distribution to the faculty.

The Committee felt some general statement of the present state of the School was in order as a point of departure for future plans. It has also made some suggestions concerning organization. It hopes these have not exceeded the limits of its charge.

The Committee wishes to thank those of the University who met with it and also those who provided suggestions (and helpful advice). It also wishes to mention the patience and forbearance of Miss Wolfram who did the typing on this report and the many efforts that preceded it--and who made many pots of coffee for the meetings.

R. W. Day	E. E. Lindsey
H. C. Duus	J. W. Mohn
D. B. Harris	E. J. Rising

sgw



REPORT
of the
LONG RANGE PLANNING COMMITTEE

School of Engineering
University of Massachusetts
Amherst, Massachusetts

1 May 1963

E. E. Lindsey, Chairman
R. W. Day
H. C. Duus
D. B. Harris
J. W. Mohn
E. J. Rising



Summary of Principal Recommendations

Long range planning should be a continuing activity. The basic plan for growth would be to maintain the standard undergraduate training; to develop graduate education and research as means become available, and to seek funds committed to community service and extension work.

Constant revision and improvement of the undergraduate curricula must be considered. A Curriculum Committee with representatives of service courses outside the school is proposed to deal with this problem. A major task is to define the objectives of the first year and probably also the second and to propose the suitable courses. The roles of computers and of the elements of design in early training should be studied.

The School requires a representative for liaison with other state colleges. To evaluate transfer students into the junior year, a comprehensive examination is suggested on a trial basis for several years.

Mathematics instruction for engineers might be assisted by formation of a division of Applied Mathematics in the Mathematics Department.

A separate lower-level program for students incapable of meeting the standard engineering curriculum would hardly be acceptable to our faculty or to our graduates.

Engineering Science should be a separate program run by an interdepartmental committee. It should grant its own degrees, B.S., M.S., and Ph.D.

Criteria for development of new programs include: proper timing; initial association with one department, at the graduate level with expansion into the undergraduate; at least three full time equivalent staff; and a commitment to provide resources for excellence from the outset. Possible new areas are: environmental, materials, hydrology, computers, public policy and planning, and engineering geology.

The present departmental organization should be retained, but recommends that it be supplemented with formal Curriculum Groups and less formal Subject Matter Committees.

Faculty to be appointed in the future should be expected to develop competence in more than one area of activity. All faculty should be encouraged to participate in undergraduate teaching including the first two years.

Improvement of library facilities is greatly needed.

Report of the
LONG RANGE PLANNING COMMITTEE

School of Engineering
University of Massachusetts
1 May 1963

I. General

When the Committee was first appointed, it was rather optimistic about being able to provide answers to all questions that might arise once it decided what really constituted long range planning. It has decided that long range planning means providing in a general way the broad outlines of ideas which will point the way to the further growth of the School of Engineering. It will also indicate the policy guides to aid in making decisions in the future between alternative courses of action. It will have ready answers to many problems. Instead, it can only indicate in many cases where the problems are and point to where these problems need much further detailed study before a recommendation can be made.

Where this report digresses into the comfortable area of giving details, we apologize. Likewise we apologize if some recommendations have overstepped our bounds.

Certainly this Committee has become aware that long range planning is a continuing effort. A plan should be everlastingly worked on to keep it up to date by continuing study. It should perhaps try to plan in detail for certainly not longer than 5 years ahead and only in broadest outlines for not more than 10 years ahead.

II. Present State of the School of Engineering

Before we detail any long range plans, it seems in order to review where the School of Engineering stands now. The direction we go in certainly depends on our present location.

In general, efforts since the establishment of the School in 1947 have been devoted mainly to building an undergraduate program and to attempting to catch up with the engineering schools of other land grant universities. Incidentally, it appears that the catching up process is a somewhat illusive one. We have to run pretty hard to stand still, to maintain our relative position with other schools.

Building Facilities:

The Engineering School is in an enviable position in regard to buildings in which to carry out its work. Now that the Engineering Laboratory is finished and with the construction of the engineering building addition soon to be started, the School will have excellent facilities and space. Research space in Chemical Engineering will be short soon, but if the planned new chemical and nuclear engineering building is available on schedule, there should be only temporary difficulty. All in all, it appears that the School will have plenty of buildings for the student body at growth predicted unless new programs have unforeseen space requirements.



Equipment:

Present teaching equipment appears to be adequate for the present instructional program. There appears even to be equipment which is unused and some which is used very little.

The IBM 1620 digital and Pace analog computers have materially improved our program and seem to be finding acceptance. The present level of sophistication of problems worked on by students and faculty do not seem to require the use of more complex or faster computers, although some use is being made of the IBM facilities at M.I.T.

Faculty:

The lack of facilities for research and scholarly work and the necessary attention to developing an undergraduate program have resulted in a faculty of whom the most fitting single word characterization is "solid." This situation has given it a reputation for good teaching but certainly not for distinguished scholarly or creative work. Few enjoy any great reputation in the engineering profession.

The group is inclined to be parochial. Relatively few attend national meetings of professional societies or are active in the work of these societies or serve on national committees. There is little visitation with their colleagues at other institutions.

In general, it is inclined to be conservative and to desire to maintain the present type and forms of engineering education. Radical ideas are rare, although there has been a continuing evolution in curricula and methods thru minor changes.

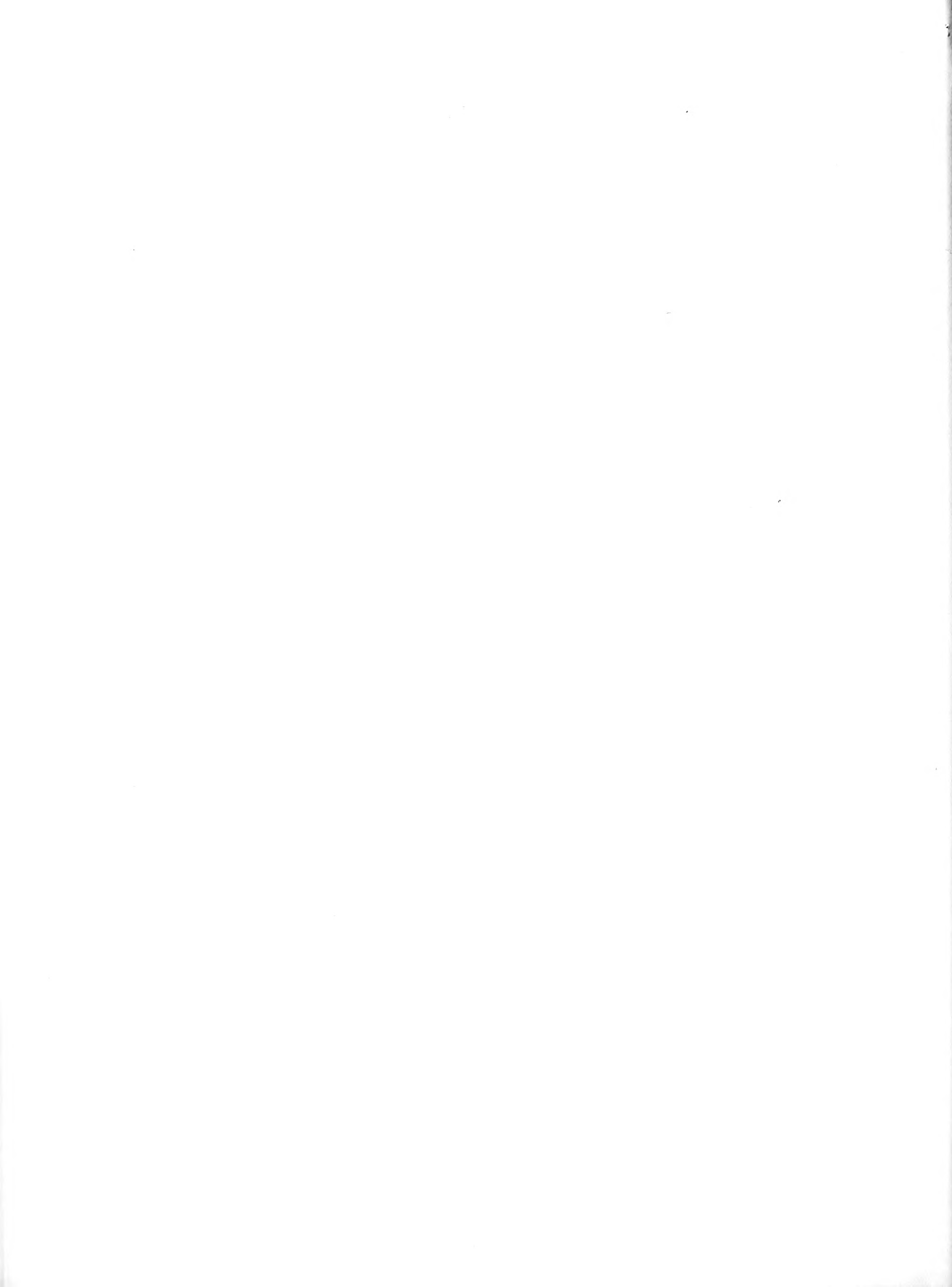
The average age is about 44, which may indicate it is not attracting and retaining as many young men as it might.

The group is a stable one. There is little turnover. It works well together. Differences do arise, but cases of real dissension are rare. They are individuals of high professional, ethical, moral, and academic standards. They are interested mainly in undergraduate teaching, many are acutely concerned with the problems of the student, but few are inclined toward research.

Students:

According to entrance test scores, rank in high school class, etc., engineering gets, man for man, the best students in the University. Moreover the average engineering student--if there is such--is the equal in ability of his counterpart in most engineering schools across the country. The distribution of the entering students by ability level may be somewhat a typical. There are fewer of the truly "gifted" students, and perhaps a higher than usual concentration of the marginal group. This latter group, although they have promising credentials as compared to the other students of the University, are pretty well decimated during the first year or two.

The students are in general rather inarticulate. They lack the ability to form ideas in verbal terms. They lack the courage to question, to criticize, and to compare. They tend to rely on memory work. Generally they lack the ability to organize and plan to accomplish their work quickly and efficiently. Their goals are often rather vague because they are ignorant of the world about them.



Curriculum:

The undergraduate curricula of the several departments compare favorably with the curricula of other engineering schools. They are under continual revision with an attempt to maintain up-to-date material and trends, and to eliminate obsolescence. They tend to be traditional in content, and follow the nationally accepted concept as opposed to being individualistic and non-conventional. In some areas, they are lacking in breadth of coverage, but the emphasis is to cover a narrower field well. Within the recent past, there has been much more emphasis on individual and group project work and honors work.

The graduate program does not measure up to the quality of the undergraduate program in most areas of the School. The Graduate School is relatively new, with limited course offerings. Many of the courses are undergraduate courses given graduate credit for graduate students. The staff has a tendency to be "undergraduate oriented" in both its relation with students and in course presentation. Teaching aids in the form of research projects, grants, and contracts are limited in both number and scope, thus minimizing the opportunity for graduate students to contribute in these areas.



I. Objectives of the School

University Objectives:

The School's objectives must certainly come within the broad range of those outlined for the University as a whole in its 1962 Report of the Long Range Academic Planning Committee.

This report has pointed to its multiple role as a land-grant institution. It "includes the responsibility of providing educational service both on and off the campus, of teaching both youth and adults, and of training intensively for specialists and broadly for all."

The Committee has set four major objectives (paraphrased here).

1. To provide university education of high quality and low tuition cost. Special attention should be given to gifted students, and as needed, appropriate sub-baccalaureate education.
2. To establish the University as the graduate training center of public higher education in the state, as a center for research and as a major center for the training of professional and advanced technical personnel.
3. To develop a commitment and capability for public service, on and off campus.
4. To serve as a capstone of publicly supported institutions of higher education and as a focal point for higher education programs in the Commonwealth.

We will relate the extent of the School's participation appropriate in each of these desirable and laudable objectives.

Engineering Education:

There is no need to detail the ferment which is going on in engineering education today. The journals are full of it. Perhaps the most timely and significant are the reports of the Boulder Conference and President's Commission on Science and Technology. Many schools have published the results of their own self-analyses (M.I.T., Illinois, Case, Oklahoma, etc.).

One thing we hope will come from all this is greater diversity in engineering education to meet the needs of a profession which covers perhaps the broadest spectrum of any. Each school should develop its own program which will fit with:

1. The type of student it attracts,
2. The resources of the school,
3. The area it serves,
4. The contribution it conceives to be most valuable to education and to industry.

Some schools should and will develop programs which are highly science-oriented with a minimum of attention to details of practice. This is very true where the student body is homogeneous in ability and interests. Others will want to develop the basic-engineering approach, where there are no undergraduate majors in engineering and the undergraduate course is in reality a pre-engineering course leading on to specialization at the graduate level.



For this institution, it seems best at this time to continue to educate students that will be prepared to enter directly into practice of the traditional fields of engineering. However, as new and distinct fields develop and need arises, the School should be ready to develop new curricula, to enter these either on an interdepartmental basis or when necessary, to form new departments. We should remember our responsibility to the public to see that the engineering spectrum is reasonably provided for, while private schools can select the portion they wish to fill. It appears that the demand from industry will for the next few years, at least, be principally for men trained in the present major fields of engineering. In fact, industry is becoming alarmed lest all schools adopt the "science" or the basic curricula. There are claims made that they need only a small number trained this way.

Factors which favor retaining the present curricular structure at Massachusetts, at least on the undergraduate level, are the continuing large need for engineers well trained in the basic technology of the traditional fields; the maintenance of good relationships with the professional societies, which contributes to faculty and student morale; and the motivation which students get from association with a clearly defined field of technology.

School of Engineering Objectives:

It is recommended that the policies governing the growth of the School be in the framework of these objectives:

1. The primary purpose is to prepare the student to enter the profession of engineering. The School is to assist the student to prepare to work in industry, government, education, or as a self-employed practitioner at a level where he will in time be able to assume responsible charge of significant engineering work. It expects to produce graduates who should make important decisions or meaningful contributions in design, research, development, operation. It emphasizes that the purpose of the engineer is mainly creative--to produce machines, materials, processes, structures, or systems which are useful, economical, and beneficial to society. The degrees in engineering are a privilege to be conferred on those who meet its standards of scholastic ability and ethical behavior.
2. The School should develop advanced level programs to meet the needs of a technology continually becoming more complex.
3. The School is obligated not merely to pass on knowledge to the student, but to discover and organize new knowledge through research and scholarship by students and faculty.
4. The School should provide to the Commonwealth service on and off campus, where these are not otherwise available, within the limits of its resources and without hindering the preceding three functions. The School should assist the people of the Commonwealth in these areas:
 - a. To be available to advise other divisions of the Commonwealth on technical matters. Faculty should be available to serve on boards, commissions, etc.
 - b. To take the lead in seeing that continuing education programs are organized by this and other first-rate schools to help the problem of so-called "obsolescence" of engineers.



- c. To strive to reduce the gap between what is known and what is practiced in engineering including helping industry determine how to make the most effective use of available research results.
- d. To assist existing businesses evaluate and use changes in technology.
- e. To stimulate the use of scientific knowledge for the establishment of new industries in the Commonwealth.

These four objectives are mutually supporting. "The problems of graduate study, research, and undergraduate curricula are all closely related. The flow of knowledge in technical areas is largely from research, through graduate teaching, to undergraduate teaching and thence into technician training. Provision must be made for the rapid filtering of scientific and engineering advances into the educational process throughout the program. The undergraduate engineering curriculum must continue to develop to take account of better preparation of incoming students from secondary schools." ¹.

In the years ahead, the general strategy should be to commit about the same resources as now in manpower and money to the undergraduate program per student, to seek increased activity and support for graduate work and research, particularly support from other sources. The School should seek a commitment from the University and funds to develop community service activities.

IV. Specific Recommendations

Recommendations are made in the areas of Undergraduate, Graduate Work, Community Service, New Programs, Organization of the School, Faculty, and General Facilities.

Undergraduate:

1. The undergraduate program holds the major attention of the staff--as well it should. Efforts should continue to be made toward more coordination of courses, elimination of duplication, and elimination of "skill" courses like quantitative analysis.
2. We recommend the establishment of a curriculum committee in the School, which should include representatives of chemistry, physics, English, and perhaps economics. It should integrate the work of the first two years, to avoid gaps, duplication, overlap (except where really important materials calls for repetition).
3. As an example, the curriculum Committee should consider initial engineering courses.
4. It should also consider the proper method of giving the student early experience with high speed computers--digital and analog--and of integrating their use into later courses.

1. Report of the Committee on Long Range Plans, University of Illinois, p. 2, 15 February 1962.

5. It is recommended that the elements of design and the "engineering approach" be brought into the curricula earlier. Especially, do students need to have to deal with problems which are only vaguely defined, and for which there are no "correct" answers.
6. Laboratory experiments should be examined to eliminate those of a stereotyped or of a demonstration nature. Instead laboratory work should emphasize the art of problem solving by creative investigation.
7. Students should have opportunities to undertake projects of their own choice where the answers are unknown--at least to them--and to benefit from a kind of internship by solving real and difficult problems.
8. The problem of transfer students from junior colleges, state colleges, and community colleges will be with us soon. One man should be assigned to maintain liaison with these institutions and to offer our assistance to them in setting up their programs.
9. Comprehensive examinations should be required before admittance to junior-senior engineering courses. These should cover Physics, Chemistry, Mathematics, English, and Graphics or whatever shall be basic engineering courses. These requirements might also test the student's ability to integrate what he has learned in various courses and may also require a passing grade in 4 out of 5 subjects. It should be required of our own students as well as transfer students. We would be lenient with the student until sufficient experience had been obtained to design properly the examinations and set the requirements.
10. A particular problem lies in the area of mathematics instruction. We can sympathize with the problems of the Mathematics Departments. We are aware of the shortage of competent mathematics instructors. We realize that applied mathematics is in particularly short supply because of the demand from industry. However, we feel that the root of the trouble is that "applied" mathematics is held in low esteem generally by the Mathematics faculty. It is thus recommended that the Mathematics Department set up a division of Applied Mathematics to serve as a focal point for cooperative activities and to enhance the prestige of applied mathematics on the campus. This School of Engineering should consider means of giving tangible support to the Mathematics Department by such means as joint appointments, loan of faculty, and continuing liaison concerning the organization and teaching of undergraduate mathematics courses for engineers.
11. A small group should be detailed to maintain liaison with high schools and to recruiting more high ability freshmen. This group might consider the JETS program and some formal association with and support of it.
12. The freshman orientation and advisory program meets a real need. It should be strengthened and encouraged.
13. A third-level program, e.g. B.S. in Drawing, B.S. in Building Construction, or 125-credit Bachelor of Technology would be offensive to our present students and faculty. The Committee spent much time on this question. It is sympathetic to the problem created by the student who does not have quite the interest or the ability for work which requires rigorous analysis of sophisticated techniques. Many of these, however, would like to relate to

engineering and operate in a "practical" way somewhere between the designer and the technician, or they might like to use an engineering education as preparation for operating a small business, e.g. contracting, or for a career as officer in the armed forces.

In spite of the fact that there are facilities available and certainly students available, the Committee decided that such a program would not "mix" with our existing ones. It best should be conducted at another and different type of institution, although it might be run on this campus as an evening program with a separate staff.

14. The engineering science program should be continued. It is recommended that a curriculum be considered which would be outside existing departments, but run by an interdepartmental committee if strong and interested leadership is available as we think it is.

15. Greater participation in the Honors Program is urged.

New Programs:

The development of new knowledge will require recognition of new areas and organization of new programs on a more or less formal basis: in existing departments, in new departments, or in interdepartmental groups.

Rules for new programs:

It appears to the Committee that there are some basic ground rules governing establishment of new programs:

1. No program in a new field should be started without a commitment to provide sufficient resources for excellence.
2. There should be available at least three faculty, or their full time equivalent, and this should be the field of their principal interest. There should be available a strong leader.
3. If the program involves instruction, it should begin at the graduate level, especially if the field is new and rapidly growing. Graduate instruction and research encourages the staff to keep up with the field. However, room should be provided in some undergraduate curricula for technical electives to prepare for later graduate specialization, and as interest develops, an undergraduate program should be organized.
4. In the beginning, association and active cooperation with one department is desirable to provide services (shop, secretarial, supplies, purchasing, etc.) and administrative liaison.
5. Timing in developing new programs is important.

Where the new area encompasses more than one already existing department, the creation and designation of an interdisciplinary committee appears a desirable way to develop it.

1952 1953 1954 1955 1956

Possible New Areas:

1. Environmental Engineering - The latest detailed study of sanitary engineering conducted by the American Sanitary Engineering Intersociety Board and based on 1960 statistics reveals that even though the U. S. Public Health Service estimates a need for 22,000 sanitary engineers by 1970, there are only about 300 produced each year, including an average of about two master's degrees per year from each of the 65 schools that offer the degree or the equivalent in civil engineering. (The low number may be because of low salaries presently associated with what is essentially public employment). Enrollment might be stimulated if the field were broadened into Environmental Engineering and built on a base of chemistry, microbiology, and chemical engineering. The subject would consider broader aspects of water and air pollution, water supply, industrial waste disposal. There is a nucleus of a group to which needs be added a sanitary chemist and a microbiologist. Closer ties with chemical engineering, microbiology, and with food technology are urged.

2. Materials Engineering - There appears to be no great present interest in metallurgy as a major. However, there appears to be a developing need for men in all phases of materials, as technology's demands push present materials to their limits. It is recommended that a program in materials be developed on both graduate and undergraduate levels, which should require concentration in depth in either metallurgy or polymers.

3. Hydrology - Closely related to environmental engineering is the subject of hydrology, which deals with waters of the Earth, their occurrence, circulation and distribution, their chemical and physical properties, and their reaction with their environment including their relation to living things.

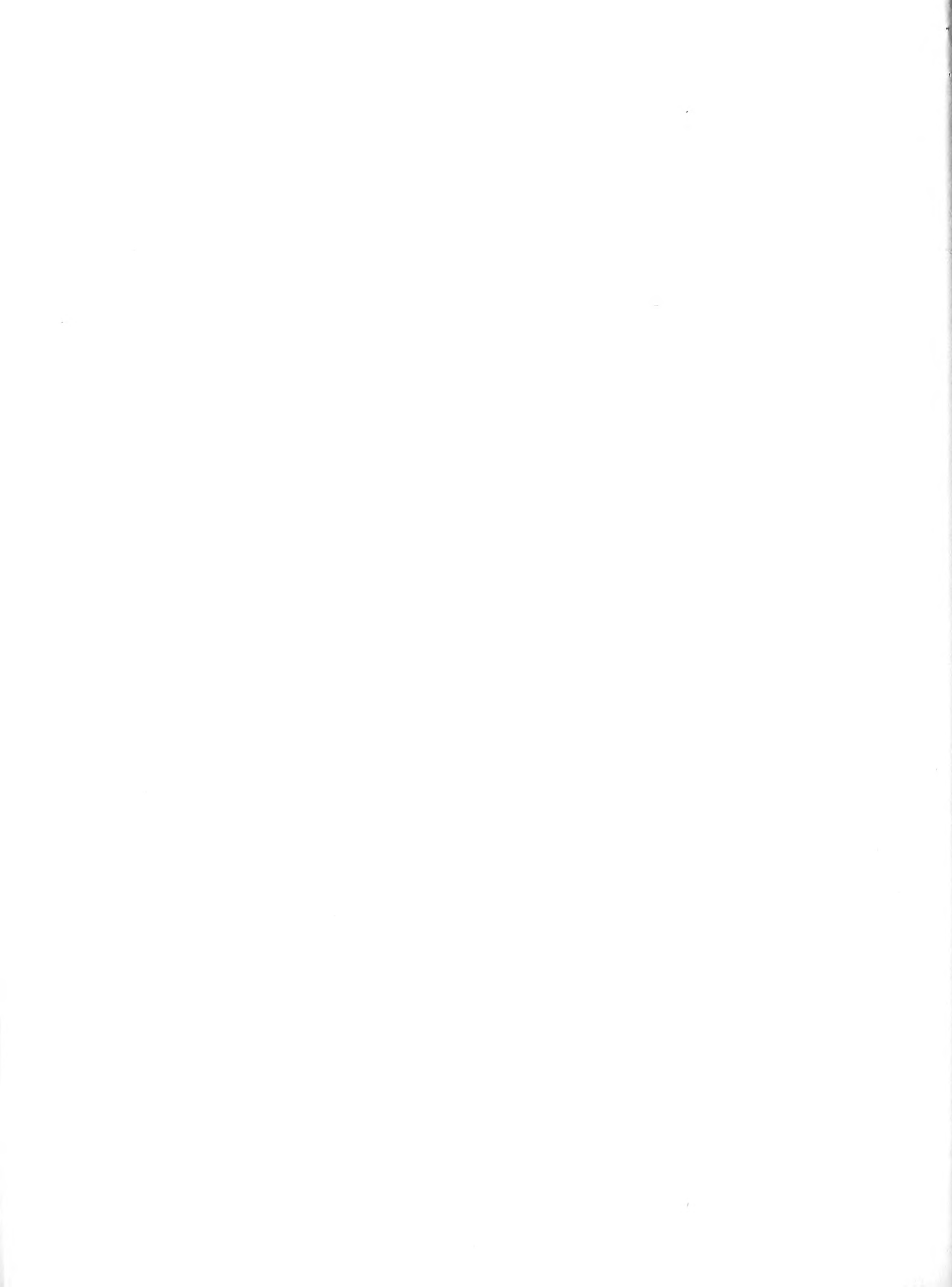
It has been said many times that water is or is coming to be our scarcest natural resource. The June 1962 report of the Federal Council of Science and Technology on this subject quotes a Senate Committee estimate that the 1960 investment of the U.S. in water facilities may be evaluated at 179 billion dollars, but the total additional investment in the next twelve years should be about 228 billion dollars. In spite of this, there is little research and there are only a small number of people capable of working in this field.

Perhaps here our best contribution could be to develop a program jointly with agriculture.

4. Nuclear Engineering - Interest in nuclear engineering does not seem to have grown on this campus or, in fact, on many campuses. It seems to attract students where there are large programs and expensive reactors. It would appear there are enough of these programs now available to care for the presently foreseeable need and no major expansion in this area is recommended.

5. Participation in the outer space program - There is much that can be done by existing departments in education and research in areas that relate to the space program: celestial mechanics, fluid mechanics, heat transfer, materials, structures, chemical fuels, instrumentation, human environmental systems in space capsules, etc. Information is available. Research money is available. Money is available from NASA for Ph.D. training under a system of training grants.

6. Computer Engineering - There is indication that a body of knowledge is accumulating on the building of computers and their use in business, industry, and science. In fact, there are those beginning to consider the whole man-computer-machine complex. A group exists on campus to consider a program in this area.



7. Engineering Science - The Engineering Science program should be continued. It is recommended that a curriculum be considered which would be outside existing departments, but run by an interdepartmental committee if strong and interested leadership is available, and we think it is.

A graduate program should be developed leading to the Ph.D. Such a program will allow wider participation by our faculty in advanced graduate work.

8. Public Policy and Planning - There appears to be a need for engineers trained to deal with the public on problems which have political, economic, and social components and which also require a fairly high level technical education. Such problems include transportation, urban planning, population growth. If engineers do not develop programs in these areas, other groups will move in and leave engineers to a subordinate role. We have called this public policy and planning for want of a better name, and urge its consideration.

9. Geologic Engineering - There appears to be a need for men with training in both civil engineering and geology. Proposals have been made by interested parties in both these departments for a combined program. The best program would appear to be one that would use existing civil courses--e.g. mechanics, fluids, soils, contracts and specifications--and require no new ones. The Committee strongly favors development along these lines.

10. Biomedical - A decision on any program relating medicine and engineering should await the establishment of a medical school. There appears to be no strong interest among our present faculty which would be frustrated by such a postponement.

Organization:

The Committee is aware of problems of organization created by changes in engineering education and development of new knowledge and new areas of technology.

The Committee recommends retention of the present departmental organization, but recommends the formal organization of curricula groups and less formal but, hopefully, hard-working subject matter committees.

The Departments would be the main administrative groups and a channel to the University Administration and would be:

Chemical
Civil
Electrical
Mechanical
Industrial

Curricular Groups would include the above plus any new curricula developed such as:

Engineering Science	Freshman Program
Environmental	Geological
Nuclear	Materials
Hydrology	Public Policy & Planning,
	etc.

These groups would be responsible for developing and operating curricula and advising students, and would in this respect function like departments. One individual might belong to more than one group, and a group might consist of people from more than one department.



The group would serve as a focal point for information and for faculty development in each area. All new course proposals would have to be approved by the appropriate committee.

Subject matter committees would be responsible for integrating instruction in subject matter areas which cut across department lines such as:

Heat transfer	Measurement and Control
Fluids	Computers and Applied Mathematics
Energy relations	Systems, Design, and Analysis
Rate Processes and mechanisms	Laboratory Instruction
Materials	Biological
	etc.

Faculty Development:

It is obvious there cannot be a good School without a good faculty. The essentials for retaining and attracting a good faculty are:

1. Salaries comparable with other land-grant schools,
2. Adequate facilities and libraries,
3. An atmosphere that is stimulating and challenging, and which maintains high morale.

Faculty activities include teaching, research, community service, technician training, writing, consulting, organization and dissemination of new knowledge. Specialization in only one of these by an individual is not in the best interest of a progressive academic atmosphere. Future appointments should be made with the understanding that competence should be manifested in at least two of the areas of teaching, research, or extension.

There should be an organized plan of encouragement for individual development. In addition to the regular sabbatical leave program, there should be periodic reduction in teaching load to give time for concentrated study. The request for reduced load should include a proposed plan of study.

Each staff member should be encouraged to participate in undergraduate teaching including freshman-sophomore courses.

Departments should develop programs for training teaching assistants and for encouraging professional development of younger faculty.

General:

1. The Engineering School is handicapped by inadequate library facilities, as has been pointed out by the last two ECPD inspection committees. As a realistic solution to the problem within the limits placed by resources likely to become available, this Committee favors the establishment of a properly staffed, unified Physical Sciences and Engineering Library which would be adjacent to the engineering buildings and which would be open evenings and weekends.
2. When the next building is available, there should be an effort to reallocate space so subject matter units are more closely grouped together.



3. Every effort should be made to develop in the students an identity with the profession and a loyalty to the Engineering School.

4. We should continue our work to develop engineering alumni interest and support. The Alumni Scholarship Fund is outstanding on the campus and should be continued. We should also plan special events which will bring back alumni to the School, such as:

- a. Special Homecoming programs,
- b. Special lectures and seminars,
- c. Sending notices to alumni in a 50 or 100 mile radius of the School events of interest--e.g. lectures--with an invitation to participate.



Graduate Study:

1. As already mentioned, graduate education is a desirable and a related part of the work of a university. A strong graduate program is necessary to maintain vitality and to attract creative and capable faculty. We have mentioned that the input of knowledge to undergraduate curricula is through graduate courses. We should also affirm that to develop or even to stand still professionally, a teacher needs to interact with something other than the less mature minds of undergraduates. One way is by the teaching of graduate courses and the direction of theses.
2. Graduate enrollment should continue to grow. We can expect a continued increase in the percentage of engineers who study toward higher degrees. We can also expect a continued increase in demand for these people. For engineering faculties alone, 10,000 new men are estimated to be needed by 1967. The complexity of technology will surely mean even more increased demands. It is estimated that the supply of doctorates in engineering, mathematics, and physical sciences should be at least doubled by 1967. The need exists now and will grow; the University has a role to play in helping to increase the supply.
3. Graduate programs should be encouraged in newer fields and also in broader fields, as well as in the traditional fields. Interdisciplinary programs should be encouraged.
4. A graduate program should be set up in engineering science leading to the Ph.D. degree. Such a program would combine the strengths of all departments to produce a person equipped for research in an industry whose applications are based on a broad application of scientific principles from many disciplines. Course selection might be from such fields as fluid mechanics, celestial mechanics, heat transfer, statistical mechanics, transport phenomena, mass transfer, chemical kinetics, physical chemistry, thermodynamics, nuclear physics, servo-mechanisms, linear systems analysis, random signals and noise, switching circuits, metallurgy, vibrations, mathematics, statistics, physics. Each student would be guided by a committee to meet his particular interests.
5. We recommend that the University provide separate living facilities for graduate students with some attention to the amenities of life where they can and will live like mature adults.
6. Special attention needs to be given to the problem of foreign students.
7. There is a tendency of some departments to overemphasize thesis requirements in the M.S. program--making it in effect "a little doctorate." Perhaps this would no longer be a problem if some of the staff can find an outlet for their research interests in other ways, as in a Ph.D. program.
8. More people are needed on the faculty who can handle research and graduate courses.
9. The School should seek autonomy in graduate programs except the Ph.D., which should be administered by the Graduate School.



Community Service:

1. There are four main aspects to community service:

- a. Technical service to governmental agencies
- b. Education
- c. Industrial consulting on problems: definition, reference, and solving
- d. Research and development in an experiment station.

2. The education aspect may take several forms: graduate courses for industry, "adult" or continuing education, refresher courses, courses on special topics-- of varied duration, conferences, issuance of publications on special subjects. Formal courses as in a graduate program requires at least a minimum enrollment which in turn requires a large enough pool of practicing engineers to draw on in one location. It would appear this would limit location of off campus programs to the Boston-Route 128 area, the Lowell-Lawrence area, the Fall River-New Bedford area, the Worcester area, the Holyoke-Springfield area, and the Pittsfield-North Adams area.

It would appear the Boston area will be served by private institutions, especially by Northeastern University. The same may be said of the Worcester area. The state technological institutes appear to have ambitions of serving the Lowell-Lawrence, and Fall River-New Bedford areas, which leaves the Holyoke-Springfield and the Pittsfield-North Adams areas.

In the Springfield area, we might attempt to develop advanced level graduate courses with several cooperating industries.

Continued growth or expansion of our existing program in the Pittsfield area will depend on level of industry operation and the supply of engineers in the area.

3. The education and the initial contacts with industry for consulting and research would be through an Extension Service, for which additional funds would be sought. The Extension personnel would be a team of specialists and would be based in Amherst, which extension experience has shown to be practical in a state the small size of ours and with today's good roads. Perhaps six of these specialists would be required.

Personnel should have some speciality and some reputation in this specialty, though they should have some breadth of vision. They should meet the same standard of professional qualifications expected of a faculty. They should have some participation in the academic life of the University through research aided by graduate students and they should be integrated into our faculty as much as possible.

4. Since any state or federal funds will probably provide for only a small staff, it is recommended that a charge be made for any services done for industry beyond an initial visit. Scrupulous care will have to be given to considerations of ethics, proprietary information, and services available by private firms.



UNIVERSITY OF MASSACHUSETTS
College of Arts and Sciences

ANNUAL REPORT

Period Covered: October 1, 1961 through June 30, 1963

Submitted to: President John W. Lederle

Submitted by: I. Moyer Hunsberger
Dean, College of Arts and Sciences
October 24, 1963

This is a summary report for the entire College of Arts and Sciences, and, wherever possible, the information is broken down by Divisions. The departments comprising the six Divisions of the College are listed below. Detailed information by departments is available in the attached departmental reports.

DIVISIONS OF THE COLLEGE OF ARTS AND SCIENCES

<u>Fine and Performing Arts</u>	<u>Humanities</u>	<u>Social Sciences</u>	<u>Biological Sciences</u>
Art	English	Economics	Botany
Music	German-Russian	Government	Microbiology
Speech	History	Psychology	Zoology
	Philosophy	Sociology-Anthropology	
	Romance Languages		
 <u>Physical Sciences</u>		 <u>Mathematics and Statistics</u>	
Astronomy		Mathematics	
Chemistry		Statistics	
Geology			
Geography			
Physics			

I. BUDGET ALLOCATIONS

In accounts 03 through 15, the allocations have been:

<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
\$82,500	\$189,476	\$254,255

II. PERSONNEL

A. Summary of Professional and Non-Professional Personnel*

	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
Non-Professional Staff	40	49 1/2	54
Professional Staff	234 1/2	246	276
Promotions		14	25
Merit Increases		5	130
Sabbaticals		14	15
Leaves of Absence		11	10
Resignations		8	36
Terminations		11	9
Tenure Appointments		21	12

B. Professional and Non-Professional Personnel by Divisions and Rank*

	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
Fine and Performing Arts			
Professor	4	4	4
Associate Professor	0	3	3
Assistant Professor	6	5	8
Instructor	9	8	11
Non-Professional	<u>3</u>	<u>3</u>	<u>3</u>
Totals	19 3	20 3	26 3
Humanities			
Professor	12	12	22
Associate Professor	14	14	15
Assistant Professor	26	30	30
Instructor	31 7/12	35 1/2	36 1/2
Non-Professional	<u>6</u>	<u>8 1/2</u>	<u>10 1/2</u>
Totals	83 7/12 6	91 1/2 8 1/2	103 1/2 10 1/2
Social Sciences			
Professor	11 1/2	14 1/2	17 1/2
Associate Professor	8 7/12	7 1/3	8 1/3
Assistant Professor	13 4/5	15 13/15	16
Instructor	6 1/8	5 7/8	5 1/4
Non-Professional	<u>5</u>	<u>7</u>	<u>7</u>
Totals	40+ 5	43+ 7	47 1/2 7

* The figures listed are for positions filled and are expressed in full-time equivalents. Those 01 positions filled by graduate students are not included in these figures.

	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
Biological Sciences			
Professor	8	8	9
Associate Professor	6	5	5
Assistant Professor	11	10	7
Instructor	2 1/2	2 1/2	2 1/2
Non-Professional	<u>13</u>	<u>15 1/2</u>	<u>15 1/2</u>
Totals	27 1/2 13	25 1/2 15 1/2	23 1/2 15 1/2

Physical Sciences

Professor	9	9	9 1/4
Associate Professor	5 1/2	3 1/2	6 1/4
Assistant Professor	16 1/2	19 1/2	22
Instructor	10 3/4	10 1/12	10
Non-Professional	<u>10 1/2</u>	<u>13 1/2</u>	<u>15</u>
Totals	41 3/4 10 1/2	42 1/12 13 1/2	47 1/2 15

Mathematics and Statistics

Professor	2	1 1/4	4 1/4
Associate Professor	4	3	3
Assistant Professor	9	9 3/4	9 3/4
Instructor	8	9 1/2	11
Non-Professional	<u>1 1/2</u>	<u>1 1/2</u>	<u>2 1/2</u>
Totals	23 1 1/2	23 1/2 1 1/2	28 2 1/2

C. Professional Positions by Rank*

	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
College of Arts and Sciences			
Professor	46 1/2	49	66
Associate Professor	38	36	41
Assistant Professor	82	90	93
Instructor	<u>68</u>	<u>71</u>	<u>76</u>
Totals	234 1/2	246	276

Graduate Teaching Assistants

01 Graduate Assistants	44	60 1/2	78 1/2
03 Graduate Assistants	<u>33</u>	<u>44</u>	<u>61</u>
Totals	77	104 1/2	139 1/2

* The figures listed are for positions filled and are expressed in full-time equivalents. Those 01 positions filled by graduate students are not included in these figures.

III. ORGANIZATION OF THE COLLEGE

The earlier-mentioned Divisions of the College are informal in nature in that they have no real administrative recognition.

Foreign languages are represented by two departments plus a part-time teacher of Hindi. Astronomy is a four-college department with one faculty member on our campus. Geography (represented by one staff member) is neither a subdivision of Geology nor a separate department at present. Journalism is a subdivision of the English Department. Statistics is not yet a department although it performs most of the functions of a department. Thus, the College presently consists of 19 full-fledged departments plus fragments in at least four other areas (astronomy, geography, statistics, and oriental languages).

IV. STUDENTS

The growth of our College is reflected in the following ways:

- (a) The steady increase in numbers of students - both undergraduate and graduate - majoring in one of our departments. Thus, our undergraduate majors have more than doubled in number from 1960 to 1962, while our graduate students have increased by 72% in the same period.
- (b) The steady increase in total course registrations in our College, which for 1961-62 was almost 27,000. During 1961-62 the total student credit hours taught in our College was about 83,000.
- (c) Each year our College teaches a constantly increasing proportion of the total university enrollment both at the undergraduate and graduate levels.

The chart below lists undergraduate and graduate students and course registrations by Division and by year.

<u>Division</u>			<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>Ratio of Grad. to Undergrad Registrations (%)</u>
Fine & Perf. Arts	Students	Undergrad.	74	106	133	
	(Majors)	Graduate	3	5	10	
	Course	Undergrad.	1689	1815	2080	
	Reg.	Graduate	5	5	10	0.5

<u>Division</u>			<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>Ratio of Grad. to Undergrad. Registrations (%)</u>
Humanities	Students	Undergrad	429	1060	1276	
	(Majors)	Graduate	55	74	83	
	Course	Undergrad	8157	9377	9808	
	Reg.	Graduate	141	241	240	2.5

Social Sciences	Students	Undergrad.	396	727	907	
	(Majors)	Graduate	137	156	182	
	Course	Undergrad.	3939	4333	5326	
	Reg.	Graduate	397	452	458	8.6

Biolog. Sciences	Students	Undergrad.	365	419	467	
	(Majors)	Graduate	38+	81	122	
	Course	Undergrad.	2115	2062	2163	
	Reg.	Graduate	201	206	160	7.4

Physical Sciences	Students	Undergrad.	180	356	444	
	(Majors)	Graduate	56	69	99	
	Course	Undergrad.	3050	2984	3044	
	Reg.	Graduate	178	215	355	11.7

Math. and Stat.	Students	Undergrad.	257	525	450	
	(Majors)	Graduate	11	18	20	
	Course	Undergrad.	2838	2988	3134	
	Reg.	Graduate	83	117	115	3.7

College Totals	Students	Undergrad.	1701	3193	3677	
	(Majors)	Graduate	300	403	516	
	Course	Undergrad.	21788	23559	25555	
	Reg.	Graduate	1005	1236	1338	5.2

The following chart shows the growth of the College as measured by degrees granted in the various divisions for the indicated calendar years.

	<u>1960</u>	<u>1961</u>	<u>1962 and Feb. 1963</u>
Fine and Performing Arts			
B.S.	--	--	--
B.A.	14	17	16
M.S.	--	--	--
M.A.	--	1	1
Humanities			
B.S.	--	--	--
B.A.	129	133	139
M.S.	--	--	--
M.A.	6	21	21
Ph.D.	--	--	--
Social Sciences			
B.S.	--	--	--
B.A.	48+*	116+*	139+*
M.S.	6	9	23
M.A.	3	11	28
Ph.D.	2	2	17
Biological Sciences			
B.S.	36	23	20
B.A.	4	14	2
M.S.	10	9	3
M.A.	5	9	9
Ph.D. (total)=6			
Physical Sciences			
B.S.	50	45	28
B.A.	--	--	1
M.S.	1	1	3
M.A.	7	2	--
Ph.D. (total) =3			
Mathematics and Statistics			
B.S. and B.A.	55	85	105
M.A.	5	5	6
College Totals			
B.S. and B.A.	236+*	433+*	450+*
M.S. and M.A.	43	68	94
Ph.D. (total for 1960, 1961, and 1962 = 30)			

* Does not include Economics majors, since this department has no records on this subject.

The following points are noteworthy concerning the above chart:

- (a) The number of undergraduate degrees from this College virtually doubled from 1960 to 1962, while the number of graduate degrees very nearly trebled during the same period.
- (b) The Psychology Department awarded far more Ph.D. degrees (21) between 1960 and 1962 than the rest of the College combined.
- (c) Between 1960 and 1962 the number of undergraduate degrees dropped noticeably in the biological and in the physical sciences but increased even more noticeably in the social sciences and in mathematics. The humanities and the fine arts remained nearly stationary in this respect.

V. FACULTY PUBLICATIONS, RESEARCH PROJECTS, AND OTHER PROFESSIONAL ACTIVITIES

A. PUBLICATIONS

During this report period (October 1, 1961 through June 30, 1962) the Arts and Sciences faculty authored more than 300 articles, some 18 books, and some 17 chapters in books. It is worth noting that this corresponds to an average of more than 1 article per faculty member and to an average of about 1 book per 15 faculty members. An assessment of the quality of these publications can be made only by referring to the individual departmental reports. However, every Division of the College published at least twice as many articles as was the case for the preceding (shorter) report period, while the number of books published by faculty members of this College increased from 3 to 18! There is every indication that the quality of published material has increased as rapidly as the quantity. The increase in scholarly work being published by the Humanities faculty is particularly gratifying.

B. SPONSORED RESEARCH PROJECTS

The growing importance of sponsored research in the College is shown by the following figures:

	<u>Oct. 1960-Sept. 1961</u>	<u>Oct. 1961-June 1963</u>
Total face value of active grants	\$1,284,231	\$2,499,231
Total expenditures on these grants	477,359	1,000,550

It should be noted that the figures in the right-hand column (above) apply to a period nearly twice as long as those in the center column. Hence, the increase in sponsored research is not as spectacular as might be concluded from a cursory examination of these figures.

The breakdown of research grants and contracts for the period covered by this report is shown below:

<u>Division</u>	<u>New, during report period</u>			<u>Continuing or terminated</u>		
	<u>No. of Grants</u>	<u>Face Value</u>	<u>Expenditure during rept. period</u>	<u>No. of Grants</u>	<u>Face Value</u>	<u>Expenditure during rept. period</u>
F.P.A.	1	\$ 11,905	\$ 2,381	0	---	---
Hum.	11	5,955	2,238	27	\$ 35,084	\$ 22,290
Soc. Sci.	26	492,493	161,688	19	274,459	128,589
Bio. Sci.	20	509,537	85,513	24	438,216	240,040
Phys. Sci.	24	307,725	103,724	29	423,857	254,087
Math. & Stat.	0	---	---	0	---	---
College Total	82	\$1,327,615	\$355,544	99	\$1,171,616	\$645,006

On the basis of an estimated average of 18% for overhead, it can be seen that during the current report period these outside grants and contracts brought in overhead amounting to approximately \$180,000 (18% of \$1,000,550). In addition, many thousands of dollars of grant money were used to purchase permanent equipment to which the University received title.

C. OTHER PROFESSIONAL ACTIVITIES OF THE FACULTY

These are so numerous that they are impossible to summarize in any meaningful manner. Suffice it to say that increasing numbers of our faculty are going abroad for foreign study and to participate in international conferences. Others are serving as consultants to the government and to various industrial organizations. A select few are serving as editors of important professional journals and of collections of scholarly works. Details are given in the attached departmental reports.

VI. SPECIAL PROJECTS OR PROGRAMS

As mentioned in the last Annual Report, the Dean's job would be impossible without the able assistance of Dean Robert W. Wagner. His devotion to duty and his efficiency are exemplary. By taking charge of curriculum, building plans (future curriculum), and academic affairs of students, he has

filled what otherwise would be a vacuum in this office. His full capabilities with respect to performing staff studies for this Office will be able to be utilized when (and if) our request for Class Deans receives official approval.

This College is extremely fortunate to have been able to attract Professors Brogan, Cox, Fairbairn, and McEwen to serve, respectively as Commonwealth Heads of the Departments of English, Microbiology, Zoology, and Chemistry. I find it difficult to conceive of more capable Heads of Departments. Each of the four already has attained the status of a campus statesman. It is a real pleasure to work with such highly competent and congenial persons. Each is a thorough gentleman, a respected scholar, an excellent teacher, and wholly dedicated to improvement of his department, college, and university. I regard their coming to this campus as a rare stroke of good fortune. I only wish there was some mechanism by which our top administration could receive the benefit of their advice regularly on a person-to-person basis.

Professor Howard Quint (the fifth new Head of Department to start work in September, 1962) has proved to be an eminently capable Head of the History Department. He is entirely dedicated to his duties and most competent. Professor Robert Taylor (of New York University) has been appointed Head of the Romance Languages Department, effective September 1, 1963. This eminent scholar and teacher should do much to reinvigorate and improve this important department.

The promotion of Mrs. J. L. Dowd to the position of Staff Assistant to the Dean was a long-overdue recognition of her invaluable past services to the College. More and more responsibility of a professional nature is being given to her, and she continues to display a most pleasing combination of rare good judgment and intelligence in performing her duties. It is no exaggeration to say that no one in this College performs his duties with more effectiveness than Mrs. Dowd.

During the period covered by this report new Ph.D. programs have been approved or activated in English, History, Philosophy (4-College), and German (4-College). The M.F.A. degree has been approved, and English and Art will participate in it at the start.

In the fall of 1962 the College successfully urged that non-veteran faculty members in the lower academic ranks agree to having tenure decisions postponed beyond the 3-year limit, after which a tenure decision of veterans is mandatory. We believe that this policy will be beneficial both to the College and to the individual faculty members concerned.

The Dean's Ad Hoc Committee on Asian, African, and Oriental Languages has submitted an excellent report containing recommendations for future developments in this broad area.

An interdisciplinary Committee on Comparative Literature has been appointed to integrate and develop our offerings in this important area.

In the middle of June, 1963 a College Team (Professors Brogan, Beth, Driver, and the Dean) left for the Danforth Workshop in Liberal Education held in Colorado Springs, Colorado. Subsequent to the close of this Report period, this Team distributed to each member of our faculty a comprehensive report containing many suggestions for improving this College and this University. Most important was the recommendation that the University consider the establishment of smaller residential colleges on this campus.

A. Biological Sciences

The contract to build the much-delayed Section IV of the Morrill Science Center has been let and construction has started on this urgently-needed facility. Planning for additional space for the Biological Sciences already is underway at the College level. Modifications of space in the Public Health Center have provided facilities for two promising new Assistant Professors of Microbiology (who start work in September, 1963). Some modifications of Zoology space for the same reasons have been completed, and other modifications have been approved but not completed. The Zoology Department has received a matching grant of \$25,000 from NSF for Undergraduate Instructional Equipment and grants totalling about \$375,000 from NIH and HSF toward construction costs of Section IV of Morrill Science Center.

A search for a new Head of the Botany Department is in progress.

B. Physical Sciences

Professor McEwen (Commonwealth Head of Department), who arrived from the University of Kansas with about a dozen Ph.D. students, has intensified the Chemistry Department's recruitment of graduate students and faculty members. The NSF granted the Chemistry Department \$150,000 on a matching-fund basis to renovate selected portions of the old building, including all of the former Experiment Station area.

A search for a new Head of the Physics Department is underway.

The Astronomy Department is convinced that a Ph.D. program at the University is an absolute necessity in the near future if we are to be able to attract and keep a capable astronomer on our staff. Work has not yet started on the structure which will house the 20-inch telescope.

C. Mathematics and Statistics

A search is underway for a new Head of Mathematics. It is hoped that we will be able to attract a person capable of developing a sound Ph.D. program.

Professor Oakland has done a marvelous job in putting statistics on the campus map. Planning toward a department of statistics is underway.

D. Social Sciences

The Economics Department has suggested the establishment at this University of a Bureau of Economic Research to stimulate the economic development of the Commonwealth.

The presence of Professors Wilkinson, Driver, (Mrs.) Golden, and Mair (Smith College) - the latter two on a part-time basis - gives the Sociology Department 4 good demographers who teach courses and perform research in demography.

A search is underway for a new Head of the Government Department. The Ford Foundation awarded a second grant of \$340,000 to the Four-College Non-Western program directed by Commonwealth Professor Harris. The following persons have served, during the report period, as Distinguished Professor of Public Affairs: Earle Clements, Neil Stabler, Meade Alcorn, and Michael DiSalle. The Government Department sponsored a series of lectures in American foreign policy supported by a grant from the Sperry and Hutchinson Foundation. This department continues to cooperate with Harvard, MIT, and Boston University in sponsoring the state internship program.

The Psychology Department has established the Institute of Environmental Psychophysiology (directed by Professor Teichner). This department's Ph.D. training program in Clinical Psychology was re-approved with enthusiasm in March of 1963 by the American Psychological Association. The Psychology Department received a matching grant of \$12,000 from NSF for laboratory teaching equipment. This department continues to turn out more Ph.D.'s than any other department on campus. Its Ph.D. specialty in Counseling Psychology has been reactivated.

E. Humanities

With the resignation of Professor Ebersole, the publication of Hispanofila was transferred with him from the University of Massachusetts to Adelphi College. His replacement, Professor Rothberg, is Book Review Editor of Hispania, the leading journal in its field. The Department of Romance Languages presented

the Jean de Rigault-Le Treteau de Paris Theatre Company in a double-bill of modern French drama (HUIS-CLOS by Sartre, and La Cantatrice Chauve by Ionesco).

Four NDEA fellowships were allotted to the German Department for September, 1963 to help in establishing its new Ph.D. program.

A major reorganization of the undergraduate courses in History - in addition to a number of new courses - has been approved by the Board of Trustees.

In November of 1962 the English Department conducted its fifth annual "Meet the Author" series in the Colonial Lounge. Faculty participants were Professors Silver, Skelton, Langland, Koehler, Barron, Clark, and Tucker.

F. Fine and Performing Arts

The newly-organized University theater (sponsored by the Speech Department) presented a lecture series and four dramatic productions (Oedipus Rex, Tartuffe, Androcles and the Lion, and Murder in the Cathedral) during its first year of operation. These productions received universal, critical acclaim. The University Theater Collection has started by receiving a gift of 95 pieces (\$5000) from Lee Simonsen and an original design (\$500) from Robert E. Jones. The New England Speech Association met on campus on November 23, 24, 1962, and the Massachusetts High School Debate Tournament was held on campus in March, 1962 and in March, 1963.

The Art Department has established an Art Acquisition Fund, and Professor Kamys has been instrumental in persuading leading artists to contribute pictures to this fund.

Mr. Lurie (a part-time instructor from Hartt School of Music) organized a string orchestra of 26 players (students plus outsiders) which gave two concerts during 1962-63. This orchestra will be continued and, if possible, expanded. Professor Alviani conducted a choral group from the Four Colleges as part of the Centennial celebration; one of the pieces also was composed by Professor Alviani.

VII. FUTURE PLANS AND NEEDS

A. Graduate Work

At the present time 17 of our 20 departments offer the Master's degree and 14 offer the Ph.D. The only departments which do not offer the Ph.D. at present are Art, Astronomy, Mathematics, Music, Physics, and Speech, and

plans for offering the Ph.D. in Astronomy, Mathematics, and Physics are in preparation.

The quality of our Ph.D. degree ultimately will depend (a) on the speed with which we can build up our library, and (b) on our ability to retain the best of our old faculty and to attract the best possible new faculty. No real progress can be made in either of the preceding areas unless the University's budget makes a "quantum leap forward" in the very near future. A rapidly increasing library will do more than anything else to demonstrate that we are serious about our often-expressed wish to become a first-class state university.

In the sciences greatly increased appropriations for equipment and supplies are an immediate necessity. Professor McEwen, who has trained more Ph.D. students than any member of our faculty, has stated (p. 12a. of the Chemistry Annual Report) that it would take an immediate expenditure of over \$100,000 to bring the supplies of the Chemistry Department up to the level of those found at such schools as the University of Kansas and the University of Iowa, each of which has a chemistry program of roughly the same size as the University of Massachusetts. Professor McEwen has prepared a list (see Appendix C to Chemistry Annual Report) of 29 major instruments (total cost = \$450,000) needed by the Chemistry faculty for the most efficient pursuit of their research interests. Some of this equipment will be obtained through grants, but the University will have to underwrite a sizeable fraction of this amount over a period of a few years. Professor McEwen also points out (p. 12b. of Chemistry Annual Report) that the Kansas legislature for many years has appropriated about \$500,000 per year to the University of Kansas as a "general research fund". I commend Professor McEwen's remarks to the urgent attention of our top administration and of our legislature. His statements of our needs are realistic in the extreme. We can disregard them only at our own peril!

Professor Fairbairn and Professor Cox have repeatedly emphasized the necessity for us to have private research labs ready prior to hiring new staff members in the Sciences. They point out that highly competitive new faculty will not come here from other institutions unless we can guarantee them in advance that they can start research on the day they arrive. This problem must be considered at the time new faculty positions are allocated. The solution of this problem obviously will require considerable amounts of money for renovating present space. Some of our newest buildings contain far too low a proportion of research space, and these buildings must be modified in minor ways as the occasion demands. This problem should be presented in discrete form in all future budget requests. If it is not solved, our dreams of excellence will never be realized.

Since the non-Science departments do not need expensive supplies and equipment to offer quality Ph.D. programs, it behooves us to supply them with

The following text is extremely faint and illegible. It appears to be a document with multiple paragraphs of text, but the content cannot be discerned due to the low contrast and blurriness of the scan. The text is organized into several distinct sections, likely separated by headings or subheadings, but these are also unreadable. The overall structure suggests a formal report or a detailed letter, but the specific details are lost.

books. Our Library holdings in the Humanities are particularly weak, and no great University is weak in the Humanities.

B. Personnel

- (1) It is IMPERATIVE that the 15:1 ratio for budgeting new faculty positions be reduced immediately, at least to 13:1. As pointed out on page 6 of my budget request for Fiscal 1965, our College's present student to faculty ratio is 19:4!!! Arguments concerning quality are HOLLOW until this situation is corrected. To be brutally frank, our student to faculty ratio would remain unacceptably high even if we received all new positions assigned to the university for the next few years. We carry about 75% of the total teaching load of the University with less than half of the total faculty.
- (2) Those restrictions which make it impossible to allocate new faculty positions earlier than January must be removed.
- (3) We hope to be able to hire a Coordinator of non-Western studies in this College, to start work in September, 1964. This person, whose specialty would be in Asian, African, or Oriental Studies, would be asked to teach his specialty and to make general recommendations for future developments in the broad area of non-Western studies.
- (4) Our proposal to appoint Class Deans should be approved without delay. We simply do not have enough personnel in our office at present to handle adequately the affairs of a College as large as ours.
- (5) It is essential that funds be made available to reimburse our Department Heads (or faculty designated by them) for running the Department during the summer. This is a repeat of my statement on p. 15 of the preceding Annual Report.
- (6) I wish to repeat the glaring need for every new technical and clerical position requested in my budget for Fiscal 1965. Above all, it is essential that the chief clerical positions in our largest departments be at the rank of Principal Clerk. The need for this is so obvious that it is degrading for me to have to repeat it so often and so vigorously. Our largest departments are far larger and more complex operations than any of the other schools or colleges on this campus. Also, the need for additional storekeepers, machinists, and the like is completely obvious if we are serious about becoming a first-class university. For each of the past two years the small number of new non-professional positions allocated to our College has been a source of amazement to me. The sooner these positions are covered by "autonomy" the better off we will be.

- (7) In many respects our College's need for additional graduate assistantships is even more severe than our desperate need for additional faculty positions. The following quotation (p. 12b of Chemistry Annual Report) from Professor McEwen is too eloquent to be paraphrased:

"The ratio of graduate students to faculty members is of considerable importance in a science department. In my opinion, an ideal ratio is 5:1. However, this year the ratio has been only slightly greater than 2:1, and the situation will be about the same next year. Thus, an argument can be advanced that it is more important to increase funds for teaching assistants at a faster rate than those for new faculty members. In this regard, it should be kept in mind that almost all graduate students in chemistry throughout the United States are supported by teaching assistantships, research assistantships or fellowships."

Professor Brogan has observed that his plans for the English Department call for the increasing use of graduate assistants and that these assistants eventually will outnumber the regular faculty.

- (8) The Psychology Department still has some faculty on tenure who are paid from NIMH funds. These salaries should be assumed by the State, as were those of Kates and Moore this past year.

C. Facilities

- (1) Plans for the addition to Machmer Hall, the addition to Bartlett Hall, and the new Chemistry Building are well underway. These buildings will be saturated on the date of occupancy. We will have a continuing need for "overflow" office space for as far as we can see in the future. Space needed for September of a given year should be allocated definitely before school closes in June.
- (2) The Fine Arts Building is needed urgently but apparently funds for construction will not be obtained until after the funds for the buildings in (1) are obtained.
- (3) The renovation of the old Chemistry building has been delayed to an unconscionable extent. Our matching funds will be in serious jeopardy if work on this project is not started very soon.
- (4) The building to house the 20-inch telescope is urgently needed and long overdue.
- (5) Preliminary planning for new facilities for the biological sciences is underway.

- (6) If certain parts of the so-called Graduate Research Center receive higher priority than building needs of our College, the result will be catastrophic.
- (7) The Psychology Department needs space for a Psychology Clinic. This department also would like to set up a nursery school administered jointly by Psychology, Home Economics, and Education.

D. Equipment

- (1) The new Head of Music is certain to demand a large outlay of money for pianos and other musical instruments. Our present holdings would barely do justice to a good high school and are shameful with respect to the needs of a good state university.
- (2) The Geology Department needs Travelall vehicles of their own for field trips to replace the present dilapidated vehicles. Some method for making it possible for professors to drive these vehicles with suitable insurance protection would be desirable.
- (3) Virtually all departments have an increasing need for office equipment - particularly copying equipment. I do not choose to repeat the equipment requests detailed in my budget request for Fiscal, 1965.
- (4) The College budget for repair is not sufficient to maintain even those instruments which have been purchased on research grants at no cost to the University. This situation cannot continue. Despite last year's increased allotment in Account 12, the need for more money is pressing.
- (5) A much larger maintenance staff and maintenance budget is required so that "small" requests can be handled automatically and so that larger requests can be handled promptly. The availability of maintenance money directly affects our ability to recruit top-flight faculty.

E. The need for a special allocation for recruitment of faculty is self-evident if departments are to conduct nation-wide searches for new staff. The latter is impossible until such time as the allocation of 03 funds is substantially increased. As faculty salaries increase, it becomes increasingly important to put extra effort (and money) into faculty recruitment.

F. Problem Departments

- (1) Rapidly increasing salaries have virtually "priced us out" of the market for mathematicians. It remains to be seen if a competent Head of the

Mathematics Department can be hired at the salary which we will be able to pay.

- (2) It is hoped that a new Head can be located who will offer firm leadership in the development of the Music Department. Meanwhile, an attempt to increase music enrollments is in progress.
- (3) A senior appointment will be necessary in order to provide mature guidance and stability to the Russian section of the German-Russian Department.
- (4) If the University will encourage and support a Ph.D. program, I believe the Four-College Astronomy Department can become one of the important astronomical centers in this country. The crying need for many more Ph.D.'s in astronomy is particularly evident whenever we try to hire an astronomer (as we have several times in the past few years!).
- (5) Plans are in progress for a Ph.D. program in Physics. It is hoped that our salary schedule will permit a successful conclusion to our search for a new Head of Department.
- (6) We still have not hired a second staff member in Journalism. Competent people demand extremely high salaries, and few are interested in academic appointments. Our search continues unabated.

G. CONCLUDING REMARKS

Our University is at the brink of greatness. With substantial increases in faculty salaries and proper attention to an improved library I feel certain we can become a top-flight university. However, "giant steps forward" are necessary in order to overcome our present disadvantage with respect to state universities. I am extremely disappointed by the many kinds of evidence which clearly indicate that our "autonomy" is more restricted than I had expected it to be. It would seem that constitutional autonomy is necessary in the very near future.

Respectfully submitted,

I. Moyer Hunsberger

I. Moyer Hunsberger

UNIVERSITY OF MASSACHUSETTS

FROM: SCHOOL OF HOME ECONOMICS DATE SUBMITTED: Oct. 24, 1963

TO: PRESIDENT JOHN LEDERLE

ANNUAL REPORT

July 1, 1962 - June 30, 1963

and some supplemented information from July 1, 1963 -
September 30, 1963.

Prepared by:

Marion A. Niederpruem
Marion A. Niederpruem, Dean

I. APPROPRIATIONS

1960-61	\$ 6,343.00
1961-62	9,100.00
1962-63	17,595.00

II. PERSONNEL

a. <u>RANK</u>	<u>Sept.</u> <u>1960</u>	<u>Sept.</u> <u>1961</u>	<u>Sept.</u> <u>1962</u>
Professors (including School head)	-	1	2
Associate Professors	4	4	4
Assistant Professors	2	1	4
Instructors	<u>7</u>	<u>5</u>	<u>4</u>
TOTALS	13	11	14

b. FACULTY ON LEAVE - None

c. PROMOTIONS AND MERIT INCREASES

<u>PROMOTIONS</u>	<u>Old Rank</u>	<u>New Rank</u>	<u>Effect. Date</u>	<u>Merit Increase</u>
Dorothy Davis				11/1/62
Sarah Hawes				11/1/62
Georgia P. French				11/1/62
Marion A. Niederpruem				11/1/62
Marjorie F. Sullivan	Instr.	Asst.Prof.	9/1/63	11/1/62

d. RESIGNATIONS

	<u>Rank</u>	<u>Effect. Date</u>
Georgia P. French	Instr. A	4/15/63
Janet Weaver	Instructor	8/31/63

e. RETIREMENTS

	<u>Rank</u>	<u>Effect. Date</u>	
Oreana Merriam	Assoc. Prof.	8/31/63	Emeritus
Dr. Anne W. Wertz	Commonwealth Prof.	8/31/63	Emeritus

f. GRADUATE TEACHING ASSISTANTS

	<u>Sept. 1960</u>	<u>Sept. 1961</u>	<u>Sept. 1962</u>
01 Graduate Assistants	1	1	1

g. NON-PROFESSIONAL PERSONNEL

<u>Secretaries:</u>	<u>Grade No.</u>	<u>Sept. 1960</u>	<u>Sept. 1961</u>	<u>Sept. 1962</u>
<u>Title</u>				
Sr. Clk. & Steno.	07	1	1	1
Jr. Clk. Typist	02	1	1	1
<u>Lab. Asst., Others</u>				
Lab. Asst.	04	1	1	1
Nursery Asst. (R.N.)	03	1	1	1
Housekeeper	03	1	1	1

h. SUPPLEMENTARY INFORMATION - updated to and including Sept.1,1963.

PERSONNEL STAFF: PROFESSIONAL, TECHNICAL & SECRETARIAL

For School of Home Economics, academic year beginning
September 1, 1963 (including positions filled, posi-
tions vacant; total expenditures for personnel services)

(See next three attached dittoed sheets)

SCHOOL OF EDUCATION
UNIVERSITY OF ILLINOIS
September 1, 1937

Professional Staff

<u>Name</u>	<u>Annual Salary</u>	<u>Rate</u>
<u>Dean, School of Home Economics</u> Marion A. Niedeyrbaum	26,400.00	1
<u>Professor "A"</u> Joseph D. Surnoughs (10% of 11,335)(90% Extension) Vacancy	2,163.50 -----	01 0
<u>Associate Professor "A"</u> Virginia Davis (10% of 9,321)(90% Extension) Marjorie M. Merchant (10% of 9,321)(90% Extension) Elizabeth Rust	901.10 982.10 11,126.00	01 01 01
<u>Associate Professor</u> Cladya M. Cook (80% of 8,684)(20% Extension) Dorothy Davis Sarah L. Hawes Adriana Nichols	6,947.00 9,321.00 9,321.00 10,270.00	01 01 01 01
<u>Assistant Professor "A"</u> Mary E. Lojkin Edward Knapp (10% of 8,684)(90% Extension)	8,684.00 938.40	01 01
<u>Assistant Professor</u> Jane F. McCullough (80% of 9,899)(20% Extension) Mary Trowell Marjorie Sullivan	8,479.20 9,321.00 8,961.00	01 01 01
<u>Instructor</u> Susanna Arnold (1/4 time) Raphaela Banks Aino Jarvesee (Step 6) (80% of 6,204)(20% Extension) Nancy Myers (3/4 time)	1,969.50 8,981.00 4,936.20 8,606.25	01 01 01 01
<u>Graduate Assistant (Teaching)</u> Carrie Johnson	2,800.00	01

Total Pay \$ 28

	<u>Salary Grade</u>	<u>Annual Salary</u>	<u>Sum</u>
<u>Laboratory Assistant</u> Helen Morrissey	04	8,882.00	01
<u>Housekeeper</u> A. Stoughton (Step 2) Emergency person	03	8,281.00 332.00	01 02
<u>Nursery Assistant</u> R. Smith	03	8,798.00	01

Secretarial Staff

<u>Senior Clerk & Stenographer</u> D. Menard	07	9,615.00	01
<u>Junior Clerk & Typist</u> P. Handrich	02	8,992.00	01

Total Personnel Services

	01	181,308.25
	02	4,284.00
<u>GRAND TOTAL</u>		<u>185,790.25</u>
	03	2,200.00

FOR THE YEAR 1962

	1961	1962	Total
Positions Filled	187,665.25	4,194.00	188,790.25
Position Vacant	12,896.00	--	12,896.00
	198,502.25	4,194.00	198,502.25

Position Vacant as of September 1, 1962

<u>Number</u>	<u>Title</u>	<u>Annual Cost & Source</u>	
1	Professor "A"	12,896.00	01

III. NEW ORGANIZATION PLAN.

ACTING CHAIRMEN & PERSONNEL IN SUBJECT-MATTER AREAS.

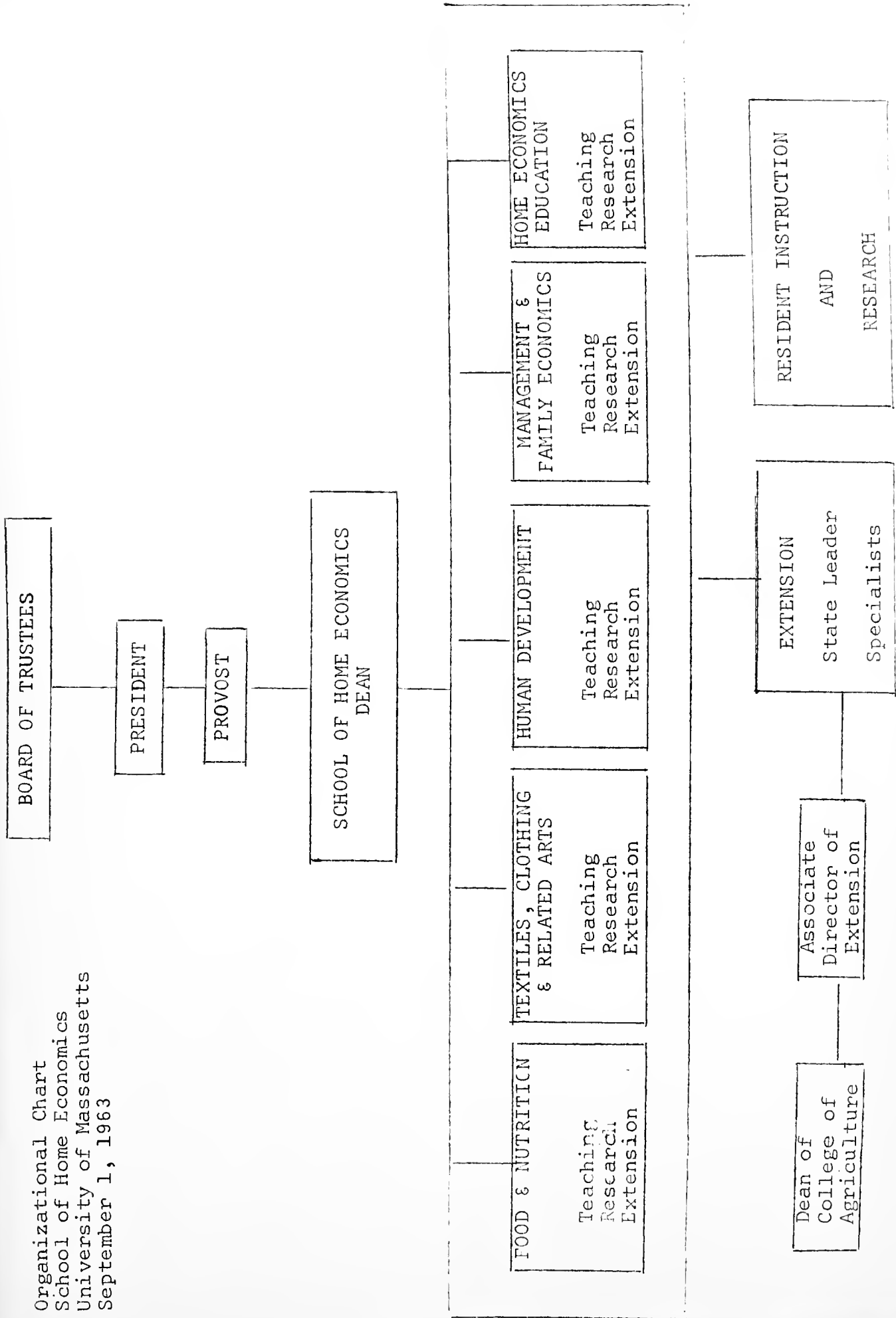
The attached New Organizational Chart (September 1, 1963), shows five distinct subject-matter areas. In each area three functions operate simultaneously: teaching, research, and extension. For purposes of administration, Resident Instruction and Research personnel are entirely under the direction of the Dean of the School of Home Economics, while the Extension staff in Home Economics is under the direction of both the Dean of the School of Home Economics and the Dean of the College of Agriculture.

In the five subject-matter areas there are personnel representing the three functions of the School. As the School grows and develops these areas will become departments with appropriate heads. In the meantime, with the approval of the Provost, the Dean appointed Acting Chairmen for a one-year period (academic year, 1963-64) in order to decentralize administrative procedures and to allow for the development of these areas. Each area can now begin to synchronize the three functions as well as develop greater breadth and depth in specific fields of study. The attached list shows the personnel of each area as well as the Acting Chairmen.

The FOOD AND NUTRITION area is lacking strength in the NUTRITION field. TEXTILES, CLOTHING AND RELATED ARTS lacks depth and breadth in subject-matter as well as qualified personnel. The other three areas -- MANAGEMENT AND FAMILY ECONOMICS, HUMAN DEVELOPMENT, and HOME ECONOMICS EDUCATION are woefully lacking in adequacy and competency of staff. Therefore, development in all five subject-matter areas must be initiated at this time under the leadership of the Acting Chairmen. More personnel with Ph.D. degrees are needed. Graduate programs must be developed. Research activities must be expanded and developed to encompass all subject-matter areas. All of this will take creative thinking and a great deal of work on the part of the total staff.



Organizational Chart
 School of Home Economics
 University of Massachusetts
 September 1, 1963



SCHOOL OF HOME ECONOMICS
UNIVERSITY OF MASSACHUSETTS

September 1963

SUBJECT-MATTER AREAS

Teaching, Research, Extension Work in All Areas.

FOOD AND NUTRITION

Acting Chairman - Dr. Elizabeth Rust

G. Cook
D. Davis
C. Johnson
M. Lojkin
J. McCullough
M. Merchant
H. Wright

TEXTILES, CLOTHING AND RELATED ART

Acting Chairman - Miss S. Hawes

S. Arnold
V. Davis
A. Jarvesoo
R. Johnston
M. Troxell

MANAGEMENT AND FAMILY ECONOMICS

Acting Chairman - Miss A. Nichols

V. Dale
B. Higgins
E. Knapp

HUMAN DEVELOPMENT

Acting Chairman - Dr. Nancy Myers

R. Banks
J. Burroughs
R. Smith

HOME ECONOMICS EDUCATION

Acting Chairman - Mrs. M. Sullivan

R. Banks
W. Eastwood
Dean Niederpruem } *advisory*

IV. STUDENTS

	<u>Sept.</u> <u>1960</u>		<u>Sept.</u> <u>1961</u>		<u>Sept.</u> <u>1962</u>	
a. Number of majors, undergrad.	116		116		141	
Number of majors, graduate	5		7		8	
	1960		1961		1962	
	<u>1st</u>	<u>2nd</u>	<u>1st</u>	<u>2nd</u>	<u>1st</u>	<u>2nd</u>
b. No. students taught each sem. (undergrad. & graduate)	392	343	464	293	384	361
No. of non-majors	161	140	345	122	142	146
No. courses offered	21	21	22	21	18	19
c. Current data on enrollment figures (see next page)						

SCHOOL OF HOME ECONOMICS UNDERGRADUATE ENROLLMENT

Fall Semester 1961-62

Freshman	-	26
Sophomore	-	34
Junior	-	26
Senior	-	<u>30</u>

Total 116

Fall Semester 1962-63

Freshman	-	37
Sophomore	-	32
Junior	-	40
Senior	-	<u>28</u>

Total 137 --Percentage of Increase-18.1%

Fall Semester 1963-64

Freshman	-	62
Sophomore	-	44
Junior	-	35
Senior	-	<u>36</u>

Total 177 --Percentage of Increase-29.2%

10/4/63/pw

V. FACULTY PUBLICATIONS, RESEARCH GRANTS, RESEARCH PROJECTS, AND OTHER PROFESSIONAL ACTIVITIES.

a. FACULTY PUBLICATIONS

Davis, Dorothy - "New 'In Business' Courses Spur Interest In Careers." What's New In Home Economics, Jan. 1962.

Lojkin, Dr. Mary E. - "Tryptophan-niacin metabolism.
1. Pregnancy, ovarian hormones and levels of tryptophan intake as factors affecting the tryptophan-niacin metabolism of the rat." Jr. Nutr. 78: 287-294; 1962.

b. RESEARCH GRANTS

Mrs. Aino Jarvesoo, University Teachers Grant

1962-63	\$300
1963-64	\$508

Title: (1) A Study to Reorient Art Teaching in Home Economics.

This study aimed to find pertinent definitions, interpretations and explanations for factors influencing art, and for the many daily used concepts in art.

(2) A Study to Reorient Art Teaching in Home Economics.

To find explanations for consumers' attitudes toward art. To discover factors that influence layman's art appreciation and art buying habits.

A survey concerning the art buying habits of middle-class families in a limited New England geographical area.

c. RESEARCH PROJECTS

NUTRITION

1. Conversion of tryptophan to niacin in the albino rat.
2. Utilization of tryptophan in pregnancy.
3. Tryptophan-niacin in college-age men and women.

c. RESEARCH PROJECTS (contd)

Wentworth, Alice - July 1, 1962 - Oct. 7, 1962

Completed animal feeding experiment on nutritional value of protein of all-plant mixture.

Completed chemical analysis of vitamin A in livers of animals which were utilized in problem concerning the relationship between vitamin A storage and the dietary protein intake.

Compiled data from previous experiment on urinary amino acid excretion of human subjects maintained on different intakes of protein and vitamin B₆ and thiamine.

French, Georgia - July 1, 1961 - Oct. 10, 1962

Worked on method for determination of cystine in biological materials.

Worked on method for preparation of whole animal carcasses for nitrogen determination.

Feb. 1 - April 15, 1963

Analyzed animal carcasses from feeding experiment on nutritional value of protein in all-plant mixture for nitrogen.

Lojkin, Mary E. - July 1, 1962 - June 30, 1963

Completed urine analysis for niacin metabolites for human metabolic study completed in spring.

Continued work on tryptophan-niacin metabolism in rats.

Wertz, Anne W. - July 1, 1962 - June 30, 1963

Literature search and review for new regional nutrition project. (NE-37)

Planned Massachusetts contributing project.

Prepared section entitled "Previous work and present status" for nutritional regional project accepted for 1963-67.

Compiled, summarized, and statistically analysed experimental data from research projects, 1958-1962, for publication.

d. OTHER PROFESSIONAL ACTIVITIES

The following faculty attended and participated in professional meetings as follows:

Mrs. Gladys M. Cook - Tri-State Intercollege Home Economics Conference, North Windham, Conn.

Dorothy Davis - Grocery Manufacturers Association Food Forum, New York City; consultations with Home Economists in Business (HEIB).

Sarah Hawes - Tri-State Intercollege Home Economics Conference, North Windham, Conn.

National Fashion League, New York.

Mrs. Aino Jarvesoo - Tri-State Intercollege Home Economics Conference, North Windham, Conn.

Oreana Merriam - Tri-State Intercollege Home Economics Conference, North Windham, Conn.

Mrs. Jane McCullough - Second National Conference on Institutional Management, U. of Illinois, Urbana. Presented paper.

Cafeteria Survey Committee, Amherst Schools. Presented Report.

Dean Marion A. Niederpruem - National Council on Family Relations, U. of Connecticut.

Public Relations and Communications Committee of the American Home Economics Association (member of committee), Washington, D.C.

Land-Grant Annual Conference, Washington, D.C. Presented Program.

Northeast Regional Home Economics Administrators Meeting, New York.

Massachusetts State Home Economics Association Meetings.

American Home Economics Association Annual Conference, Kansas City. Presented Program.

d. OTHER PROFESSIONAL ACTIVITIES, contd.

Mrs. Marjorie F. Sullivan - Province I. Workshop, University of Rhode Island.

North Atlantic Conference on Home Economics Education, Philadelphia.

Janet Weaver - National Association for Nursery School Education Conference, Philadelphia.

Dr. Anne W. Wertz - Technical Committee Regional Nutrition Project, NE-37, New York.

Executive Committee Meeting, NE-37; Boston.

e. OUTSIDE COURSES

Sarah Hawes - Summer 1962, New York University, two courses:
C206, Visual Dynamics; 2 credits.
B214.2, Buying of Home Furnishings--Hard Lines; 2 credits.

Mrs. Aino Jarvesoo - Summer 1962, University of Massachusetts - Home Ec. 195, Design Seminar; 1 credit.

VI. SPECIAL PROJECTS OR PROGRAMS

a. PEACE CORPS TRAINING PROGRAM

The following is a report of the technical training for the Peace Corps Ivory Coast AFE Project in the School of Home Economics:-

Sixteen women selected for training in the Ivory Coast Peace Corps project for Adult Feminine Education arrived on the University of Massachusetts campus, October 29, 1962, and began their formal Home Economics training, November 1st, in the School of Home Economics. The training terminated December 21, with 12 women graduating. Three were dropped at mid term because of inadequacies, and another resigned in order to get married.

Training Organization

Information from the Republic of Ivory Coast indicated that Peace Corps volunteers of this project would be teaching in Adult Education centers for women, working with women on very simple and practical home problems.

The training, under the leadership of Dr. Marion A. Niederruem, Dean of the School of Home Economics, was directed by a committee composed of Georgia P. French, Instructor; Jane F. McCullough, Assistant Professor; and Verda M. Dale, Professor and Coordinator of Women's Program.

This committee planned and organized the training to include phases of home economics and family living, with emphasis on nutrition, child care, basic homemaking skills, sanitation, and methods of teaching.

Three consultants were of immeasurable help in developing the program and putting it in context with Ivory Coast conditions. These consultants were Miss Dorothea Nicoll, Chief Nutritionist in Massachusetts Public Health, who had worked in Ghana under the auspices of FAO; Miss Mary E. Border, Home Economist with AID, on home leave after a year's work in Liberia; and Mrs. James (Renate) Fernandez, wife of a Smith College anthropologist, who had lived in the villages of French West Africa. Miss Nicoll also made available her extensive personal library which contained both technical and background information. Miss Border was particularly helpful in helping establish priorities in teaching and also obtained for the trainees some excellent AID publications.

Technical Training

The technical training for the women trainees consisted of a total of 82-1/2 hours of work divided as follows:

African Family Life Orientation	11	hours
Foods and Nutrition	32.5	"
Basic Sewing	18	"
Child Guidance	4	"
Maternal & Child Care	11	"
Home Management	4	"
Methods of Teaching	6	"
Orientation & Summary	2	"

The training time allotted was very short. The many aspects of home living training needed demanded that, insofar as possible, subject matter be coordinated and reinforced with each class. This was done to some extent: subject-matter classes taught some teaching methods, the sewing classes made articles for infant care, the home management classes worked on cleaning and sharpening tools used in food preparation. More advance time for preparation could have resulted in far more effective reinforcement of subject matter. A detailed outline of the courses can be found in the Syllabus.

The classes were a combination of formal lectures, informal discussions, and laboratories with emphasis on the trainees participating in "doing."

Special materials were developed in some instances to provide trainees with material that was not available elsewhere -- a nutrition chart giving functions of nutrients and their sources in African foods; adaptation of adult foods for child feeding and formulation of special recipes using foods available in Ivory Coast that would supplement infant feeding; a collection of directions for drafting clothing patterns and the making of articles used in the home, such as mattresses and an infant bed. A foods laboratory session on preparing African foods provided an opportunity to introduce these foods and their preparation to the other trainees on campus and to the staff.

Staff who participated in the training, included:

African Family Life Orientation

Mary E. Border, Home Economics with AID
Renate Fernandez
Dorothea Nicoll, Chief Nutritionist, Mass. Public Health
Mrs. Walter Boehm

Foods and Nutrition

Georgia P. French, Instructor in Home Economics, U. Mass.
Jane F. McCullough, Assist. Prof., Home Economics, U. Mass.
John Vondell, Retired Assistant Professor in Poultry.
Renate Fernandez
Dorothea Nicoll

Sewing and Related Skills

Sarah Hawes, Assoc. Prof. in Home Economics, U. Mass.

Child Guidance

Mrs. Emily Thies, Retired Director of Nursery School, Home Economics, U. Mass.

Home Management

Verda M. Dale, Prof. of Home Economics, U. Mass., and Extension Home Management Specialist

Maternal and Child Care

Gellestrina DiMaggio, Assoc. Prof. in Nursing, U. Mass.
Edith Walker, Asst. Prof. in Nursing, U. Mass.

Teaching Methods

Mrs. Marjorie Sullivan, Instructor in Home Economics, U. Mass.

Demonstration Principles

Dorothy Davis, Assoc. Prof. of Home Economics, U. Mass.

Use of Visual Aids

Earle S. Carpenter, Extension Communications Specialist, U. Mass.

Orientation and Summary

Verda M. Dale

Conclusion

The School of Home Economics took on this Peace Corps project with practically no advance time for planning and preparation. The staff members carried on this work IN ADDITION TO THEIR REGULAR WORK LOADS. While providing this program for the Peace Corps was a definite hardship on the staffs' time, it was felt by all involved that the great amount of extra effort was worthwhile as the School made a definite educational contribution to the significant goal of helping to maintain peace.

PROGRESS REPORT: RECRUITING FOR PROFESSIONAL HOME ECONOMICS.

A Pilot Project for Recruiting for Professional Home Economics was initiated in Spring 1963 in the School of Home Economics, University of Massachusetts. The primary purpose of the Project is to educate bright young high school students to all the potential career opportunities available to Home Economists. A secondary purpose and closely related is to recruit students for the School of Home Economics at the University of Massachusetts.

The spark for starting this Project came from the Sears, Roebuck Foundation when a grant of \$500 was made to the School to partially support this work. The Public Relations Department of the American Home Economics Association has been most helpful in encouraging the School's efforts.

It is hoped that from the experiences resulting from this Pilot Project that some significant facts can be learned about recruiting that will be of benefit to others.

This Pilot Project was formulated with two main objectives in view:

1. To develop an effective recruiting tool designed for a presentation to selected schools and civic groups for the purpose of interesting able young women in professional home economics as a field of study.
2. To devise and standardize procedures for presenting a program, using this tool for the above purpose; to train individuals in the techniques of recruiting; to measure, if possible, the effectiveness of the tool and the presentations.

Present Status

1. The recruiting tool has been developed: a slide series consisting of 36 35mm color slides, accompanied by appropriate written commentary. The necessary photography was made possible through the use of funds from the Sears grant. Original photographs have been supplemented with slides from the AHEA series.
2. A series of training meetings was planned and implemented to prepare staff members, Home Economics Extension Service personnel and certain students for effective participation in the recruitment program. By using this "team" approach it was felt that greater coverage of the State could be achieved.



The Registrar's Office provided assistance at an early meeting when a member of their staff was present to clarify entrance requirements, interpretation of test scores, scholarship aid, and other matters within their jurisdiction. The Dean of the School of Home Economics defined and interpreted necessary information relevant to the School and its program in five major areas. Materials available as recruiting aids, in the form of brochures and printed articles, were displayed and instructions given suggesting their appropriate use.

Initial presentation of the prepared slide series was made at the last of these meetings. Evaluation immediately following this first showing indicated a need for some revision to insure more adequate coverage of a subject, or to obtain greater clarity. The slide series is now developed to the point of readiness for exploratory use as a recruiting tool. Six sets of slides are now available for use throughout the State.

Present Plans

Contacts will now be made to administrators and guidance personnel in a group of selected secondary schools, at senior high level, geographically accessible to the "team" of staff, trained student recruiters, and young, attractive Extension agents in Home Economics, for presentation of the program to young high school women students of college-preparatory courses. It is further planned in the near future to arrange for presentation of the program to certain civic or business groups within the adult community. It is hoped by this means to widen the general knowledge of the field of professional home economics and to acquaint these civic leaders with the broad career opportunities open to the trained home economist.

Plans for the Year

Plans for the remainder of the year include broadening the coverage of secondary schools to include the junior high schools, and extending our contacts with civic groups to include all general areas of the State. Specially trained County Extension Agents and students will make the presentation in those areas geographically

distant from the University campus. Four-H Club Agents will be asked to join the "team" when feasible.

Possible Outcomes

Through the design and implementation of this Pilot Project, it is hoped to gain information and experience on which to formulate future recruitment activities for the University of Massachusetts' School of Home Economics.

This will be a small pilot project with, we hope, some significant findings which will be of some help to colleges in the New England area and college student groups. The sampling will of necessity be small, although plans are made to reach a good cross section of schools and civic groups.

Since little has been done in this region on any organized basis in this vitally important area, information and experience gained from this project will be evaluated and made available to other colleges and schools to aid in their recruitment programs.



VII. FUTURE PLANS AND NEEDS

(Including facilities, personnel, equipment, etc.)

As the School of Home Economics completes its second year under my direction, we find ourselves in the first stages of the short-range and long-range developmental programs for the School. Due to the support of the administration, some financial assistance, and a great deal of very hard work and enthusiasm on the part of the staff, certain statements can be made about the School of Home Economics at this date.

UNDERGRADUATE CURRICULA

Regarding the undergraduate work, the new curricula went into effect as of September 1962. This reorganization provides us with five subject-matter areas, namely: Food and Nutrition; Textiles, Clothing and Related Arts; Human Development; Management and Family Economics; and Home Economics Education. These are the supporting fields for the five major areas of specialization which include:

- Dietetics and Institutional Administration
- Food and Nutrition in Business
- Fashion in Retailing and Business
- Secondary Education and Extension
- Nursery School Education

These curricula provide Liberal Education, 75%, and Professional Preparation, 25%.

New courses have been developed for strengthening each of the majoring areas. Other courses have been revised and updated to include new content, resources and teaching methods.

Five new core courses in Home Economics have been developed which have an interdisciplinary approach which will provide a liberal type of education in specific fields.

These new core courses are necessarily supported by outstanding specialists in various disciplines as lecturers to broaden and enrich the courses. All of the courses are open to anyone on campus and it is our expectation that many students on campus will elect these courses in order to round out their general education.

The staff and students are most enthusiastic about the new curricula.

RECRUITMENT

Recruitment efforts, although expensive from the standpoint of time, effort and hard work of the staff, have resulted in considerable increase in enrollment at the freshman and transfer levels. It is our goal to achieve within the next few years a majoring group of 400 candidates in the School of Home Economics.

The increase in freshman enrollment is noted as follows:

1961-62	26
1962-63	38
Sept. 1963	62
	19 transfers

An additional 10 candidates who were accepted early because of very high scores, turned down the University of Massachusetts -- some because of scholarships offered elsewhere.

As of May 1, 1963, 70 candidates who applied to the University for entrance to the School of Home Economics, were rejected on the basis that their academic records were not sufficiently high enough. This indicates that we must recruit for higher scholarship high school young women who have college preparatory backgrounds.

The number of students majoring in the School of Home Economics has increased as follows:

1960-61	115
1961-62	116
1962-63	151
1963-64	177

We expect the non-major group taking our courses to increase, thus stepping up our service courses as well as the sections of our regular courses.

Public relations and publicity efforts which have been extensive have resulted in a slow but gradual change of attitude in the State toward the image of professional Home Economics preparation in the School of Home Economics at the University of Massachusetts. We are trying to stress "liberal education, professional preparation -- not ends in themselves but goals of the times."

We have been trying to educate the public about the professional career opportunities open to women in Home Economics at the bachelor's, master's, and doctoral levels. We have never been able to supply the demand.

The recruiting efforts have included letters and printed materials sent to all guidance counselors in the State (three mailings per year), materials sent to professional and educational institutions and associations, community organizations and social agencies. Many talks to all types of groups throughout the State have been given by the Dean and the faculty for the purpose of trying to educate the peoples of the State about the School and its new curricula as well as the career opportunities.

On Saturday, April 27, the School had an Open House for its September 1963 freshmen, parents and guests. This was a highly successful venture. On April 28 -- Charter Day -- the School also held its first Alumnae Day. This was a first venture in a planned program to interest alumnae of the School of Home Economics to help support and promote the School.

The Dean and the faculty have participated in many State and national committees pertaining to recruitment and public relations for Home Economics.

Organized policies and procedures for handling all inquiries (including visitors) about the training and opportunities in Home Economics at the University of Massachusetts, have been developed and are in full-scale operation. A system of records for recruitment activities has been initiated this year which will aid the whole process greatly. Some new printed materials have been prepared for promoting the School. It is now necessary that we develop a brochure for the School for publicity and promotional purposes.

FACILITIES

There has been a considerable start made on updating and improving the existing facilities of the School. Also a great deal of work has been carried on relative to planning for the installation of new equipment and facilities which will bring our lecture rooms and laboratories at least up to average when compared to other schools of home economics in New England and in the country.

This latter development must be accelerated at this time so that our new courses, revised courses, and new professional programs can be carried out effectively. If we do not do this immediately, we will lose the value of the new curricula. Up-to-date courses cannot be taught in antiquated laboratories without the proper equipment.

The HOMESTEAD is in the process of being developed into an extension of Skinner Hall -- expanding our facilities to accommodate our needs as of September 1963. The HOMESTEAD will now be known as a Home

Management Lecture-Laboratory building with facilities for lectures, laboratory work, seminars, workshops, and professional meetings for many subject-matter areas of Home Economics. Facilities for research work are also being planned for, as each room of the HOMESTEAD is being converted for multi-purpose activities. It must always be remembered that we carry on at all times three types of work in Home Economics: teaching, extension, and research. Activities for these functions are numerous and varied.

At the present time we are feeling the inadequacies of space and facilities in Skinner Hall as we try to initiate our new educational work including courses, continuing education programs, extension programs and research activities. We will try to use the HOMESTEAD to meet some of Skinner Hall inadequacies in space and facilities. But this will only partially alleviate our inadequate facilities.

An example of an inadequate laboratory facility is Room 222 in Skinner Hall which we have not been able to use for two years because it has no equipment in it suitable for our purposes. Until such time as this room and other equipment and facilities are available, we will not be operating effectively for the new courses and the programs which we are trying to get under way.

The interior appearance of Skinner Hall has been improved by the first painting the building has had. We have tried also to make the building and classrooms more attractive and up-to-date with the limited funds we have had. However, in recent visits to Home Economics buildings at the Universities of Vermont and Rhode Island, it is very apparent how far we have to go to raise the standards of our facilities to even try to come up to a standard somewhat comparable to these two institutions.

STAFF

Due to retirements, resignations and one new position, the academic status of our staff will be greatly improved as of September 1963. Four Home Economics Extension Specialists (Joseph Burroughs, Virginia Davis, Edward Knapp, and Marjorie Merchant), who are very well qualified in their special fields, will each teach one course per year to the undergraduates. This utilization of these available talents plus the new incoming faculty that we have been fortunate enough to attract to our School, added to our regular staff, will put us in the best staffing position for Resident Instruction that the School has been in since it began. Because some of our teaching staff who are highly specialized in a field do not have full teaching loads, three of them have been assigned to Extension activities -- again in areas where there are limited staff

for adequately covering the needs for educational programs in the State. By this exchange of personnel between the School's two functional areas -- Instruction and Research, and Extension -- the Dean feels that each faculty member will make a more significant contribution to the School programs and that work loads will be better equalized. This means, however, that we must all continue to make every effort to add to this new strength so that we will be adequately staffed for teaching undergraduate and graduate courses and for carrying on research work and extension activities in the five subject-matter areas.

We are still woefully understaffed with competent personnel in various fields. We must have more Ph.D. personnel and graduate faculty so that our graduate course offerings and research activities can develop and expand.

GRADUATE WORK

Summer 1962 we initiated, and summer 1963 we offered one-week seminars for one graduate credit, or for auditing, in order to try to educate the people of Massachusetts that continuing education at the graduate level is a "must" in our current society for professional people. The indifference and apathy toward advanced graduate work in Home Economics is peculiar to the State of Massachusetts and therefore we must recognize these phenomena and work toward changing them. This will take considerable effort to accomplish.

Summer 1962 we attracted in the graduate seminars:

In <u>NEW TRENDS IN FOODS</u>	28 students
In <u>DESIGN</u>	25 students

Summer 1963 enrollment figures were as follows:

In <u>CURRICULUM IN HOME ECONOMICS</u>	31 students
In <u>HOME MANAGEMENT FOR TODAY'S FAMILIES</u>	25 students
In <u>SEMINAR IN FAMILY ECONOMICS</u> <u>THE CONSUMER AND HOUSING</u>	14 students

Graduate credit for these seminars can be applied toward a master's degree but our graduate students now wish to accelerate, therefore we anticipate that in the summer of 1964 we will be able to start offering regular 3-credit graduate courses leading to a master's



degree in Home Economics, with work in depth in one of the five subject-matter areas.

In September 1963 we will begin to concentrate on developing our master's degree work and the necessary research activities to support it. These efforts will be channeled to further development of the summer offerings but the greatest emphasis will be on developing year-round graduate work so that we can increase the number of students who will be working with us in graduate work on a year-round basis.

The New Organization Plan, the appointment of Acting Chairmen in subject-matter areas (as itemized in Section III), and the development of new policies and procedures of administration are a definite step forward in the development of the School.

IN SUMMARY, it can be said that the functions and activities of the School of Home Economics are varied and complex. Home Economics on this campus now encompasses:

1. Teaching at the undergraduate and graduate levels of general and professional courses in five subject-matter areas of Home Economics.
2. Supporting research activities for the five subject-matter fields.
3. Continuing Education programs and activities on campus and throughout the State in Home Economics Extension.

Therefore, our needs for adequate staff and facilities are varied and complex. We are attempting, however, to use our staff to the best advantage commensurate with their abilities and interests. We are also attempting to make all our space and facilities suitable for multi-purpose activities in order to provide economical yet effective means for operating.

Our great concern at this time is that we will be able to carry on our developmental plans for the growth of the School. We are indeed appreciative of the support of the administration that we have had in the past two years and we ask for continuing understanding and support of our needs.

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UNIVERSITY OF MASSACHUSETTS

School of Nursing

ANNUAL REPORT

July 1, 1962 - June 30, 1963

TABLE OF CONTENTS

	Pages
General Information	1-4
Future Plans and Needs	4-9

APPENDIX

A. Professional Activities of the Faculty	10-17
B. School of Nursing Faculty Committees	18-19
C. Program Sequence	20-21

UNIVERSITY OF MASSACHUSETTS
School of Nursing

ANNUAL REPORT

July 1, 1962 - June 30, 1963

1. Appropriation:

1960-61	\$10,538.00
1961-62	\$18,300.00
1962-63	\$16,000.00

2. Personnel:

Rank	Number of Personnel		
	Sept. 1960	Sept. 1961	Sept. 1962
Dean	1	1	1
Professor	0	1	2
Associate Professor	3	3	1
Assistant Professor	1	2*	3*
Instructor	5	3**	3**
Total	10	10	10

* 1 Assistant Professor - Mental Health Grant

** 1 Instructor - Mental Health Grant

3. Organizational Chart:

Chart I - School of Nursing in relation to University - page 1a

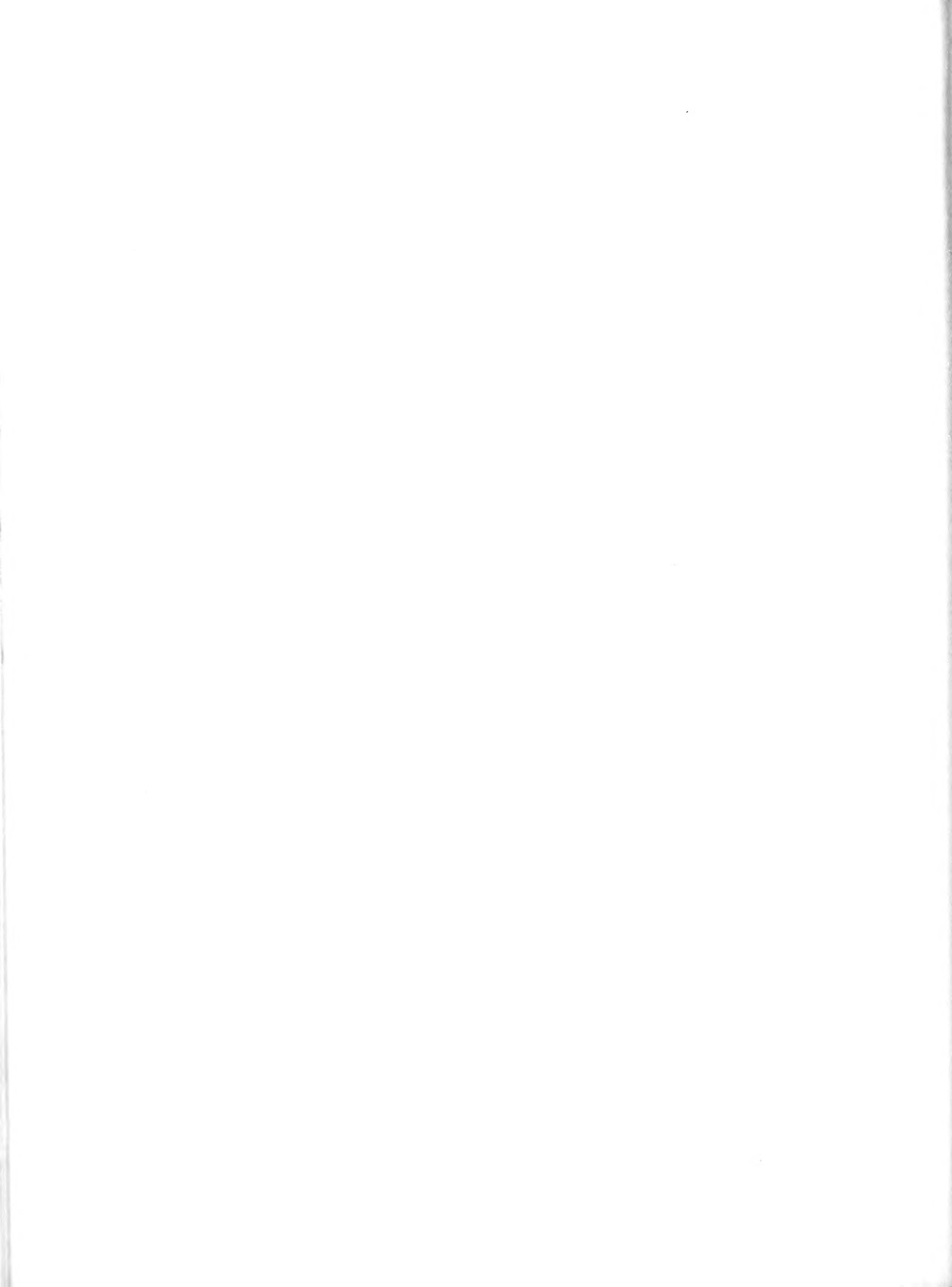
Chart II - Faculty Organization of the School of Nursing - page 1b

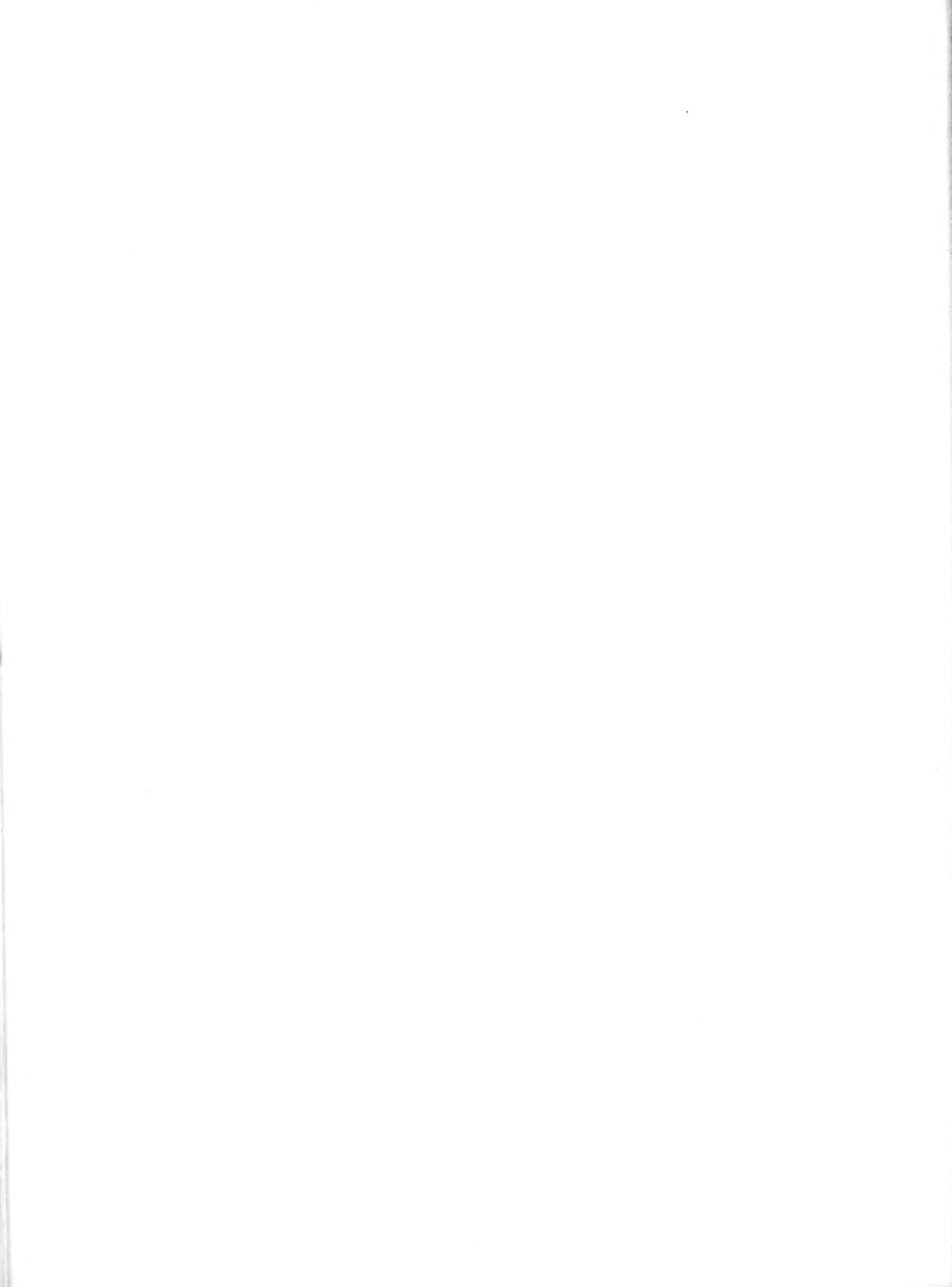
4. Students:

	Sept. 1960	Sept. 1961	Sept. 1962
Number of Majors	109	101	114
Number of Non-majors taught*	21	42	Three Conferences Planned

* Summer job-related work conferences for employed graduate professional nurses plus one special student enrolled in basic undergraduate program from Simmons College School of Nursing to complete requirements for a Simmons College Degree.







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

a. Publication:

Report of Proceedings of Conference - "Nursing Education in Community Colleges", November 1, 1962 - Mary E. Macdonald

b. Grants:

- National Institute of Mental Health

Beginning in July 1956, an initial grant was made to the School of Nursing for the purpose of integrating psychiatric nursing throughout the basic nursing program. The grant has been renewed annually and expires as of June 30, 1969. Total Grant to date - \$104,341.00 (6% of this total allocated to University Overhead).

Because of the interest of the faculty in the student as a learner, and the process of becoming a professional person, it was decided to study our students in their development and progress toward professionalism.

Through the cooperation of Dr. Henry J. Karson, Head, Department of Sociology and Anthropology, and the interest of Dr. John F. O'Rourke, Sociologist, a beginning has been made.

Between February 1 and June 9, the School of Nursing purchased Dr. O'Rourke's professional services for a day a week. Beginning on June 9th and extending throughout the summer, his professional services will be utilized full time. During the initial phase, his time was spent exploring the nursing literature, meeting with the entire faculty to interpret his tentative plans for the study, interviewing each faculty member, periodic conferences with members of the faculty, and regular conferences with Miss Genevieve Crowley, Assistant Professor, Mental Health and Psychiatric Nursing. Miss Crowley's employment was extended through June 30th for the purpose of 1) working more intensely with Dr. O'Rourke, and 2) preparing an annotated bibliography, and 3) assisting in the design of the study.

It is anticipated that the research design will be completed this summer, and that the data-gathering phase will be initiated in September, 1963. Throughout 1963-64, Dr. O'Rourke will be employed half-time by the School of Nursing, thereby making it possible to proceed systematically with the study.

- Hampshire County Public Health Association

A grant of \$450.00 was made to the School of Nursing in 1962-63. The grant may be used for scholarships to students for tuition in Public Health Nursing Field Practices and for the teaching of courses related to tuberculosis and public health nursing.

C. Professional Activities

See Appendix A and B for report on Professional Activities of the Faculty of the School of Nursing.

6. Major accomplishments, special projects or programs:

Several major changes have been made in the basic nursing curriculum, which will be effective commencing with the class of 1965. These revisions have been initiated in the interest of:

- enriching the general education content of the curriculum
- improving the course offerings in the nursing major
- providing for the implementation of the clinical aspects of the curriculum in view of (a) the increased enrollment, (b) limitations of the clinical resources offered in the Springfield area and (c) the residence of all students of nursing on the University campus, commencing in September, 1963.
- providing for the maximum utilization of the services of the faculty.

More specifically, these revisions provide for:

- extension of the program requirements in the area of the humanities and social sciences.
- increased opportunity for inclusion of elective courses.
- opportunity to enroll in general education courses in junior and senior years.
- student participation in the activities and offerings of the University community for four, instead of two, years.
- implementation of upper division clinical curriculum for 1963-64 (and hopefully 1964-65) through utilization of the clinical resources in the greater Springfield area.
- enrichment of the course offerings in the nursing major, through the use of the team teaching approach; development of core units, which emphasize a broad problem-solving approach to the nursing care of individuals of all age groups in a variety of settings, as opposed to fragmented courses which considered categories of illness such as Medical, Surgical, Pediatric, and Obstetric Nursing, etc., rather than the total nursing needs of people of different ages; provision for increased

opportunity for continuity, progression and sequence in learning.

These revisions have required (1) extensive study by the faculty of curriculum design, (2) utilization of an experimental approach to curriculum development, (3) continuous interpretation of educational objectives to cooperating agency personnel, (4) exploration and preparation of additional clinical resources, which will serve as educational laboratories for the students of nursing.

It seems important to note in this report, that the profession of nursing is in a period of transition. It has been and will continue to be markedly influenced by the social, economic and scientific developments of a space age. The needs of people dictate the design of nursing, and thus, the pattern of its educational programs. The faculty of the School of Nursing, recognizing its responsibility in this regard, has and will continue to make the curriculum revisions necessary to meet this objective.

A copy of the revised program is included in Appendix C.

7. Future Plans and Needs:

1. Society's Nursing Needs

The number of graduates of Baccalaureate Programs is inadequate and poses the major problem in the improvement of nursing care of people. Too few professional nurses are being prepared in the 176 baccalaureate programs throughout the nation. Presently, only 7.9% of the 550,000 professional nurses in practice hold a baccalaureate. Specifically, the graduates of such programs should be increased 100% within a seven year period - from 4,000 in 1963 to 8,000 in 1970! The number of college-bound girl graduates increased 50% from 1955-60. This group represents the best recruitment potential for baccalaureate programs. In 1960-61, 49.6/1000 high school girl graduates in New England entered diploma programs in nursing in contrast to 7.5/1000 entering baccalaureate programs. These figures should be reversed.

Graduates of baccalaureate programs are competent to provide direct nursing care to people in a variety of settings. In addition, these graduates, qualified and interested in advanced preparation, are eligible for admission to programs leading to a Master's and doctoral degree. Graduates of these nursing programs serve as the seedbed for candidates admitted to advanced programs. Professional preparation for leadership positions in nursing in such functional areas of teaching, administration, consultation, and research can be secured only through advanced study. Professional personnel prepared for teaching and leadership positions are extremely difficult, if not impossible, to secure. Presently, only 2.1% of all professional nurses in practice (550,000) hold a Master's or higher degree. Qualified teachers, essential for the preparation of the student of nursing, in diploma, associate and baccalaureate degree programs, must be thoroughly and quickly prepared if Society's Nursing Needs are to be met.

2. Role and Responsibility of Public Institutions of Higher Education in Improving the Preparation of Professional Nurses and Leaders in Nursing

- The cost of baccalaureate nursing education in private institutions of higher education is prohibitive to many parents of gifted and highly motivated candidates for nursing. Public Institutions of Higher Education must assume a major role.;
- The number of qualified high school graduates seeking admission to the University of Massachusetts School of Nursing each September should be doubled beginning in 1964.
- Increased opportunities for qualified students with two years of liberal arts education to transfer to the University of Massachusetts School of Nursing.
- The total enrollment of the School of Nursing should be increased to 400 within a three-year period.
- Supplemental Program (B.S. Program for Registered Nurses) should be initiated immediately.
 - Highly motivated graduates of diploma and associate degree programs in nursing, qualified for admission to our University for the purpose of completing the requirements of a baccalaureate degree (with a major in nursing), should find such an educational opportunity available to them in the immediate future. Many of these mature men and women are deeply committed to a career in nursing and several have demonstrated leadership ability. They are blocked from admission to advanced programs in nursing because of the deficiencies inherent in diploma and associate degree programs.
 - As the number of public community colleges in Massachusetts offering an Associate Degree Program in Nursing increases, it can be anticipated that many of the graduates will wish to complete the requirements of a baccalaureate degree.
- Tuition of a Master's Program in Nursing
 - Within a two year period (1965-66), it should be possible for the School of Nursing to initiate a graduate program leading to a Master's Degree. Initially, an advanced program is necessary providing advanced preparation in Psychiatric Nursing and Nursing Service Administration. If the nursing care of patients in psychiatric and general hospitals, particularly in Western Massachusetts is to be improved, priority should be given to these two advanced programs.

1 Graduates of these diploma and associate programs are in a bind, not unlike that experienced by the graduates from State Normal Schools some years ago. The teachers found themselves with inadequate basic preparation for professions of teaching positions.



- Extension of Professional Services

- It is anticipated that the number of Public Community Colleges interested in initiating a nursing program will increase materially within the next few years. Members of our faculty with experience in the initiation of such programs should be available for consultation.
- Diploma programs desiring help in curriculum reconstruction and improvement of teaching in clinical nursing should find the faculty of the School of Nursing to be an available resource.

- Research in Nursing and Publications

The teaching and service load of the faculty must be reduced if research and subsequent publications are to be forthcoming from a faculty interested in research as an integral role of the teacher.

- Continuing Education for Employed Professional Nurses (Adult Education)

- Regional Programs

It can be anticipated that the U.S. Public Health Service will continue to support continuing education in New England for graduate nurses under the sponsorship of the New England Board of Higher Education.

A coordinated plan, whereby seven (7) institutions of Higher Education in New England, with Schools of Nursing (public and private) provided faculty and facilities for planning, developing, and implementing work conferences in nine areas (2 5-day sessions, fall and spring) is a milestone in regional cooperation.² 581 graduate nurses participated in these educational offerings.

The University of Massachusetts School of Nursing has played a major leadership role. The initial application with a proposal, plan, and budget was prepared by the Dean of the School of Nursing functioning as the Coordinator of the Regional Program. The major responsibility for the two work conferences held at the University of Massachusetts was assumed by the Dean and the Professor of Nursing Education.

- Job-related work conferences for employed graduate nurses have been given each year during the summer session. While these are no substitute for a program leading to a baccalaureate degree, they have served to effect some changes in nursing practice.

² Institutions of Higher Education participating: Public - Universities of Maine, Vermont, Massachusetts; Private - Boston College, Boston University, Bridgport University, St. Anselm's College.

Such job-related work conferences will continue to be planned annually.

3. Needs of the School of Nursing

If the School of Nursing is to expand its recognized leadership role, it is essential that administrative consideration and action be given to the following:

(a) Increase of the clinical nursing faculty from 12 to 24 in 1964-65 for the purpose of:

- meeting the needs of the anticipated increased student enrollment.
- attaining a faculty-student ratio of not more than 1:8 (professional standards).
- reducing the teaching load of faculty members (presently 21 contact hours/week).

(b) Development of a second clinical division³

The necessity of developing a second clinical division is not satisfactory. Faculty must be duplicated and the educational program will be influenced by the readiness of the professional staff to accept a non-traditional nursing program.

The Springfield Clinical Division is unable to provide the learning experiences for an increased number of students of nursing. (As an interim plan, a second general hospital in Springfield will provide clinical resources and facilities for the students of nursing, thereby making it maximum utilization of the clinical nursing facility at Springfield.)

Additional public health nursing agencies interested in collaborating with the School of Nursing faculty must be identified, and plans will need to be completed by September, 1964.

(c) Reorganization of the Faculty and Reassignment of Roles

- The role of the faculty member now functioning as Coordinator of the Basic Nursing program is actually that of an Associate Dean. Recognition of her contributions to the School and to the profession merits such promotion.
- In the very immediate future, faculty members assuming considerable administrative, teaching, and leadership responsibility in the clinical areas should be appointed as Chairman of Clinical Nursing Programs, and receive the salary commensurate with the responsibilities.

³ The site of the University of Massachusetts Medical School and the Medical Center will influence the decision of the School of Nursing. It is anticipated that students from the various professional disciplines involved in patient care will learn and function together in a teaching-learning environment.



(d) Increase Staff Assistance

- The secretarial services of the School of Nursing must be increased from 1 full-time Senior Clerk and 2 part-time typists to 3 full-time workers: 1 Principal Clerk, and 2 Junior Clerk-Stenographers.
- If the above allocation is made, it will be possible to free the professional staff from many of the problems associated with a professional school of nursing.

4. Capital Outlay for University of Massachusetts School of Nursing Building for fiscal years 1964-65:

Request: School of Nursing Building, with adequate facilities to permit extension of educational services listed under 2.

Budgetary Request:

<u>Project Title</u>	<u>Fiscal Year</u>	<u>Construction Time</u>	<u>Cost</u>
1) Classroom, Laboratory and Office Building for School of Nursing, including furnishings, equipment, and site development	1964	Plans - 12 mos.	\$75,000.00
2) Classroom, Laboratory and Office Building for School of Nursing	1965	18 mos.	+ 1,500,000.00
		Total:	<u>\$1,575,000.00</u>

Justification:

- (1) The basic right of an autonomous and expanding professional school within the University to be housed in a physical facility, which will permit its ready identity as an integral and significant member of the University community.
- (2) Proposed extension of educational services of University of Massachusetts School of Nursing to meet its obligations in providing needed services for citizens of the Commonwealth.
- (3) Expanding needs of those departments of the College of Arts and Sciences, presently housed in Unit I of Merrill Science Center, and of limited space allocation in Unit IV for these departments.
 - The space allocated in Unit I is presently inadequate for the Department of Public Health and Microbiology. The projected space allocation for laboratories, classroom, faculty offices, etc., for use by the departments of biological sciences planned for the 4th Unit of the Merrill Science Center is also said to be inadequate. The space now occupied by the School of Nursing (Unit I) could be reassigned to the Departments of Public Health and the Biological Sciences in 1965 if the recommended School of Nursing Building were ready for occupancy.



In Appreciation:

The School of Nursing wishes to express its appreciation to the Administration of the University for the sustained support which it has received over the past ten years.

The program in nursing is a reflection of the cooperation between the faculty members of several departments of the College of Arts and Sciences, and the Schools of Home Economics and Physical Education, and the several cooperating agencies providing clinical experiences for our students. Nor would it have been possible for the faculty to attain the educational goals without the interest and services of the University Health Services, and the Student Personnel Services.



FACULTY ACTIVITIES

July 1, 1962 - June 30, 1963

In addition to their regular administrative, teaching and counseling activities, the Faculty of the School of Nursing has participated individually and collectively as follows:

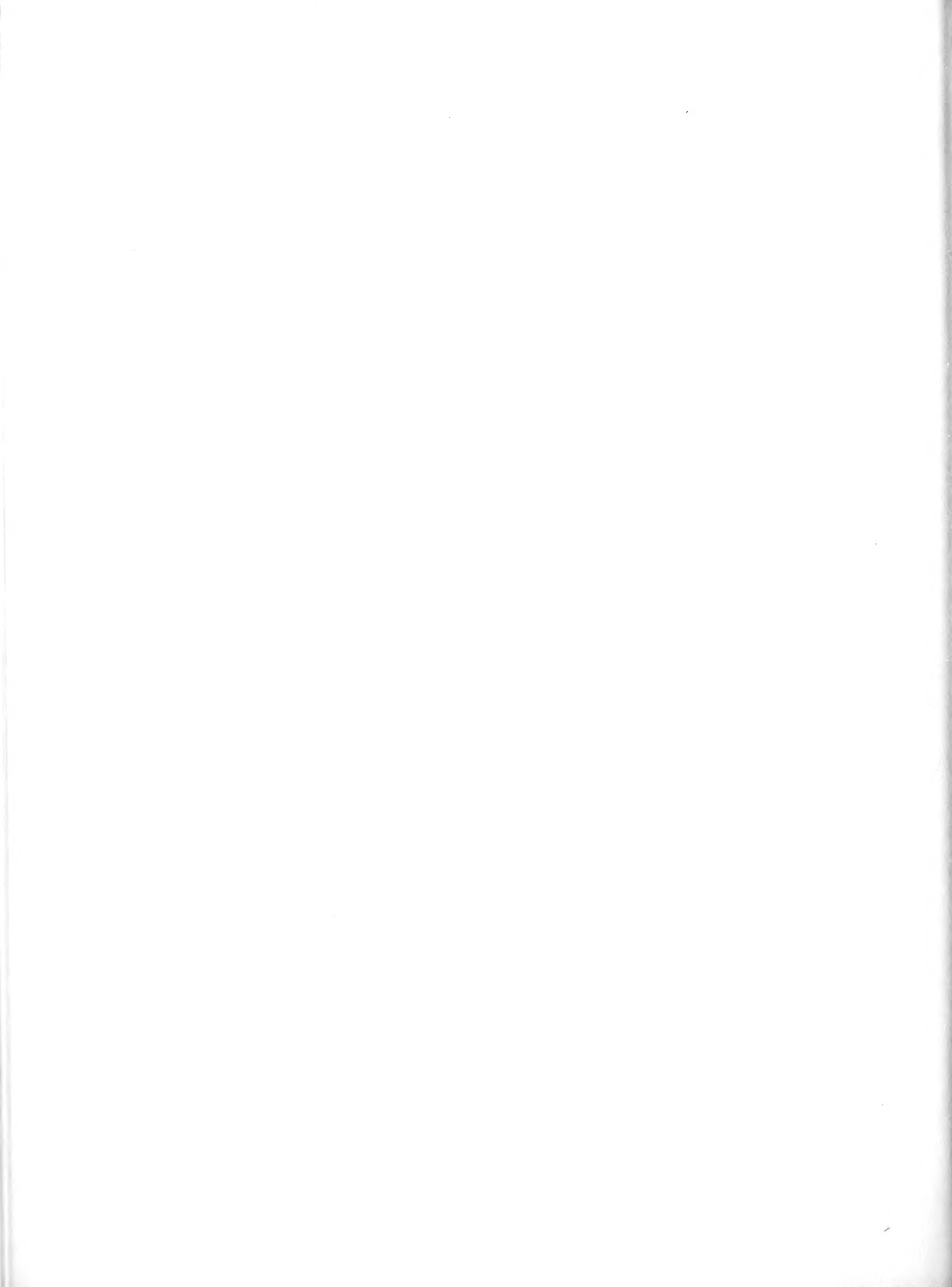
A. Participation in the planning and implementation of educational and other services within the University:

1. All-University Committee Membership:

- Miss Maher
 - Dean's Council - Member
 - Health Council - Chairman
 - Senate Committee on Elections - Member
 - Senate - Member
 - Committee on Honorary Degrees - Member
 - Board of Admissions and Records - Member
 - Provost's Ad Hoc Committee - "The Role of the University in Mental Health" - Member
- Miss Byrne
 - Hosting Committee, Opening Centennial Convocation, Oct. 4, 1962 - Chairman
 - Outstanding Teacher of Year, 1963 - Member
 - Senate - Member
- Miss DiNaggio
 - Library Committee - Member
- Miss Hall
 - Discipline Committee - Member
- Miss Macdonald
 - Course of Study - Member
 - Committee on Commencement and Convocations - Member
 - Honors Council - Member
 - Subcommittee on Faculty Work Schedules - Member

2. School of Nursing Committee Membership:

- Miss Maher
 - Dean's Advisory Council - Chairman
 - Faculty Organization, Records, Subcommittee on Promotions - Chairman
 - Interagency Administrative Committees - Chairman



- ... Wesson Maternity Hospital
 - ... Springfield Hospital
 - ... Northampton State Hospital
 - ... Springfield Day Care Center
 - ... Springfield Health Department
 - ... Springfield Visiting Nurse Association
- Curriculum, Student Personnel, Library, and Faculty Personnel Committees - Member ex officio
 - Ad Hoc Committee to Investigate Clinical Resources in Springfield
 - ... Springfield Municipal Hospital
 - ... Wesson Memorial Hospital
- Miss Byrne
 - Faculty Organization - Member
 - Curriculum - Secretary
 - Interagency Administrative Committees
 - ... Wesson Maternity Hospital
 - ... Springfield Health Department
 - ... Springfield Visiting Nurse Association
 - Health Coordinator, School of Nursing Student Health Program
 - Student Nurses Association of Massachusetts, District I - Advisor
 - Student Personnel - Chairman
 - School Functions, Library - Member
- Miss Condon
 - Faculty Organization - Member
 - Curriculum and Student Personnel - Member
 - Faculty Personnel - Chairman
 - Assistant Health Coordinator, Springfield Division of School of Nursing
 - Student Council - Co-advisor
 - Ad Hoc Committee to Investigate Clinical Resources in Springfield
 - ... Springfield Municipal Hospital
 - ... Wesson Memorial Hospital
- Miss Crowley
 - Faculty Organization - Member
 - Curriculum Committee, School Functions - Member
 - Library - Member
 - Nursing Club - Advisor
 - Ad Hoc Committee to investigate Clinical Resources in Springfield
 - ... Springfield Municipal Hospital
- Miss DiMaggio
 - Faculty Organization - Member
 - Curriculum, Faculty Personnel, Library - Member



- Student Personnel - Secretary
- Committee on Committees - Chairman
- Interagency Administrative Committees - Member
 - ... Wesson Maternity Hospital
 - ... Springfield Hospital
 - ... Springfield Health Department
 - ... Springfield Visiting Nurse Association

- Miss Gilmore
 - Faculty Organization - Member
 - Curriculum - Member
 - Library - Secretary
 - Student Functions - Chairman
 - Interagency Administrative Committee - Member
 - ... Springfield Hospital
 - Ad Hoc Committee to Investigate Clinical Resources in Springfield
 - ... Wesson Memorial Hospital

- Miss Hall
 - Faculty Organization - Member
 - Faculty Personnel - Secretary
 - Curriculum, Student Personnel and Committee on Committees - Member
 - Interagency Administrative Committees - Member
 - ... Northampton State Hospital
 - ... Springfield Day Care Center
 - Nursing Club - Advisor-elect

- Miss Howard
 - Faculty Organization - Member
 - Curriculum, Student Personnel - Member
 - Committee on Committees - Secretary

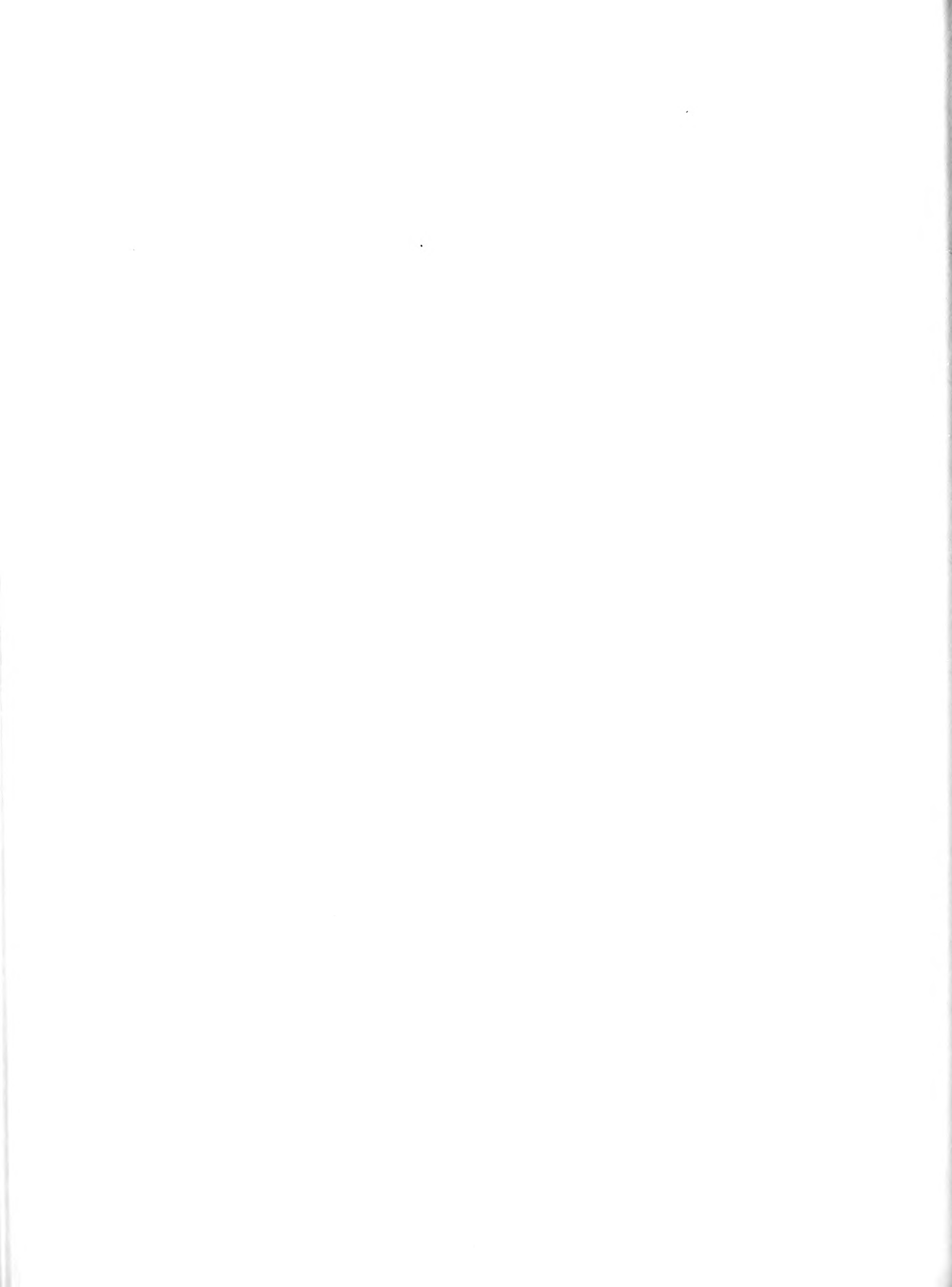
- Miss Macdonald
 - Faculty Organization - Secretary
 - Curriculum Committee - Chairman
 - Library - Chairman
 - Student Personnel, Faculty Personnel, Committee on Committees - Member
 - Faculty-Student Affairs Committee - Chairman
 - Interagency Administrative Committees - Secretary
 - ... Springfield Hospital
 - ... Northampton State Hospital
 - ... Springfield Day Care Center
 - ... Wesson Maternity Hospital
 - ... Springfield Health Department
 - ... Springfield Visiting Nurse Association

- Records Committee - Member
- Dean's Advisory Council - Secretary
- Miss Walker
 - Faculty Organization - Member
 - Curriculum, Faculty Personnel - Member
 - School Functions - Secretary
 - Interagency Administrative Committee - Member
 - ... Wesson Maternity Hospital
 - Student Council - Co-advisor

D. 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, N.L.N.
 - Member, EACT Section, N.N.A.
 - Member - Task Force on Organization, N.L.N.
 - Member, New England Regional Conference for Public Health Nursing Education and Member of Steering Committee
 - Member, Deans of Collegiate Nursing Council, New England Board of Higher Education
- Miss Byrne
 - Board Member, Western Massachusetts League for Nursing
 - 1st Vice Chairman - New England Regional Conference for Public Health Nursing Education
 - Nominating Committee - Massachusetts Public Health Association
 - Member, Department of Baccalaureate and Higher Degree Programs, N.L.N.
 - Member, Public Health Nursing Section, N.N.A.
 - Member, Nursing Committee, Springfield Community Council
- Miss Condron
 - Member, Department of Baccalaureate and Higher Degree Programs, N.L.N.
 - Member, EACT Section, N.N.A.
- Miss Crowley
 - Member, Department of Baccalaureate and Higher Degree Programs, N.L.N.
 - Member, EACT Section, N.N.A.
- Miss DiMaggio
 - Member, Department of Baccalaureate and Higher Degree Programs, N.L.N.
 - Member, EACT Section, N.N.A.



- Miss Gilmore

- President, District 1, Massachusetts Nurses Association
- Member, Scholarship Committee, N.L.N.
- Member, Department of Baccalaureate & Higher Degree Programs, N.L.N.
- Member, EACT Section, N.N.A.

- Miss Macdonald

- Chairman, Department of Baccalaureate and Higher Degree Programs, N.L.N.
- Member, EACT Section, N.N.A.
- Member, N.L.N. Committee on Community College Programs
- Chairman, Committee on Professional Counseling and Placement Service, N.N.A.
- Co-Chairman, Annual Convention, N.L.N., 1962 and 1963
- Co-Chairman, Conference of Nursing Education in Associate Degree Programs, N.L.N., Newton Junior College, Nov. 1, 1962

2. Other Activities:

- Miss Maher

Continuing Education for Graduate Professional Nurses

- Coordinator, New England Regional Nursing Program, sponsored by the New England Board of Higher Education, and financed by the U.S. Public Health Service
 - ... Director, Area Work Conference, University of Massachusetts, Fall, 1962 and Spring, 1963
 - ... Chairman, Program Committee, Central Faculty Work Conference, Fall, 1962 and Spring, 1963

Address:

- Graduation Exercises:

- ... Practical Nursing Schools, Department of Mental Health, Foxboro, Mass.
- ... Lemuel Shattuck Hospital School of Practical Nursing, Jamaica Plain, Mass.
- ... Cooley Dickinson Hospital School of Nursing, Northampton, Mass.

- Annual Meeting, Springfield Visiting Nurse Association, Springfield, Mass.

Member, Franklin County Public Hospital School of Nursing Advisory Committee, Greenfield, Mass.

Member, Greenfield Community College, Steering Committee for Nursing Programs, Greenfield, Mass.

Member, Board of Incorporators, Franklin County Public Hospital
Member, Board of Registration in Nursing, Commonwealth of Mass.
Member, Dean's Advisory Committee to Lemuel Shattuck Hospital
Director of Nursing
Member, Editorial Board of G. P. Putnam's Sons
Member, Board of Directors, Hampshire County Public Health
Association
Member, Advisory Council, Nursing Home Project, Boston College
School of Nursing
Member, Executive Committee, Massachusetts Committee on Children
and Youth

- Miss Byrne

- Speaker, Hampshire County Public Health Association Annual Meeting, Sept. 28, 1962. "Public Health Nursing Program in Amherst"
- Participant, Group Leader, Work Conference for Graduate Nurses, New England Board of Higher Education, Dec. 10, 1962
- Outside Teaching Activities:
 - ... Cooley Dickinson Hospital, Public Health Nursing, 12 hours

- Miss Gilmore

- Panel Member, "Nursing of Patients with Pulmonary Problems", New York League for Nursing, Albany, Nov. 11, 1962
- Speaker - Topic - The American Nurses Association
 - ... Springfield Health Department Nurses
 - ... Springfield Visiting Nurses Association
 - ... Northern Berkshire Nurses Association

- Miss Macdonald

- Member, Advisory Committee for Regional Nursing Education Program, Newton Junior College
- Member, Executive Alumnae Council, Emmanuel College
- Member, Technical Advisory Committee, Nursing Home Project, Boston College School of Nursing
- Consultant in Nursing Education:
 - ... Franklin County Public Hospital School of Nursing, Greenfield
 - ... Board of Regional Community Colleges, Commonwealth of Mass.
 - ... Cooley Dickinson Hospital School of Nursing, Northampton, Mass.
 - ... Springfield Hospital School of Nursing, Springfield, Mass.
 - ... Mercy Hospital School of Nursing, Springfield, Mass.
- Member of Faculty, Regional Workshops on Improvement of Nursing Service held at University of Massachusetts, New England Board of Higher Education, in Fall, 1962 and Spring, 1963

- Speaker:

- ... Regional Work Conference on Improvement of Nursing Service, New England Board of Higher Education, held at University of Massachusetts, Oct. 31, 1962
- ... Centennial Address, Boston College School of Nursing Centennial Program, Nov. 14, 1962
- ... Commencement Address, State College at Fitchburg School of Nursing, Dec. 9, 1962
- ... M.N.A., District 1, Program Speaker, April 24, 1963
- ... Work Conference on Nursing Education, Catholic University of America, June 15, 1963
- ... Work Conference on Nursing Service, U.S. Veterans Hospital, Togus, Maine, June 26, 1963

- Participant:

- ... Staff Development Program, Dept. of Nursing Service, Springfield Hospital, Fall Semester, 1962
- ... Staff Development Program, Children's Hospital, Boston and New England Deaconess Hospital, Feb. and March, 1963
- ... Senior Nursing Seminar, Children's Hospital School of Nursing, June 21, 1963

C. Faculty Attendance at Professional Meetings:

<u>Date</u> <u>1962</u>	<u>Meeting</u>	<u>Place</u>	<u>Faculty</u> <u>Member Attending</u>
Sept. 19,20,21.	Workshop - Effective Utilization of Personnel and Agencies in the Care of the Irreducible Retarded	Chatham Bars Inn	Miss Byrne
Oct. 10	District 1 - Massachusetts Nurses Association	Pittsfield	Miss Gilmore, Presiding Officer, (President)
Oct. 30	W.M.I.N. Annual Meeting	Providence Hospital, Holyoke	Acting President, Miss Byrne; Miss Gilmore; and Miss Maher
Nov. 1	Work Conference - Nursing Education in Associate Degree Programs	Newtonville, Mass.	Miss Macdonald
Nov.	Rehabilitation Seminar	U.S. Veterans Hospital, Northampton	Miss Condron



<u>Date</u>	<u>Meeting</u>	<u>Place</u>	<u>Faculty Member Attending</u>
Nov. 7-9	Massachusetts Nurses Association	Boston	Miss Gilmore (Delegatae); Miss Condon
Nov. 9	" " "	"	Miss Macdonald
Nov. 14-16	Baccalaureate & Higher Degree Programs, Council of Member Agencies	Phoenix, Arizona	Miss Maher
Dec. 6	Massachusetts League for Nursing Annual Meeting	Boston	Miss Macdonald (Co-Chairman) Miss Gilmore Miss Howard Miss DiMaggio
<u>1961</u>			
Jan. 17	Springfield Visiting Nurse Assn. Annual Meeting	Springfield	Miss Byrne
Jan. 21	Holyoke Visiting Nurse Assn. Annual Meeting	Holyoke	Miss Byrne
Jan. 29	Mass. Public Health Association	Boston	Miss Byrne
Mar. 2-5	Child Study Association - Annual Meeting	New York	Miss DiMaggio Miss Walker
Mar. 7-9	Orthopsychiatric Association	Washington, D.C.	Miss Wall
Mar. 25	New England Regional Conference for Public Health Nursing Education	Boston	Miss Byrne
May 10-12	Baccalaureate & Higher Degree Programs, Council of Member Agencies	Atlantic City, New Jersey	Miss Maher
May 13-17	National League for Nursing Biennial Convention	Atlantic City, New Jersey	Miss Byrne Miss Crowley Miss Walker
May 31- June 2	Maternal & Child Nursing Meeting, Teachers College, Columbia University	New York City	Miss DiMaggio Miss Walker
June 4	Western Mass. League for Nursing	Northampton	Miss Condon Miss Byrne
June 19	District 1, Mass. Nurses Assn.	Northampton	Miss Gilmore Miss DiMaggio Miss Condon



Mary E. Woodruff, Secretary
 Dorothy A. Hill
 Mary E. Woodruff, Secretary
 Dorothy A. Hill

Mary E. Woodruff
 Dorothy A. Hill
 Mary E. Woodruff
 Dorothy A. Hill

Mary E. Woodruff
 Dorothy A. Hill
 Mary E. Woodruff
 Dorothy A. Hill

SPONSORING ORGANIZATION

Springfield Clinical Division

Nurses

Mary E. Woodruff

Evelyn M. Lyons, General
 Dorothy A. Hill, Springfield Clinical
 Division

COURSE COORDINATORS

- William H. Burns, Public Health Nursing
- John J. Higgins, Medical and Surgical Nursing
- Dorothy A. Hill, Psychiatric Nursing
- Christina E. DiBiaggio, Maternal and Child Health Nursing

ADVISOR TO STUDENT ORGANIZATIONS

Nursing Club

Evelyn M. Lyons

Genevieve M. Crowley, Advisor
 Dorothy A. Hill, (Advisor) Club

Mary E. Woodruff, Advisor
 Dorothy A. Hill, Co-Advisor

Student Nurses' Association of Massachusetts
 District 1

Evelyn M. Lyons, Advisor

UNIVERSITY OF MASSACHUSETTS
School of Nursing

PROGRAM SEQUENCE

FIRST YEAR

<u>First Semester</u>	<u>Credits</u>	<u>Second Semester</u>	<u>Credits</u>
English 1, English Comp.	2	English 2, English Composition	2
Chemistry 1, General	3	Chemistry 2, General	3
Zoology 1, Introductory	3	Speech 3 ² , Public Speaking	2
Psychology 1, General or Sociology 25, Introduction	3	Psychology 1, General or Sociology 25, Introduction	3
Elective ¹	3	Elective ¹	3
Speech 3 ² , Public Speaking	2	Nursing 1, Introduction	3
Physical Education, 1a, b	2	Physical Education, 2a, b	2

¹ Elective chosen from: History, Government, Economics. Students wishing to elect a foreign language may do so providing the basic requirement of six elective credits in the social sciences is fulfilled. If a language is elected, intermediate proficiency is required.

² May be taken either semester.

SECOND YEAR

<u>First Semester</u>	<u>Credits</u>	<u>Second Semester</u>	<u>Credits</u>
English 25, Masterpieces of Western Literature	3	English 26, Masterpieces of Western Literature	3
Microbiology 1, Introductory	3	Chemistry 33, Organic	4
Zoology 37, Human Anatomy & Physiology	4	Zoology 38, Human Anatomy & Physiology	4
FN 41, Nutrition and Food Preparation	3	HD 20, Human Development in the Family	3
Nursing 25, Fundamentals of Nursing I	3	Nursing 26, Fundamentals of Nursing II	3
Physical Education 31a, b	2	Physical Education 32a, b	2

THIRD YEAR

<u>First Semester</u>	<u>Credits</u>	<u>Second Semester</u>	<u>Credits</u>
Nursing 51, Nursing of Child & Adult in the Hospital	7	Nursing 52, Nursing of Child and Adult in the Hospital II	7
Nursing 53, Nursing of Child Adult in the Hospital and Community	7	Nursing 56, Nursing of Child and Adult in the Hospital III	7
Elective ¹	3	Elective ¹	3

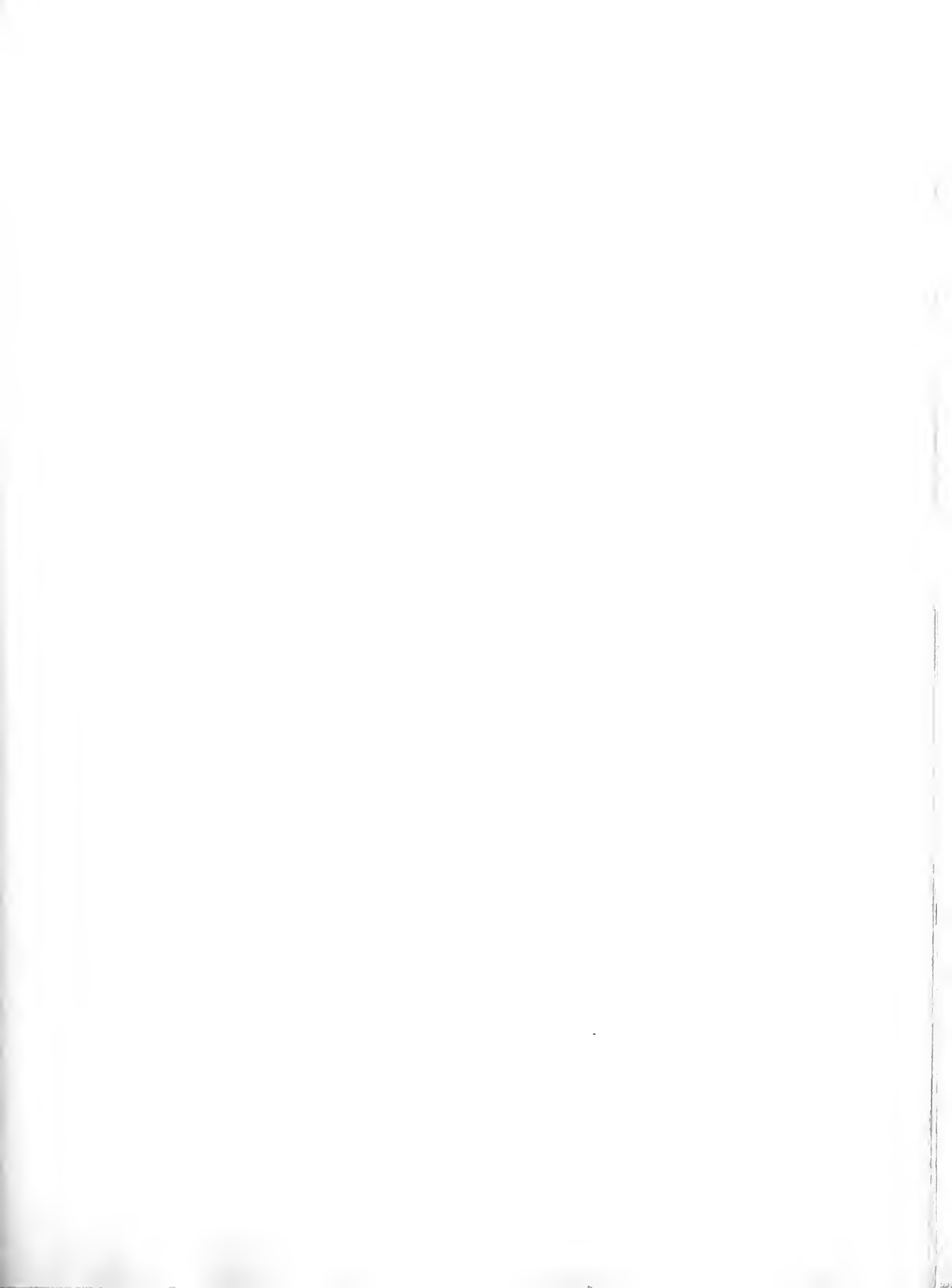
¹ Elective chosen from Behavioral Sciences.

FOURTH YEAR

<u>First Semester</u>	<u>Credits</u>	<u>Second Semester</u>	<u>Credits</u>
Nursing 55, Maternal and Child Nursing	7	Nursing 58, Nursing of Child and Adult in the Hospital IV	7
Nursing 57, Nursing in the Community	7	Nursing 61, Management in Nursing Care	7
Elective ¹	3	Elective ²	3
Nursing 95, Seminar	2	Nursing 96, Seminar	2

¹ Humanities Elective: Art, English Literature, Foreign Language Literature, Music, Philosophy.

² Elective: Student will be guided in her selection by her major advisor.



UNIVERSITY OF MASSACHUSETTS

Memorandum

FROM: School of Physical Education
 TO: John W. Ryan, Secretary of the University
 SUBJECT: Material for Annual Report

May 31, 1963

1. Appropriation

Fiscal Year	1960-61	1961-62	1962-63
	\$49,350	\$49,350	\$ 56,470

2. Personnel (Instruction)

	1960-61	1961-62	1962-63
Department Head	2	2	2
Professor	2	2	3
Assoc. Professor	4	4	5
Ass't Professor	7	7	7
Instructor	8	8	9
Part Time	4	4	4
Total:	27	27	30

Personnel (Coaching)

Ass't Director Athletics	1	1	1
Head Coach	2*	2*	2*
Ass't Football Coach	2	2	2
Athletic Coach	4**	4**	4**
Ass't Athletic Coach	3	3	2
Total:	12	11	11

* Matthew Zunic serving as Head Coach, classified as Professor

** William Postrich serving as Coach, classified as Associate Professor

W. P. McGuire

Maintenance

Classical

Dept. of Ath.

Director

W. P. McGuire

Asst. Director

H. Lashin

Coaching Staff

Swim

Balance

Stall

Football

Baseball

Track

Football

League

Off

League

Dept. P. E. Men

Head of Dept.

S. V. Rasmussen

General Staff

Department

Rickman

Brook

Belton

Cobb

Douglas

Gardner

Gunderson

Jones

Kellogg

Head of Dept.

Part Time

Part Time

Dept. P. E. Women

Head of Dept.

H. M. Johnson

General Staff

Major

Substant

Office

Index

Bole

Wright

Zaky

Wynn

Head of

College

College

Part Time

Part Time

Dept. Rec.

Head of Dept.

F. E. Randall

D. Walker

E. Davis

Table

Table

Ph. Mx. Athletics

A. O'Connell

Student Info

R. Hugo

R. McGuire

Office Memorandum - 4710.10
BUREAU OF RESEARCH, FBI WASH

TO : SAC, NEW YORK (100-157421)
FROM : SAC, NEW YORK (100-157421)
SUBJECT: [Illegible]

Re New York letter to Bureau dated 1/15/54 and Bureau letter to New York dated 1/20/54. In view of the fact that the Bureau has advised that the New York office should continue to handle the New York office's share of the work on this project, it is suggested that the New York office should continue to handle the New York office's share of the work on this project.

The New York office should continue to handle the New York office's share of the work on this project. The Bureau has advised that the New York office should continue to handle the New York office's share of the work on this project.

The New York office should continue to handle the New York office's share of the work on this project. The Bureau has advised that the New York office should continue to handle the New York office's share of the work on this project.

A graduate program was approved administratively on 1/15/54 and will be started in September, 1954. Fifteen graduate students are currently enrolled.

RECOMMENDATION

The title of the New York office was changed from New York Office, Research to New York Office, Research, FBI New York, New York, New York.

Participation in the annual conference is regarded as important for any individual in the field. In September, 1953, fifteen subjects in connection with the annual conference attended the National Association Congress in Philadelphia. The University of Massachusetts was recognized as having the largest student delegation ever to attend the Congress from any state. An interesting aspect of their attendance was the excitement and intensive efforts of a number of national agencies to interest our students in government employment opportunities.

Another indication of the quality of students in the department is the mention of Mr. Walter Wainwright, New England District Representative of the National Business Association, who lately used the services on behalf of the FBI's Research Laboratory Service:

"Of the several times I have visited or your campus for the purpose of introducing Research Agents, your staff's experience was the most pleasant and surprising. I wish to congratulate you and your staff on the experience and amount of work on the students with whom we had pleasure to interview. Their professional bearing was an impressive one. I wanted to send you this note."

7. Future Plans and Needs

Physical Education For Men

Completion of the Boyden Building scheduled for September, 1963, will represent the major item on the total redevelopment of men's physical education and athletic facilities. Several other items are also extremely important in this complex and administrative action is essential to establish early priority for the completion of these supporting facilities.

Completion of the outdoor instructional facilities west of the Westerly access circulatory road, from the West Access Road to the new baseball diamond is needed to supplement the programs centered in Boyden and to replace specialized facilities (track, baseball, etc.) lost through encroachment on Alumni Field.

Included within this development are the following components:

- (a) Since distance and therefore time, from the dressing facilities in Boyden to outdoor instructional areas are of critical importance, the most desirable portion of the area is that which is closest to the Boyden tunnel. The individual fields must be oriented with their main axis running north-south. North Hadley Road runs diagonally across this vital area, thus reducing the number of fields possible within practical proximity of the building. Elimination of the southeastern part of this road as far west as the junction of the new sewer line and its replacement by a route south from this point to the West Access Road is urgently needed.
- (b) Removal of this portion of the road is the initial step in developing the total usable land area within close proximity to the mouth of the tunnel. Total development (grading, drainage, turf, etc.) of the area west of the present development must be considered as a part of the total project of which the road removal is only a part.

The present limited developed section of field area west of Boyden Building can not accommodate the enrollment serviced by the new indoor facility. It is therefore, imperative that outdoor instructional space sufficient in size to accommodate enrollments be coordinated for completion along with the new indoor facilities. In consideration of the time required to develop outdoor instructional areas and the lack of administrative action on previous requests to accommodate the completion of this area with the completion of the Boyden Building, it is quite obvious that the outdoor programs in physical education will be handicapped by totally inadequate outdoor facilities.

The immediate program need therefore, is for decisive administrative action on the recommended priority development of outdoor instructional area expansion which is necessary to accommodate increased enrollment and to replace present limited facilities which will be lost through campus expansion. It is strongly recommended that sufficient funds for the completion of these outdoor facilities be phased into the 1966 capital outlay budget.

- c. The number of full time staff required to meet future instructional needs will be proportionate to enrollment increases and program expansion planned through provision of modern facilities within Boyden Building. Certain staff requirement can be satisfied by use of graduate assistants for specific assignment to instructional duties in the required physical education program.

The extent to which staff supplement through this medium can be realized is dependent upon a realistic allocation of assistantships, increased appropriation in OS account, or both.

RECREATION

The department is currently developing proposals for new courses for students in its own program and one for Forestry majors. A much broader program is about to be proposed in the form of a new major curriculum in outdoor recreation.

For the future the department expects to develop graduate courses of instruction in outdoor recreation, community recreation and student union management. Within these there will be a number of optional specializations.

In addition to instructional phases of the department's activity, plans are being developed to establish a Recreation Research Institute. It is also anticipated that a Federally-sponsored Regional Outdoor Recreation Research Center will be established here when Congress inaugurates such a program within the near future.

As these programs develop additional space, personnel and operating funds will be required. Completion of the new Boyden Physical Education Building will result in the immediate release of adequate space to meet the current needs in recreation. Future completion of various other facilities in the School of Physical Education will similarly free the remainder of the first floor of Hicks to accommodate expansion of the Department of Recreation. A general renovation of portions of the Hicks Building is needed and funds have been requested for this purpose.

Additional personnel and funds will be needed and will be requested as appropriate. An immediate concern is with sufficient funds for charter buses in connection with class field trips.

6. SPECIFIC PROJECTS OR PROGRAMS

The major course in physical education started its fifth year with 12 seniors, more than three times the number in the first graduating class of June, 1932. This made it advisable to readjust the program to permit student teaching in both semesters instead of in the fall term only, a measure which spreads the load of supervision over the entire year. The load is not lessened thereby but the supervision is made more effective. The student teachers are continuing to make good records in the schools where they are working.

Early in the winter, the graduates who are now teaching were invited to the campus for a Saturday afternoon meeting. There were four graduates, 46 undergraduates and 9 members of the staff present for professional discussion, social conversation and refreshments. These new teachers reported briefly on their daily work, its problems, successes and failures, their own abilities and the adequacy of their preparation. A lively question and answer period followed the presentation before the group adjourned to the less formal part of the program.

The required physical education program for all college freshmen and sophomores indicates some increase in breadth and depth of interest. There is an increased interest in conditioning exercises, gymnastics and track and field. We have been fortunate to have classes in Scottish dancing taught by a visiting teacher from England, Miss Margaret Williams. Ninety girls have had opportunity to learn this sprightly form of dancing. Through cooperation with Animal Husbandry instruction in riding has been provided for from 30 to 50 girls during the spring and fall seasons.

The extracurricular program has increased in numbers. Lacrosse has been added to the list of activities. There has been good intramural competition as well as two lacrosse matches with other colleges. The skiing group has taken full advantage of practicing at the nearby Mount Tom Slope and had an active season of competition. The quality of the annual Naïad Show, dance recital and gymnastic demonstration is marked by a brilliance of creativity and a finer skill than heretofore.

7. FUTURE PLANS AND NEEDS

Each year, the inadequacy of the indoor facility becomes more evident. The number planned for admission in the next five years will make it well nigh impossible to have a satisfactory program. Only four of the many teaching stations in the building have adequate height for most physical education activities.

The staff and a long range planning committee for the school of education are considering what indoor stations are needed for a successful future program; gymnasiums, dance studio, corrective exercise room, rifle range and dressing rooms are in the plans.

Plans are also being made for improvement of outdoor facilities. The enclosure for the athletic field has not been acquired as yet. The need grows more urgent as traffic across the field continues.

6. INTERCOLLEGIATE ATHLETICS

Special Projects or Programs

Our total intercollegiate athletic program over the past year, has continued with the obvious handicaps: (a) limited facilities, both outdoor and indoor, and (b) lack of adequate coaching personnel to work with students who would participate if the opportunity was present.

The anticipated opening of the Boyden Building in September, should provide gymnasium facilities comparable to the best in the East. However, outdoor facilities are still inadequate. We are being crowded on Alumni Field with no immediate prospect of necessary replacement.

YANKEE CONFERENCE COMPETITION

The year of this report was probably one of our best in Conference competition.

Championships were won in TENNIS (S. Kosakowski, Coach), CROSS COUNTRY (W. Footrick, Coach), and RIFLE (R. Fowler, Coach), Baseball and Football placed second, and golf, track and basketball finished third.

7. Future Plans and Needs

The facilities urgently needed as set forth in the 1961 "Report to the President" have yet to be accomplished:

1. Completion of the second section of the field area.
2. Relocation of the maintenance and storage building.
3. Preparation of the site for replacement of Alumni Field.
4. Development of a second baseball diamond.
5. Enclosure of new baseball field with link wire fence.
6. Construction of permanent stands for new baseball field.
7. Service building south of baseball field.
8. Development of golf facility.
9. Consideration of Assembly Hall, Field House and Hockey Building.

We are glad to report that the outdoor field lights, north of Boyden Building are in operation. These will be of great aid to the intramural program and particular parts of the intercollegiate program.

Intercollegiate Sport Participation

(Fall 1962 Season; Winter 1962-63 Season; Spring 1963)

SPORT	1960-1961			1961-1962			1962-1963			1962-63	
	V. Games	F. Games	No. Men	V. Games	F. Games	No. Men	V. Games	F. Games	No. Men	W	L
Baseball	10	16	65	19	9	60	16	10	62	9	7
Golf	10	4	25	10	4	25	13	4	27	9	4
Lacrosse	10	5	75	10	4	77	14	4	75	12	2
Track-Outdoor	6	5	84	7	4	85	8	5	90	7	1
Tennis	11	4	25	11	3	25	11	4	51	6	5
Basketball	25	11	90	22	12	90	24	17	37	12	12
Gymastics	6	5	70	7	4	65	6	9	65	2	4
Hockey	15	2	95	14	4	60	16	5	65	7	9
Swimming	10	9	35	10	7	32	9	7	36	5	4
Track-Indoor	7	5	70	8	5	65	6	6	62	3	3
Wrestling	10	4	90	10	4	42	10	5	40	3	7
Pistol	10	-	10	9	-	10	12	-	15	6	6
Rifle	8	-	12	11	-	12	11	-	12	10	1
Ski	-	-	--	10	-	20	9	-	25	5	4
Football	9	5	70	9	5	60	9	5	111	6	5
Soccer	10	5	70	10	4	65	10	4	62	5	5
Cross Country	10	8	50	11	9	40	11	7	40	8	3
Total	175	78	614	188	78	822	195	92	855	117	78

INTRAMURALS Spec. Projects or Programs

Participation in the University Intramural Program has continued to increase. During the past year's operation in the Curry Hicks Gymnasium, it was impossible to accept and program all those who wished to participate in the various sport activities. Through the cooperation of the Department of Athletics and the Women's Physical Education Department, and also by using late evening and weekend scheduling patterns, it was possible for 5,024 male students to participate in 612 separately scheduled and supervised contests.

Of particular importance has been the upgrading of the Independent League. Until this year, Independent competition has included any students who were not affiliated with a fraternity or chosen to represent a dormitory team. This was a very loose organizational pattern and Independent organizations frequently forfeited and failed to live up to their participation commitments. This past year, however, Independent teams were accepted only from recognized student organizations. This has established a much clearer pattern of control and has encouraged wholesome competition between such groups as Turf Club, A.S.M.E., A.S.C.E., Entomology Club, Chemistry Club, Forestry Club, Food Tech Club Physical Education Majors Club, Zoology Club, Newman Club, etc. Departmental clubs and organizations representing the various disciplines on campus made up of both student, graduate student and faculty members have helped to intensify the interest in intramurals and the benefits of faculty-student competition have been gratifying. Many more faculty members have participated in the program this year.

SPORT	No. OF Teams			No. Participants			No. of Contests	Total no. of Participant	Championship Unit
	STAT	UNIV	INDEP	STAT	UNIV	INDEP			
BASKETBALL	19	14	13	305	225	210	152	742	Hills South
Free Throw	--	--	--	---	---	---	1	34	R. Ricciardi
VOLLEYBALL	16	10	26	253	110	283	102	646	LCA
SWIMMING	8	--	--	107	---	---	1	107	TRE
WRESTLING	--	--	--	32	8	1	56	61	Individual
SOFTBALL	16	13	10	294	228	154	156	676	Undecided
FOOTBALL	16	14	3	320	250	45	161	603	RS
TENNIS	--	--	38	---	---	38	42	38	Individual
CROSS COUNTRY	2	--	--	4	7	0	1	11	Individual
LACROSSE	--	--	4	---	---	60	24	60	D'S AC
DECATHLON	8	--	--	8	---	---	1	8	Individual
TRACK	4	--	--	80	---	---	1	80	Grouped
SDP	--	--	--	30	15	15	---	60	8 Members Passed
TOTALS							612	5024	

Intramurals (continued)

FUTURE PLANS AND NEEDS

Upon moving into the new Men's Physical Education Building, two of the factors, limited facility and poor scheduling time, that have inhibited the growth of Intramurals, will be eliminated. However, it is most imperative that prime consideration next year be given to expanding the .05 budget, so that it will be possible to take advantage of the expanded facility and programming in a manner consistent with the proper ideals of control and supervision. The .05 budget directly influences the amount of participation, the number of contests and the sport offerings of the Department of Intramurals.

I also strongly recommend that serious consideration be given to the staff assignment directing the Intramural program. The Program has become so expansive that it will be impossible to continue a program with the present quality of supervision and control as a part-time staff assignment. Guiding the activities of over 5,000 students in 612 separate contests, justifies the need for a full time Director of Intramurals.

DEPARTMENT OF AIR SCIENCE
AFROTC DETACHMENT #370 (AU)
United States Air Force
University of Massachusetts
Amherst, Massachusetts

June 1963

ANNUAL REPORT OF THE DEPARTMENT OF AIR SCIENCE

1. APPROPRIATIONS - by fiscal year (FY)	FY 61	FY 62	FY 63
03 Services, non-employee	\$87.50	\$37.50	\$50.00
04 Food for persons	75.00	75.00	62.50
10 Travel and automotive expense	50.00	50.00	75.00
12 Repairs and Alterations	50.00	50.00	100.00
13 Special Supplies and expenses	175.00	175.00	150.00
14 Office and Administrative expenses	150.00	150.00	150.00
15 Equipment	00.00	50.00	00.00
Totals	<u>\$587.50</u>	<u>587.50</u>	<u>587.50</u>

2. PERSONNEL - as of September

	<u>1960</u>	<u>1961</u>	<u>1962</u>
Colonel	1	1	1
Lt. Colonel	1	2	0
Major	1	0	2
Captain	3	2	2
1st. Lt.	0	0	0
MSgt	1	0	0
TSgt	3	3	3
SSgt	2	2	2
Sr Clerk-Steno-Grade 7	1	1	1
Totals	<u>13</u>	<u>11</u>	<u>11</u>

3. ORGANIZATIONAL CHART - See Attachment #1

4. STUDENTS OR CLIENTELE

- a. Number of majors - none
b. Number of students taught - September

	<u>1960</u>	<u>1961</u>	<u>1962</u>
Air Science 1	469	594	592
Air Science 2	385	325	428
Air Science 3	28	25	36
Air Science 4	32	26	21
Totals	<u>914</u>	<u>970</u>	<u>1077</u>

5. FACULTY PUBLICATIONS, RESEARCH GRANTS, RESEARCH PROJECTS AND OTHER PROFESSIONAL ACTIVITIES - None

6. SPECIAL PROJECTS OR PROGRAMS

(a) The Flight Instruction Program has been added to the Air Force ROTC curriculum. Under this program those senior cadets who will enter pilot training after graduation receive flight training, as well as ground training leading to a private pilot license.

(b) EXTRA CURRICULAR ACTIVITIES

(1) The Arnold Air Society an honor society for Advanced Course Cadets which aims at furthering their interest and professional ability in the field of aerospace power.

(2) The Air Cadet Squadron is composed of Basic Cadets with the same aims as the Arnold Air Society.

(3) The Flying Redmen Drill Team is composed of basic cadets who are interested in precision trick drill. The team has consistently taken honors at the Annual competition in which teams are entered by schools from the entire New England area. In this competition the Flying Redmen have taken eight first place honors, and one second place in nine years.

(4) The Rifle Team which competes in postal and shoulder-to-shoulder matches throughout the year.

(5) The Military Ball which is the social highlight of the Corps of Cadets during the academic year.

(6) 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.

(7) Orientation Flights in T-33 and KC-135 Jet Aircraft are arranged to familiarize the cadets with modern USAF equipment.

(c) Aero-Industry Youth Development Association

(1) During the period August 12-30 1962 the personnel and facilities of the Department of Air Science again were made available to the seminar of the Aero-Industry Youth Development Association (successor organization to the Air Youth Science Seminar) conducted in conjunction with the University of Massachusetts.

(2) This group of outstanding high school scientific students took part in tours of industrial facilities, inspections of installations and equipment, flight experience, and attendance at lectures conducted by representatives of industry and educational institutions.

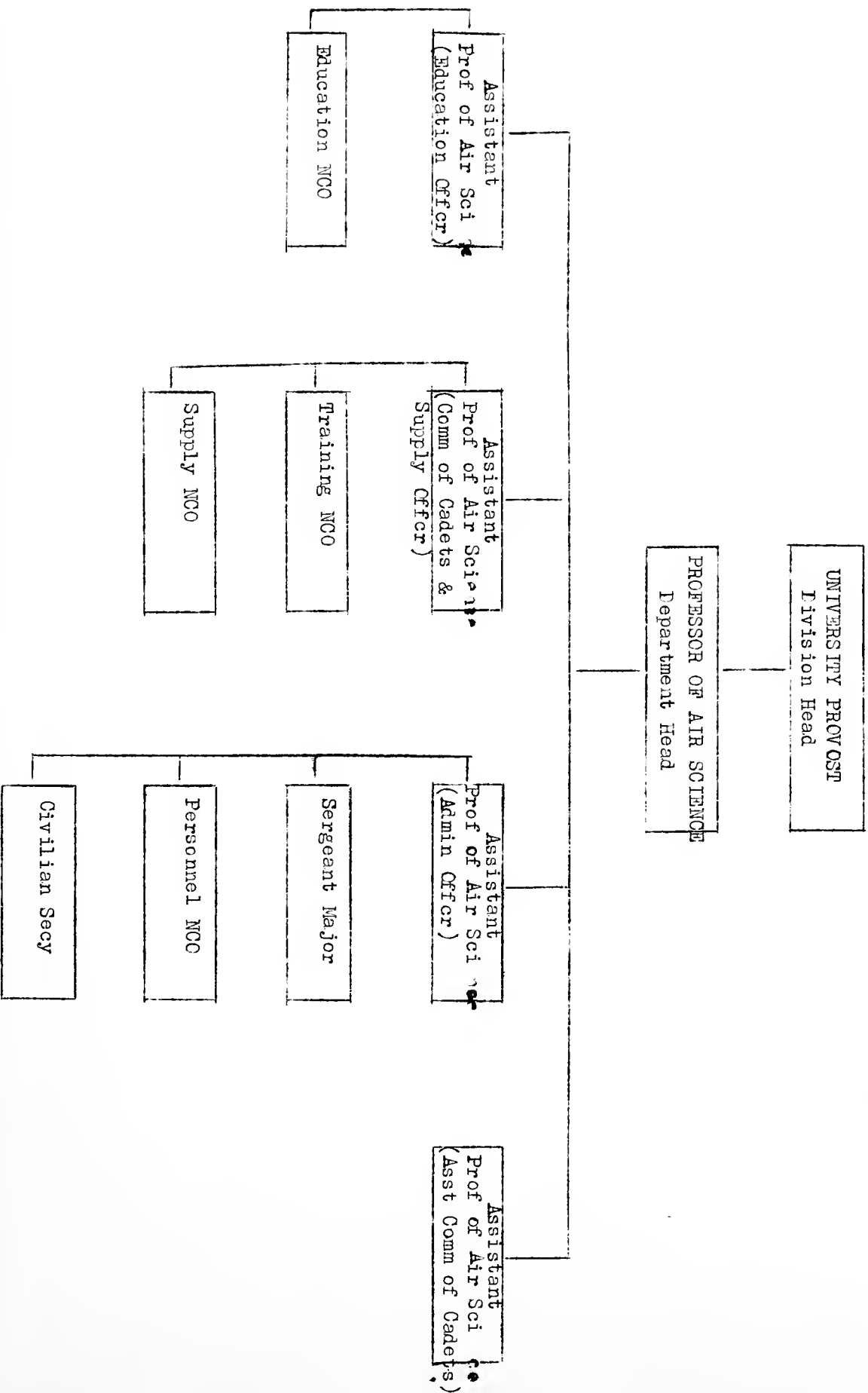
- (3) Responses to questionnaires submitted to industrial facilities and other installations visited by the youths indicated a high level of interest and technical intelligence on the part of the boys, and an expressed willingness of industry and others to participate in the program next year.

7. FUTURE PLANS AND NEEDS

- (a) As the Air Force ROTC program here at the University as well as nationally has grown in size and complexity, the responsibilities of the civilian secretary assigned to the department have increased in number and in scope. In reality, the duties currently being performed by this person are those of an administrative assistant to the Department Head. The advent of the Air Force Officer Education Plan which will ultimately result in a number of two-year scholarships for Air Force trainees at the University will further increase the administrative tasks of the personnel assigned to the department. Current plans indicate that the Professor of Air Science at the University of Massachusetts will supervise the selection of OEP students for all of Western Massachusetts. Most of these would undoubtedly be sent to the University as the major educational facility in the area having an affiliation with the Air Force.

Under OEP Secretarial and Administrative duties of this detachment will increase. Currently, it appears that this program will become a reality in the fall of 1964. The need for upgrading of the present Secretary, and the addition of a clerical assistant for her should be fulfilled prior to that time.

- (b) An increase in fund allocation will be necessary to support the AFROTC program now that the program is voluntary. With voluntary ROTC comes motivation and recruiting responsibilities and activities. These will require additional funds and will be reflected in future budget requests.



1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical tools employed.

3. The third part of the document presents the results of the study, showing the trends and patterns observed in the data. It includes several tables and graphs to illustrate the findings.

4. The fourth part of the document discusses the implications of the study and provides recommendations for future research. It highlights the areas that need further exploration and the potential impact of the findings.

5. The fifth part of the document concludes the study, summarizing the key points and the overall contribution of the research. It expresses the authors' gratitude to the funding agencies and the participants.

6. The sixth part of the document provides a list of references, citing the works of other researchers in the field. It includes both primary and secondary sources.

7. The seventh part of the document contains the appendices, which include additional data, tables, and figures. These are provided for the reader's reference and to support the main text.

8. The eighth part of the document is the index, which lists the page numbers for each section of the document. It is designed to help the reader find the information they need quickly and easily.

9. The ninth part of the document is the glossary, which defines the key terms and concepts used in the study. It is intended to provide clarity and consistency in the use of language.

10. The tenth part of the document is the bibliography, which lists all the sources used in the study. It is a comprehensive list of the literature reviewed and cited throughout the document.

US ARMY ROTC INSTRUCTOR GROUP
University of Massachusetts
Amherst, Massachusetts

AHBRO-17

22 May 1963

ANNUAL REPORT OF THE DEPARTMENT OF MILITARY SCIENCE

1. APPROPRIATIONS - by fiscal year (FY):	<u>FY 61</u>	<u>FY 62</u>	<u>FY 63</u>
03 Services, non-employee	\$ 87.50	\$ 37.50	\$ 50.00
04 Food for persons	75.00	75.00	62.50
10 Travel and automotive expenses	50.00	50.00	75.00
12 Repairs and alterations	50.00	50.00	100.00
13 Special Supplies and expenses	175.00	175.00	150.00
14 Office and administrative expenses	150.00	150.00	150.00
15 Equipment	31.25	50.00	---
TOTALS	<u>\$618.75</u>	<u>\$587.50</u>	<u>\$587.50</u>

2. PERSONNEL - as of September:	<u>1960</u>	<u>1961</u>	<u>1962</u>
Colonel	1	0	1
Lieutenant Colonel	0	1	1
Major	2	2	2
Captain	7	5	5
Enlisted	7	5	5
Senior Clerk Grade 7	<u>1</u>	<u>1</u>	<u>1</u>
TOTALS	18	14	15

3. ORGANIZATIONAL CHART - Inclosure No 1.

4. STUDENTS:

- a. Number of Majors: None
b. Number of students taught - September:

	<u>1960</u>	<u>1961</u>	<u>1962</u>
Freshman	452	540	469
Sophomores	375	385	380
Juniors	54	53	31
Seniors	<u>43</u>	<u>50</u>	<u>41</u>
TOTALS	924	1028	921

5. FACULTY PUBLICATIONS, RESEARCH GRANTS, PROJECTS AND PROFESSIONAL ACTIVITIES:

- a. In January 1963, the University Trustees approved a voluntary program and a change from Armor Branch Training to a General Military Science curriculum for the Reserve Officers Training Program to be effective in September 1963. This change will facilitate the commissioning of cadets in arms and services more appropriate to their University training than has been the case in the past.

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- b. A new course, MS 77, will be offered to selected students enrolled in the Army Flight Program in September 1963. The course will consist of 35 hours of ground school and 36½ hours of flight training. Academic credits will be awarded for successful completion of the course.
- c. Three members of the AROTC Instructor Staff, who are qualified nuclear weapons analysts, attended technical courses to maintain their proficiency at Fort Devens, Massachusetts during 1962-1963. Two officers attended refresher courses, at Fort Devens, Massachusetts, in military instruction techniques and in the use of audio-visual equipment.

6. SPECIAL PROJECTS OR PROGRAMS:

- a. The University Varsity Rifle and Pistol Teams are coached by personnel of the Military Department and use the Dickinson Hall Rifle Range. During the week, this five point rifle range is in continuous use.
- b. The Army ROTC Rifle Team is active and participates in postal matches with colleges and universities throughout the nation. In 1962-1963, an ROTC pistol team was organized and began active participation in a national postal league.
- c. The Military Ball is a cadet managed social function open to the public and all University students. It is sponsored by the Army and Air Force ROTC departments alternately each year. Proceeds from the Ball are utilized in support of cadet activities and as a cost defraying fund retained by the Recognized Student Organization for next year's Ball.
- d. The US Army ROTC Flight Training Program was initiated in 1962-1963. Training for qualified senior Army ROTC cadets is conducted at Northampton, Massachusetts. The program provides a total of 36½ hours of flight instruction and 35 hours of ground school instruction. Subjects included during ground school are meteorology, navigation and Civil Air Regulations. The Flight Program is supervised by the Federal Aviation Agency.
- e. The Bay State Special Forces was initiated in 1962-1963. The organization has participated in weekend training at Fort Devens, Massachusetts, in patrolling, winter warfare, trainfire, bayonet and fragmentation grenades. At the University, the cadets received training in judo, krate, hand to hand combat, survival swimming, mountaineering, counterinsurgency and counter guerrilla warfare. The unit participated in the Holyoke Saint Patricks Day Parade, the University Centennial Parade, Amherst Armed Forces Day Celebration and a demonstration at the Annual ROTC Spring Review.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. This section also touches upon the legal implications of failing to maintain such records, which can lead to severe consequences for individuals and organizations alike.

2. The second part of the document delves into the specific requirements for record-keeping, including the types of documents that must be retained and the duration for which they should be kept. It provides a detailed overview of the various categories of records, such as financial statements, contracts, and correspondence, and outlines the best practices for organizing and storing these documents to ensure they are easily accessible and secure.

3. The third part of the document addresses the challenges associated with record-keeping, such as the volume of data generated and the risk of data loss or corruption. It offers practical solutions and strategies to overcome these challenges, including the use of digital storage solutions and the implementation of robust backup and recovery procedures. This section also discusses the importance of regular audits and reviews to ensure the integrity and accuracy of the records.

4. The final part of the document provides a summary of the key points discussed and offers concluding remarks on the overall importance of record-keeping. It reiterates that maintaining accurate and complete records is not only a legal obligation but also a critical component of effective business management and risk mitigation. The document concludes by encouraging individuals and organizations to take proactive steps to ensure their record-keeping practices are up-to-date and compliant with all relevant regulations.

- f. It is planned to organize an Army ROTC Drum and Bugle Corps in September 1963. The organization would provide music for ROTC and other University events. It is anticipated that most members will also participate in the University Band.

7. FUTURE PLANS AND NEEDS:

- a. A covered drill hall is needed for inclement weather drill instruction of the Corps of Cadets and of the drill teams. It could also be used for classes, dances, limited athletic activities, and other curricular and extra-curricular activities.
- b. With the University plans for expansion and the large number of teams which currently use the existing indoor range facilities, it is imperative that the present five point range be enlarged to ten points or a new ten point range constructed.
- c. With the present plan to remove the "stables" (AROTC Supply Room), it will be necessary to provide suitable supply and storage facilities for AROTC uniforms and supplies. Present facilities in the basement of Dickinson Hall are not large enough for both AROTC and Air ROTC supply rooms.

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

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to ensure the validity of the findings.

3. The third part of the document describes the results of the data analysis. It shows that there is a significant correlation between the variables studied, indicating that the factors being investigated are indeed related.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results can be used to inform decision-making and to develop strategies to address the issues identified in the study.

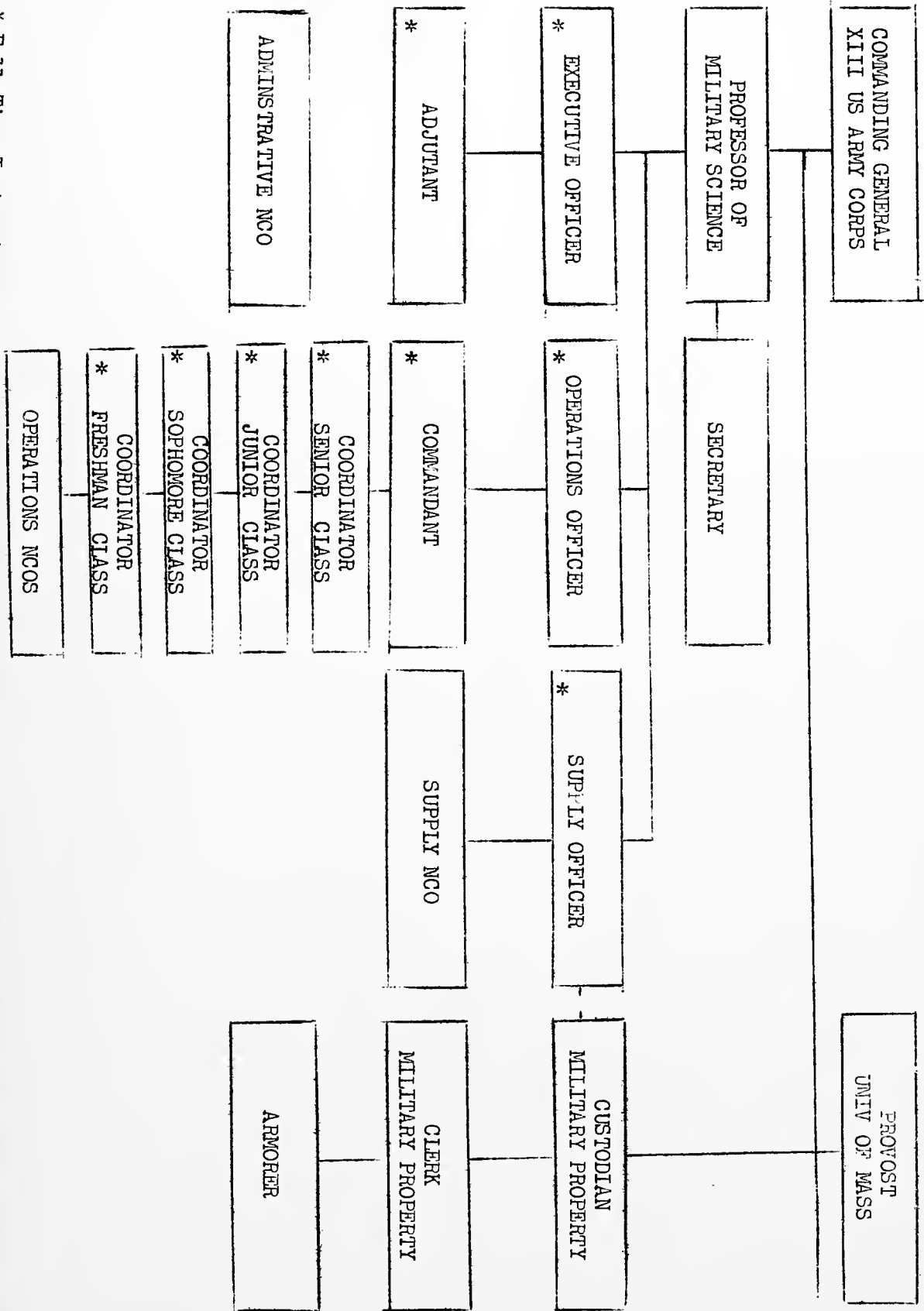
5. The fifth part of the document concludes the study and provides a summary of the key findings. It reiterates the importance of the research and the need for further investigation in this area.

6. The sixth part of the document provides a list of references and sources used in the study. This includes academic journals, books, and other relevant materials that have informed the research.

7. The seventh part of the document discusses the limitations of the study. It acknowledges that there are certain constraints and potential biases that may have affected the results, and it suggests ways to address these in future research.

8. The eighth part of the document provides a final summary and a call to action. It encourages stakeholders to take the findings into account and to work together to implement the recommended changes and improvements.

* Full Time Instructors



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

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and analysis processes, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that the data remains reliable and secure throughout its lifecycle.

5. The fifth part of the document discusses the importance of data governance and the role of various stakeholders in ensuring that data is used ethically and in compliance with relevant regulations and standards.

6. The sixth part of the document provides a summary of the key findings and recommendations. It emphasizes the need for a holistic approach to data management, one that integrates data collection, analysis, and governance into the organization's overall strategy.

7. The seventh part of the document includes a list of references and a glossary of key terms. This section is intended to provide readers with additional resources and a clear understanding of the terminology used throughout the document.

8. The eighth part of the document is a conclusion that reiterates the main points and expresses the authors' confidence in the findings and recommendations. It also expresses a commitment to ongoing research and improvement in the field of data management.

From: Graduate Office, Edward C. Moore, Dean Date: June 1, 1963

To: Dr. John W. Ryan, Secretary of the University

Subject: Annual Report, Fiscal 1963

I. MAJOR ACCOMPLISHMENTS:

Attached hereto are copies of the annual reports submitted by me to the Faculty Senate of the University of Massachusetts covering the activities of the Graduate School (Appendix I) and of the Research Council (Appendix II) for the past year. The highlights of these reports are as follows:

A. Graduate School:

1.) The most significant accomplishment of the Graduate School was that during the Calendar Year 1962, two hundred and twenty-two advanced degrees were granted of which twenty-six were for the doctorate. This represents a 33% increase over the previous year in the number of advanced degrees granted, and a 58% increase in the number of doctorates granted. During the calendar year of 1961, one hundred and sixty-seven advanced degrees were granted of which fifteen were for the doctorate.

2.) The Graduate School acquired a new dean as of August 1, 1961, when Edward C. Moore succeeded Gilbert L. Woodside, who became Provost of the University. Dr. Moore was appointed Dean of the Graduate School and Coordinator of Research.

3.) In addition to the fifteen Ph.D. programs offered at the beginning of the year, the Board of Trustees approved Four-College Ph.D. programs in Geology, in Philosophy, and in German as well as University of Massachusetts Ph.D. degrees in English and History. This brings the number of Ph.D. programs to twenty.



The Trustees approved four new master's degrees: Master of Science in Accounting, Master of Science in Finance, Master of Science in Industrial Engineering, and Master of Science in Physical Education. This brings the number of departments offering the master's degree to a total of forty-one.

4.) The Graduate School enrolled a total of 975 students during the fall semester of 1962-63, as compared with 845 in the fall semester of 1961-62.

B. Research Council:

1.) Industrial research projects are being carried out under the sponsorship of thirty-five different industries. Seventy-two sponsored research projects have been supported through the U.S. Department of Agriculture, the Office of Education of the Department of Health, Education and Welfare, the Massachusetts Department of Public Works, the U.S. Atomic Energy Commission, the Department of the Interior, the National Science Foundation, and the Public Health Services of the National Institutes of Health.

2.) Faculty research projects supported from University Trust Funds during the past year included over fifty projects involving research in the humanities and the social sciences as well as in the physical and biological sciences. These funds have also provided support for the University Press Committee, which this year published its first book, A Curious Quire, a collection of poems written by four poets in our Department of English and illustrated with lithography done by a faculty member in the Arts Department. The Research Council recommended, and the Board of Trustees approved, a plan providing for continuing support by the four valley colleges of The Massachusetts Review which has been edited by staff members of the four institutions

and which has acquired a distinguished reputation in the three years of its existence.

II. FUTURE PLANS:

A. In the budget request for Fiscal 1965, I have requested a significant increase in the money available for graduate fellowships and graduate assistantships. As I said in my budget statement, this money is absolutely essential to a quality graduate program. I attach hereto (Appendix III) a copy of the budget statement on this point.

B. The University Master Planning Committee has approved the development of plans for a building presently titled a Graduate Research Center. It is contemplated that the building will include facilities for a new Computer Center, a Physical Sciences Library and a Graduate Student Center. The Computer Center will provide facilities for an IBM 7040-1401 computer, which is planned for Fiscal 1967.

C. I have also asked for an Assistant Dean for the Graduate School in Fiscal 1965. I attach hereto (Appendix IV) a copy of my budget statement on this point.

III. FUTURE NEEDS:

The future needs of the graduate program of the University seem reasonably well in hand with one exception. That exception is our library holdings. Under the date of December 5, 1962, I submitted a memorandum proposing a library development program. So far as I know no action has been taken on that memorandum. I said there that unless a program of library development was undertaken, that the University must curtail its graduate program sharply. I wish to repeat that assertion here. I do not think the University administration has focused on the seriousness of the library situation. The following items are relevant:

1.) According to the standards of the American Library Association (New York Times, April 7, 1963, Section 4, p. E 17) an adequate undergraduate library would require 50,000 volumes for the first 600 students and an additional 10,000 volumes for every additional 200 students. By this standard the University of Massachusetts library should have 400,000 volumes. It actually has 240,000 volumes. The library holdings, by these standards, would have to increase by over 50% to be even adequate for undergraduate needs.

2.) If we add, as we plan, an additional 1000 students a year, we should, at the same time, add, by ALA standards, an additional 50,000 volumes each year. At the current book cost of eight dollars per volume, this would require a book budget of \$400,000 per year. Such a book budget would still leave us with a library which was below average even for undergraduate purposes.

3.) A long range program of library development must be faced realistically. A minimum library for graduate and undergraduate needs would contemplate a book collection of 1,500,000 volumes by 1973, when we will have reached a size of at least 18,000 students. (This may be compared with the present holdings of 3,000,000 volumes at the University of Michigan for a student body of 28,000).

4.) To attain a holding of 1,500,000 volumes by 1973, the University must add 1,200,000 volumes in the next ten years, or 120,000 volumes per year. At the present cost of eight dollars per volume this would mean \$960,000 or approximately \$1,000,000 per year for the next ten years for book budget alone. Any less than this is absolutely going to reduce us to a second rate graduate program in the humanities and the social sciences. When this is compared to the capital outlay budget for

science laboratories, it is a minor portion of what we are spending and will spend for the support of laboratories in science.

The most fruitful solution to this problem would occur if we could find some way to include the book budget in the capital outlay budget.

The purchase of books on such a scale would produce two problems. One would be the library processing of books in such quantity. During the past six months Mr. Montgomery and I have been working with the IBM people on the problem of automation of the acquisition and cataloging procedures in the library. We have devised a system we are all quite pleased with. Provost Woodside has approved its implementation beginning in the next fiscal year. The training of staff and the installation of equipment should be completed by the beginning of Fiscal 1965. At that time the library should be in a position to process books in the quantity requested above.

The second problem of significance would be that of making certain that the books purchased provided a quality collection and not simply an increase in quantity of holdings. This is a problem of some difficulty. The library staff could not solve it without extensive assistance from the faculty. I wish to repeat my earlier recommendation for the appointment of a Library Development Committee. This Committee should not usurp the prerogatives of the University Library Committee which should continue to concern itself with the ordinary operations of the library. The Library Development Committee should, rather, concern itself with the problems peculiar to the rapid expansion and development of the library collection. Under its direction the assistance of faculty specialists could be attained. Given adequate financial support the Committee could, in a decade, develop library holdings commensurate with a quality graduate program.

Appendix I: Graduate School Report

ANNUAL REPORT OF
THE GRADUATE COUNCIL TO THE FACULTY SENATE
FEBRUARY 1963

The necessity for expanding the national resources of trained manpower is a theme that has repeatedly echoed through the educational debates on the national level this past year. Two general concerns have motivated this debate. One is the needs of the National Defense Program. C. P. Snow expressed this same concern well when, in discussing the struggle between the communist and the non-communist worlds, he wrote: "Education isn't the total solution to this problem, but without education, the West can't even begin to cope. All the arrows point the same way."

The second concern results from the realization that Western civilization is becoming increasingly dependent upon the disciplined, educated mind. The philosopher Alfred North Whitehead has said that, "In the conditions of modern life the rule is absolute. The race which does not value trained intelligence is doomed. Not all your heroism, not all your social charm, not all your wit, not all your victories on land or at sea, can move back the finger of fate. Today we maintain ourselves. Tomorrow science will have moved forward yet one more step, and there will be no appeal from the judgment which will then be pronounced on the uneducated."

By whatever name one thinks of the present century - the age of the atom, the age of automation, the space age - one thing is clear, this is the age of the trained intellect. For the first time in human history the dominant force in the affairs of man is intelligence. It does not follow that other forces that have dominated other centuries are done away with or are of little account. Collectively they can and often do defeat the efforts of human intelligence. But as an operative force in the world's work, and in terms of respect for it by those who desire to promote the

best interests of mankind, trained intelligence is the most valued product in the world today.

The University Long Range Academic Planning Committee in its report dated June 5, 1962 has recognized one aspect of this need. The committee says in part,

During the next ten years American universities will need some 336,000 professionally trained people for replacements and additions to staff. The present national output of earned doctorates is approximately 9,600 a year, of which but 5,800 are available for careers in higher education. At this rate we will have only 58,000 trained people in ten years to fill 336,000 positions. Even if the most optimistic estimates of an increase in graduate training is used, we would be able to train but 110,000 of the 336,000 needed.....Massachusetts will need 10,000 doctoral level persons in the next ten years. A generous estimate is that the state is presently turning out about half the annual demand.

In addition to the three hundred and fifty thousand trained scholars needed by American universities, an additional five hundred thousand will be needed by industry and government in the next decade. During the ten year period 1950-59 the United States produced 86,956 doctoral candidates. This is about one tenth of what will be needed in the next ten years. Unless we can increase the output of trained Ph.D.'s by approximately ten-fold in the next decade we will suffer serious depreciation in the quality of our industrial and governmental programs.

In an effort to attract new industry to the Commonwealth, no single factor is as important as a reservoir of trained manpower with graduate degrees. Rocket expert Dr. Werner von Braun recently shook a number of ambitious Chambers of Commerce when he stated flatly that, "It is not water, or real estate, or labor, or power, or cheap taxes that bring industry. It is brainpower. What brought the aircraft industry to the Los Angeles area? The desert and the smog? No. It was the University of California at Los Angeles and the other great universities there."

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The requisites for modern industry have been listed as "good libraries, good research facilities and a concentration of good minds."

While industry and government consume trained manpower, only the universities can produce it. The University of Massachusetts has been making its contribution for a good many years. We gave our first Master of Science degree in 1893 and our first Ph.D. in 1903. A study recently released by the United States Office of Education shows that in the ten year period from 1950 to 1959 the University of Massachusetts gave 109 earned doctorates (and 973 master's degrees) to rank 94th among 216 institutions giving doctoral degrees in the United States.

However, in order to contribute its share toward satisfying the steadily increasing demands of industry, of government, and of college teaching for personnel with graduate degrees the University must expand its graduate program into a wider variety of fields. A year ago we offered the Ph.D. in 15 areas. During the past year the Board of Trustees has approved a Four-College Ph.D. program in geology and one in German. Presently before the Board for its consideration is a Ph.D. and D.Ed. program in education, an English Ph.D. has just been approved. Before the end of this academic year we hope to propose to the Board, programs in history, philosophy, physics and possibly engineering.

The Trustees have approved four new master's degrees: Master of Science in Accounting, Master of Science in Finance, Master of Science in Industrial Engineering, and Master of Science in Physical Education. This brings to a total of 41 the number of departments offering the master's degree. We have a committee currently working on a program for a Master of Fine Arts degree.

In order to maintain a high level of quality in a period of rapid expansion, it is necessary to keep constantly alert to the problem of whether we are stretching our staff and our resources too thin and whether the

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.

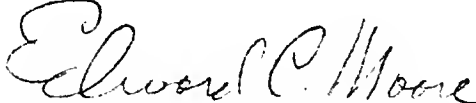
In the second section, the author details the various methods used to collect and analyze the data. This includes both manual and automated processes. The manual process involves reviewing each entry individually, while the automated process uses software to identify patterns and anomalies.

The third part of the document focuses on the results of the analysis. It shows that there are several areas where the data deviates from the expected values. These deviations are likely due to human error or system malfunctions. The author provides a detailed breakdown of these errors and suggests ways to prevent them in the future.

Finally, the document concludes with a summary of the findings and a list of recommendations. The author suggests that regular audits should be conducted to catch errors early on. Additionally, investing in more robust software and training staff on proper data entry procedures are also recommended.

supply of qualified students is being exhausted. If the University continues its rate of annual growth in physical plant it would appear as though the needs of the graduate program in this dimension will be adequately met. The areas in which critical deficiencies will shortly develop unless new approaches are established are those of graduate faculty, graduate assistantships and library resources. The administrative officers of the University are currently giving careful thought to our needs in these areas. Hopefully, the next annual report will be able to report significant progress in these directions.

The attached data sheets give quantitative descriptions of the activities of the Graduate School during the past year.



Edward C. Moore
Dean, Graduate School

ECM/j

UNIVERSITY OF MASSACHUSETTS

GRADUATE SCHOOL

Advanced Degrees Granted During the
Calendar Year 1962

<u>DEGREES</u>	<u>Feb.</u> <u>1962</u>	<u>June</u> <u>1962</u>	<u>Sept.</u> <u>1962</u>	<u>Totals</u>
Doctor of Philosophy	6	10	10	26
Master of Arts	7	18	24	49
Master of Arts in Teaching		6	1	7
Master of Education	10	16	24	50
Master of Science	18	16	16	50
Bachelor of Landscape Architecture		1		1
Master of Landscape Architecture		1	1	2
Master of Business Administration		18	7	25
Master of Science in Chemical Engr.		1		1
Master of Science in Civil Engr.	2	2		4
Master of Science in Elect. Engr.		3	2	5
Master of Science in Mechanical Engr.		1	1	2
	<u>43</u>	<u>93</u>	<u>86</u>	<u>222</u>

The Graduate School Student Body

The results of a questionnaire completed by graduate students at registration in the fall of 1962 showed that the graduate population was 669 males and 245 females, that 398 were single and 410 married, that 495 were working at the M.A. level, and 207 at the Ph.D. level with 130 enrolled as special graduate students, 404 were in the first year of graduate study, 229 in the second year, 100 in the third year and 50 beyond the third year.



Appendix II: Research Council Report

RESEARCH COUNCIL REPORT

One thing is certain. Whatever major objectives or high adventures mankind undertakes, the highest degree of originality and the deepest insight will come from individual minds. Accordingly, not only the progress of science but its meaning and future promise are best fulfilled by ensuring the right and the opportunity for individuals to pursue research of their own choosing.

Alan T. Waterman
Director, National Science Foundation
12th Annual Report, 1962

THE HISTORY OF THE
CITY OF BOSTON

FROM THE FIRST SETTLEMENT
TO THE PRESENT TIME
BY
NATHANIEL PHIPPS
OF BOSTON

BOSTON: PUBLISHED BY
J. B. ALLEN, 10 NASSAU ST.
1856

ANNUAL REPORT OF
THE RESEARCH COUNCIL TO THE FACULTY SENATE

MARCH 14, 1963

The function of a university is to discover and teach the truth. The discovery of truth is the result of research. Research and the training of students in the methods of research are among the most significant functions of a university. The Ph.D., which is the highest degree a university can give, is the certification of research ability. Accordingly, training candidates for the Ph.D. is primarily a matter of providing them with the opportunity to engage in research activities in the field of their major interest. Such a program cannot be carried on except where there is a flourishing research program in which students can participate.

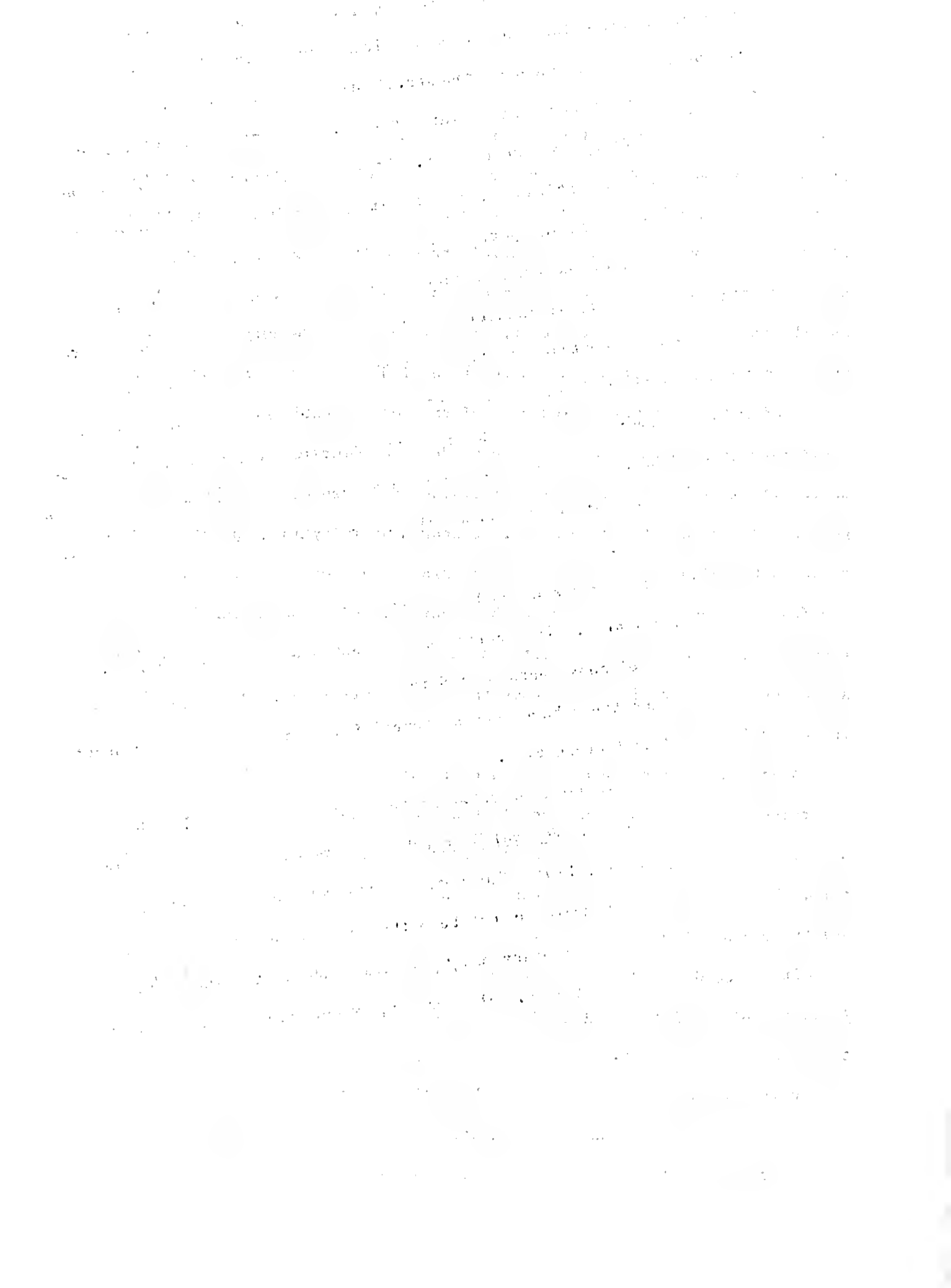
In addition to its educational function the other basic reason for a research program is its service function. In the modern world no state can progress without a growing fund of new truths. A state university is a research laboratory for the state. It concerns itself with problems on the state and national levels which are pressing for solution. Research programs designed to solve fairly specific problems are common in the professional schools of a university such as engineering, agriculture, education, business administration, home economics and nursing. An excellent example of such a program is found in the Massachusetts Experiment Station which was established at the University by state statute in 1887 to conduct basic developmental economic research. This program is supported by state and federal funds and by many industrial and foundation grants. Its latest report lists one hundred and thirty-one current research projects being actively pursued in various areas of scientific concern.

In its research program the University does not take on projects where private research laboratories are prepared to do the job, nor does it take on projects which lack educational values - which cannot be used to train students. However, when an industrial organization wishes to sponsor basic research on some particular matter of concern to it, it will often ask the University to undertake it. Most industrial sponsors leave the University a wide latitude in the determination of the research problem.

During the cold war period some of the most essential research problems have been in the area of national defense. Turning to the nation's universities with their faculties of trained research people, the federal government has undertaken to support research activity in areas of interest to the national welfare. In the period since the close of World War II the federal government, through such organizations as the National Science Foundation, the National Institutes of Health, and the National Aeronautics and Space Administration has become the largest single sponsor of research in the world today.

A good deal of concern has been expressed about the influence of the government on research. In general this concern has been overdone. We have the example of many years of federal support of research in agriculture. The results there have been so beneficial as to cause concern about surplus agricultural production.

In the best study yet undertaken of this matter (Charles D. Kidd, American Universities and Federal Research, Harvard University Press, 1959) the author concludes (p. 210), "The most significant factor affecting university research programs has not been the federal government but the standards of excellence and discrimination maintained by the intangible social pressures of the faculty. The most important effect of the federal



funds has, therefore, been to provide momentum in directions set by cultural values and by forces within universities."

The other major concern expressed about federal support of research has been that it has been almost exclusively in the science areas. Dean Erwin N. Griswold of the Harvard Law School said in his 1961-62 annual report, that of sponsored research, "In the single year 1960-61, the amount from the federal government was more than twenty-one million," practically all of it for science and medicine. Dean Griswold went on to say that he was not "unduly envious of those whose work has been strengthened because of the needs of the government. But I do think that the time has come when the university, if it is to remain truly a university, should begin to take affirmative steps to redress this imbalance, and to find ways and means to bring substantial new strength to the fields of the social sciences and the humanities."

The situation at the University of Massachusetts reflects to some degree the national pattern on this matter. The University has, however, sought to assist the non-science areas by more positive steps than might be immediately evident. Later portions of the present report will detail the support provided for The Massachusetts Review and the University Press Committee. The Research Council has been supplied with sufficient funds that it has been able to support every worthy project submitted from the humanities and social sciences that has come within the scope of the Faculty Research Grants program.

Since the volume of activity at the University in the fine arts, the humanities and the social sciences is not so readily visible on the academic horizon, it is easily overlooked. It is my opinion that there is more extensive research activity in the non-science areas at the University when compared with other institutions than there is in the science areas.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be clearly documented, including the date, amount, and purpose of the transaction. This ensures transparency and allows for easy reconciliation of accounts.

In the second section, the author outlines the various methods used to collect and analyze data. This includes direct observation, interviews, and the use of specialized software tools. Each method is described in detail, highlighting its strengths and limitations.

The third section focuses on the results of the study. It presents a series of tables and graphs that illustrate the key findings. The data shows a clear trend of increasing activity over the period studied, which is supported by the statistical analysis provided.

Finally, the document concludes with a summary of the main points and offers recommendations for future research. It suggests that further exploration of the underlying factors influencing the observed trends would be beneficial.

The area of greatest concern in the University Research program is a lack of funds to support projects costing over about one thousand dollars in size, and a lack of funds to pay salaries of staff members who wish to engage in research programs during the summer months. We will not be a great university until we can provide such support.

The spectrum of research activity at the University is wide. In industrial projects, research is being carried out under the sponsorship of thirty-five different industries including such well-known firms as Chemstrand, General Electric, General Tire and Rubber, Glass Container Corp., Ocean Spray, Petroleum Corp., and Plax, Inc. Among the areas being investigated are bacterial filters, food flavors, ventilating systems, greenhouse atmospheres, rubbery polymers, cranberry products, metals spectroscopy, weed herbicides, fertilizers, forest resources, financial institutions and urbanization problems.

There are also five projects for the U. S. Department of Agriculture dealing with respiratory diseases in poultry, the economics of agricultural production and factors in pine tree growth. Other projects include one for the armed forces on psychological behavior under stress, a project for the Office of Education on teaching of the deaf, a Massachusetts Department of Public Works project on sand dune stabilization, a U. S. Atomic Energy Commission project on biochemical mutants, and a Department of Interior Project on the effects of DDT.

There are thirty projects for the National Science Foundation in such fields as botany, geology, entomology, chemistry, bacteriology, language institutes, physics, psychology, engineering and zoology.

For the Public Health program of the National Institutes of Health, we have thirty-two projects ranging from studies in frozen foods, milk pasteurization, infectious diseases, psychological drive and conflict

measurement, through programs in clinical psychology and psychiatric nursing.

Faculty research projects supported from University Trust Funds during the past year included over fifty projects involving research in the humanities and the social sciences as well as in the physical and biological sciences. These funds have also provided generous support for the University Press Committee which this year supported a number of faculty publication efforts including the Committee's publishing of its first book, A Curious Quire, a collection of poems written by four poets in our Department of English and illustrated with lithography done by a faculty member in the Arts Department. The Press Committee exhausted its first grant of five thousand dollars. The Research Council has recommended two grants of five thousand each to the Committee to continue its program. As its share of support for The Massachusetts Review, the Research Council recommended, and the Board of Trustees approved, a continuing grant of ten thousand dollars a year plus two half-time staff positions and editorial office space.

The dollar volume of sponsored research at the University has grown steadily during the past year. It is now nearly double what it was a year ago. In terms of dollar volume of sponsored research, the research effort of the University is about 45% in the life sciences (zoology, botany, psychology), 35% in the physical sciences (chemistry, physics, geology), 15% in agriculture, and 5% in all other areas.

Other activities of the Research Council have included the initiation of a monthly Research Council Newsletter, a discussion of the University's policy on additional compensation for faculty, and some support to make it possible for the University Library to obtain a Xerox 914 copying machine. The Council also recommended that the five Research Institutes currently operating on campus be granted funds to assist in support of their overhead costs.



Edward C. Moore
Dean, Graduate School

APPENDIX III

BUDGET STATEMENT: Graduate Fellowships and Assistantships

The success of a graduate program is a function of a number of factors. The most important of these is the quality of the students the program is able to attract. In the modern academic world good students cannot be attracted without fellowships and assistantships. To maintain anything approaching a satisfactory quality of graduate student it is necessary to provide financial assistance for at least one-half of the graduate students. This budget represents an approach to this problem. It contemplates financial aid from graduate school funds for about 40% of the graduate students. Hopefully, an additional 10% can be supplied from research projects and other sources.

To attract the very best graduate students it is necessary to have fellowships as distinct awards from assistantships. The program proposed below calls for one fellowship for every ten graduate students. The fellowships would be in the amount of \$2500 plus tuition waiver. They would be awarded on a competitive basis by departments. Approval of the scholarship committee of the graduate school would be a condition of the award. The formula used in determining the number to be requested is one Graduate Fellowship for every ten graduate majors or major fraction thereof in a department in the fall of 1963. In addition, to provide support for those programs which need building up in enrollment, one additional fellowship is asked for each master's and Ph.D. program regardless of enrollment. If the need for Graduate Fellowships cannot be met, the graduate program cannot rise above the level of the mediocre. First priority in graduate school funds should be given to the Graduate Fellowship program.

Second priority should go to the graduate assistant program. While the graduate assistant program is of help to the Graduate School, it is mainly of aid to the instructional program of the University. For this reason, funds for it have a second priority in the budget of the Graduate School. The formula used was to ask for one graduate assistant for each one hundred of undergraduate students taught in a college in the fall of 1963 (in physical education a ratio of 1/200 was used). Such students were budgeted at \$2250. A total sum will be allocated to the appropriate dean for his re-allocation to departments.

In evaluating this proposal it is necessary to keep in mind that by fiscal 1965, the Graduate School will be offering either the Ph.D. or the appropriate terminal degree in every department of Arts and Sciences and in most departments of the other colleges. The schedule of graduate degrees is indicated below. Material in parentheses represents items scheduled but not yet accomplished.

COLLEGE OF ARTS AND SCIENCES

ART:.....(M.F.A. - 1963)
BOTANY:..... M.A., PH.D.
CHEMISTRY:..... M.S., PH.D.
ECONOMICS:..... M.A., PH.D.
ENGLISH:..... M.A., PH.D., (M.F.A., 1963)
GEOLOGY:..... M.S., PH.D.
GERMAN:..... M.A., PH.D.
GOVERNMENT:..... M.A., PH.D.
HISTORY:..... M.A., PH.D.
MATHEMATICS:..... M.A., (PH.D., 1965)
MICROBIOLOGY:..... M.S., PH.D.
MUSIC:.....(M.F.A., 1965)
PHILOSOPHY:..... M.A., PH.D.
PHYSICS:..... M.S., (PH.D., 1964)
PSYCHOLOGY:..... M.S., PH.D.
ROMANCE LANGUAGES:..... M.A., PH.D., (FRENCH)
SOCIOLOGY:..... M.A., PH.D.
SPEECH:..... M.A., (M.F.A., 1965)
ZOOLOGY:..... M.A., PH.D.

DEPT. OF PUBLIC HEALTH:..... M.S.

COLLEGE OF AGRICULTURE

AGRIC. & FD. ECON:..... M.S., PH.D.
AGRIC. ENGR:..... M.S.
AGRONOMY:..... M.S., PH.D.
DAIRY & ANIMAL SCI:.....M.S., PH.D. (Ani. Sci.)
ENT. & PL. PATH:..... M.S., PH.D.
FOOD TECHNOLOGY:..... M.S., PH.D.
FORESTRY & WILDLIFE:.. M.S.
HORTICULTURE:..... M.S.
LAND ARCH:..... B.L.A., M.L.A.
POULTRY:..... M.S., PH.D.

BUSINESS ADMINISTRATION:... M.B.A., M.S.

SCHOOL OF EDUCATION:..... M.Ed., M.A.T., C.A.G.S., (ED.D., PH.D., 1963)

SCHOOL OF ENGINEERING

CHEM. ENGR:..... M.S. CH.E., (PH.D., 1963)
CIVIL ENGR:..... M.S. C.E., (PH.D., 1963)
ELECT. ENGR:..... M.S. E.E.
MECH. ENGR:..... M.S. M.E.

SCHOOL OF HOME ECONOMICS:.. M.S.

On the basis of the above, the requested budget for graduate fellows and assistants for Fiscal 1965 is as follows:

<u>College</u>	<u>Asst's</u>	<u>Funds</u>	<u>Fellows</u>	<u>Funds</u>	<u>Total Students</u>	<u>Total Funds</u>
Arts and Sciences	248	\$558,000	84	\$210,000	332	\$768,000
Agriculture	10	22,500	26	65,000	36	87,500
Bus. Admin.	13	29,250	6	15,000	19	44,250
Education	9	20,250	22	55,000	31	75,250
Engineering	20	45,000	10	25,000	30	70,000
Home Econ.	4	9,000	2	5,000	6	14,000
Phys. Ed.	34	76,500	3	7,500	37	84,000
Pub. Health	<u>2</u>	<u>4,500</u>	<u>2</u>	<u>5,000</u>	<u>4</u>	<u>9,500</u>
	340	\$765,000	155	\$387,500	495	\$1,152,500

APPENDIX IV

BUDGET STATEMENT: Justification for Assistant Dean

The request for an Assistant Dean for the Graduate School is based on the fact that the work load even now is of such a magnitude that it is difficult to do it all properly. For example, our records show that in the past year this office has received over 10,000 inquiries concerning admission to the Graduate School. From ninety to ninety-five per cent of these can be handled routinely. Still some 500 to 1,000 cases must have some special treatment. Many of them at the Dean's level. The number of problems which graduate students have is increasing steadily as we add new programs. By Fiscal 1965 we will have approximately a fifty per cent increase in the number of graduate programs being administered as compared to 1962 when a full-time Graduate Dean was appointed. The Graduate School should be moving more rapidly than it is now into an IBM oriented system of records analogous to that done for undergraduates in the Registrar's Office. While we propose to initiate some aspects of this program in Fiscal 1964, it should become a major part of an assistant dean's job to develop and administer such a records system. Elsewhere in this report I have asked for a considerable increase in the number of graduate assistants in the graduate student body. As the number of such assistants increases, the sheer organizing and administering of the assistantship program will take a major portion of someone's time. If the Graduate Research Center proposed for Fiscal 1966 is completed, it is to be anticipated that additional duties will accrue to this office in connection with the supervision and utilization of that building.

The number of day-to-day decisions that require an understanding of what a graduate program is, increases daily. We cannot expect the office staff of the Graduate School to make these decisions. They call for someone who has been through a graduate program as a student and who understands the mores of the academic community. At the present time the Graduate Dean does very little during the office hours of the day except to make such decisions. A good many of them could be made by an Assistant Dean. This would free the Dean to take a more effective role in the long-range development of the graduate program.

UNIVERSITY OF MASSACHUSETTS
OFFICE OF THE DEAN OF STUDENTS

ANNUAL REPORT
July 1, 1962 to June 30, 1963

EXPENDITURE

<u>Accounts</u>	<u>Fiscal Year</u> <u>1961-62</u>	<u>Fiscal Year</u> <u>1961-62</u>
3 Services Non-employees	\$1,889.00	\$ 709.00
0 Travel	850.00	800.00
1 Printing	100.00	75.00
2 Repairs, Alterations, etc.	60.00	183.00
3 Special Supplies	600.00	600.00
4 Office and Administrative Expense	1,000.00	1,450.00
5 Equipment	2,000.00	2,000.00

PERSONNEL

<u>Position</u>	<u>Sept., 1961</u>	<u>Sept., 1962</u>
Dean of Students	1	1
Head Clerk	1	1
Senior Clerk-Stenographer	1	1

ORGANIZATION

As the principal administrator of extra-class services and student activities, the Dean of Students serves to coordinate the activities of ten major student personnel services and to aid in the execution of combined programs and in the development of focus for future plans. The following listed offices represented by the head, or director, of each comprises the Student Personnel Administrative Council. To provide continuity with the admissions and registration activities of the University, the Registrar participates in the meetings of SPAC.

1. Dean of Men
2. Dean of Women
3. Counseling and Guidance
4. Coordinator of Student Activities/Director of Student Union
5. Placement and Financial Aid Services
6. Housing Office (from February, 1963)
7. University Health Services
8. Admissions and Records
9. Foreign Students (not)

SPECIAL PROJECTS

Examination of the annual reports of the various personnel agencies will immediately reveal the great increase which has taken place within recent years in the scope and variety of services which they must provide in the increasingly complex setting of the University. Throughout the past year a major concern of the Student Personnel group has been to develop an administrative structure and to initiate plans which will be adaptable to the changes in the University in the years ahead. One such change was the transfer of the Housing Office to the Student Personnel group. This change, accomplished in February of 1963 with the cooperation of the Treasurer, makes possible the consolidation of all student housing assignments in a single office with the immediate prospect of developing a more effective use of computer and machine record processing. This broadening of the Housing Office responsibility should provide in the future a more responsive structure with which to meet the crises which seem to be inevitable in student housing. The fire in Abigail Adams House during the past school year loomed less critical than the distressing delay in new residence hall construction which promises to be with us for several years. Although delays have again been frustrating the special funds appropriated for the new residence halls have made possible the initiation of major remodeling of Brooks House which is moving toward completion, with preliminary work well along in Baker House.

The establishment of Area Director positions as described in the report of the Dean of Men has made possible a major personnel improvement in men's residence halls which, in many ways, serves to match the plans for physical construction. In both areas, however, we have only begun to deal with aspects of the problem in a preliminary way and the major work lies ahead.

FUTURE PLANS AND NEEDS

Plans for the future for the Student Personnel Services are really divided into two major categories. First and most pressing are those plans which revolve around the development of adequate services for the students who are to be enrolled in the fall of 1963. A major effort is required if we are not to lose valuable ground in the fairness with which students are presented their opportunity for higher education. Our planned enrollment for September, 1964, envisaged a minimum of 1,000 beds available to provide housing for both graduate and undergraduate students in adequate numbers. The delay in the completion of the Hill dormitory complex designed for 1,300 students has meant that we will be forced to use many students in the community of Amherst and surrounding towns and that we will have no housing available for graduate students, with the exception of a few special hardship cases. It is hoped that the new personnel in the Housing Office will be able to deal adequately with this problem. However, many students who would have formerly been housed on campus will find themselves living in private residences, and many students who would normally have lived in private residences adjacent to the campus will find themselves commuting by bus or car from Northampton, Sunderland, or

utesbury. While this will certainly represent a major inconvenience and require more time of all concerned it should not be permitted to serve as a deterrent to the efforts of a sincere student to secure a fine educational experience at the University.

The delay in student housing emphasizes the need for additional recreational facilities for students on the campus and raises again the question of the addition of new facilities to the Student Union. Our residence hall construction has been, and will continue to be, predicated on the assumption that central recreational facilities are to be located outside the residence halls. Steps to construct these facilities on a scale commensurate with that recommended by the Student Union Planning Committee in their report of May, 1963, should be taken at the earliest possible moment. The size of the town of Amherst is clearly too small to expect private recreation facilities to meet the needs of a student group which will exceed 10,000 within three years. It would be unrealistic to assume that we can enroll and serve a student body of this magnitude without considering the need for specialized services of an expanded Student Union.

Although the preceding problems are ones demanding some immediate solution, a major effort will be made during the course of the next academic year to explore ways in which we can extend and broaden the educational experience of students in the University residence halls through special programming, faculty involvement and participation, and various experimental extra-class educational programs. While it will not be possible with limited resources and with our present uncertainty concerning which approach may be most effective to meet our particular needs to develop programs for all residence units, we plan to engage in some exploratory and experimental work with three or four residence halls. The University is uniquely fortunate in the high proportion of its undergraduate student enrollment which is resident on campus. It would be regrettable if we did not use this situation to its very highest educational advantage. While our present residence halls do not offer the special facilities for faculty residence or office use, or for various seminars and meetings, such as will be present in the dormitories now under construction or design, there is no reason to believe that we cannot develop a social and intellectual pattern within these residence halls which is more consistent with the educational goals and purposes of the University than that now in existence. In any event, it is necessary that some exploratory and experimental work be undertaken if we are to develop the programs which will serve our needs in future years.

Respectfully submitted,

William F. Field
William F. Field
Dean of Students

UNIVERSITY OF MASSACHUSETTS
Amherst, Massachusetts

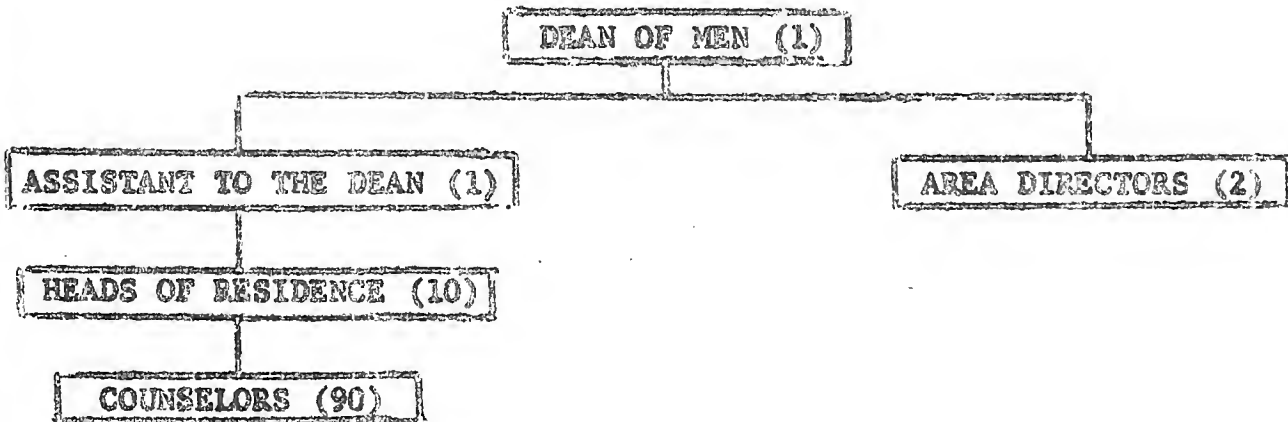
OFFICE OF THE DEAN OF MEN

ANNUAL REPORT

July 1, 1962 - June 30, 1963

This report represents the combined thinking of Messers. Roth, Arthur, Barnard, and Hopkins and is directed to whom it may be of interest with the hope that it will reveal some of the concerns which our office attempts to bear with high degrees of (1) loyalty to the students it serves, (2) responsibility to the University and, thus, to the Commonwealth, (3) unstinting devotion to its duties to and with the Heads of Residence and Counselors in the residence halls, and (4) maintenance of good humor in the face of some pretty trying times. The latter may, of course, be obscured on rare occasions wherein an episode develops into one which is strictly not funny. More than a perfunctory nod should be given to the Heads of Residence, Area Directors, Counselors, and Assistant to the Dean for their absolute devotion to the job.

1. It is gratifying to realize that the need for additional staff has been sensed and that this office is now short only one major professional position - that of Associate Dean of Men. (See Section IV, Item 3). This year we have the following organization serving the functions described in the opening paragraph:



II. (a) Since the office potentially is concerned with some 3,785 male students (Stockbridge and Graduate included, although rarely), we have our hands full as well as some nights!

Chart 1 indicates a rough breakdown of residence areas in which the above potential spends some of its time. It should be observed that the 651 students living off campus have secured their own lodgings with extensive assistance from the Housing Office. Plans for the future indicate that additional personnel in that office will make off-campus living even better in every respect. Perhaps, students and landlords will get a better break.

II. (b) It is not possible to specify exactly the number of students with whom any one or all of the staff has had contact during the year. Most days are filled with seeing a large number on a fascinatingly wide variety of problems. Some contacts are brief (5 - 10 minutes); some run to as much as an hour in duration; the rare ones may go on for some 18 hours (e.g., The case of the student who fired a shotgun at some other students came to our attention around 6:00 a.m., and the case was concluded shortly after midnight).

By far, the great majority of our cases are rewarding for all concerned; the results are positive and constructive. To have had, to have, or to have in the future any other philosophy than that just implied is unthinkable in spite of any and all contentions to the contrary.

Generally, conduct of students is precisely what is expected deplorable as isolated instances may be. There were two shotguns fired off at others and one suicide this year. There have been three demonstrations for no known cause involving rather heavy concentrations of students. In addition, two escapades involving some fraternities were broken up by the senior member of this staff. A minimum of ugliness was observed, some stones and other hard objects were thrown, unspeakable language was hurled from the darkness at the police and other officials present, but no serious consequences developed.

The Dean of Men has had considerable practical experience in riot control and earnestly suggests:

- (1) That the police do not attempt to break up knots of assembled students by charging at them (unless all other measures fail);

- (2) That no night sticks or billy-clubs be carried (it is even thought unwise to be armed with any weapon);
- (3) That all officials present circulate calmly in the crowd and just be seen;
- (4) That no deterrent such as tear gas ever be used;
- (5) That no outside force be called in without extremely careful but rapid consultation among student personnel workers.

To charge at groups is wasteful of energy; to carry sticks is a simple invitation; circulation tends to break up the crowd quite effectively; gas can be used ONLY BY HIGHLY TRAINED PERSONS and would serve only to incite a loud gathering and transform it quickly into a nasty mob. (Gas actually is most effective indoors); an outside force simply challenges the students to do worse at another time.

Great respect and admiration is held for the Campus Police by most everyone. It is sincerely hoped that the five points above will be taken into account solemnly and soberly.

III. Listed below are what we consider to be our major accomplishments for the past year. They are presented only briefly-- if the reader wishes more detailed information about them or to discuss them with us, we are at any time ready to talk! Particularly, we welcome positive suggestions.

1. The development of the Area Director's position.
(See Appendix A for job description.)

2. The evaluation and reorganization of the Gryphon Society as a service organization designed to meet the needs of students in residence and including an evaluation of Dining Hall operation and service. There were thirteen (13) Gryphon positions instituted this academic year. They are senior counselors who were appointed by this office.

3. A re-evaluation of the counselor selection process with a new approach to screening and selection, utilizing Heads of Residence, Student Counselors already working with the organization, Area Directors, Deans, and members of the ROTC units on campus. The latter group is most helpful in spotting potential leaders.

4. The continued development of a Confidential Student Personnel File * for each individual male student registered in the University.

5. The evaluation of the present Identification Card System resulting in a totally new card which will better facilitate student access to University facilities. Special equipment was used to photograph students at pre-registration (Counseling Day, May 7, 1963) and will be used throughout Summer Testing for incoming freshmen. Late registrants, transfer students, and graduate students as well as special students will be photographed on Registration Day in the fall.

6. The evaluation of the Men's Judiciary System with additional Area Judiciaries established for trying those disciplinary cases that incur throughout the residence hall complexes. (See Appendix B for a detailed description of Men's Judiciary.)

7. An evaluation of the traffic problems on campus with suggestions made to the Dean of Students.

8. The development of an in-service training program for students who are working closely with the counseling program at the University. This program extended over a ten-week period in the first semester. Student Counselors were broken into small discussion groups and met with staff and faculty regarding questions concerning counseling, discipline, policy, and regulations of the University.

9. The expansion of the social program within the residence hall complexes to meet better the needs of each individual student, encouraging a Men's Interdorm Council to work closely with synthesizing and coordinating the residence halls' programs.

10. An organization of an in-service training program for the Heads of Residence incorporating staff and faculty lecturers. The writing of a Heads of Residence Manual. (Copies of this may be obtained in the Office of the Dean of Men.)

* Known locally as the "ID&M" - Record of Interviews, Deeds, and Misdeeds.



IV. 1. Future plans and needs call for additional personnel, facilities, and equipment if we are to be expected to cope properly with the increased enrollment. Especially is this true in light of the Registrar's warning that many entering males will be less mature than their predecessors. Hence, we anticipate not only an increase in the number of problems but an increase in the percentage thereof as well.

2. We would also like to furnish one free meal per day to senior counselors as additional incentive.

3. We are asking for the creation of an additional position for our office. (An Assistant Dean of Men will begin his duties on 1 August 1963). The additional position requisite to round out our staff (presuming the continuation of Area Directors) is that of Associate Dean of Men. Briefly, he will serve as alter ego to the Dean and will function on approximately the same level. Consultations with students, parents, faculty, staff, and countless other interested persons is a very vital part of the work. But, time must be available for the Dean and his Associate simply to sit and evolve plans for the future. Such is not daydreaming though it may look it! Plans for the entire handling of students must be developed meticulously and every attempt must be made to engineer out of the program as many headaches as possible. Prolonged thinking, time in which to do it, and a reliance upon past experience are the principle ingredients for such an evolution. The Dean and his Associate will be the primary planners although extensive use will be made of other staff members as well.

4. Additional equipment in all residence halls such as lounge furniture, study equipment, etc., is needed. A great deal more attention must be paid to the Heads of Residence's apartments. They are receiving absolutely no maintenance for the room rent which they pay, even though it has been requested. There have been several requests for items such as locks for the bedroom doors, carpeting, repainting, fixtures, etc., throughout the year which have not been completed. Many times it would appear that Maintenance considers the Heads of Residence only as a permanent tapestry in the residence halls; and, as such, it is not necessary to consider them in their remodeling program. Much of the land around the residence halls, such as the property between Gorman House and Hills North and South and the property between Baker, Greenough, and Chadbourne could be landscaped. The beautification of many

of our facilities, both internal and external, would greatly increase the morale of all students living in our residence hall complexes. (Details are currently being planned.)

5. The Gryphons should be evaluated as to their function on campus. This year they have played an important role in many of the major decisions concerning residence hall living as well as in the search for a satisfactory solution to students' individual problems. They have been in close contact with both students and staff and have been alert and ready to deal with many of the cases which might well become serious problems had they not been attended to with the rapidity noted.

6. The counselor selection this year has worked very satisfactorily; however, it did involve a great deal of time for staff, clerical help, and students. All applicants were screened on paper and then interviewed by a member of the professional staff. This certainly was a step in the right direction but unless additional help at hand is had it will be virtually impossible to operate this type of careful selection in the future.

7. The Area Directors have worked most successfully with students in establishing student contacts that unfortunately were slowly diminishing between the students simply because of the increased numbers of students enrolled at the University and a pure lack of time to consult with them. Regular office hours for each Area Director has proved most satisfactory throughout this year. We feel, however, that the Area Directors should spend as much time as possible in the Dean of Men's Office so as to familiarize themselves with the operation and procedures as well as to acquainting themselves with the overall student personnel program.

8. Additional space for the office of the Assistant to the Dean of Men and the Associate Dean of Men including the necessary equipment such as desk, chair, Autograph, secretarial help, etc., is simply a requisite.



Robert S. Hopkins, Jr.
Dean of Men



CHART 1

TOTAL MALE POPULATION, 1962-1963		3,785
RESIDENCE HALL POPULATION	2,737	
FRATERNITY POPULATION	397	
OFF-CAMPUS POPULATION	651	
	<u>3,785</u>	<u>3,785</u>

Job Description of Men's Area Director

The residence halls are staffed by a Head of Residence and a group of counselors in each house. In order to formulate and administer a more constructive residence hall program, there was need of employing two Men's Area Directors. One is in charge of the block of residence halls on the hill (Baker, Butterfield, Chadbourne, Greenough, and Van Meter Houses) and will live in Baker. The other was in charge of the block of residence halls down the hill (Brett, Gorman, Hills North, Hills South, Mills, and Wheeler Houses) and will live in Gorman House. Both of these men would be directly responsible to the Assistant to the Dean of Men, who supervises all men's dormitories on campus, and, of course, to the Dean of Men, who exercises overall responsibility for the welfare of all male students.

The main responsibilities of these men are the administration of educational, social, management, and disciplinary programs within their geographical areas of concern. They will work with the Heads of Residence in directing counselors, organizing orientation programs, setting up dormitory organization programs, supervising social activities, training student workers, conducting group discussion sections, directing leadership training programs, counseling residents, advising student government units within the residence hall area, supervising business matters, handling residence hall area discipline cases. In this, the Men's Area Director will work closely with Men's Judiciary (District Boards and the Dean of Men), handling routine administrative duties within the residence hall area, serving as hosts at social functions and acting as advisers to student groups within the residence hall area. They will also be required to work with the Heads of Residence on checking rooms for cleanliness, keeping records, maintaining order, and counseling on study habits and personal problems.

In addition to the above, they will be required to act as liaison persons between the Housing Office and the residence hall area in matters of room adjustments, general maintenance, student damage, and repair of furnishings as a result of fair wear and tear.

These positions should be filled by young men interested in gaining experience in student personnel administration in higher education. These men will be allowed to take a specific number of courses (two) in such areas as guidance, psychology, or other fields which relate to student personnel administration.

To gain an even better view of the operation of the Dean of Men's sector of student personnel, these men will devote a portion of their time working directly in the Dean of Men's Office. This experience is to be in the nature of developing creative social programs for the men at the University, serving as observers or nonvoting members on student-faculty committees, acting as advisers to specific student organizations and helping with the general routine in the Dean of Men's Office. By giving these men this opportunity, it is hoped that they will get a broader base of experience for their future development in student personnel administration.

APPENDIX B

The Judicial System at the University of Massachusetts

The judicial system at the University of Massachusetts insofar as it pertains to male students consists of four parts: The University Discipline Board, the Men's Judiciary Board, Judiciary Board for Area I, and Judiciary Board for Area II.

The University Discipline Board consists of eleven members of the faculty, the Dean of Men and the Dean of Women (nonvoting), the Chairman of Men's Judiciary Board and the Chairman of the Women's Judiciary Board, and serves as an Appellate Board only. It does not set punishments, but it may from time to time establish policies and suggest procedures. It hears appeals from judgments rendered by any of the other three boards or a judgment rendered by an administrative officer of the University empowered to impose penalties.

The Men's Judiciary Board consists of seven four-year undergraduate students selected by the Committee on Men's Affairs of the Senate of the joint Student Government. The members of the Board are selected by means of extensive interviews conducted by members of the current board for all who apply for membership in a following year. The Board elects its Chief Justice and its clerk.

Cases of a general nature occurring on the campus but not either Area I or Area II (residence hall areas) are referred to the Men's Judiciary Board by the staff of the Office of the Dean of Men.

By common consent, penalties range all the way from a warning to a recommendation of expulsion from the University. Recommendations are reviewed and acted upon by the Dean of Men. More specifically, the recommendations include all of the following:

Warning

The judiciary board takes this action directly.

Censure

Probation Without Restrictions (Recommended)

Probation With any of a variety of Restrictions (Recommended)

Suspension for either a stated or indefinite period of time
(Recommended)

Expulsion (Recommended).

Most of the above penalties are matters of recommendation. In other words, the Judiciary Board recommends to the appropriate staff member in the Office of the Dean of Men that a specific kind of action be taken against a student for his misdemeanor. If it be probation, suspension, or expulsion, it is up to that staff member to effect the recommendation if he approves of it.

When a student is sent to the Men's Judiciary Board, a form is filled out stating his name and class, residence while at the University, a "charge" (a statement of the general violation) and a "specification" (a more detailed description of exactly what took place to generate his being sent to the Judiciary Board).

The form is returned to the Office of the Dean of Men after the hearing at which the student is present and contains the recommendation of the Board. In practically all instances, the recommendation of the Board is followed and in no case is the penalty recommended by the Board increased by a member of the staff.

The two Area Judiciary Boards are similar in composition although the presiding officers are selected from among the associate justices of the Men's Judiciary Board. These boards hear cases which are referred to them by any member of the staff of the Dean of Men (Dean of Men, Assistant to the Dean of Men, Area Directors) on exactly the same form that is used for referrals to the Men's Judiciary Board. The range of penalties which may be invoked by Area Judiciary Boards are precisely the same as those that may be imposed by Men's Judiciary.

The Area Judiciary Boards are designed to hear cases of misdemeanor occurring within their geographical jurisdictions. This pertains no matter what the individual student's University residence may be. For example, a student who resides in Hadley, commits an offense in Butterfield House would then be tried by the Area I Judiciary.

After a student has been tried by one of the Judiciary Boards-- and it should be noted again that the student is always called before the Board and must appear in neat and proper clothing--he is informed of the finding of the Board (its recommendation) and is told to report to the person who sent him before the Board within twenty-four hours.

When a student reports before the appropriate dean, he is informed of the recommendation of the Board and is told at that time whether the recommendation has been approved and, where indicated, he is penalized in accordance with the recommendation.

A student always has the right to appeal any judgment rendered by any one of the above boards or by any administrative officer of the University empowered to assess punishments.

In general, students who wish to appeal the judgment rendered by an Area Judiciary Board make their appeal to the Men's Judiciary Board. Such appeals are ordinarily based on introduction of new evidence and not simply on the basis of the severity of the punishment.

Judgments from the Men's Judiciary Board or from an appropriate University official may be appealed--again by introducing new evidence--to the University Discipline Board whose findings are in turn reviewed by the Dean of Students.

It is axiomatic that punishments imposed by University officials or recommended by the Men's Judiciary Board are not to be increased by the University Discipline Board--they can be wiped out entirely or simply lessened in severity.

The entire judiciary system as described above places greatest emphasis upon student self-government. Over the past 15 years, a growing maturity on the part of the Men's Judiciary Board as it has gained experiences has been observed.

Cases which are extremely serious in nature are discussed anonymously by the Chairman of the Men's Judiciary Board and the Dean of Men or one of his assistants to determine whether the case should be referred to the Judiciary Board or be handled by a professionally-trained staff member.

The Judiciary Boards have great respect on campus; positions on the Boards are eagerly sought by serious-minded students; only rarely is a member of the board unwilling to carry his share of the load. All proceedings of the Board and of those who refer students to the Board for judgment are conducted in a non-legalistic manner. The Judiciary Boards are not composed of legally trained individuals and any attempt to act in a legalistic way would be highly inappropriate.

The University has reason to be extremely proud of the manner in which the Judiciary Boards have conducted themselves and can be optimistic about the future of the judicial system. It is still too early to assess accurately the worth of the Area Judiciary Boards; but from what little experience has been had, it can be surmised that their methods will be as highly respected as those



of the parent organization. Certainly, they have relieved some of the tremendous volume of cases to be heard by but one Board.

As the University expands in residence halls, it can be assumed that additional Area Judiciary Boards will be created, and it is hoped that each of these groups of young men will be imbued with the same dedicated spirit of fair play and justice with which the current judiciary members are.

Every student is entitled to a fair and complete hearing! That is one of the privileges of being a member of the student body of the University of Massachusetts.



Robert S. Hopkins, Jr.
Dean of Men

May of 1963



ANNUAL REPORT, JUNE 1, 1963

As Dean of Women my objectives and methods, shared by my assistant, are--

Objectives

1. To provide an environment for university women students which is conducive to:
 - academic pursuits
 - intelligent living
 - personal and social growth for mature, responsible, democratic citizenship70% of time
2. To facilitate the rehabilitation-- 28%
or to facilitate the withdrawal-- 2%
from the University of those students unable to make proper use of this university environment.

Procedures in achieving these objectives involve:

1. Work with physical plant
 - A. Master planning
 - B. Maintenance of buildings and grounds
 - C. Housing of students
2. Selection, in-service training, and continuing supervision of Staff in:
 - A. Dean of Women's Office (Assistant and Secretaries) for:
 1. Administration
 2. Work with groups and student leaders
 3. Counseling individuals
 4. Maintaining related records, writing recommendations, participating in surveys
 - B. All residents of women students
 1. Dormitories-where 90% of women students live on campus (12 Heads of Residence; 90 student House Counselors)
 2. Scruties where 5% of women live and conduct social activities near campus (8 Housemothers)
3. Colleague-relationships with
 - A. Other University Staff in Student Personnel
 - B. Teaching faculty and administrators
4. Participation in university-wide committees, councils and boards to help develop sound policies for whole university.
5. Participation in professional or related organizations (local, state, national) which can further these objectives.

MEMORANDUM

From: Helen Curtis, Dean of Women
To: W.F. Field, Dean of Students
Subject: Annual Report

June 3, 1963

Since you have specifically requested that this annual report not be a narrative account I have outlined the basic goals and procedures on the preceding sheet. Much could be written to describe the accomplishments and the frustrations on each point.

The reports of December 1961 of the Dean of Women and Assistant to the Dean of Women are true also of the past year with all the work extended and intensified!

The notable differences since that time have been due to the pressures of accelerated admission of women and the corresponding lack of additional professional assistance. Students, parents and the University expect--and we have expected of ourselves--the same services and the same quality of services we have given in the past for smaller numbers. The needs of students demand it! But the burden has taken many-too-many hours of the days and nights and all seven days of the week, holidays included. (One Head of Residence, formerly at Wellesley, said "How can you do it? You and your office do what at Wellesley it takes a Dean and eight assistants to do!") We cannot do it longer. The establishment of a professionally staffed Housing Office will give relief on Treasurer's Office record-making and on providing and assigning rooms but a phenomenal job will have to be done to meet the requirements immediately ahead. Overdue is the advance of Mrs. Gonon to Assistant Dean. This change and a replacement on her position (Staff Assistant) are essential by this September.

The largest volume of strategic and important work of the Dean of Women is in the student personnel aspects of women's dormitories where we are in contact with 2044 or 87% of our women students. With carefully selected and in-service trained Heads of Residence and House Counselors this provides a valuable dimension to University of Massachusetts education. Students and parents realize this and even those who live within a possible commuting area beseech us to let them live on campus.

The Abby fire created an emergency which the whole campus and community generously rose to meet. The Dean of Students did a superb job in coordinating efforts. Outstanding were the extensive counseling and follow-up assistance given by Mr. Morrissey and Mr. Lawrence. In providing housing and boosting morale Dr. Gage and Miss Totman gave unstintingly. Mrs. deKerpely took the disruption with marvelous fortitude and patience. Few, if any, realize the magnitude of the difficulties that had to be resolved week by week throughout the year. Emergency shelter was managed: 26 in one game room at WPE! 10 in a room in 5 rooms in the Infirmary, 10 in a 2-room janitor's apartment in Leach! Others crowded into dorms and homes in town! But innumerable personal disruptions and complications to study habits, personal relations and motivations showed effects all year, a great many students coming to

Memo to: W.F. Field
Page 2
June 3, 1963

the office seeking a listening ear and help to adjust a problem for many weeks after the event.

The tragic death of Mrs. Churchill saddened the year and presented a real problem to provide continuity in counseling for 220 students in our largest dormitory. My Assistant stayed at the residence for one week until a replacement could be found to help with a difficult year.

Other special additions to the work of the past year have been Mrs. Conen's continuing service as President of the American Association of University Women, Connecticut Valley Branch, and my work on local arrangements for the National Association of Women Deans and Counselors Convention this spring in Boston, both demanding roles but important for their contribution and for professional and public relations.

I suggest a re-reading of budget requests (and justifications) for 1964 and for 1965 which describe plans for the future.

I urge a re-evaluation of Admissions policy. The University can rightly be proud of the calibre of most of its students but has reason to be greatly concerned about the poor quality of a small percentage of some women and some men. In my observation those most often involved in obstreperous, irrational disorders are from this lowest fringe. Late in a semester, especially, knowing they are going to flunk out anyway, they cut classes habitually and use the University as a resort and base for distracting and sometimes destructive operations. They "couldn't care less" about the University's values.

As the President has stated, the privilege of higher education should be available to those with the qualifications and the potential to profit from it.

Why should the University of Massachusetts continue an arbitrary admissions ratio of men and women? Why not admit all those best qualified regardless of sex, race, religion, or any arbitrary factor? (Preference should be continued for Massachusetts youth.) In February of each year the Registrar could report prospective enrolment figures to SPAC. Adjustments would then be made to use dormitories appropriately. Such flexibility is possible with the support of the maintenance department. This change in admissions policy is incumbent upon us if we are properly to serve the Commonwealth and admit the students most worthy of educating.

In spite of the frustrations and difficulties the Dean of Women's work continues to be stimulating, challenging, gratifying and frequently fun! If only we can get money for professional staff, for student workers, for essential equipment in offices and in residence halls we will be able to survive and to do the work so vitally needed.

Respectfully submitted,

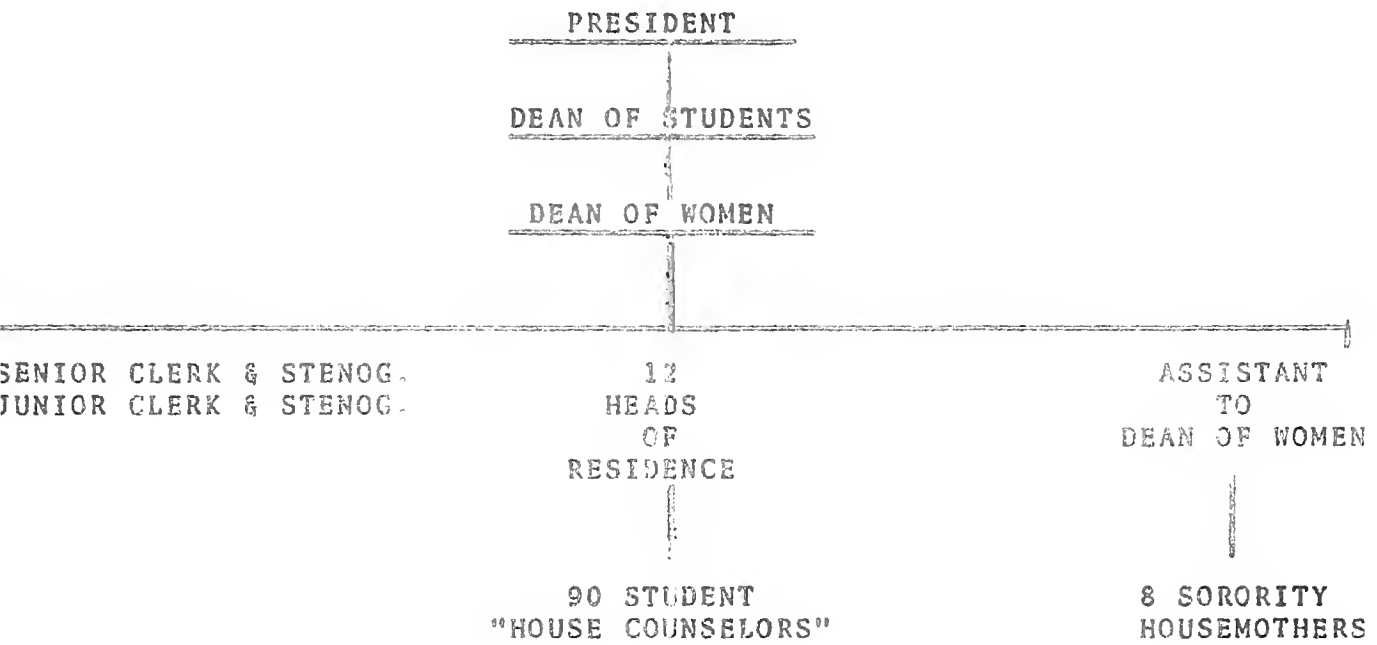
Helen Curtis
Helen Curtis
Dean of Women

HC:as

Attachments:

Organization chart, Listing of women's residences, Student Leaders--
Centennial program.

ORGANIZATIONAL CHART



SEE APPENDED LISTS OF :

- WOMEN'S RESIDENCES
- WOMEN STUDENT LEADERS

UNIVERSITY OF MASSACHUSETTS WOMEN STUDENTS RESIDENCES, 1962-63

House	Phone	Address	Head Resident	House Chairman
Dormitories:				
Abigail Adams House	3-9219 3-9218	Campus	Theresa deKerpely (Mrs. Eugene) (3-3411, Extension 289)	Evelyn Ruthel '63
Arnold House	3-9230 3-9111	Campus	Jean Churchill (Mrs. Alford) (3-3411, Extension 482)	Jan Clement '63
Brooks House	3-9229 3-9247	Campus	Emily Ruge (Mrs. A. F., Jr.) (3-3411, Extension 538)	Mina Lowe '63
Crabtree House	3-9116 3-9140 3-9168	Campus	Ruth Pitt (Mrs. Lester I.) (3-3411, Extension 469)	Karen Kober '63
Daylight House	3-9256 3-9149	Campus	Winifred Field (Mrs. Richard) (3-3411, Extension 365)	Frisilla Bradway '64
Hamlin House	3-9267 3-9207 3-9237	Campus	Elsie Rich (Mrs. Wulford E.) (3-3411, Extension 720)	Elizabeth Erker '64
Johnson House	3-9109 3-9103	Campus	Elsie Johnson (Mrs. Herbert) (3-3411, Extension 721)	Carolyn Mozden '63
Knowlton House	3-9153 3-9294 3-9232	Campus	Amy Judge (Mrs. Gerald A.) (3-3411, Extension 409)	Elizabeth Johnson '63
Leach House	3-9159 3-9210 3-9215	Campus	Marjorie Clough (Mrs. Bradford) (3-3411, Extension 468)	Eleanor Harrington '63
Lewis House	3-9273 3-9260	Campus	Marion Cumming (Mrs. R. Stuart) (3-3411, Extension 270)	Margaret Pink '63
Mary Lyon House	3-9163 3-9173	Campus	Frances Pennington (Mrs. George D.) (3-3411, Extension 722)	Carole Stone '63
Thatcher House	3-9249 3-9201	Campus	Betsy Ogletree (Mrs.) (3-3411, Extension 269)	Virginia Blais '63
Sororities:				
Alpha Chi Omega	3-2929	813 No. Pleasant	Marguerite Nelson (Mrs. D. Horace), (6-6209)	Sheila Keblin '63
Chi Omega	3-9218	315 Lincoln Avenue	Kathryn Young (Mrs. Edward W.), (3-3941)	Judith Askew '63
Iota Gamma Upsilon	3-9229	-	-	Janet Jablonski '64, Brooks
Kappa Alpha Theta	3-7630	778 No. Pleasant	Mabel Hamilton (Mrs. James E.), (3-7502)	Alva Dearborn '63
Kappa Kappa Gamma	3-9202	314 Lincoln Avenue	Laura Martindale (Mrs. Kirby), (3-5650)	Jean Bruen '63
Lambda Delta Phi	3-9281	389 No. Pleasant	Emma Marshall (Mrs. Elliott), (3-3821)	Mary Elizabeth Walker '63
Pi Beta Phi	3-3806 3-3565	388 No. Pleasant	Martha Cheyney (Mrs. Hugh), (3-7360)	Roben O'Brien '63
Sigma Delta Tau	3-9224	409 No. Pleasant	Lillian Ryan (Mrs. Werton), (3-2967)	Linda Lederman '63
Sigma Kappa	3-9297	19 Allen St.	Margaret Mellin (Mrs. Frederick), (3-7717)	Carol Hajjar '63
Sigma Sigma Sigma	3-9294	-	-	Linda Ferley '63, Knowlton
Presidents:				
(House Chairman changes)				

UNIVERSITY OF MASSACHUSETTS
Reference List of Women Student Leaders for 1962-63

Women of the Student Senate:

Anne Griffin '63, Chrm. Women's Affairs
Betsy Robicheau '63, Vice-President
Doris Berry '64, Treasurer
Dolores Matthews '63, Secretary
Judith Addelson '64; Donna-Lee Bonner '63;
Dorothy Donovan '64; Marilyn LeGoff '63;
Joan Labuzoski '64; Gertrude Mahoney '64;
Carolyn Oliver '64; Karen Reilly '63;
Kathryn Rafferty '63; Leslie Schair '64;
Rosemary Seward '64; Marilyn Singer '65;
Paula Wickens '64

Women's Judiciary Board:

Barbara Viera '63, Chief Justice
Linda Fisher '65; Barbara Lavalette '63;
Janice Reimer '64; Margaret Walter '64

Nurses (Springfield Hosp.) Student Council:

Nancy Ringoen '63, President

House Chairmen:

ADAMS - Evelyn Ruthel '63
ARNOLD - Jan Clement '63
BROOKS - Mina Lowe '63
CRABTREE - Karen Kober '63
DWIGHT - Priscilla Bradway '64
HAMLIN - Elizabeth Erker '64
JOHNSON - Carolyn Mozden '63
KNOWLTON - Elizabeth Johnson '63
LEACH - Eleanor Harrington '63
LEWIS - Margaret Pink '63
MARY LYON - Carele Stone '63
THATCHER - Virginia Blais '63

Inter-dorm Council:

Kathleen Reagan '64, President

Big-Little Sister Co-Chairmen:

Judy Zenis '65, Chairman
Sally Kangas '65

Sorority Presidents:

ALPHA CHI OMEGA - Sheila Keblin '63
CHI OMEGA - Judith Askew '63
IOTA GAMMA UPSILON - Janet Jablonski '64
KAPPA ALPHA THETA - Alva Dearborn '63
KAPPA KAPPA GAMMA - Jean Bruen '63
LAMBDA DELTA PHI - Elizabeth Walker '63
PI BETA PHI - Roben O'Brien '63
SIGMA DELTA TAU - Linda Lederman '63
SIGMA KAPPA - Carol Hajjar '63
SIGMA SIGMA SIGMA - Linda Perley '63

Panhellenic Council:

Barbara Lavalette '63, President

Phi Kappa Phi - National Scholastic
Honorary:

Dorothy Adinolfi '63; Karen Canfield '63;
Ann Furtado '63; Linda Immonen '63;
Ruth Levine '63; Lynn Musgrave '63

"Class Scholar": Lynn S. Musgrave '63
Alpha Lambda Delta, Members Class of '65:

Suellen Kone, President; Marilyn
Anderson; Elizabeth Bourque; Elizabeth
Breen; Elizabeth Cook; Judith Dow;
Maxine Forward; Martha Graves; Carol
Hermsdorf; Joan Janik; Nancy Morin;
Helen Radowicz; Linda Wall

Mortar Board - Senior Women's Honorary:

Jean Bruen, President; Karen Canfield;
Patricia Chase; Jan Clement; Eleanor
Harrington; Ann Kelly; Carol McDonough;
Marie Mortimer; Catherine O'Connell;
Sandra Russell; Rochelle Simons; Susan
Spearen; Patricia Valiton; Barbara Viera

Scrolls - Sophomore Honorary:

Kathleen Neehan, Pres.; Christina
Cady '65; Nancy Downing; Kathleen
Eichhorn; Barbara Engel; Linda Fisher;
Eileen Glynn; Meredith Halstead; Sally
Kangas; Joy Kerr; Deborah Lindbergh;
Kathleen Manning; Kathleen Osterberg;
Lynne Peirce; Janet Rosata; Annelies Ruthel;
Lois Skolnick; Nancy Stack; Nancy Stevens;
Nancy Thompson; Joyce Whipple; Maryjane
White; Ann Williams; Judith Zenis

Women Members of Revelers:

Martha Adam '64; Priscilla Bradway '64;
Judith Clark '64; Carol Esonis '64;
Barbara Farrell '64; Roberta Hanna '63;
Bonnie Hunter '64; Linda Lederman '63;
Bernadette Menz '65; Susan O'Neill '63;
Nancy Palise '65; Marcia Policow '64

Women's Athletic Association:

Carolyn Jenkins '63, President

Gamma Sigma Sigma (formerly Women's Service
Organization):

Jean E. Sargent '64, President

Student Union Executive Committee:

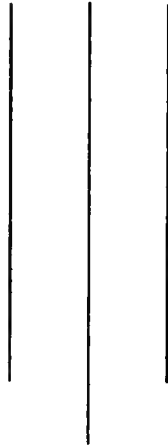
Elaine Carlson '63; Karen Durell '64;
Marjorie Freedman '63; Susan Iossa '63;
Rosemary Kirchner '63; Mary Elizabeth
Laird '63; Kathleen Lirmehan '63;
Susan O'Neill '63

Student Union Governing Board:

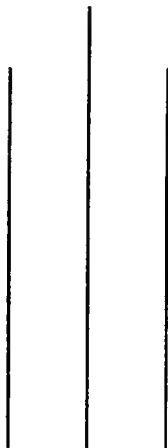
Elaine Carlson '63; Mary Patricia Carroll '65;
Barbara Cushing '63; Patricia Chase '63

STUDENT SENATE ON
WOMEN'S AFFAIRS

presents



Centennial Focus On Women



*a slightly
successful
event*

Thursday, March 14, 1963

Student Union Ballroom

Vitae

- DR. TOMPKINS received her B.A. from Mt. Holyoke College, the A.M. and Ph.D. from Fletcher School of Law and Diplomacy, and LL.D. (Honorary) from Mt. Holyoke. A Phi Beta Kappa, she has been on the faculties of Pine Manor Jr. College and Wellesley, and was the Dean of Women at Colby College. She was the editor of *Current Readings on International Relations* and is the author of *American-Russian Relations in The Far East*. She serves as consultant for the American Council on Education.
- DR. BUNTING received her B.A. from Vassar College, M.A. and Ph.D. from the University of Wisconsin. A noted biologist, she has been on the faculties of Bennington College and Wellesley, and was the Dean of Douglass, Rutgers University. She was a research assistant in bacteriology at Yale. Married to the late Dr. Henry Bunting, she is the mother of four children.
- DR. CARTER received her B.A. from the University of Toronto, M.A., Oxford University and Ph.D. from Radcliffe College. Born in Canada, she came to the U.S. in 1935 and was on the faculties of Wellesley, Tufts and Smith. She is the recipient of the George V medal for public service. She is also the author of *British Commonwealth, International Security, Major Foreign Powers*, and *The Politics of Inequality*.
- DR. SCHUCK received her A.B., M.A. and Ph.D. from Stanford University. She has been on the political science staff of Mt. Holyoke since 1940. She is the past president of the New England Political Science Association and is presently chairman of the South Hadley Planning Board. During World War II she was connected with the Office of Price Administration in Washington, D.C.
- MRS. LANGLAND graduated from the University of Massachusetts in 1937. She is an accomplished artist in her own right. The wife of Dr. Joseph Langland of the University English Department, she is very active in student affairs on campus.
- MRS. GAGNON graduated summa cum laude from the University of Massachusetts in 1957 with a B.A. in history. As an undergraduate she was house chairman of Knowlton, editor of the *Collegian*, a senator, Phi Kappa Phi. She received her law degree from Harvard and then worked in the State Department with Dean Rusk. She is married to Dr. Paul Gagnon of the University of Massachusetts History Department and is the mother of a baby girl. She is completing her Ph.D. at Harvard.
- MRS. CLOUGH graduated summa cum laude from the University of Massachusetts in 1961 with a B.S. in mathematics. As an undergraduate she was house chairman of Arnold, a Mortar Board, Phi Kappa Phi. She took graduate courses at Radcliffe and worked in industry. She is now the mother of a six-weeks' old daughter.

PROGRAM

INTRODUCTION—Anne Griffin '63

11:00 A.M. "Change and Challenge for the Educated Woman" Key-note speaker—Dr. Pauline Tompkins, General Director of American Association of University Women

attended by 600

12:15 P.M. Invitation Luncheon

2:00 P.M. Alumnae-Faculty visits—Bartlett Hall Lounge, Memorial Hall Women's Physical Education Lounge, Morrill Hall

26 selected alumnae were guests for the day.

4:00 P.M. Panel with Dr. Tompkins

Discussants

Dr. Mary Bunting, President, Radcliffe College

Dr. Gwendolyn Carter, Professor of Political Science, Mt. Holyoke

Mrs. Judith Wood Langland '37, Artist

Mrs. Mona Harrington Gagnon '57, Lawyer

Mrs. Anne Reseigh Clough '61, Mathematician

Moderator

Dr. Victoria Schuck, University of Massachusetts Trustee

Student Inquirer

Carol McDonough '63, Mortar Board

5:30 P.M. Invitation Dinner—University Dining Commons

all 12 dorms participated. had special guests and hostesses. volunteer waitresses served the meal.

6:30 P.M. Coffee Hour Discussions in dormitories and sororities.

all dorms and 8 sorority houses participated.

Co-operating Organizations

WOMEN'S AFFAIRS COMMITTEE

MORTAR BOARD

SCROLLS

INTERDORM COUNCIL

PANHELLENIC COUNCIL

ALPHA LAMBDA DELTA

WOMEN'S ATHLETIC ASSOCIATION

GAMMA SIGMA SIGMA

UNIVERSITY WOMEN

ADVISORY COUNCIL OF WOMEN

Advisers

Miss Helen Curtis, Dean of Women

Mrs. Isabelle Gonon, Assistant Dean of Women

Miss Carolyn Hawes, Placement Officer

Acknowledgments

Women's Affairs Committee and the co-operating organizations wish to acknowledge with gratitude the contribution of the University Women and the financial support of the Student Senate.

3400

3300

3200

3100

3000

2900

2800

2700

2600

2500

2400

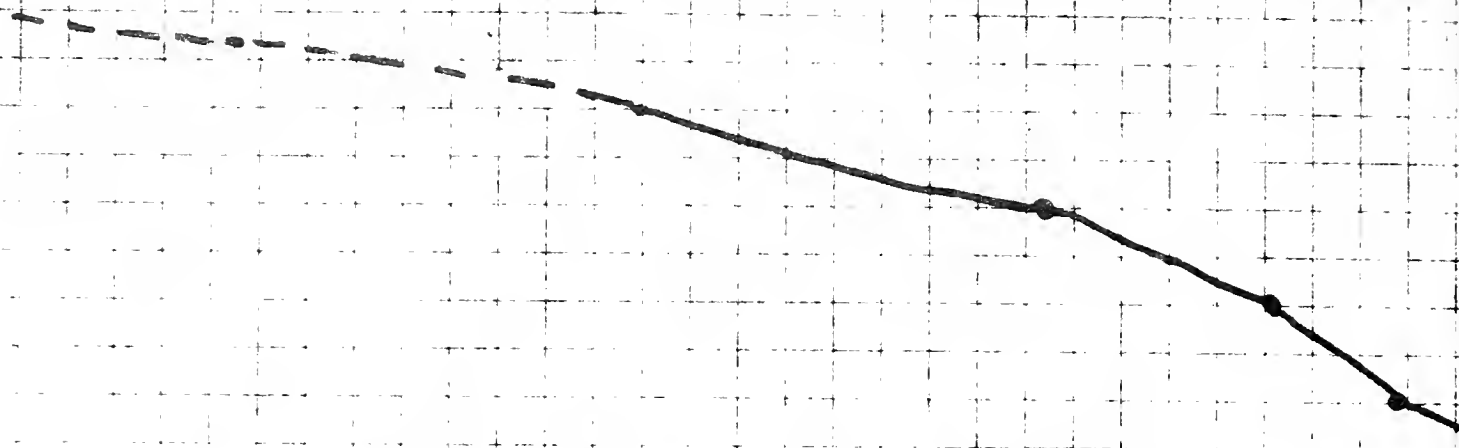
2300

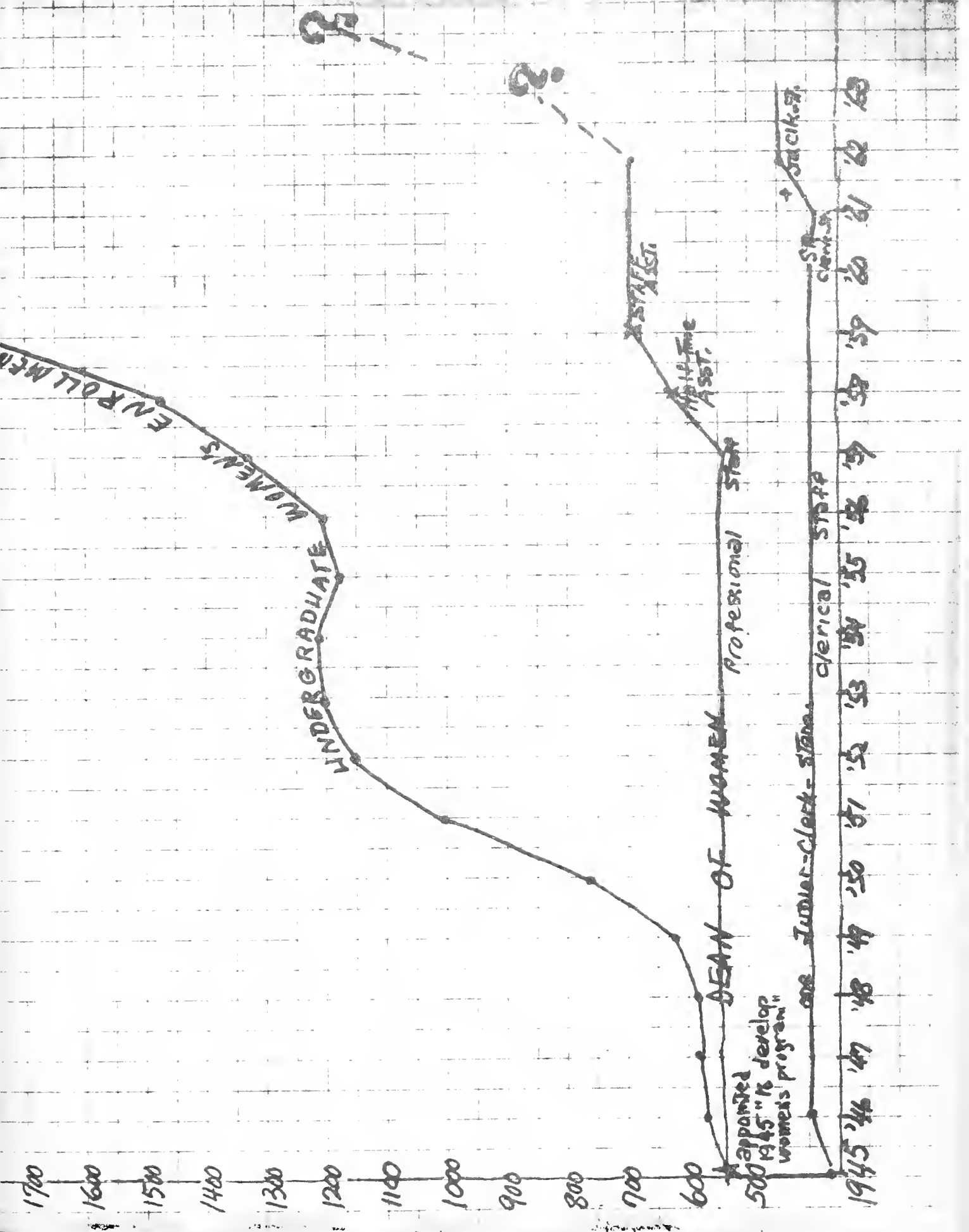
2200

2100

2000

Annual Report of Dean of Women
June 1, 1963





UNIVERSITY OF MASSACHUSETTS
Annual Report of the Registrar December 1962

Much of the activity of the Registrar's Office is reflected in the statistical information furnished in this report. It is important that this information be recorded faithfully and accurately each year. It is a permanent record of the expanding University. More important, however, it constitutes the basis for planning for the future.

There are important aspects of the Registrar's Office, however, that are not included in this statistical report. A complete report should mention some of these activities.

The Registrar's Office performs the three undergraduate services of Admissions, Registration, and Records. Some of the functions of these several areas are listed below.

1. During the calendar year 1962 the office mailed out a total of 59,223 letters. By comparison only 31,500 were mailed out in 1959.
2. Undergraduate transcripts of records prepared for the year July 1, 1961 to July 1962 were 11,782 as compared to 7712 last year. Graduate transcripts also prepared by the Registrar's Office were 1874 as compared to 1472 last year.
3. There are an increasing number of requests for representatives from the office to speak at High School Career Nights, P.T.A. and other similar meetings. These requests are in addition to the regular High School visitations to keep Principals and Guidance Officers fully informed on the developments at the University. Such visitations will be of increasing importance in the next few years as we develop our new approval to admissions and assume a position of leadership in High School and College relations.
4. Although interviews are not required of applicants, they and their parents come to us in increasing numbers for information about the University and help in regard to personal problems. It now becomes clear that one important function of the Registrar's Office is in the area of Public Relations.
5. Transfer applications are increasing rapidly. The evaluation and selection of transfer applicants is becoming a major problem. A whole new service is planned aimed at close cooperation in the admissions area with the new Regional Community Colleges.
6. Graduation, Honors, and Registration lists are prepared. Deficiencies are checked.
7. Withdrawals are processed and refund of student fees authorized.
8. Pre-Registrations and registrations are conducted for each semester and the several Summer Sessions.
9. Grades are received and checked before going to the I.B.M. Office. Grade reports are distributed and class standing recorded.
10. More and more the Registrar's Office is being called upon to furnish statistical information for governmental and academic agencies, emphasizing the need for very complete and accurate records.

A. ADMISSIONS

a. Admissions Data Class of 1966 and Trends

1. Total Freshmen Completed Applications

		<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	2,748	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	3,668	2,271	5,939
Sept.	1961	4,029	2,492	6,521
Sept.	1962	4,271	2,659	6,930

2. 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
Sept.	1961	1,229	689	1,918
Sept.	1962	1,155	767	1,922

*Includes transfers and former students assigned to that class.

3. New Freshmen (not including transfer, former students or those demoted).

<u>Class</u>	<u>Selected</u>		<u>Paid</u>		<u>Paid and Withdrawn</u>		<u>Paid less those withdrawn</u>	
	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
1965	2178	1171	1444	880	298	198	1146	682
1966	2127	1318	1400	1007	304	249	1096	758

4. Per cent of loss based upon the number selected

<u>Class</u>	<u>Men</u>	<u>Women</u>
1961	40	35
1962	42	37
1963	40.6	43.3
1964	44.9	41.3
1965	47.4	41.8
1966	48.9	42.4

5. Summary of New Freshmen Applications.

- a. Total Completed Applications 6930
- b. Total Selected from Applications 3445 (49.7 per cent)
- c. Total Matriculated of those Selected 1854 (53.8 per cent)

6. Profile Class of 1966

a. College Board Scholastic Aptitude Test Scores

1. Verbal

Interval	Females			Males		
	. Number	. %	. cum %	. Number	. %	. cum %
700 - up	13	1.7	100.0	16	1.5	100.1
650 - 699	59	7.8	98.3	53	5.0	98.6
600 - 649	124	16.4	90.5	94	8.9	93.6
550 - 599	194	25.6	74.1	198	18.7	84.7
500 - 549	220	29.1	48.5	287	27.1	66.0
450 - 499	110	14.5	19.4	259	24.4	38.9
400 - 449	28	3.7	4.9	131	12.4	14.5
350 - 399	8	1.1	1.2	19	1.8	2.1
300 - 349	1	0.1	0.1	3	0.3	0.3
250 - 299	0	0.0	0.0	0	0.0	0.0
No report	0	---	---	37	---	---
Total	757			1097		

2. Numerical

Interval	Females			Males		
	. Number	. %	. cum %	. Number	. %	. cum %
700 - up	23	3.0	99.9	47	4.4	99.9
650 - 699	56	7.4	96.9	123	11.6	95.5
600 - 649	128	16.9	89.5	222	20.9	83.9
550 - 599	204	26.9	72.6	283	26.7	63.0
500 - 549	234	30.9	45.7	245	23.1	36.3
450 - 499	87	11.5	14.8	107	10.1	13.2
400 - 449	24	3.2	3.3	28	2.6	3.1
350 - 399	1	0.1	0.1	5	0.5	0.5
300 - 349	0	0.0	0.0	0	0.0	0.0
250 - 299	0	0.0	0.0	0	0.0	0.0
No report	0	---	---	37	---	---
Total	757			1097		

3. Comparison Median Scores Classes of 1963 and 1966

Verbal		Numerical	
<u>1963</u>	<u>1966</u>	<u>1963</u>	<u>1966</u>
511	534	528	569

b. High School Rank (Class of 1966)

Interval	Females			Males		
	<u>Number</u>	<u>%</u>	<u>cum %</u>	<u>Number</u>	<u>%</u>	<u>cum %</u>
Top 1 - 5 %	187	24.9	100.0	66	6.1	99.9
6 - 10	159	21.1	75.1	110	10.2	93.8
11 - 15	125	16.6	54.0	121	11.2	83.6
16 - 20	91	12.1	37.4	129	12.0	72.4
21 - 25	78	10.4	25.3	135	12.5	60.4
26 - 35	74	9.8	14.9	221	20.5	47.9
36 - 50	25	3.3	5.1	171	15.9	27.4
51 - 75	8	1.1	1.8	93	8.6	11.5
76 - 99	5	0.7	0.7	31	2.9	2.9
No report	<u>5</u>	---	---	<u>20</u>	---	---
Total	757			1097		

7. College Board Report 1961-62

All applicants except Veterans are required to take the College Board Scholastic Aptitude Test. In case the applicant's high school record has several non-certified grades, three Achievement Tests are required also.

<u>Date</u>	<u>Reports Received</u>		<u>Total</u>
	<u>S.A.T.</u>	<u>S.A.T. / 3</u>	
December '61	4504	1220	5724
January '62	1529	2255	3784
March '62	972	2259	3231
May '62			2699
Separate Reports Counted			<u>1167</u>
Total			16605

These reports do not represent total individuals since some had more than one report sent in. In addition to these reports, several came in separately. No count was kept of these.

b. Admissions Data Transfers September 1962 and Trends

	<u>Completed Applications</u>		<u>Accepted and Enrolled</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Sept. 1957	506	92	62	1
Sept. 1958	589	91	71	7
Sept. 1959	518	152	99	17
Sept. 1960	499	144	77	22
Sept. 1961	677	201	172	23
Sept. 1962	784	270	173	33

c. Admissions Data Former Students September 1962 and Trends

	<u>Men</u>	<u>Women</u>
Former students who re-entered Sept. 1958	78	8
Former students who re-entered Sept. 1959	68	16
Former students who re-entered Sept. 1960	83	14
Former students who re-entered Sept. 1961	68	25
Former students who re-entered Sept. 1962	106	32

d. Admissions Data Spring Semester 1961-62

	<u>Men</u>	<u>Women</u>	<u>Total</u>
New Freshmen	14	5	19
Transfers			
Class of '64	9	3	12
Class of '65	10	6	16
Class of '66	2		2
Former Students Returning			
Class of '62	2	2	4
Class of '63	29	8	37
Class of '64	67	14	81
Class of '65	90	21	111
Class of '66	<u>6</u>	<u>2</u>	<u>8</u>
Total	<u>229</u>	<u>61</u>	<u>290</u>

UNDERGRADUATE REGISTRATION AND TRENDS

1. Undergraduate Registration September 1962

Class	1963		1964		1965		1966		Total		Total
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	
A & S	350	265	381	316	539	420	625	543	1895	1544	3439
Agric	92	5	85	3	78	5	90	3	345	16	361
Bus Adm	121	8	132	7	137	6	122	11	512	32	544
Engin	155	1	185	1	222	2	268	--	830	4	834
Home Ec	---	28	---	40	---	32	---	37	---	137	137
Nursing	---	16	---	23	---	33	---	42	---	114	114
Phys Ed	30	28	45	28	46	21	46	19	167	96	263
Educ	---	<u>118</u>	<u>4</u>	<u>100</u>	<u>2</u>	<u>108</u>	<u>4</u>	<u>112</u>	<u>10</u>	<u>438</u>	<u>448</u>
Total	<u>748</u>	<u>469</u>	<u>832</u>	<u>518</u>	<u>1024</u>	<u>627</u>	<u>1155</u>	<u>767</u>	<u>3759</u>	<u>2381</u>	<u>6140</u>
Total by Classes	1217		1350		1651		1922		6140		
							Specials		35	75	110

2. Undergraduate Residence September 1962

Massachusetts	5980
Other States	146
Foreign	<u>14</u>
Total	6140



3. Enrollment Trends - Total Undergraduates

<u>Year</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
1950	1981	770	2751
1951	1934	1021	2955
1952	2032	1164	3196
1953	2267	1220	3487
1954	2479	1224	3703
1955	2459	1169	3628
1956	2581	1212	3793
1957	2650	1341	3991
1958	2772	1495	4267
1959	3090	1765	4855
1960	3257	2000	5257
1961	3549	2135	5684
1962	3759	2381	6140

4. 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	1045
1956	669	407	1076
1957	754	416	1170
1958	810	372	1182
1959	698	390	1088
1960	723	425	1148
1961	730	536	1266
1962	828	538	1366
1963	1135	703	1838
1964	1009	716	1725
1965	1229	689	1918
1966	1155	767	1922

5. Enrollment Trends - Freshman Enrollment by Schools

<u>Class</u>	<u>Arts & Science</u>	<u>Engin.</u>	<u>Ed.</u>	<u>Bus. Adm.</u>	<u>Agric.</u>	<u>Home Econ.</u>	<u>Phys. Ed.</u>	<u>Nursing</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
1965	1164	298	102	135	86	26	71	36
1966	1168	268	116	133	93	37	65	42

6. Undergraduate Registration - Spring Semester 1961-62

<u>Class</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
1962	475	330	805
1963	810	489	1299
1964	805	566	1371
1965	1219	688	1907
1966	22	7	29
Total	<u>3331</u>	<u>2080</u>	<u>5411</u>
Specials	27	95	122
In State	5330, Out of State 72, Foreign		9

7. Summer School Undergraduate Registration 1962

<u>Session Number</u>	<u>Individual Students</u>
1	91
2	825
3	41
4	17
5	30
<u>6</u>	<u>708</u>
Total	1712

Total individuals enrolled during the summer determined by I.B.M. grade reports.

<u>Class</u>	<u>Individuals</u>
1962	72
1963	272
1964	231
1965	140
1966	35
Graduate Students	518

University Undergraduate Special Students and Undergraduates from other Colleges

380

Total Individuals including Graduate Students

1648

8. Distribution of Undergraduate Enrollment by Majors - September 1962

Curriculum	1963		1964		1965		1966		Total		Grand Total
	M	W	M	W	M	W	M	W	M	W	
College of Arts & Science											
Astronomy			1	1	2	2	6	2	9	5	14
Microbiology	1	7	2	4	1	7	2	9	6	27	33
Botany	4	3	4	2	2	2	2	1	12	8	20
Chemistry	18	8	29	9	43	18	57	20	147	55	202
Economics	21	1	29	2	20	2	15	3	85	8	93
English	31	79	36	97	51	95	58	92	176	363	539
J English		3	3	4	7	5	8	6	18	18	36
J Speech		1								1	1
J Govt	1								1		1
J Int		1					1	1	1	2	3
Geology	5	1	11		8	1	8		32	2	34
Art	3	7	3	13	9	9	1	7	16	36	52
German	3		3	5	7	8	1	10	14	23	37
History	37	18	28	22	53	27	90	51	208	118	326
Government	67	28	59	28	72	28	48	16	246	100	346
Mathematics	57	36	45	37	59	64	88	94	249	231	480
Music	3	3	1	1			2	4	6	8	14
Philosophy	3		2		3	1	2	2	10	3	13
Physics	6		11	1	16	4	37	5	70	10	80
Psychology	18	6	27	21	37	42	24	49	106	118	224
Rom Lang					2	5	1	6	3	11	14
French	3	10	3	8	4	26	9	43	19	87	106
Spanish	2	5		7	3	5	6	10	11	27	38
Italian				1	1				1	1	2
Russian	1		1	2	3	2	2	4	7	8	15
Greek							1		1		1
Sociology	11	15	15	26	7	25	6	27	39	93	132
Speech	8	11	2	10	3	8	5	11	18	40	58
Zoology	17	12	13	10	28	15	29	28	87	65	152
PreMed	16	4	34	2	62	11	69	22	181	39	220
PreDnt	9		11		27		33		80		80
PreVet	3		3	1	8	1	12	7	26	9	35
Biology							1	1	1	1	2
Total A&S	348	259	376	314	538	413	624	532	1886	1518	3404

These figures include one woman in the Class of 1966 who did not indicate a major department.

<u>Curriculum</u>	<u>1963</u>		<u>1964</u>		<u>1965</u>		<u>1966</u>		<u>Total</u>		<u>Grand Total</u>
	M	W	M	W	M	W	M	W	M	W	
College of Agriculture											
Agriculture							1		1		1
Horticulture			2				1		3		3
Agric Econ	4				3		3		10		10
Food Econ					2				2		2
Food Dist							1		1		1
Agric Engin					1		4		5		5
Agronomy	1		3		2		2		8		8
Dairy	3		3		2		4		12		12
An Science	7	1	3	1	3	1	3	1	16	4	20
Entomology	1		3		5		3		12		12
Plant Path	1				1				2		2
Floriculture	2		1		3	1	1		7	1	8
Food Tech	18	1	6	1	7	2	10	2	41	6	47
Food Mgt	10		5		3		5		23		23
Forestry	22		27		17		16		82		82
Wildlife	6	1	8		16	1	24		54	2	56
Land Arch	13	2	23	1	11		12		59	3	62
Land Orp					1				1		1
Olericulture	1								1		1
Pomology					1				1		1
Poultry	3		1						4		4
Total Agric	92	5	85	3	78	5	90	3	345	16	361

<u>Curriculum</u>	<u>1963</u>		<u>1964</u>		<u>1965</u>		<u>1966</u>		<u>Total</u>		<u>Grand Total</u>
	M	W	M	W	M	W	M	W	M	W	
School of Business Administration											
School B A	1	1	11		124	6	120	10	256	17	273
Gen Bus			2						2		2
Accounting	45	3	45	3	5				95	6	101
Gen Bus Fin	28		17		2		1		48		48
Management	27	2	39	1	4		1		71	3	74
Marketing	20	2	18	3	2			1	40	6	46
Total B A	121	8	132	7	137	6	122	11	512	32	544

<u>Curriculum</u>	<u>1963</u>		<u>1964</u>		<u>1965</u>		<u>1966</u>		<u>Total</u>		<u>Grand Total</u>
	M	W	M	W	M	W	M	W	M	W	
School of Education											
Education		118	4	100	2	108	4	112	10	438	448
Total Education		118	4	100	2	108	4	112	10	438	448

<u>Curriculum</u>	<u>1963</u>		<u>1964</u>		<u>1965</u>		<u>1966</u>		<u>Total</u>		<u>Grand Total</u>
	M	W	M	W	M	W	M	W	M	W	
School of Engineering											
Engineering							241		241		241
Chem Engin	30		30		33		3		96		96
Civil Engin	24		36	1	49		9		118	1	119
Elect Engin	50		60		72	1	11		193	1	194
Ind Engin	12		9		10		2		33		33
Mech Engin	39	1	50		58	1	2		149	2	151
Total Engin	155	1	185	1	222	2	268		830	4	834

<u>Curriculum</u>	<u>1963</u>		<u>1964</u>		<u>1965</u>		<u>1966</u>		<u>Total</u>		<u>Grand Total</u>
	M	W	M	W	M	W	M	W	M	W	
School of Home Economics											
Home Econ		28		40		32		37		137	137
Total Home Econ		28		40		32		37		137	137

<u>Curriculum</u>	<u>1963</u>		<u>1964</u>		<u>1965</u>		<u>1966</u>		<u>Total</u>		<u>Grand Total</u>
	M	W	M	W	M	W	M	W	M	W	
School of Nursing											
Nursing		16		23		33		42		114	114
Total Nursing		16		23		33		42		114	114

<u>Curriculum</u>	<u>1963</u>		<u>1964</u>		<u>1965</u>		<u>1966</u>		<u>Total</u>		<u>Grand Total</u>
	M	W	M	W	M	W	M	W	M	W	
School of Physical Education											
Phys Ed	1		4		3				8		8
Men PE	27		32		41		46		146		146
Women PE		20		17		15		16		68	68
Rec	2	8	9	10	2	5		3	13	26	39
Rec Ldr				1		1				2	2
Total PE	30	28	45	28	46	21	46	19	167	96	263

<u>Curriculum</u>	<u>1963</u>		<u>1964</u>		<u>1965</u>		<u>1966</u>		<u>Total</u>		<u>Grand Total</u>
	M	W	M	W	M	W	M	W	M	W	
Department of Public Health											
Pub Health	2	4	5		1	1			8	5	13
Med Tech		2		2		6	1	11	1	21	22
Total Pub H	2	6	5	2	1	7	1	11	9	26	35

9. Registration on Interchange of Students Programs, Amherst, Mount Holyoke, Smith, and University of Massachusetts cooperating.

a. Spring Semester 1961-62

<u>From</u>	<u>Course</u>	<u>Number of Students</u>
Amherst to University	Sociology 78	4
	History 58	1
	Government 93	1
	Speech 82	1
	Mathematics 92	1
	Computer Science 21	2
Mt. Holyoke to University	Animal Science 2	1
	German 210	2
	Geography 81	2
	German 54	1
	History 58	1
	Computer Science 21	1
Smith to University	History 66	1
	Computer Science	5
	Government 96	2
	Geology 33	1
	Accounting 26	1
	Speech 82	1
	Art 58	1
	Mathematics 56	1
Zoology 80	1	
University to Amherst	Zoology 54	1
	Dramatic Art 44	1
	Spanish 10	1
University to Mt. Holyoke	Fine Arts 42	1
	German 310	1
University to Smith	Philosophy 35b	2
	Government 38b	2
	Philosophy 31b	1
	Government 48b	1
	Philosophy 35a	1
	Art 312b	1

b. Fall Semester 1962-63

Amherst to University	Mathematics 92	1
	Music 1	1
	French 1	1
	Social Science 60	2
	Computer Science 21	1
	History 81	2
	Anthropology 63	1

<u>From</u>	<u>Course</u>	<u>Number of Students</u>
Mt. Holyoke to University	Art 57	1
	Government 96	1
	Geology 78	1
	German 98	1
	Speech 82	1
	Speech 83	1
Smith to University	Accounting 25	2
	Landscape Architecture 73	5
	Botany 181	1
	German 59	1
	Psychology 175	1
	Zoology 80R	1
	Entomology 35	1
University to Amherst	Biology 55	1
	Religion 21	1
University to Smith	Art 316A	1
	Religion 35A	1
	History 425	1
	Arabic 101	1
	French 57A	1
	History 217A	1
	Met. and Language 32A	1
	Comp. in Small forms 33	1
University to Mt. Holyoke	Ec. and Soc. 317f	1

RECORDS

1. Withdrawals

a. Academic Dismissals - college year 1961-62

Scholastic Dismissals January 1962. Includes those dismissed but reinstated.

<u>Class</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
1962	8	2	10
1963	22	3	25
1964	100	15	115
1965	49	7	56
Total	179	27	206

Scholastic Dismissals June 1962. Includes those dismissed but reinstated.

<u>Class</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
1962	2	1	3
1963	22	3	25
1964	79	11	90
1965	289	61	350
1966	---	1	1
Total	392	77	469

Two members of the Class of 1962 were taken from the graduation list because their cumulative average was below 1.70. Twelve members were taken from the graduation list because of failures.

Of the academic dismissals in June 1962 there were 35 freshmen, 25 sophomores, 6 juniors and 1 senior for whom this was a second academic dismissal.

Of the academic dismissals in June 1962 there were 8 freshman, 9 sophomore and 1 junior transfers.

b. Trend in academic dismissals for freshman year.

<u>Class</u>	<u>Number of dismissals in freshman year</u>	<u>Total enrollment Sept. of freshman year</u>	<u>Rate of dismissals in 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
1964	315	1725	18.3
1965	406	1918	21.1

c. Conditions of academic dismissals - college year 1961-62.

1. Class of 1962

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 1963

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 1964

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.

4. Class of 1965

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 1.5 except that such a student was not dismissed if the average for the current semester was 1.6 or higher.

5. Certain members of the classes of 1964 and 1965 who were dismissed in June by only one-tenth of a point were reinstated on a probationary basis although the academic dismissal remained a part of the record. There were 47 of the Class of 1965 and 30 of the Class of 1964 who took advantage of this opportunity.

In some cases other failures were reinstated without probation by the Board of Admissions and Records.

d. Summary of Withdrawals - College year 1961-62

1. Withdrawals during the fall semester

<u>Reasons</u>	<u>1962</u>		<u>1963</u>		<u>1964</u>		<u>1965</u>		<u>Total</u>
	M	W	M	W	M	W	M	W	
Difficulty with studies	1				2	2	2	3	10
Financial	1	1	5	1	4				12
Transfer	1			1			4	1	7
Discipline			2		2				4
Personal			16	6	14	1	17	1	55
Military Enlistment			1		2		3		6
Military Induction			2		2				4
Health	1		4	2	9	4	5		25
Reason unknown							1		1
Marriage		$\frac{1}{2}$		$\frac{1}{11}$	$\frac{1}{36}$	$\frac{3}{10}$		$\frac{2}{7}$	$\frac{8}{132}$
Totals	<u>4</u>	<u>2</u>	<u>30</u>	<u>11</u>	<u>36</u>	<u>10</u>	<u>32</u>	<u>7</u>	<u>132</u>

2. Withdrawals between the fall and spring semesters

<u>Reasons</u>	<u>1962</u>		<u>1963</u>		<u>1964</u>		<u>1965</u>		<u>Total</u>
	M	W	M	W	M	W	M	W	
Scholastic dismissal	7	1	21	2	95	14	45	4	189
Difficulty with studies			1			1			2
Financial	1	1	2	3	4	1	6	2	20
Transfer	1	1			3	3	1	4	13
Discipline			1						1
Personal			1	2	7	4	4	3	21
Military Enlistment			1		1				2
Health			3		2			2	7
Reason unknown	8	5	15	11	8	5	13	2	67
Marriage		1				2		3	6
Totals	<u>17</u>	<u>9</u>	<u>45</u>	<u>18</u>	<u>120</u>	<u>30</u>	<u>69</u>	<u>20</u>	<u>328</u>

3. Withdrawals during spring semester

<u>Reasons</u>	<u>1962</u>		<u>1963</u>		<u>1964</u>		<u>1965</u>		<u>1966</u>		<u>Total</u>
	M	W	M	W	M	W	M	W	M	W	
Difficulty with studies				1	3	1	8	1			14
Financial			3	1	2	1	1				8
Transfer				1				1			2
Discipline					1		4				5
Personal			7	2	9		19	1	1		39
Military Enlistment					1		2				3
Health	3		3		4	3	2	7			22
Marriage						1					1
Totals	<u>3</u>	<u>-</u>	<u>13</u>	<u>5</u>	<u>20</u>	<u>6</u>	<u>36</u>	<u>10</u>	<u>1</u>	<u>-</u>	<u>93</u>

4. Withdrawals between end of spring semester and September 1962

<u>Reasons</u>	<u>1963</u>		<u>1964</u>		<u>1965</u>		<u>1966</u>		<u>Total</u>
	M	W	M	W	M	W	M	W	
Scholastic deficiency	20	2	43	9	232	48		1	355
Difficulty with studies	2			1					3
Financial	2		3	1	7				13
Transfer	6	2	8	11	13	9			49
Discipline							1		1
Personal	2	1	7	3	3	2	1		19
Health		1	1		1				3
Reason unknown	7	11	11	17	14	16	1		77
Marriage				3					3
Totals	<u>39</u>	<u>17</u>	<u>73</u>	<u>45</u>	<u>270</u>	<u>75</u>	<u>3</u>	<u>1</u>	<u>523</u>

2. Class and University yearly grade point averages 1961-62

<u>Class of 1962</u>	<u>Number of Students</u>	<u>Total Quality Points by Total Credits</u>	<u>Average of Averages</u>
Men	1038	2.558	2.561
Women	713	2.779	2.776
Class	1715	2.646	2.649
<u>Class of 1963</u>			
Men	1608	2.211	2.206
Women	941	2.463	2.462
Class	2549	2.302	2.301
<u>Class of 1964</u>			
Men	1699	2.032	2.023
Women	1145	2.273	2.273
Class	2844	2.126	2.123
<u>Class of 1965</u>			
Men	2378	1.841	1.833
Women	1361	2.164	2.162
Class	3739	2.039	1.953
<u>Class of 1966</u>			
Men	20	2.127	2.130
Women	5	1.698	1.660
Class	25	2.043	2.036
<u>Total</u>			
Men	6743	2.091	2.083
Women	4165	2.368	2.365
<u>University</u>	10908	2.194	2.190

3. Bachelors Degrees awarded 1962. Students who received degree in calendar year 1962 graduated as of the Class of 1962.

<u>School</u>	<u>April</u>	<u>June</u>	<u>September</u>	<u>Total</u>
Arts and Science				
B.A.	37	258	40	335
B.S.	5	106	10	121
Agriculture				
B.S.	11	54	4	69
B.V.A.	1	1		2

<u>School</u>	<u>April</u>	<u>June</u>	<u>September</u>	<u>Total</u>
Business Administration				
B.B.A.	14	77	7	98
Engineering				
B.S. Ch.E.		14	1	15
B.S. C.E.	7	23		30
B.S. E.E.	2	24	2	28
B.S. M.E.	6	27	7	40
Education				
B.A.		76	6	82
Home Economics				
B.S.	1	28		29
Nursing				
B.S.		20		
Physical Education				
B.S.	3	35	1	39
Dept. Public Health	—	—	<u>2</u>	<u>2</u>
Total	87	743	80	910

Transcripts of Records Issued July 1, 1961 to June 29, 1962

a. Undergraduates

Free transcripts	5832
Paid transcripts	4133
Defective matrix	178
Defective copy	467
Transcripts for other offices	<u>1817</u>
Total	12427

b. Graduate School

Free transcripts	796
Paid transcripts	1000
Defective matrix	43
Defective copy	208
Transcripts to other offices	<u>78</u>
Total	2125

c. Total transcripts done by Registrar's Office 14,552

D. Research

The Registrar's Office, anticipating the administrative problems associated with the dynamic growth contemplated by the University and the commensurate increase in the volume of admissions applications, has for the past three years been investigating the utilization of data processing methods in student selection. (See Registrar's Annual Report for December, 1960.) Recognizing the pragmatic consideration of being able to cope with the quantitative aspects of the ensuing era, of even greater consequence is the development of a valid and equitable system of evaluating objectively the academic qualifications of admissions applicants.

Using the techniques of regression analysis, Mr. Glover has completed an investigation of variables used in the selection process and has derived an empirical system which maximizes predictive efficiency for the particular combination of variables employed and which provides an estimate of the quality point average that a student will attain at the completion of his freshman year.

The class of 1964 was used to obtain separate prediction equations for men combined (excluding engineers), for engineers, and for women combined, which analysis of variance revealed to be relatively homogeneous groups, independent of each other on the basis of the variables considered (ie, College Board Verbal SAT, College Board Math SAT, *Secondary School Class Rank, and Cumulative Quality Point Average). The resulting prediction equations were used to calculate predicted grade averages for students in the class of 1965. In order to establish the validity of this system the predicted grade averages were then compared with the actual cumulative quality point averages at the end of the freshman year. In addition, a separate regression analysis was made of the class of 1965 to determine the stability of the weighted relationship amongst the predictor variables. The prediction equations developed from this study are as follows:

$$\begin{array}{l} \text{Men:} \\ (.14)(\text{SAT Verbal}) + (.13)(\text{SAT Math}) + (.24)(*\text{Class Rank}) - 9.41 = \text{P.A.} \end{array}$$

$$\begin{array}{l} \text{Women:} \\ (.14)(\text{SAT Verbal}) + (.13)(\text{SAT Math}) + (.42)(*\text{Class Rank}) - 19.12 = \text{P.A.} \end{array}$$

$$\begin{array}{l} \text{Engineers:} \\ (.06)(\text{SAT Verbal}) + (.15)(\text{SAT Math}) + (.42)(*\text{Class Rank}) - 16.99 = \text{P.A.} \end{array}$$

The regression constants in the above equations are by definition the most efficient weighted combinations for these particular variables. It should be emphasized, however, that although this system represents a substantial improvement over the procedures previously used in selection, the predicted grade average for an individual student is but a gross probability estimate of his chances of success or failure. The probabilities of attaining an average of 3.0 or higher, and of 1.5 or lower for successive predicted grade average groupings are given in the table below:

*Class Rank is converted to a standard scale which makes it comparable to the College Board test scale.

Predicted Average	Probability of 3.0 or higher	Probability of 1.5 or lower
3.0 - 4.0	.49	.00
2.5 - 2.9	.39	.09
2.2 - 2.4	.12	.08
2.0 - 2.1	.05	.17
1.8 - 1.9	.03	.29
1.7 and bel.	.00	.44

Mr. Starkweather has programmed this prediction system on the 1401 computer which provides cards, labels, and lists containing the summary information which is used in processing applications.

The predicted grade average, which is being introduced in the selection process for the first time this year, is used primarily as the basis for establishing homogeneous groupings within which applications are read in entirety. Candidates whose predicted averages are above 2.0 (for whom the probability of failure is less than .10) are evaluated first. A complete examination of the academic qualifications of students in this group reveals secondary school records which are largely above the college certificate grade, College Board tests which are average or above average, and favorable recommendations regarding academic promise. Having accepted most of the applicants in this predicted average grouping, other candidates are then considered by successively lower predicted average groupings until all of the applications are evaluated and the number of entrance vacancies is filled.

Further refinements of this system are now being investigated which should enable the predicted grade average to account for the empirical relationship between entrance qualifications at individual secondary schools and actual performance at the University in the freshman year. Utilizing the same variables and essentially the same techniques of regression analysis, separate and unique prediction equations will be generated for individual secondary schools and for groups of secondary schools possessing similar characteristics.

M. O. Lanphear
Registrar

PLACEMENT & FINANCIAL AID SERVICES

UNIVERSITY OF MASSACHUSETTS

Amherst, Massachusetts

A N N U A L R E P O R T

(July 1, 1962 - June 30, 1963)

Robert J. Morrissey

Director

May, 1963

Supplement to Annual Report (62-63)

PLACEMENT & FINANCIAL AID SERVICES STAFF

The year 1962-63 has seen no lessening in the devotion of the staff of the Placement & Financial Aid Services to their assigned (and sometimes excellent self devised) tasks.

Although we have had several changes in our clerical staff due to improved positions, marriages etc., we have been most fortunate in continually locating persons with a willingness to expend their best efforts and energies to carry out the myriad of details in which they become involved. Mrs. Sienkiewicz, who has been with us for many years, continues to be of invaluable assistance because of her vast knowledge of the intricacies of University procedures as well as her background in the affairs of the Placement & Financial Aid Services. Miss Kozikowski, with us for three years, is a gem and we will miss her greatly if she should find reason to leave us. Miss Madden, with us less than a year, is pitching in with continued zeal. Miss Freeman is new, but, with her excellent background and experience in college work, we feel fortunate that she has joined us.

Regrettably we will lose Miss Hawes in August since she has been offered and has accepted a position with a much higher salary, more responsibility and close to her family. We valued her work very much and will find it hard to replace her with a woman of equal ability.

Mr. Emery has now been with us more than ten years and, although plagued with serious illness in the past year, seems to enjoy the work of this office and accepts all tasks given him most willingly.

Mr. Lawrence who has now been here for three years is proving to be a most valued assistant. He gives freely of his time and energy to carry the heavy work load involved in the loan and scholarship programs and is always willing to aid in any of the other functions of the office when called on to do so.

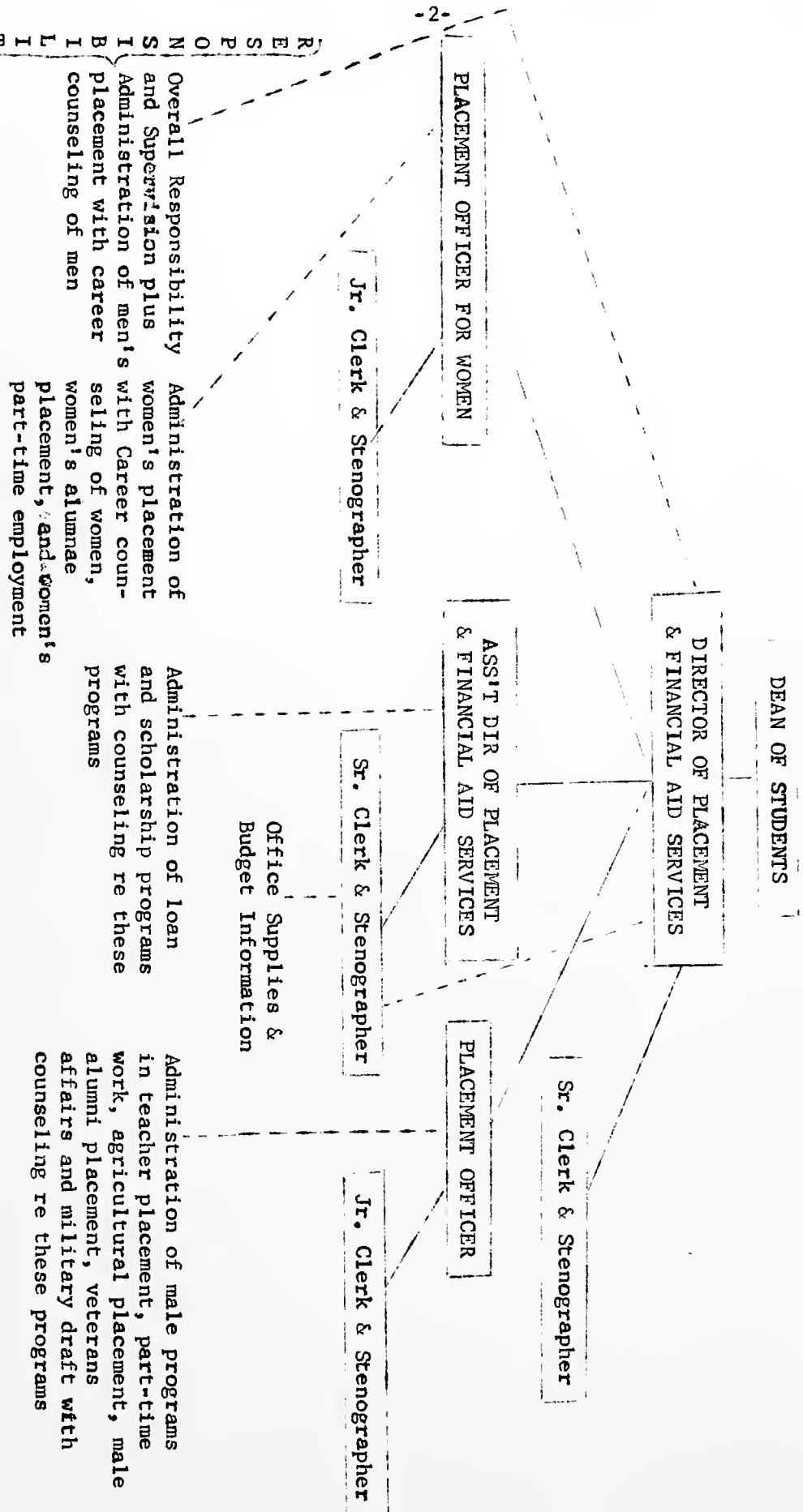
Again, I feel compelled to urge that three junior clerks be added to our present staff and that the administration be continuously made cognizant of the ever increasing work load of our services.

(1962-1963) ANNUAL REPORT OF THE
PLACEMENT AND FINANCIAL AID SERVICES

As per the memorandum from the Secretary of the University dated March 14, 1963, the following report of the activities of the Placement & Financial Aid Services for the period July 1, 1962 to June 30, 1963, is submitted. Complete data on the Class of 1962 is also included. More thorough statistics such as that given for the Class of 1962 will not be available on the Class of 1963 until September at which time a complete report of the after-graduation plans of the 1963 class will be made. However, such information as is available concerning the 1963 class is given herewith.

<u>1. APPROPRIATION - Fiscal Year</u>		<u>1960-1961</u> Actual <u>Expenditure</u>	<u>1961-1962</u> Actual <u>Expenditure</u>	<u>1962-1963</u> <u>Allotment</u>
Student Labor	- 03	\$2012.23	\$2197.27	\$2000.00
Travel	- 10	331.11	619.57 (F-24 335.07) (F-21 284.50)	300.00
Printing	- 11	12.19	---	220.00
Repairs	- 12	30.30	23.00	23.00
Special Supplies	- 13	10.00	454.37	500.00
Office & Admin. Exp.	- 14	1623.86	1718.15	1800.00
Equipment	- 15	320.00	72.21	490.00
<u>2. PERSONNEL - Number in each rank</u>		<u>Sept., 1960</u>	<u>Sept., 1961</u>	<u>Sept., 1962</u>
Director of Placement and Financial Aid Services		1 (1 on sick leave to retirement)	1 (1 on sick leave to retirement)	1
Ass't Director of Placement and Financial Aid Services		1	1	1
Placement Officer for Women		1 substituting for ↓ (1 on leave without pay)	1	1
Assistant Professor				
Placement Officer		1	1	1
Senior Clerk & Stenographer		1	2	2
Junior Clerk & Stenographer		3	2	2

3. ORGANIZATIONAL CHART



STUDENTS OR CLIENTELE

A. Students - We service students in all categories of the campus - undergraduates, graduates and Stockbridge students. We counsel and personally assist those with particular problems relating to employment after graduation, attendance at graduate school, summer employment, loans, scholarships, part-time work, veterans affairs, alumni placement, draft and military affairs.

	<u>Sept., 1960</u>	<u>Sept., 1961</u>	<u>Sept., 1962</u>
No. of Seniors (including Stockbridge) to be serviced and counseled re career plans and job placement	996	1163	1291
Frosh., Soph., Jrs. counseled re career plans (approx. figures)	200	200	150
Alumni Serviced and counseled (approx. figures)	90	150	150
Part-time student workers (See Appendix A)	1477 (July-July)	2400 (July-July)	1679 (July '62-March '63)
Students serviced and counseled re loans (See Appendix B)	700	910	1055
Students serviced and counseled re scholarships (See Appendix C)	1800	2600	3271
Students serviced and counseled re military draft	789	900	1390
Veterans serviced (See Appendix D)	404	187	71

B. (1) Clientele - Employment Recruiters (including School Administrators)
(See Appendix E for available information on Class of 1963)
(See Appendix F for complete information on Class of 1962)

	<u>1960-1961</u>	<u>1961-1962</u>	<u>1962-1963</u>
Firms, organizations and schools sending recruiters	320	366	496
Interviews held on campus	4144	3095	4286

(2) Industrial Representatives, Employers from federal, state, and local governments, and School Administrators visit the office, telephone, write, wire giving information on jobs, company policy, aid to education, and request background information on seniors and former graduates. We maintain records on graduates for ten years following graduation. We do not tabulate the total number of phone calls, letters, wires and follow-up details. A two-week check on mail in the week of April 1 showed 532 pieces of incoming mail and 527 pieces of outgoing mail.

5. PUBLICATIONS AND PROFESSIONAL ACTIVITIES

- A. The Director and Assistant Director attended a Placement & Financial Aid Conference of New England State University personnel involved in these duties at Orono, Maine.
- B. The Director and Assistant Director attended a Regional Conference on Financial Aid at Boston College.
- C. The Director published an article, "They Hold the Key to Top Personnel", in the New Englander magazine of March, 1962.
- D. The Director was elected President of the Eastern College Personnel Officers Association and reigned over a three day conference at Lake Placid with the University President as the keynote speaker.
- E. The Assistant Director attended the National College Scholarship Service Meeting in New York.
- F. The Assistant Director presented a paper on the use of CSS in determining need relative to the granting of loans at a Regional Meeting on the National Defense Loan programs at Springfield College.
- G. The Placement Officer for Women attended the Eastern College Personnel Officers Association Meeting at Lake Placid.
- H. The Placement Officer for Women attended the Conference of the National Association of Women Deans and Counselors acting as Hostess for part of the program, and attended the American Personnel & Guidance Association in Boston.
- I. The Placement Officer for Women read a paper at Boston University on Vocational Counseling.
- J. The Director presented a paper on Senior Placement as a member of a national Placement Commission for the American College Personnel Association at the meeting of the American Personnel & Guidance Association in Boston.
- K. The Placement Officer for Women was a member of the special Centennial Committee for Women.
- L. The Director was a member of the Leadership Program Committee for Freshmen.
- M. The Director, Assistant Director, and Placement Officer for Women continued as members of the Scholarship Committee.

6. SPECIAL PROJECTS OR PROGRAMS

- A. As the University Peace Corps Liaison Officer, the Director has entertained several Peace Corps Representatives on campus and has counseled many students in this regard.
- B. The Placement Officer for Women held a symposium on graduate study for women.
- C. A new Application for Financial Aid was developed which eliminates double analysis and increases need projection efficiency. It is now in use as a standard form for loans and scholarships.

7. FUTURE PLANS AND NEEDS

It was with a great deal of pleasure that we received notice of the permission to employ a new member to our professional staff. One of the early tasks of this individual, in addition to specific assignments in placement & financial aid functions, will be to learn as much as possible about IBM procedures, programming (at least in an elemental form), etc. as we plan to move as rapidly as possible in the immediate years ahead into computing of scholarship and loan need factors and data processing of placement & financial aid affairs by machine. Our master scholarship list is now done by IBM process.

We are sorely in need of junior clerks to aid in carrying the tremendous volume of detail necessary in an office of this kind. I refer again to my memo to the President dated April 16, 1963, and the charts attached thereto which describe the size of the staff and work load of this office from 1945 to 1962.

Our space is rapidly becoming overcrowded and will be much more so with the arrival of new staff. It is hoped that plans will materialize to expand our present area to accomodate the additional staff and the ever increasing number of students using our services and facilities.

Our seven typewriters are 1, 2, 3, 6, 8 (2) and 12 years of age. We hope to move to two more electric typewriters as soon as possible. Our dictating machines are 6 and 14 years of age plus a 3 year old one we have on loan from the Student Union. We are in need of another one (preferably the portable kind) irrespective of the fact that the 14 year old machine needs replacing. Our one audograph transcriber is in use by four secretaries and it is necessary to continually borrow one from other offices. A new additional transcriber is badly needed. We are in need of a small combination safe as we are constantly required to receive and hold cash and checks with no facilities for safe keeping. This office should have its own adding machine since we regularly borrow one which in itself is inadequate for the figures we deal with. Additional file cabinets and a storage bin are among our pressing needs.

STUDENT PART-TIME EMPLOYMENT

	<u>Women Working</u>	<u>Men Working</u>	<u>Total Students Working</u>	<u>Total Earnings</u>
1960-61	513	964	1477	\$279,298.00
1961-62	892	1508	2400	(impossible to obtain from IBM Office)
1962-63 (to Apr. 1, '63)	747	932	1679	\$273,447.33

July 1, 1962 to April 1, 1963

	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>Stockbridge and Special</u>	<u>Graduate Students</u>
No. Employed from each class	447	408	345	211	75	193
Total Earnings in each class	\$78,648.28	57,038.41	34,318.42	15,244.70	9,139.36	79,058.16

	<u>Men</u>	<u>Women</u>	<u>All Student Workers</u>
Percent and No. of students who earned less than \$100	431	465	896 - 54%
Percent and No. of students who earned over \$100 but less than \$200	203	174	377 - 22%
Percent and No. of students who earned over \$200 but less than \$300	120	53	173 - 10%
Percent and No. of students who earned over \$300 but less than \$400	46	19	65 - 4%
Percent and No. of students who earned over \$400 but less than \$500	43	6	49 - 3%
Percent and No. of students who earned over \$500 but less than \$600	30	6	36 - 2%
Percent and No. of students who earned over \$600	59	24	83 - 5%

Highest amount earned July 1, 1962 to April 1, 1963 --- \$2,812.00 (male grad student)

Second highest amount earned during same period --- \$2,318.00 (male grad student)

Average earning for this period --- \$175

Appendix B

LOANS

<u>University Loans - Short Term</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
Number Granted	225	194	146
Total Amount	\$30,000.00	\$27,430.00	\$19,941.00

<u>University Loans - Long Term</u>			
Number Granted	Non-existent	30	34
Total Amount	00.00	\$ 6,900.00	\$ 6,675.00

<u>National Defense Education Act Loans</u>			
Number Granted	164	280	500
Total Amount	\$72,000.00	\$132,875.00	\$258,375.00

<u>Massachusetts Higher Education Loans</u> (HELP Loans through commercial banks after appropriate clearance by Placement & Financial Aid Office)			
Number Granted	360	405	375
Total Amount	\$165,000.00	\$184,000.00	\$178,000.00

	<u>University Short Term</u>	<u>NDEA</u>	<u>HELP</u>
Average Amount Granted	\$150.00	\$450.00	\$450.00

Appendix C

SCHOLARSHIPS & GRANTS-IN-AID

<u>Entering Freshmen</u>	<u>1950-61</u>	<u>1961-62</u>	<u>1962-63</u>
No. of entering Freshmen applying for Scholarships & Grants-in-aid	901	1150	1450
No. of Scholarships & Grants-in-aid granted to freshmen in amounts of \$100 to \$1300	70	80	100
Total amount in Scholarships for Freshmen	\$22,050.00	\$20,353.00	\$40,751.00
Total amount in Grants-in-aid for Freshmen	8,150.00	13,410.00	6,174.00
 <u>Upperclass</u>			
No. of upperclass applicants for Scholarships and Grants-in-aid	385	600	700
No. of Scholarships & Grants-in-aid awarded to upperclass students in amounts ranging from \$50 to \$1300	336	370	621
Total amount in Scholarships for upperclass students	\$81,440.00	\$82,000.00	\$110,873.00
Total amount in Grants-in-aid for upperclass students	29,000.00	21,415.00	22,040.00
 <u>Outside Scholarships</u>			
No. of students receiving outside scholarships of which we are aware with amounts ranging from \$50 to \$1800	810	791	800
Total amount of outside scholarships of which we are aware	\$130,000.00	\$144,893.00	\$211,314.00

Outside scholarships by and large are received by entering Freshmen as shown by the following:

From the outside scholarships of 1962-63 of which we are aware 485 entering freshmen (of 800 recipients) received 745 scholarships totaling \$135,685.00 (of \$211,314.00).

Appendix D

VETERANS

Number of veterans enrolled for academic year 1960-1961	404
Number of veterans enrolled for academic year 1961-1962	187
Number of veterans enrolled for academic year 1962-1963	71

	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
No. of veterans enrolled under Public Law 550 (Korean War Vets)	357	156	45
No. of veterans enrolled under Public Law 550 in GE Project (Korean War veterans at Pittsfield GE Program)	8	2	0
No. of students enrolled under Public Law 634 (War Orphans)	30	22	25
No. of veterans enrolled under Public Law 894 (Disabled Veterans)	9	3	1

Note: No further training of veterans under Public Law 346 (so-called GI Bill) is contemplated subsequent to January 31, 1965.

The number of children of deceased Veterans who will be receiving benefits is quite likely to increase.

1000
 1001
 1002

1003

1004
 1005
 1006
 1007
 1008
 1009

1010
 1011
 1012
 1013
 1014
 1015

1016

1017
 1018

INFORMATION ON CLASS OF 1963
(Limited to Date)

SALARIES

Women Graduates (technical)	5500 - 7200 (Average - 6000)
Women Graduates (non-technical)	3400 - 4300 (Average - 3800)
Teachers	4500 - 5300 (Average - 4500)
Engineers	5500 - 9400 (Average - 7000)
Business Administration	4500 - 6500 (Average - 5400)
Sciences - Men	5200 - 7000 (Average - 6200)
Liberal Arts - Men	4500 - 6000 (Average - 5200)

Number now known to be going on for Further Study

Women	22
Men	<u>59</u>
Total	81

Number now known to be entering Military Service --- 32

Number now known entering the Teaching profession

Women	49
Men	<u>9</u>
Total	58

Number now known to have Jobs Other Than Teaching

Women	97
Men	<u>106</u>
Total	203

Number with Plans Pending, Looking for Job, or Unknown

Women	277
Men	<u>364</u>
Total	641

Mathematical Induction

2.11

$1 + 2 + \dots + n = \frac{n(n+1)}{2}$	$1^2 + 2^2 + \dots + n^2 = \frac{n(n+1)(2n+1)}{6}$
$1 + 2 + \dots + n = \frac{n(n+1)}{2}$	$1^3 + 2^3 + \dots + n^3 = \frac{n^2(n+1)^2}{4}$
$1 + 2 + \dots + n = \frac{n(n+1)}{2}$	$1^4 + 2^4 + \dots + n^4 = \frac{n(n+1)(2n+1)(3n^2+3n-1)}{30}$
$1 + 2 + \dots + n = \frac{n(n+1)}{2}$	$1^5 + 2^5 + \dots + n^5 = \frac{n^2(n+1)^2(2n^2+5n+3)}{12}$
$1 + 2 + \dots + n = \frac{n(n+1)}{2}$	$1^6 + 2^6 + \dots + n^6 = \frac{n(n+1)(2n+1)(3n^4+6n^3-3n^2-2n+1)}{42}$

Mathematical induction is a method of proving that a statement is true for all natural numbers.

Step 1

Let $P(n)$ be the statement to be proved. We first show that $P(1)$ is true.

For $n=1$, $P(1)$ is true. Thus, the base case is established.

Step 2

Assume that $P(k)$ is true for some natural number k .

Step 3

Now, we show that $P(k+1)$ is true. We use the assumption that $P(k)$ is true to prove $P(k+1)$.

Conclusion

Since $P(1)$ is true and $P(k) \Rightarrow P(k+1)$, by the principle of mathematical induction, $P(n)$ is true for all natural numbers n .

PLACEMENT & FINANCIAL AID SERVICES
REPORT ON THE
CLASS OF 1962

The attached information relates to the after-graduation plans of the Class of 1962. As is customary each year, notices were sent to all departments listing the after-graduation plans of individuals who completed their work in 1962 and the departments were asked to notify us of the situation relative to any individuals whose whereabouts were unknown. Through this method and through constant probing of the senior class prior to its departure and immediately thereafter, we have come up with figures on 85% of the class, which we believe is quite good having made comparisons with other universities concerning their reports on recent grads.

Significant facts to note include the large percentage of grads going on for further study. 140 or 18% of the Class of 1962 chose to continue their education. This percentage has been rising steadily in the last five years. 131 or 17% entered the teaching profession and 58 or 14% of the male members of the class went into military service. 39 are attending professional schools-- 24 to Law School, 8 to Dental School, 6 to Medical School and 1 to a Theological Seminary. Salaries for women ranged from \$2600 as an Assistant Decorator to \$6760 as a Research Chemist. Salaries for men ranged from \$4320 as a Bank Trainee to \$8040 as an Electrical Engineer.

59% of the employed 1962 graduates are working in Massachusetts while 12% are in New York State and 9% in Connecticut. 15 other states received one or more of our 1962 grads.

In the College of Agriculture 30% went on to Grad School. The number of unknowns is unusually high, and it is hoped that complete placement registration will be encouraged for all individual students in the future.

In the College of Arts & Sciences 24% went on to Grad School and 14% took teaching positions. 32 of the 53 in this College who accepted teaching positions are in secondary schools. 18% of the graduates in Arts & Sciences took non-teaching positions. In this College the number of unknowns is high each year, and it is hoped that this number can be decreased considerably if complete placement registration is encouraged regardless of future plans.

In the College of Education the 57 who accepted teaching positions all entered the elementary teaching field.

In the School of Physical Education 20% went on to further study while 48% entered the teaching field. Percentages here are obviously rated with low numbers but still are impressive.

In the School of Business Administration 42% obtained jobs while 10% went on to further study, and here a high percentage (25%) went directly into military service.

In the School of Engineering 18% of the grads managed to fend off the mad rush of the employment market in this area to go on to further study. With the exception of 6 in military service and 2 odd situations, all the remaining have accepted engineering positions.

In the School of Home Economics where a high demand also exists 36% have jobs in the field while 5 or 18% accepted teaching positions, and 2 girls went on to further study. As is the case with many of the women grads in all fields each year, 8 or 29% have plans pending.

In the School of Nursing the larger percentage have gone into staff nursing with marriage claiming a few.

CLASS OF 1962

College of Agriculture

	<u>Further Study</u>	<u>Non-Teaching Jobs</u>	<u>Teaching</u>	<u>Military Service</u>	<u>Seeking Jobs</u>	<u>Unknown</u>
Male Grads	49	12	9	23	19	25
Female Grads	<u>3</u>	<u>12</u>	<u>44</u>	<u>23</u>	<u>58</u>	<u>34</u>
Total	16 (30%)	74	53 (14%)	46	77	59

Plans Pending
or

College of Arts and Sciences

Male Grads	167	67	24	9	23	19	25
Female Grads	<u>211</u>	<u>25</u>	<u>50</u>	<u>53</u>	<u>23</u>	<u>77</u>	<u>34</u>
Total	378	92 (24%)	74	(32 in Secondary Ed.)	46	77	59

College of Education

Male Grads	26	2	6	57	13	10
Female Grads	88	2	6	57	13	10

College of Physical Education

Male Grads	26	6	11	4	1	4
Female Grads	<u>6</u>	<u>6</u>	<u>4</u>	<u>4</u>	<u>1</u>	<u>1</u>
Total	32	6 (20%)	15 (48%)	8	2	5

School of Business Administration

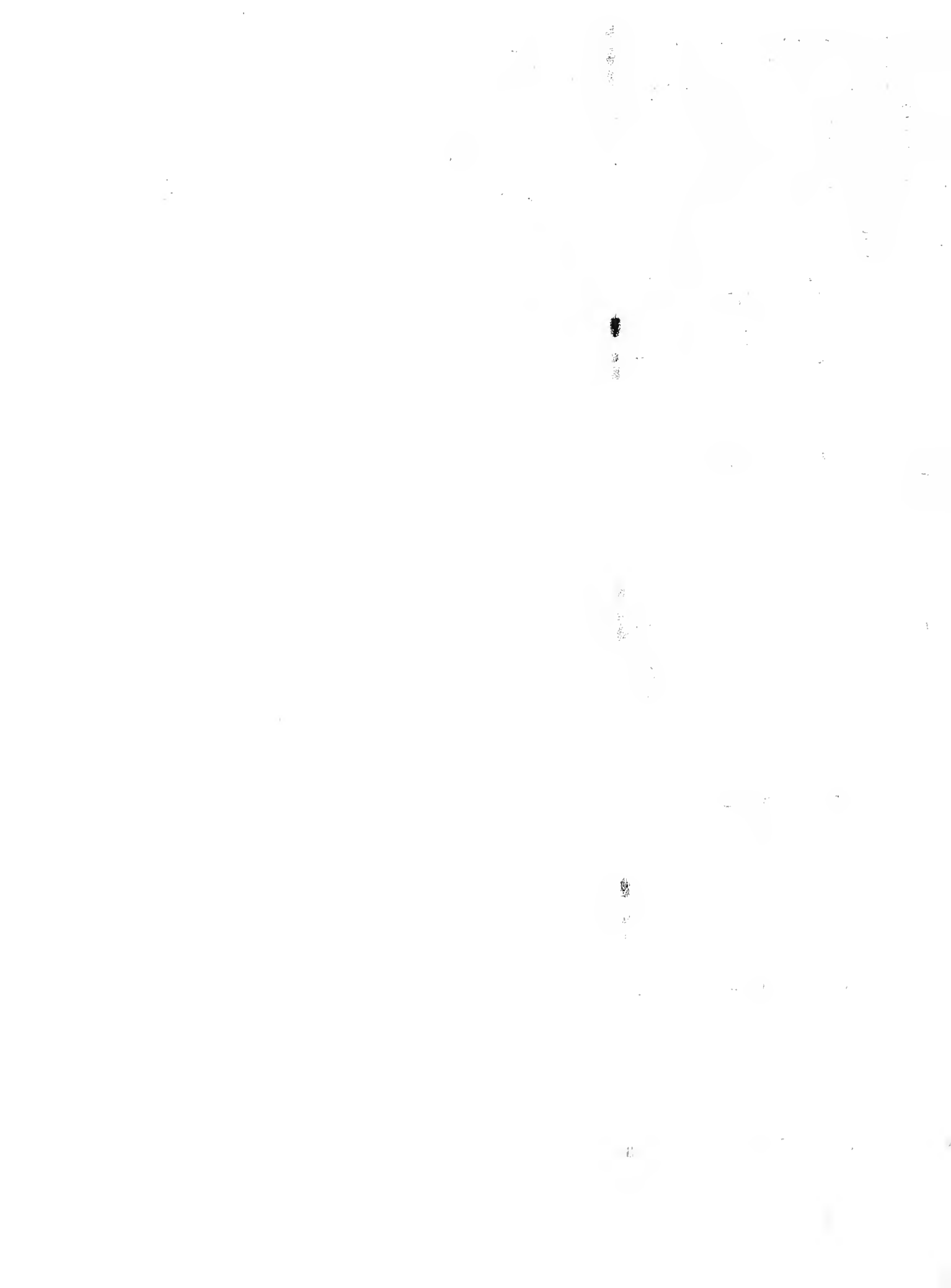
Male Grads	75	7	31	20	6	11
Female Grads	<u>3</u>	<u>1</u>	<u>2</u>	<u>20</u>	<u>6</u>	<u>11</u>
Total	78	8 (10%)	33 (42%)	20 (25%)	12	22

School of Engineering

Male Grads	88	16 (18%)	64	6	1	1
Female Grads	0	0	0	0	0	0

School of Home Economics

Male Grads	0	2	10 (36%)	7	7	2
Female Grads	28	2	10 (36%)	7	7	2



(Cont.)

<u>School of Nursing</u>		<u>Further Study</u>	<u>Non-Teaching Jobs</u>	<u>Teaching</u>	<u>Military Service</u>	<u>Plans Pending Married or Seeking Jobs</u>	<u>Unknown</u>
Male Grads	0						
Female Grads	20	0	17			3	

<u>Totals</u>		<u>Further Study</u>	<u>Non-Teaching Jobs</u>	<u>Teaching</u>	<u>Military Service</u>	<u>Plans Pending Married or Seeking Jobs</u>	<u>Unknown</u>
Male Grads	405						
Female Grads	359						
Male Grads		111	137	20	58	31	54
Female Grads		31	85	113		83	47
<u>GRAND TOTALS</u>							
Graduates	764	142 (18%)	222	133 (17%)	58	114	101

PROFESSIONAL SCHOOLS

Medical-----6
 Law-----24
 Theological--1
 Dental-----8

<u>Stockbridge School of Agriculture (Associate Degree)</u>		<u>Further Study</u>	<u>Non-Teaching Jobs</u>	<u>Teaching</u>	<u>Military Service</u>	<u>Plans Pending Married or Seeking Jobs</u>	<u>Unknown</u>
Male Grads	132	23	69		2		38
Female Grads	2		1				1
Total	134	23	70		2		39

*In the Stockbridge School of Agriculture (Associate Degree Program) 23 or 17% went on to continued education while 69 or 51% are known to have accepted jobs.

*Treated separately - not included in overall statistics



LOCATION OF NON-TEACHING EMPLOYMENT BY STATES

<u>State</u>	<u>Women</u>	<u>Men</u>
California	3	5
Colorado	3	0
Connecticut	2	18
Illinois	0	1
Maine	1	1
Maryland	3	1
Massachusetts	42	69
New Hampshire	0	0
New Jersey	5	6
New York	14	22
Ohio	5	5
Pennsylvania	1	3
Wisconsin	1	0
Washington	0	6
Washington, D.C.	5	0

LOCATION OF TEACHING EMPLOYMENT BY STATES

<u>State</u>	<u>Women</u>	<u>Men</u>
California	5	0
Connecticut	8	3
Illinois	1	1
Maryland	2	1
Massachusetts	86	14
New Hampshire	1	0
New York	7	1
Washington	2	0
Washington, D.C.	1	0

TOTAL LOCATION OF EMPLOYMENT BY STATES

California	13	
Colorado	3	
Connecticut	31 (9% of employed grads)	(4% of total class)
Illinois	3	
Maine	2	
Maryland	7	
Massachusetts	211 (59% of employed grads)	(27% of total class)
New Hampshire	1	
New Jersey	11	
New York	44 (12% of employed grads)	(5% of total class)
Ohio	10	
Pennsylvania	4	
Wisconsin	1	
Washington	8	
Washington, D.C.	6	

CLASS OF 1963

<u>JOBS HELD BY MEN</u>	<u>SALARIES</u>		<u>JOBS HELD BY WOMEN</u>	<u>SALARIES</u>	
	High	Low		High	Low
Banking, 5	4800	4320	Assistant Decorator, 1	2600	
Contract Admin., 1	6300		Biologist, 3	6000	5700
Chemical Engineers, 10	6972	6300	Computations Analyst, 2	6418	5355
Civil Engineers, 14	7008	4380	Dietician, 1	4200	
Electrical Engineers, 18	8040	6240	Elementary Teaching, 75	5200	4000
Industrial Engineers, 7	6972	6300	Engineering Assistant, 2	4440	
Mechanical Engineers, 15	7440	6180	Federal Government, 6	5355	4035
Financial Analyst, 1	6000		Home Demonstrator, 1	4800	
Federal, 3	6312	4384			
Government:State, 7			Hospital Admin., 5	5200	4345
Insurance, 8	6000	4800	Insurance, 6	4700	3900
Journalism, 1	4500		Labor Economist, 1	4345	
Laboratory Work, 3	5600	4800	Laboratory Technicians, 2	3800	3120
Management Trainee, 6	6900	4800	Library Trainee, 1	3500	
Marketing Research, 1	5520		Marketing Research, 4	3926	3796
Mathematician, 4	6840	5800	Poultry Lab Technician, 1	3120	
Peace Corps, 1	\$900 & Liv. Exp.		Programmer, 9	6300	5000
Personnel, 3	6000	5460	Publishing, 2	5760	3380
Programmer, 4	6480	6300	Recreation Director, 1	4888	
Public Accountant, 8	6000	5796	Recreation Worker, 1	3750	
Quality Control, 1	6240		Research, 1	3640	
Research, 5	6504	6000	Research Assistant, 1	4160	
Sales, 12	7200	4800	Research Chemist, 4	6760	5500
Technical Writer, 1	5200		Retailing, 1	4500	
			Secondary Teaching, 32	5200	4160
			Social Case Worker, 3	4700	3500
			Speech Therapist, 1	4500	
			Staff Nurse, 3	4404	4160
			Telephone Service Rep., 4	4940	4160

Introduction

This report follows the annual report of the Librarian following the operations of a University Library. The previous report submitted now includes the account of library operations for the biennium 1961-63 since no report was submitted for 1961-1962. The statistical appendix covers the years 1961-62; a statistical report for 1962-63 will be submitted as soon as possible after 1 July. Although this delay is necessary to preserve the integrity of the statistics, unfortunately, it renders difficult precise statistical comparisons in this report. However, sufficient evidence already exists to indicate the trends in library activity where statistical measurement is significant.

General

During the decade of the Librarian's administration, his purpose has constantly been the transformation of a small, distinctly specialized, undergraduate library into a scholarly, research collection and service unit of a University calibre. The chief obstacles have been overcome, or at least partially surmounted, so that a clear sense of accomplishment is now apparent. The appointment of an Associate Librarian and Chief of Acquisitions in 1956, the marked increase in the book budget after 1959, the addition to the Library building in 1959-60, and the addition of professional library positions in 1962 are the chief, tangible, evidence of progress.

The provision of appropriate numbers of professional positions and filling them with qualified staff is still a major task for the Librarian and the Librarian despite the 3 new professional positions (category I, II, III) created for 1962-63. The ratio of professional to technical clerical staff

still remains at the dangerously low level of 1.4 instead of the 11, or 1:1.5 ratio commonly obtaining in university libraries. The lack of experienced professional librarians in the intermediate echelons is particularly awkward; an experienced serials cataloger, a head of the order department, and a Biological Sciences Librarian are acutely needed now. In the absence of these positions the library has had to depend upon home-trained staff in the Library Reference Assistant (II) grade. Although the contribution of several staff in this grade has been essential to the operation of the library, the expanding institution requires more experience and broader training than this group can receive on an in-service training basis. Since it is not a professional level position, it is not attractive to properly qualified librarians by reason of a rigid salary scale, inadequate vacations and status.

The immediate need to build a book collection to support a graduate program and a continuously increasing body of undergraduates remains imperative. A million volume collection in less than a decade is often cited as the goal of this program. Regular and increasingly substantial allotments for books and periodicals must be forthcoming if this two-fold demand for a varied research collection and an adequately stocked teaching collection is to be filled. The completion of this program is an absolute prerequisite to an effective graduate program.

To implement the expanded acquisitions program, the use of IBM equipment and the automation of certain library procedures was investigated. In January, February, and March, 1963, preliminary studies were developed in cooperation with IBM Engineers Allen Shiner and Louis Ceiano for the automation of book orders, circulation control, and serial records. These programs may become operative on a 7 to 12 month schedule following administrative approval of the

contract for IBM equipment. Although the equipment is not yet sufficiently sophisticated to perform book cataloging for a university research collection, it will be possible to add information retrieval features to this system for use in the divisional libraries in the sciences, should this appear to be a desirable library service. However, the preparation of the Accessions List and the library's accounting operations will be expedited. Many new information features, notably a list of serials held by the library, will be forthcoming. These proposals appear to be considerably in advance and appreciably more practical in their application than most other outcasted systems which have come to the attention of the Library staff.

The problem of the departmental library on the University of Massachusetts campus has been the subject of considerable agitation and discussion in recent years. The extent of the decentralization and the resulting duplication of titles, particularly among journals, is little short of outrageous and is proving an increasing handicap in the research program of certain faculty. Studies of the problem in January, 1961, and in the summer of 1962 produced proposals which were approved by the Library Committee, the Faculty Senate, the Deans, and the Provost. The proposed decentralized system is to be implemented as funds and staff positions become available and as appropriate quarters may be assigned to the reorganized libraries. The arrangements are:

Divisional or School Libraries

Education, in the Education Building

Biological Sciences in Morrill Science Center; includes present libraries in Botany, Geology, Microbiology, Public Health, Zoology.

Physical Sciences and Engineering: in the proposed Graduate Research complex, includes present libraries in Chemistry, Engineering, Mathematics, Statistics and Physics.

Agriculture - no immediate location designated; to consist of the amalgamated libraries in the School.

Reading Rooms:

Psychology, Business Administration, Home Economics, Landscape Architecture.

Research laboratory collections:

Microbiology, Veterinary Science.

In September 1961, the Library assigned staff to the Education Library to supervise the move from Macmaster Hall to the new School of Education Building and to organize and administer the collection. The varied nature of the collection - reference materials, children's literature, sample text books, books in many fields other than Education, serials and pamphlets - make this a much more complex operation than at first appears. The fact that the library had been supervised only by graduate students over many years, rendered the orderly arrangement of the books in their new quarters more difficult. After an inventory had been taken, the card catalog was completed and is now currently supplied with full sets of cards for new books. However, the library staff in Education continues to be responsible for the processing and recording of pamphlets, text books and children's literature.

The Education Library also proved to be an active service unit during 1961-62. Over 11,500 items were circulated during the year, of which 52.4 percent were two week books. Some 690 students registered as borrowers in that library in addition to the use of the Children's collection by the pupils of Mark's Meadow, the laboratory school. The development of this library as an increasingly useful service unit of University Library system is envisioned, particularly with the expanded programs of the School of Education.

A search is now under way for a Librarian for the Biological Sciences Library in the Morrill Science Center, and plans are being formulated for the Physical Sciences-Engineering Library which is to be part of the Graduate Research facility scheduled for completion in 1966. To secure adequate leadership for both or either of these libraries is a task of the first magnitude because of the limited number of experienced and knowledgeable science librarians.



Other administrative tasks which were both time consuming and important were the completion of equipment purchasing for the Library addition under Project U-803 and the preparation of several statistical studies of library operations. Furniture and equipment for the Treasure and Staff Rooms, museum and exhibition cases, and additional tables and chairs were acquired during the biennium. Studies were made of library budgets, staff sizes, salaries, fines and circulation systems. These were helpful in budget computation, long range planning, and the development of salary scales. It was indeed encouraging to note the significant activity of the University Long Range Planning Committee in looking ahead towards the future of the University development, and the opportunity for the librarian to participate in the work of this Committee was greatly appreciated. The conviction is held that many of the problems of rapid growth can be mitigated by intelligent, advanced planning.

Public Services

The educational changes and developments of the University at large touch the services of the Library in many ways. More and better students - both graduate and undergraduate - and higher academic standards have increased markedly the service load of the three service desks - Circulation, Reference and Reserve. Book use at the Circulation and Reserve Desks increased 61 and 21 percent respectively in 1961-62 and the monthly increases in 1962-63 are running around 25 and 15 percent.

Because of the increased tempo of university life and limited housing facilities, both students and the Dean of Students asked for increased library hours for 1961-62. In September a supervised study hall from 10 pm to midnight on 5 evenings (Sundays through Thursdays) was instituted on the 4th Level of the Library, and the 3d Level reading room was opened for evening use in

October, 1961. In October, 1962, service until midnight at Reserve and Microfilm Desks was added, and a Saturday study hall from 4:30 to 10 pm began operation. The reduction of summer hours to 8:30 am to 5:00 pm, Mondays through Fridays in the summer of 1962 and the limitation of holiday service to 2:00 to 10 pm has received so much criticism, particularly in the Spring of 1963, that schedules for 1963-64 will need re-evaluation.

This changed climate was also reflected in a somewhat increased, although distinctly variable, demand for assistance from the Reference Desk. Indeed, during the extreme peak load in the Spring of 1962 a second reference assistant was occasionally assigned to evening duty. This pressure required the opening in September 1962, of Room 406 as a Microfilm Room and Rapid Copying Center, thereby relieving the reference staff from the essentially non-reference duties of issuing microfilm and operating the Thermofax copier. Similarly the Interlibrary Loan requests show a 16 percent increase in 1961-62 and a modest regular increase during 1962-63. Not the least of the problems confronting the Reference Assistants is the irresponsible and inaccurate comments of a number of faculty about the quality of the library resources. Such comments are usually made without first hand knowledge of the Library's holdings on the subject at hand and unfortunately result in students making themselves a burden to Amherst and Smith and unnecessarily consuming the time of the Interlibrary Loan Service. This could be avoided by making an intelligent search through the Library catalogs and extensive bibliographical apparatus for pertinent material.

The biennium has seen many personnel changes in the public services area. Notable were the appointment of Mrs. Ena Gane as Circulation Librarian and Mrs. Barbara Alcorn Hopkins as Reference Librarian in August, 1961 and the latter's resignation as of July, 1963. While the Reference staff remained stable throughout the period, numerous changes occurred at the Circulation

and Reserve Desks. The increasing complex operations of the Circulation Desk was met by the designation of a First Assistant and a Night Supervisor in September, 1962. Throughout both years increasing dependance was placed on hourly or "03" employees in lieu of increased use of student assistants, because of their greater maturity and flexibility of hours. The pressure of work at the Reserve Desk also required the hiring of an Evening Supervisor and a third clerical assistant.

The study halls were supervised in 1961-62 by the male Reference Assistants. In 1962-63 this assignment was given to a select group of responsible student assistants, thereby freeing the Reference Assistants for more productive and responsible tasks. They became involved in searching book orders, work on the Archives and History Room, and the Library's rapid copying operation. Particular mention should be made of the extensive sorting, classifying and re-organization of the materials in the History Room which was undertaken by Mrs. Josephine Haven, a reference assistant. This collection is gradually assuming a more useable form.

The limited access stack, approved by the Library Committee in 1956 and instituted when library operations were moved into the new library addition in 1960, still stands vindicated in spite of continuing criticism. The value of this system is that only .1 percent of all request for books are at present not located. For 99.9 percent of the requests the book is found or a clear statement is provided as to why it is not available. Because of excessive loss - over 100 volumes in one year - a door check was instituted at the entrance to the Periodical Stacks in September, 1962.

The adoption of the Library of Congress Classification has created two separate files of books in the stacks, one in the Dewey Classification and the other in L.C. This change requires all users browsing through the library stacks to look in two locations for books and to familiarize themselves with the two



classifications, thereby marked the beginning of the successful use of Dewey books on the stacks. During Christmas vacation, 1961, the mid-semester recess, 1962 and June, 1962, nearly every book in the library was moved so that substantial numbers of shelves were made available for the newly cataloged L.C. books by compressing into the smallest possible shelf space the older books in the Dewey Classification.

The combined effect of lost books - an estimated 10,000 - and the increased enrollment has placed severe demands upon that portion of the book stock especially suited to undergraduate use. The excessive number of "hold requests" placed by students on books in circulation and the preparation of attendant notices of availability has been a great additional burden on the staff at the Circulation Desk. This condition, which daily grows more troublesome, is exacerbated by the outmoded 2 cent a day fine charged on overdue books. Proposals to increase the fine to 5 or 10 cents a day, although clearly supported by evidence that these rates are now widely accepted on university campuses, received only cursory consideration from university administrative officials. As pressure on the Library increases, the need to face this problem intelligently and firmly becomes increasingly urgent. It is safe to say that no single move would so much expedite the work of the Circulation Desk as a significant increase in the fine on overdue books. In addition, to reduce the number of "hold requests" a possible charge of 5 cents per request to cover postage costs is under consideration.

The cooperation accorded the Library by the Treasurers office in collecting fines and charges for lost books has been most helpful in developing the feeling of respect among students for library regulations and is gratefully acknowledged.

The copying service offered by the Library was supplemented - in fact revolutionized - by the rental of a Xerox 914 copying unit. This machine's high quality black on white copy on good paper is particularly suited for copying books. During the first month of operation (March 29 - April 29, 1965) over 10,000 sheets were processed. The Xerox and Pitman machines continue to be used.

In view of the pressures of acquisitions, of the lack of trained experienced personnel, and of the magnitude of the task, no formal instruction in the use of the Library has been offered to University students. The need is great and no one recognizes this more clearly than the Reference Staff of the Library. However there is not a sufficient number of properly qualified staff to attack this problem sensibly. To deal with 50 sections of Freshman English would drain staff away from work which is even more essential to the growth of the Library than the program of instruction in Library use.

Technical Services

In reporting the developments in the Technical Services Division, which is concerned with the ordering, cataloging and preparation for use of books, three matters merit comment.

The Library of Congress Classification was adopted on a library wide basis in December, 1961. For the preceding year this classification had been used for reference books only with the intent that at some time the change would be made for the whole library. However, an immediate decision was clearly imperative because the anticipated acquisitions rate would soon create a library prohibitively expensive to re-catalog. Full recognition was accorded the inconvenience to patrons caused by a double classification system since the Library will operate with the older books in the Dewey classification and the new acquisitions in L.C. The pressure of acquisitions and the extreme difficulty



in securing competent catalogers make it doubly unlikely that either funds or personnel will be available to achieve a complete re-cataloging and re-classification of the Library. It is hoped, however, that it will be possible to re-classify the departmental libraries as the University Library takes over their administration according to the program described earlier in this report. In spite of these difficulties, it is felt that certain clear advantages adhere to the Library of Congress classification. It is more modern and more scholarly than the Dewey classification, and for these reasons is more suited to the needs of a research library. Because of the data on the Library of Congress printed cards, the speed of cataloging should increase. Another reason for the adoption of the Library of Congress classification is the excessive number of unauthorized revisions to which the Dewey classification had been subjected in this library over the years. Such revisions have made the current application of the classification almost impossible in some instances and in others excessively time consuming.

The assurance of three new professional positions, Cataloger (U of M) for 1962-63, and the authorization to proceed with the search for candidates at a propitious time in early 1962 resulted in the appointment of three experienced and competent people. In view of the critical shortage of professional librarians, an early recruitment program is essential. The proof of this is the fact the library was able to fill these positions, which would not have been likely had the search for candidates been undertaken in May and June.

The statistical appendix records clearly the impact of these appointments on the processing of books in the library. The number of books cataloged increased from 12,665 for 1961-62 to 15,918 for the first nine months of 1962-63. It is estimated that the current rate of cataloging will exceed 21,000 volumes by the end of the fiscal year. Conservatively speaking, this



means a 67.59 percent increase in the rate of cataloging. Even more important than this increase is the fact that by December, 1962, the Library was virtually abreast of the cataloging of current acquisitions and began to dip into the arrearage.

The general plan for the organization and proper direction of the departmental library system was not without implications for the catalog department. This department spent considerable time, for example in planning the proper techniques for the merging of the departmental libraries which will form the Biological Science Library in the Merrill Center. Because cataloging is excessively expensive and time consuming, every effort is made to eliminate re-cataloging of materials by seeking long range solutions to the problems of these departmental libraries.

The concern of the Library Committee about the arrearage of uncataloged books was a significant factor in securing the Administrative authorization to search for catalogers and in planning "a crash program" for the processing of books. This program included the appointment on an "03" basis of one cataloger in June, several weeks in advance of the availability of a new position, and the addition of a full time end-process worker to speed the marking, labeling and plating of books. This is the first time that the library has been able to have a full time person assigned to this duty, and the increased flow of books through the catalog department this year has demonstrated the wisdom of adding such a person to the staff. The result has been much more efficient processing of books than had previously been possible.

While it is indeed gratifying to note that the catalog department is now able to attack the present arrearage, the University administration concerned with library operations should be prepared to face continuous and perhaps larger arrearages in the future if larger book funds are appropriated. No research library with a vigorous acquisition policy, and the University of

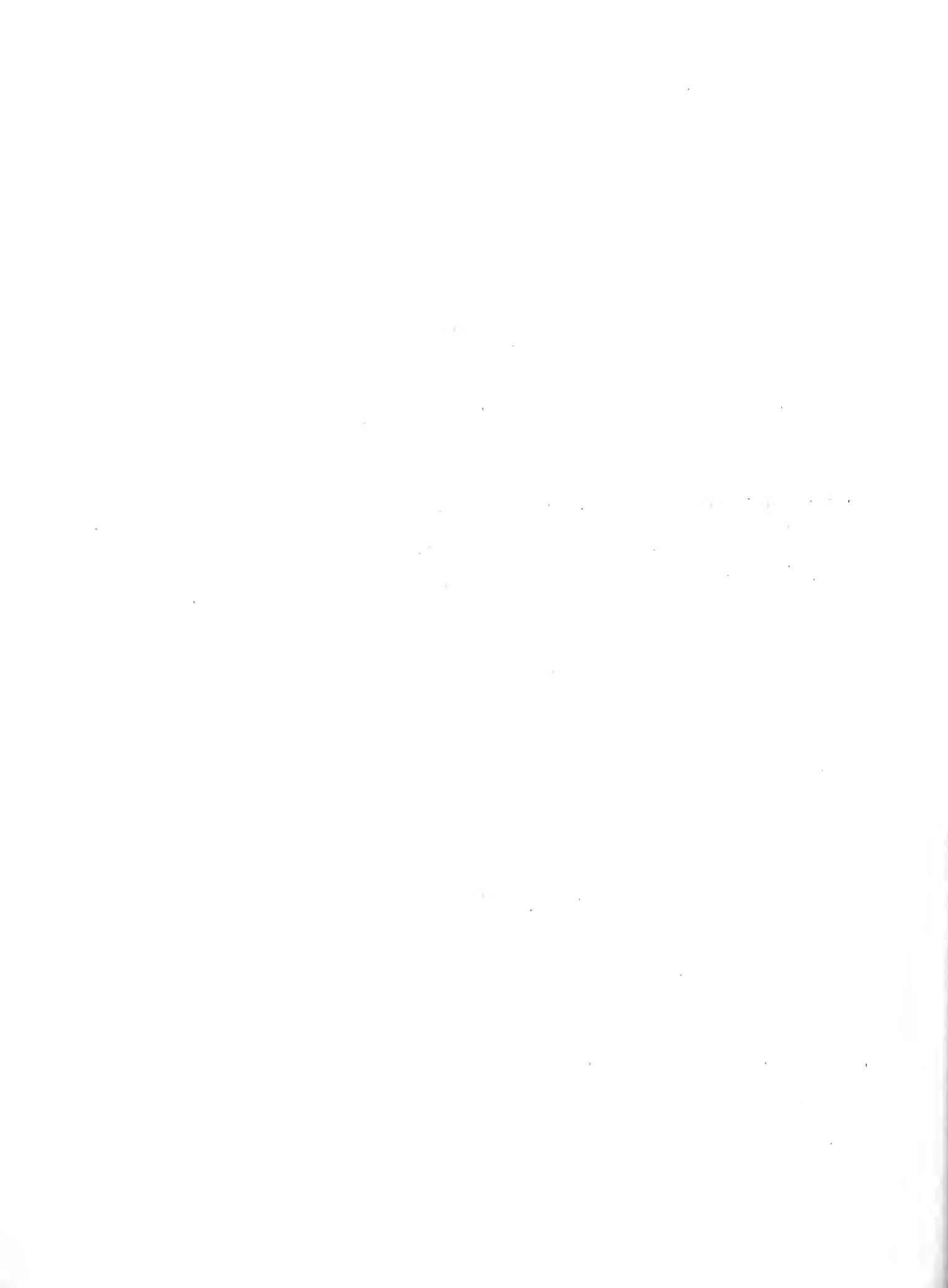
Massachusetts is not likely to be an exception, exists without uncataloged surpluses of books. The difference is that most research libraries have a larger working collection than this library and therefore do not depend so heavily upon the titles in the surpluses as does the University of Massachusetts. Despite additional staff it is almost certain that the book funds and purchases will grow faster than staff budget and appointments. It cannot be too strongly emphasized also that the procedures of automation will not appreciably speed the cataloging process. The bibliographical detail which is required of a University library does not lend itself to programming on machines as yet. These machines have very valuable functions to perform in the simpler routines such as accounting, the checking of periodicals, and the control of circulation; but there is not sufficient versatility at present to enable them to completely replace the cataloger.

Distinct progress has been made in financing the book acquisitions program for the library and in building a qualified staff. The important area of the library building will soon need attention. The graduate program, the increased enrollment, and the growth of the collection will require larger and different facilities than now exist in the Goodall Building and Annex. Much careful planning for new facilities is imperative.

Growth in libraries is expensive and the University and the Commonwealth must be prepared to allot increasing amounts of money to the University Library for staff, books and buildings.

Respectfully submitted,


Hugh Montgomery
University Librarian



UNIVERSITY OF MASSACHUSETTS
LIBRARY

STAFF ROSTER
May 1963

University Librarian	Hugh Montgomery
Administrative Secretary	Dorothy Nestle
Secretary	Nathalie W. Ryder
Associate Librarian (Technical Services)	Benton L. Hatch
Secretary	Irene M. Morrissey
Order Librarian	Ray Dubosa
Bibliographic Searchers	Elaine Mahnken, Catherine Merritt*
Billing Clerk	Dorothy Anderson
Order Assistants and Typists	Joan Howard, Beverly Steele
Assistant Librarian (Catalog)	Irene Kavanagh
Head Cataloger	George Wright
Catalogers	Mary A. Hewitt, Betty Jean Jackson*, Mary E. Larson, William Quinn, Jack E. Schultz, Shirley Joy Williams Judith Langland*, Louise White John Gnstek
Catalog Assistants	Isabel Ridder*, Helen Maher, Avis Richardson, Nancy Rule
Documents Assistant	
Typists and Junior Assistants	
Serials Cataloger	Hope Gilson
Supervisor, Serials Unit	Teresa Hartwell
Serials Assistant	Winifred Oliver
Supervisor, Bindery	Virginia Rodgers
Bindery Assistant	Judith Webber
Assistant Librarian (Readers Services)	Robert M. Agard
Secretary	Marjorie Mirliani
Chief Circulation Desk	Ena M. Cane
First Assistant	Jean Harwick
Evening Supervisor	Lesley Crouse
Circulation Assistant	Agnes Williams
Assistants	A. Julie Arthur*, Carol Ann Duffy, Dorothy Freeman*, Myoung-Hee Min*, Jane Moore*, Mary Steigner*
Reference Librarian	Barbara Alcorn Hopkins
Assistant Reference Librarian	Joyce Merriam
Reference Assistants	Josephine Haven*, John J. Sullivan, Ransom Westernman
Head, Interlibrary Loan	Martin Hubbard
Supervisor, Microfilm Room	Edith Markert

* Part Time

Page 2
Staff Roster
May 1963

Chief, Reserve Desk
Assistants

Genevieve Hamilton
Virginia Buckley, Sally Howard,
Frances Rodzwell

Supervisor, Periodical Room

Evelyn Coburn

Education Library

Librarian
Assistant

Louise A. Addison
Carol Byer Chuang

UNIVERSITY OF MASSACHUSETTS
LIBRARYSTAFF ROSTER
May 1962

University Librarian Administrative Secretary Secretary	Hugh Montgomery Dorothy Nestle Wilma Twinam
Associate Librarian Secretary	Benton L. Hatch Irene Morrissey
Order Librarian Billing Clerks Bibliographic Searchers Typist	Kay Dubose Dorothy Anderson, Beverly Steele Murdel Brown, Katherine Merritt* Christine Johnson
Assistant Librarian (Catalog) Head Cataloger Catalogers Catalog Assistants and Typists	Irene Ravenshugh George Wright Betty Jean Jackson*, Mary A. Howitt Mary Larson Betty Dutton, Judith Langland, Eileen Nelson, Nancy Rule, Louise White
Serials Cataloger Supervisor Serials Unit Serials Assistant Documents Assistant	Hope Gilson Terena Hartwell Rose Bissey John Crotek
Bindery Assistant in charge Assistant	Margaret Tilley* Virginia Rodgers
Assistant Librarian (Readers Services)	Robert H. Agard
Chief Circulation Desk Circulation Assistants	Ena M. Cone Leslie Crouse, Brenda Doby, Jean Harwick, Dorothy Freeman*, Myoung-Hee Min*, Marjorie Mirliani*, Arlene Ryan*
Reference Librarian Reference Assistants	Barbara Alcorn Josephine Haven, Joyce Merrim, John J. Sullivan, Ransom Waterman Martin C. Hubbard
Head-Interlibrary Loans	
Chief Reserve Desk Assistants	Genevieve Hamilton Marilyn Carr, Frances Rodwell
Supervisor, Periodicals Room	Evelyn Coburn
Education Librarian Assistant	Louise A. Addison Judith Williams



UNIVERSITY OF MASSACHUSETTS
LIBRARY

Acquisitions and Cataloging Statistics

	<u>1960-61</u>	<u>1961-62</u>
Total Volumes Processed	12,256	12,665
Total Volumes Withdrawn	<u>364</u>	<u>493</u>
	11,892	12,172
Total Volumes in Library System	239,819	251,991
Total Volumes in Dept. Libraries	58,750	63,415
Total Purchased Books	4,758	7,580
Serials	<u>6,654</u>	<u>3,918</u>
	11,412	11,498
Total Gifts		
Books	389	651
Serials	<u>455</u>	<u>516</u>
	844	1,167



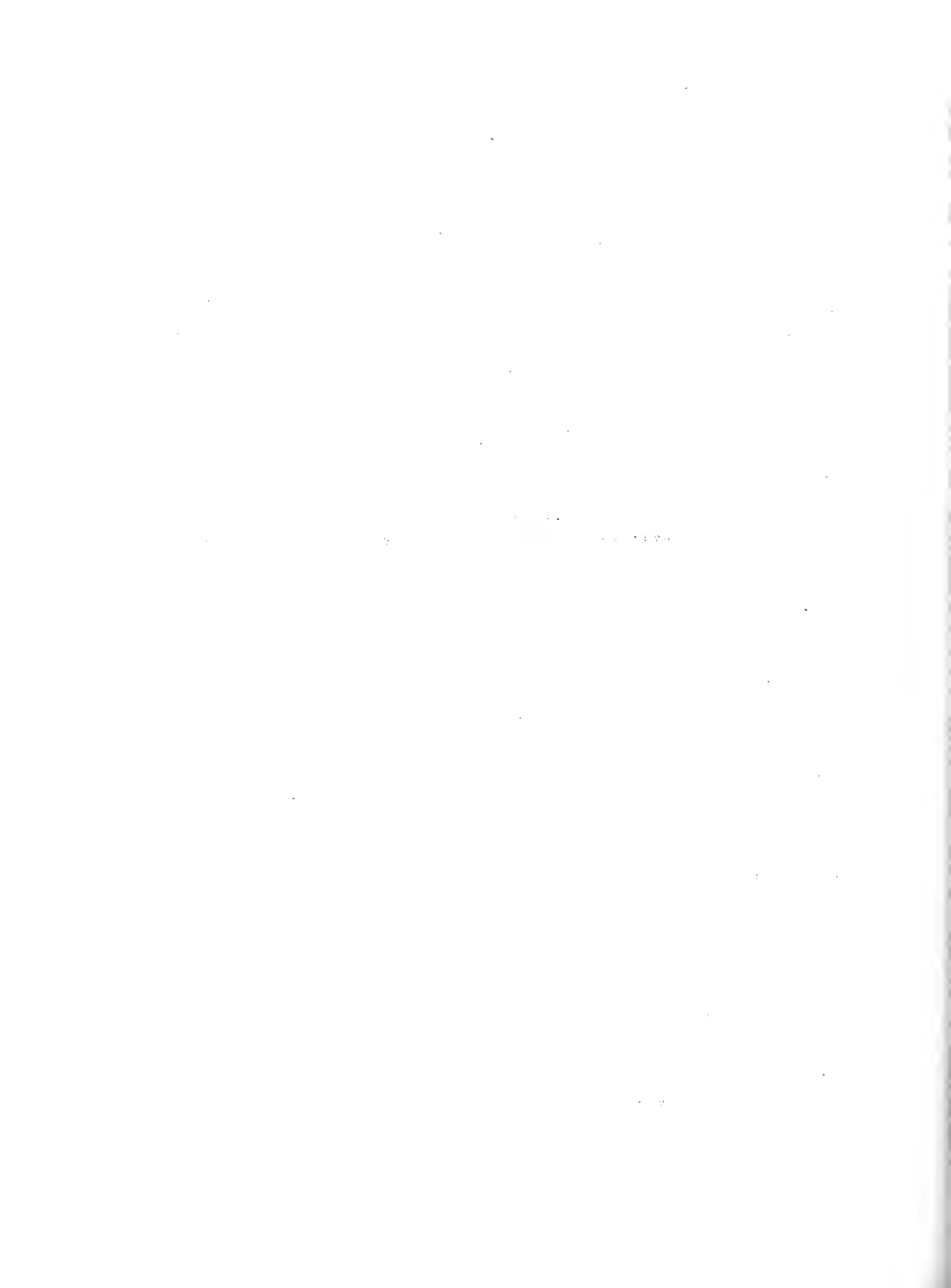
UNIVERSITY OF MASSACHUSETTS
LIBRARY

CIRCULATION STATISTICS

	<u>1961-62</u>	<u>1960-61</u>	<u>Percent increase</u>
Total Circulation	<u>171,427</u>	<u>123,756</u>	39
Regular Books	<u>67,531</u>	<u>41,061</u>	61
Reserve Books	<u>103,906</u>	<u>81,895</u>	21
Average daily Circulation	542.52	390.40	
Regular Books	213.71	132.05	
Reserve Books	328.82	258.34	
Number of days library was open	316	317	
Number of Registered borrowers	4170	(59 percent of September, 1961 enrollment)	

SUMMER SCHOOL

1st. session - Total	<u>8318</u>	<u>4996</u>	39
Regular	<u>3561</u>	<u>1717</u>	107
Reserve	<u>4757</u>	<u>2679</u>	78
2d. session - Total	<u>5379</u>	<u>2470</u>	118
Regular	<u>2954</u>	<u>1814</u>	63
Reserve	<u>2425</u>	<u>656</u>	270
Total	13,697	6866	



UNIVERSITY OF MASSACHUSETTS
LIBRARY

READER USE STATISTICS

	<u>1961-62</u>	<u>1960-61</u>	<u>Percent increase</u>
Total use	279,240	172,404	61.97
Daily Average	1298.7	730.53	

HOURLY AVERAGES

<u>Mon-Fri</u>	<u>1961-62</u>	<u>1960-61</u>
9:30	188.64	140.5
3:00	219.88	188.5
7:15	321.34	288.5
8:45	400.59	294.5
10:30*	225.96	-----
11:30*	161.23	-----

* Mon-Thurs only

Saturdays

10:00	109.57	86
3:15	163.10	177

Sundays

4:00	355.26	255
8:45	451.14	323.5
10:30	114.04	-----
11:30	38.11	-----

SUMMER SESSION

<u>Mon-Fri</u>	<u>1961-62</u>		<u>1960-61</u>	
	I,	II	I	II
9:30	31	30.61	15.66	11.84
3:00	43.2	39.70	18.62	12.88
6:30	47.25	30.61	7:15 33.53	15.79
8:00	54	43.17	8:45 33.95	20.65

UNIVERSITY OF MASSACHUSETTS
LOWELL

Interlibrary Loan Statistics

Volumes borrowed and lent:

<u>Year</u>	<u>Borrowed</u>	<u>Lent</u>
1960-62	1966	370
1960-61	1366	345
1959-60	1871	335
1958-59	1084	345

Volumes borrowed and lent by Institutions

<u>Borrowed from</u>		<u>Lent to</u>
Anharst	462	69
Forbes	42	---
HMS	24	---
Mt. Holyoke	296	41
Smith	461	63
Other	575	177

Books Borrowed by Borrowers

Faculty	560
Graduates	834
Undergraduates	625



University of Illinois
Library

Expenditure for Books and Periodicals

July 1954 - June 1963
(All figures rounded
to nearest dollar)

1954/55	\$30,635.00
1955/56	341,513.00
1956/57	334,570.00
1957/58	325,775.00 *
1958/59	353,630.00
1959/60	365,706.00
1/60 - 3/61	\$100,000.00 **
1960/61	\$170,834.00 ***
1961/62	3213,075.00
1962/63	\$203,000.00 (appropriated) ****

All totals include some expenditures from Trust and Research Funds, for the latter just through 1960/61.

* Includes \$25,000.00 special appropriation

** Amount transferred from Building appropriation which "expired" June 1961

*** Includes \$100,000.00 special appropriation

University of Massachusetts
Library

SCHOOL OF EDUCATION LIBRARY

Circulation	<u>1961-62</u>
Total	11,617
2 week books	6086
Reserves	5531
 Borrowers registered	 690
 Size of library	
Professional books (Dewey)	2672
Professional books (LS)	148
Elementary Textbooks	1041
Secondary textbooks	814
Reference Books	200
Juvenile Books	<u>600</u>
	5475

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

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the implementation of data-driven decision-making processes. It provides a detailed overview of the steps involved in identifying key performance indicators (KPIs) and using data to inform strategic decisions.

4. The fourth part of the document discusses the challenges and risks associated with data management and analysis. It offers practical advice on how to mitigate these risks and ensure the integrity and security of the data.

5. The fifth part of the document provides a comprehensive overview of the current state of data science and its applications in various industries. It also discusses emerging trends and future prospects in the field.

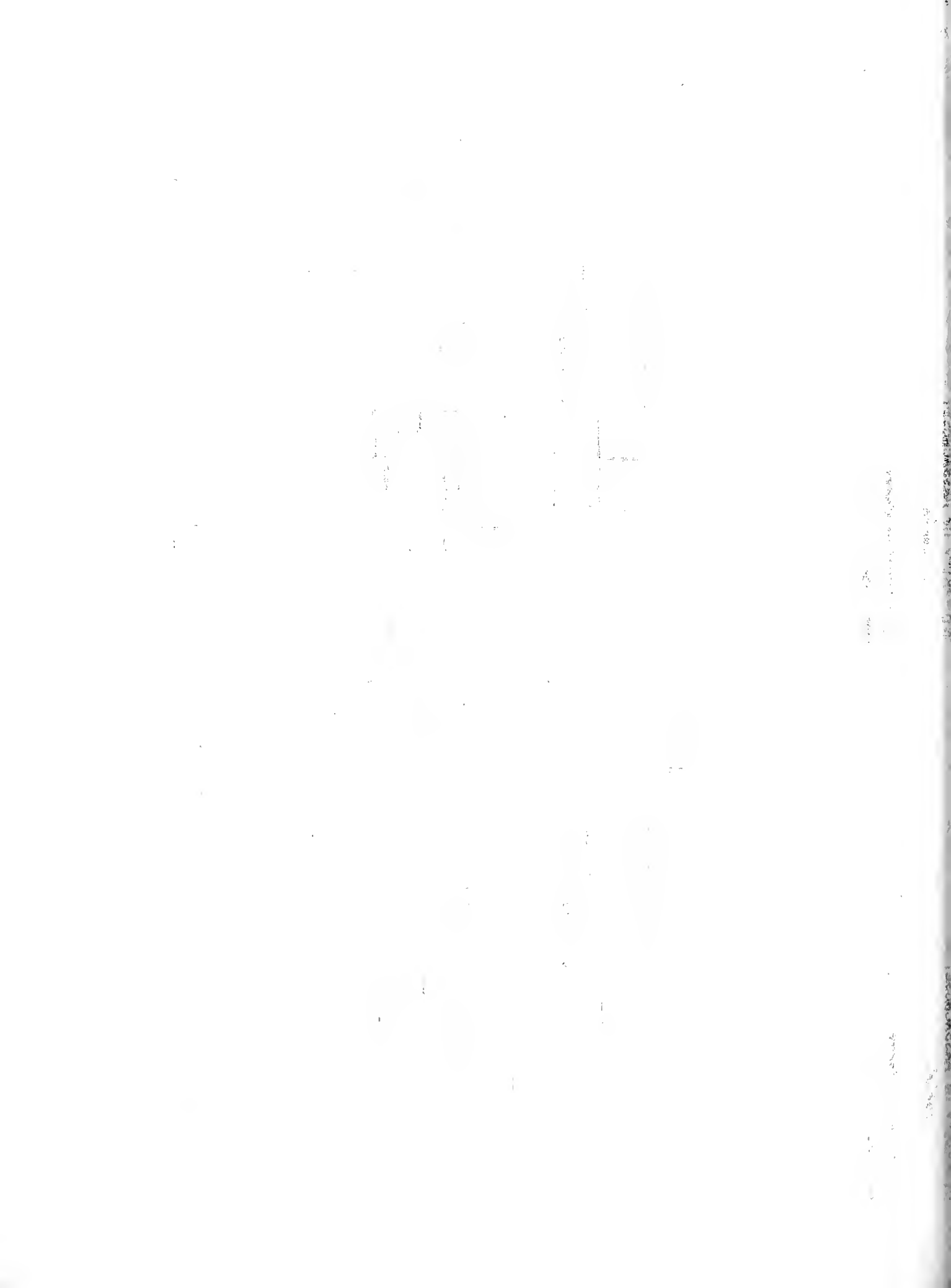
6. The sixth part of the document concludes with a summary of the key findings and recommendations. It emphasizes the importance of ongoing monitoring and evaluation to ensure the effectiveness of the data-driven strategies.

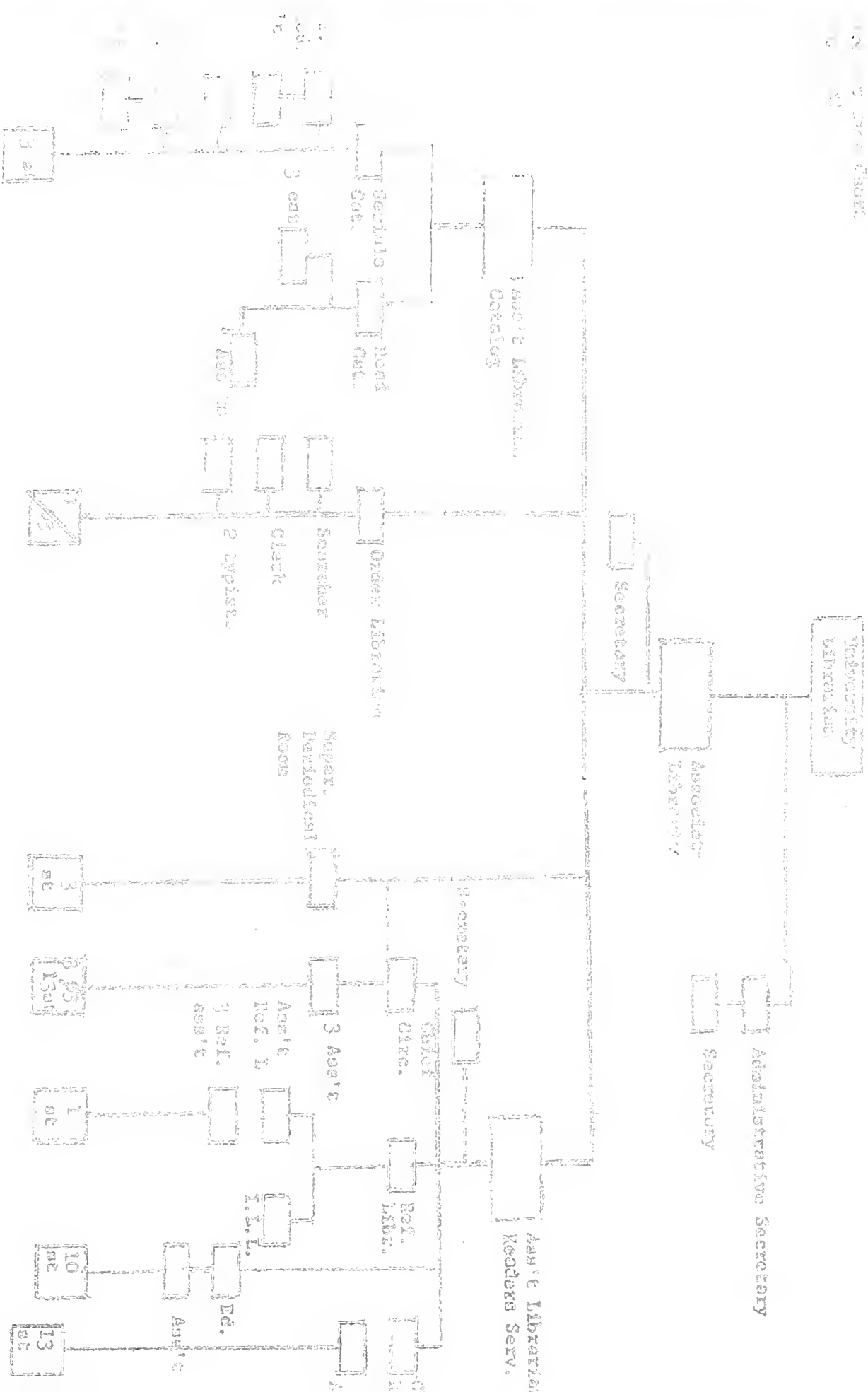
7. The seventh part of the document provides a detailed list of references and sources used in the research. It includes books, articles, and online resources that provide further information on the topics discussed in the document.

8. The eighth part of the document includes a glossary of key terms and definitions used throughout the document. This helps to ensure clarity and consistency in the terminology used.

9. The ninth part of the document provides a detailed overview of the organization's data management and analysis processes. It includes a flowchart and a detailed description of the various steps involved in the process.

10. The tenth part of the document provides a detailed overview of the organization's data management and analysis processes. It includes a flowchart and a detailed description of the various steps involved in the process.





Super - Supervisor
 .03 - part-time personnel
 st - students



FUNDING REPORT
 June 30, 1963
 Bureau of Government Research
 UNIVERSITY OF MARYLAND

I. TOTAL APPROPRIATIONS (including O&M and personal services)

<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
\$5,250	\$5,710	\$5,100

II. PERSONNEL

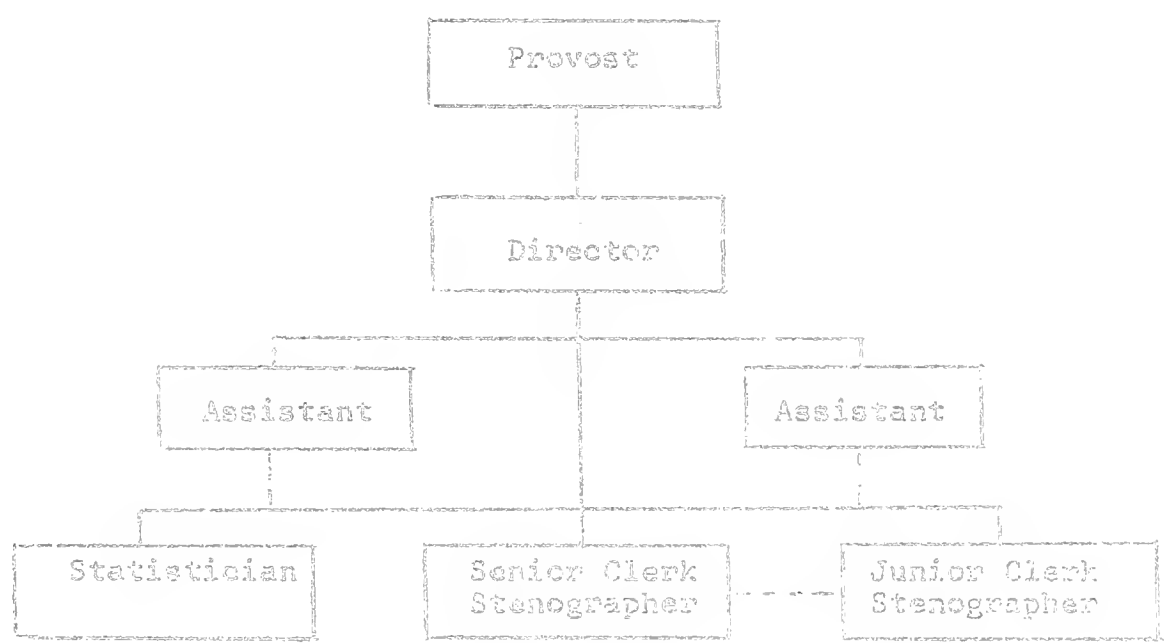
	<u>Director</u>	<u>Ass't. Director</u>	<u>Statistician</u>	<u>Senior Clerk & Stenog.</u>	
Sept. 1960	1	1	1	1	
Sept. 1961	1	1	0*	1	
Sept. 1962	1	1	1	1	

*Edward T. Dowling, resigned

Present Staff:

- William G. O'Hare, Jr., Director
- Edwin A. Gere, Jr., Assistant Director
- Robert A. Shanley, Assistant Director
- Margret M. Medders, Statistician
- M. Carolyn Savcie, Senior Clerk & Stenographer
- Kathleen M. Dunsereau, Junior Clerk & Stenographer

III. ORGANIZATIONAL CHART



Solid Line -- Immediate Supervision
 Broken Line -- Intermediate Supervision



IV. CLIENTELE

The Bureau director teaches Government 84 and Government 78 - contact hours average 600 per semester.

There has been a sizeable increase in requests for Bureau publications as well as in letter and telephone requests for specific information on governmental matters. Participation in the meetings of civic groups and associations of public officials has increased significantly. Endeavors have been made to meet speaking engagements during off-duty hours and this has been highly successful even though it has meant an increase in uncompensated overtime work.

On campus conferences sponsored by the Bureau as part of its in-service training program included: The Governor's Conference on State, County and Local Relations - 2 days; the Massachusetts Highway Association - 2 days; the Massachusetts Public Welfare Conference - 3 days; the school for the Massachusetts Association of Assessors - 5 days; and evening seminars for the Massachusetts Association of School Committees - 5 evenings.

V. PUBLICATIONS

Survey of Public Health Facilities in Franklin County
 The Massachusetts Budget Process
 Proceedings of Sixth Assessors School
 Massachusetts Town Expenditures, 1961
 Politics and Ethics (article)
 Political Parties in Massachusetts: A Brief History
 Job Satisfaction in Public Employment (article)
 Property Assessment and Reevaluation (article)
 Corporation Taxes and Massachusetts Higher Education
 Hospital Care of the Indigent in Massachusetts
 Proceedings of Fourteenth Governor's Conference
 Proceedings of Seventh Assessors School
 A Program Budget for Massachusetts
 Handbook for Recreation and Park Boards

VI. SPECIAL PROJECTS

In-Service Training

Short course in taxation, AID - Congolese Republic --
 6 weeks.

Conferences and Meetings Attended

Committee on Natural Resources, University of Massachusetts - 15 meetings.

Massachusetts Association of Soil and Water Conservation Districts - Annual Award given to director for services in furthering watershed development in Massachusetts
 Massachusetts City Managers Association
 Tufts University Assembly on Massachusetts Government
 International City Managers Association
 National Conference on Government of the National Municipal League
 American Society for Public Administration
 Seminar on Metropolitan Planning, Boston College
 Seminar on Public Finance, Boston College
 Massachusetts Assessors Association
 New England Tax Officials Association
 New England Bureau of Government Research
 Labor Leader Training Group - AFL-CIO
 Joint Center for Urban Studies - Harvard
 Municipal Day, State House
 Westfield Realtors Association
 Massachusetts Society for Residential Appraisers
 Southern New England City Managers Association

Principal Speaking Engagements

Amherst Rotary
 Massachusetts Public Health Association
 Massachusetts School Secretaries Association
 Massachusetts Nurses' Association
 Massachusetts Selectmen's Association
 Home Economics Leaders - Norfolk County
 Greenfield Womens Club
 Associated Boards of Health, Franklin County
 Greenfield Community College
 Massachusetts Milk Inspectors Association
 New England Building Officials Association
 Massachusetts Association of Town Finance Committees
 Amherst Junior Chamber of Commerce
 Springfield PTA
 Franklin County Regional Planning Group
 Massachusetts League of City and Towns
 Northampton Junior Chamber of Commerce
 Western Massachusetts Town Finance Committees Association
 New England Economic Education Council
 Civic Education Conference, Westfield State College
 Massachusetts Association of School Committees

Unclassified

Town of Eaton Finance Committee - discuss town finance and personnel administration
 Town of Greenfield, Town Report Committee - discuss organization and content of annual report
 Town of Southbridge, Town Government Study Committee - to discuss changes in town administration.



Massachusetts Junior Chamber of Commerce, judge of contestants for "Four Outstanding Men of the Year in Massachusetts."

Town of New Braintree - discuss agricultural land assessment with assessors

Conferences Planned, Summer, 1963

Massachusetts Highway Association
Governors Conference on State, County and Local Relations
Massachusetts Public Welfare Conference
Eighth School for Massachusetts Assessors

VII. THE FUTURE

The Bureau anticipates an increase in its publications with somewhat more emphasis on the state government but not to the neglect of our municipalities and their needs. We anticipate close cooperation with similar agencies in the state in the promotion of a modernized public personnel system and the wider adoption of program budgeting.

Hopefully we look to engagement in the study of metropolitan problems with emphasis on suburbia and regional planning.

Studies of the state constitution and the operations of school committees are underway.

We anticipate an increase in our in-service training programs should our current short course for Congolese finance officers be wholly satisfactory to AID, U.S. Department of State.

We respectfully indicate the need for an additional professional researcher (instructor level) in order that our anticipated increased work-load be properly handled. Our equipment needs will be insignificant until 1965, but some increase in our travel and printing accounts will be desirable.



UNIVERSITY OF MASSACHUSETTS
COUNSELING AND GUIDANCE OFFICE

May 31, 1963

ANNUAL REPORT

July 1, 1962 - June 30, 1963

Two divisions of this report will cover the accomplishments for the above period --(with emphasis being placed upon new undertakings) and plans and needs for the future. An appendix will provide some tables and charts of statistical information on the recent operations of the Counseling and Guidance Office.

Major Accomplishments 1962-1963

A. Direct Individual Services to Students

Direct individual counseling services have been extended to 755 student clients. The total number of individual counseling contacts has been 1,888. In addition 58 students have received extensive assistance (an average of 9 contacts per student) from the Reading and Study Skills Laboratory. The Office has processed an additional 122 students and referred them to the School of Education for special help with reading. Three hundred twenty-three (323) students have been individually administered 470 special tests.

B. Freshmen Counseling and Orientation, 1962

A well-trained staff and student crew very efficiently processed the Class of 1966 this past summer. 14,872 general classification tests were administered and scored for 1,859 students. An additional 5,058 Advanced Placement and other individual tests were administered to this same group of freshmen. 1,698 advanced or special placements were made on the basis of these tests.

Variety was added both to the Parents' Program and the students' program. Movies of campus activities, tours of the Infirmary, and special departmental displays were added for the Parents. Small discussion groups for all students and two special seminars were added for students.

C. New Undertakings

1. Employee Personnel Testing

A program of Employee Personnel Testing was instituted in August of 1962. During the period covered by this report, approximately 1,650 tests will have been administered to 533 prospective employees. Details of this testing program appear in Appendix II.

2. Research

The following studies have been undertaken:

- a. Withdrawals - Spring and Fall Semesters 1961.
- b. Parents' Attitudes Toward Higher Education.
- c. Persistence and Performance at the University of Massachusetts (Class of 1963).
- d. Academic Performance in College as a Function of the Relations among Three Perceptions of the Students' Self (Ph.D. Dissertation).*
- e. The Influence of Increased Student-Professor Contact upon Students' Perceptions of Faculty.**
- f. Some Attitudinal Differences in Students Enrolled in Major Divisions of the University.**
- g. The Effects of Crowding upon Undergraduate Grade Point Average.

*Not yet completed.**Supported by Faculty Research Grants.

3. Publications (other than those included under 2 above)

- a. Parent's Guide to Student Personnel Services.
- b. Faculty Advisors' Manual.*

*To be completed for use in Fall of 1963.

4. Formal Establishment of a Reading and Study Skills Laboratory

5. Establishment of a Continuously Supervised Test Room for Individual Testing

6. Establishment of a Formal Weekly In-Service Training Conference For Staffing Student Cases

D. Work with Community Colleges and Public Schools

Test scoring and consulting services to community colleges and public schools have been extended this year. We served Berkshire, and Cape Cod Community Colleges last year. We have added Greenfield to our list this year. The services to each of these colleges is expected to increase appreciably year by year.

In this phase of our work approximately 20,000 scores have been computed for University departments and approximately 30,000 scores have been computed for public schools and Community Colleges.

E. Miscellaneous and Ancillary Activities

Two members of the staff have been active in the Psychology Department. One undergraduate course has been taught. One Ph.D. dissertation has been completed under this staff's supervision and another begun. Five graduate students have been supervised in practicum activities. The staff has consulted widely with deans, faculty advisors, faculty and students doing research, Student Personnel staff, heads of residence, dormitory counselors, student leaders and other students. A special program to assist students on academic probation with reading and study skills was conducted during the Fall Semester. Members of the staff have been guest speakers to various staff and student groups in the University.



F. Citations of Personnel

Mrs. Rodgers -- has received a letter of appreciation from the University's Business Manager for her work with the Personnel Testing Program.

Mr. Keochakian -- I would like to commend this member of the staff for efficiently organizing and executing the testing portion of the Summer Counseling Program in 1962 and for his contributions to the institutional studies that were done in Counseling and Guidance in 1962-63.

Dr. Berenson -- I wish to cite this member of the staff for the high level of professional competence that he brings to student counseling, for creating an atmosphere that is conducive to learning and for instilling high professional standards and added competence in the trainees who affiliate with the Counseling and Guidance Office.

Future Plans and Needs

The direction that the Counseling and Guidance Office should take is governed to a large extent by three considerations: (1) The expanding student enrollment; (2) anticipated competition for professional staff; and; (3) apart from considerations of size and scarcity of staff, how can psychological knowledge and skills be most effectively utilized to enhance student development, and prevent or resolve student problems.

There is growing recognition that there will not likely be enough fully trained professional personnel in the United States to meet future needs for individual counseling services. There is also a growing recognition that valuable psychological assistance can be rendered by lesser trained personnel who have access to more fully trained consultants.

With these considerations in mind, the staff of the Counseling and Guidance Office expects in 1963-1964 to provide more consulting time to deans, faculty, Area Directors, heads of residence and to dormitory counselors than has been available in the past. The staff also anticipates serving in experimental programs in dormitory organization and operation, as participating observers. An attempt will be made to help identify organizational structures and administrative practices that will meet student needs better than has been possible with existing structures and policies.

The consulting activities, hopefully, will enable others to handle many more problems quickly and efficiently in the dormitories. It is expected that more student problems will be resolved in this way before they become acute and/or disrupting.



It is anticipated that a new test scoring machine will be acquired in early 1964. This will permit much more efficient and extensive services to the University and to the public schools than we are now able to render.

The advisement program for students is geared to putting more and better information for students in the hands of faculty advisors. The Faculty Advisors Manual that is planned for publication this coming summer is expected to make a significant contribution in this direction. If time permits, a dormitory counselors version of this publication will be forthcoming sometime in 1963-1964.

Our present staff consists of three psychologists, a staff assistant and a clerk-stenographer. Charts I and II in the Appendix demonstrate our need for additional staff and the mounting demands that are being placed upon counseling staff as we are now organized and functioning. It is this kind of evidence that supports the need for the shift of emphasis that I have indicated above. We will, indeed, need more personnel as the enrollment expands, and more academic demands are made of students. We are becoming more committed at this time, however, to facilitating the "grass-root" handling of student problems wherever possible -- recognizing, (1) that we are unlikely to be able to keep up with a rising demand for individual services and, (2) there may be better and more efficient ways of meeting student needs.

Respectfully submitted,



J. Alfred Southworth
Director of Guidance



APPENDIX I

Chart I demonstrates the rising general demand for individual student services. Chart II illustrates an even larger increase in counseling contacts over the past year. This latter finding could be demonstrating either a shift in staff emphasis or a shift away from requests for information to a need for more intense problem-solving relationships between staff and students. It is my impression that the students' problems have demanded more emphasis on the latter.

J. Alfred Southworth



OFFICE OF THE COMMISSIONER OF THE DEPARTMENT OF EDUCATION
AND HIGHER EDUCATION, 1961 - 1963

DEPARTMENT
OF THE
EDUCATION
AND
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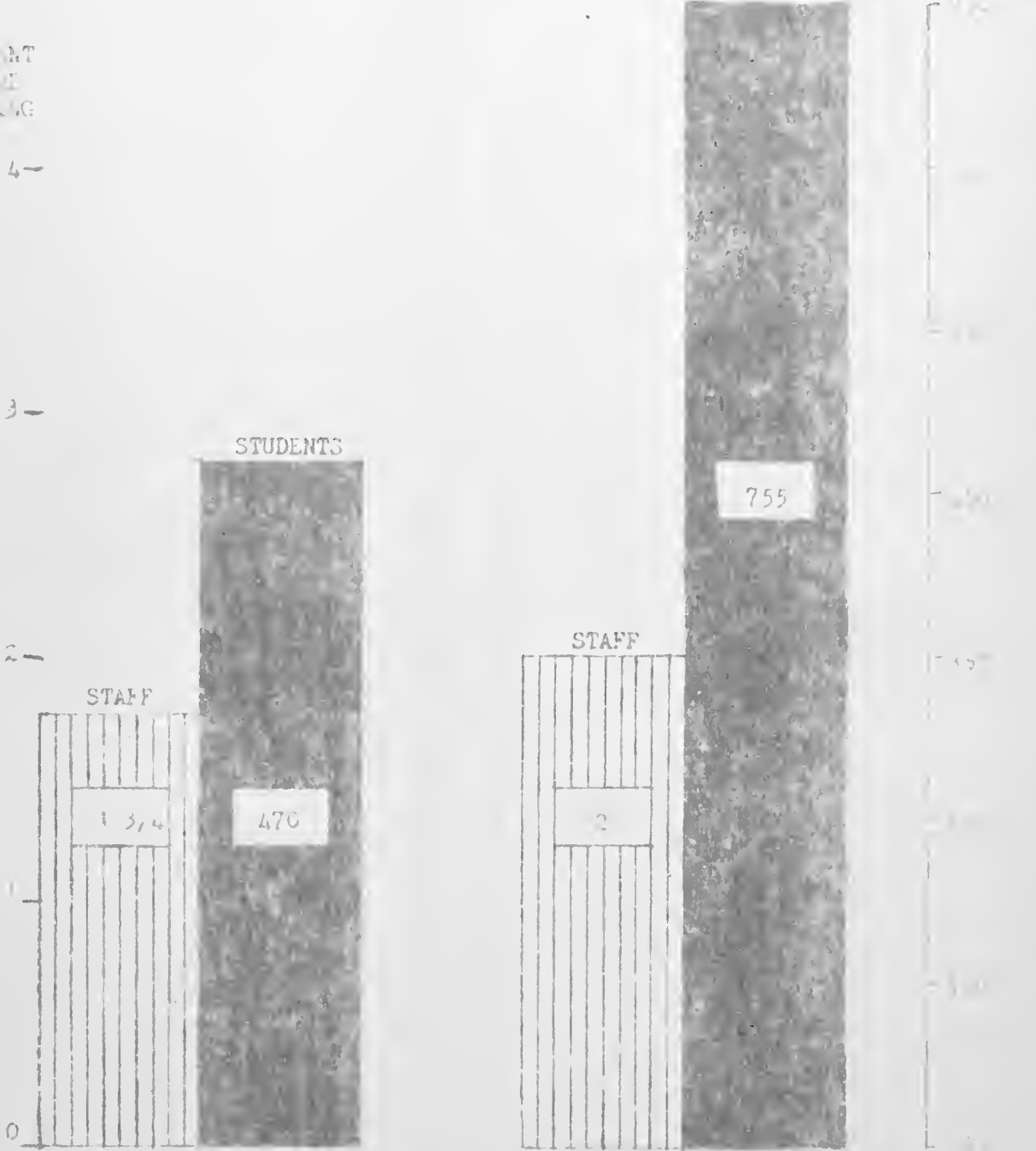
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STUDENTS

STUDENTS



1961 - 1962

1962 - 1963

Estimated Number of Contacts
For Student

1961-62 = 1.75

1962-63 = 2.5

IV. EST.
TIME
REQUIRING
ST



ANNUAL REPORT

APPENDIX II

Student Testing - Undergraduates

Total Students	190
Miller Analogy	100
Language exams	25
Individual Veteran Exams	8
TOTAL	<u>323</u>

Tests Administered

Men - Strong	106
Women - Strong	33
MMPI	38
Study of Values	80
Ep SAT	3
Kuder Vocational	11
Edwards PPS	32
Otis	21
Ohio State	24
American College Test	6
Kuder, Form D	16
TOTAL	<u>470</u>

Scoring on Testscor Machine

Estimated 20,000 Scores for University
Estimated 30,000 Scores for Outside Schools
Item Counts and Reports - 5

Special Testing Programs for the University

Stockbridge	257
BVA, Bachelor Vocational Agriculture	50
Veterans	205
Stockbridge Entrance to University	20

Personnel Testing - Aug. '62 - June '63

Stenographers	115
Clerk-Typists	112
Miscellaneous Women	<u>64</u>
	291
Men - Maintenance	202
Miscellaneous	<u>40</u>
	242
TOTAL FOR MEN AND WOMEN	<u>533</u>

Individual Testings

General IQ - 1 score	530
Clerical - 2 scores	315
Typing - Speed and Accuracy	247
Stenographer - Tape Transcription	115
Differential Aptitude Test Language - Spelling and Grammar - 2 scores	241
Mechanical Aptitude	<u>202</u>
	<u>1,650</u>

Each applicant takes a battery of tests, which are scored and converted to sten scores and this report is sent to the Personnel Office.



ANNUAL REPORT

APPENDIX II CONTINUED

Other Examinations Given Throughout the Year

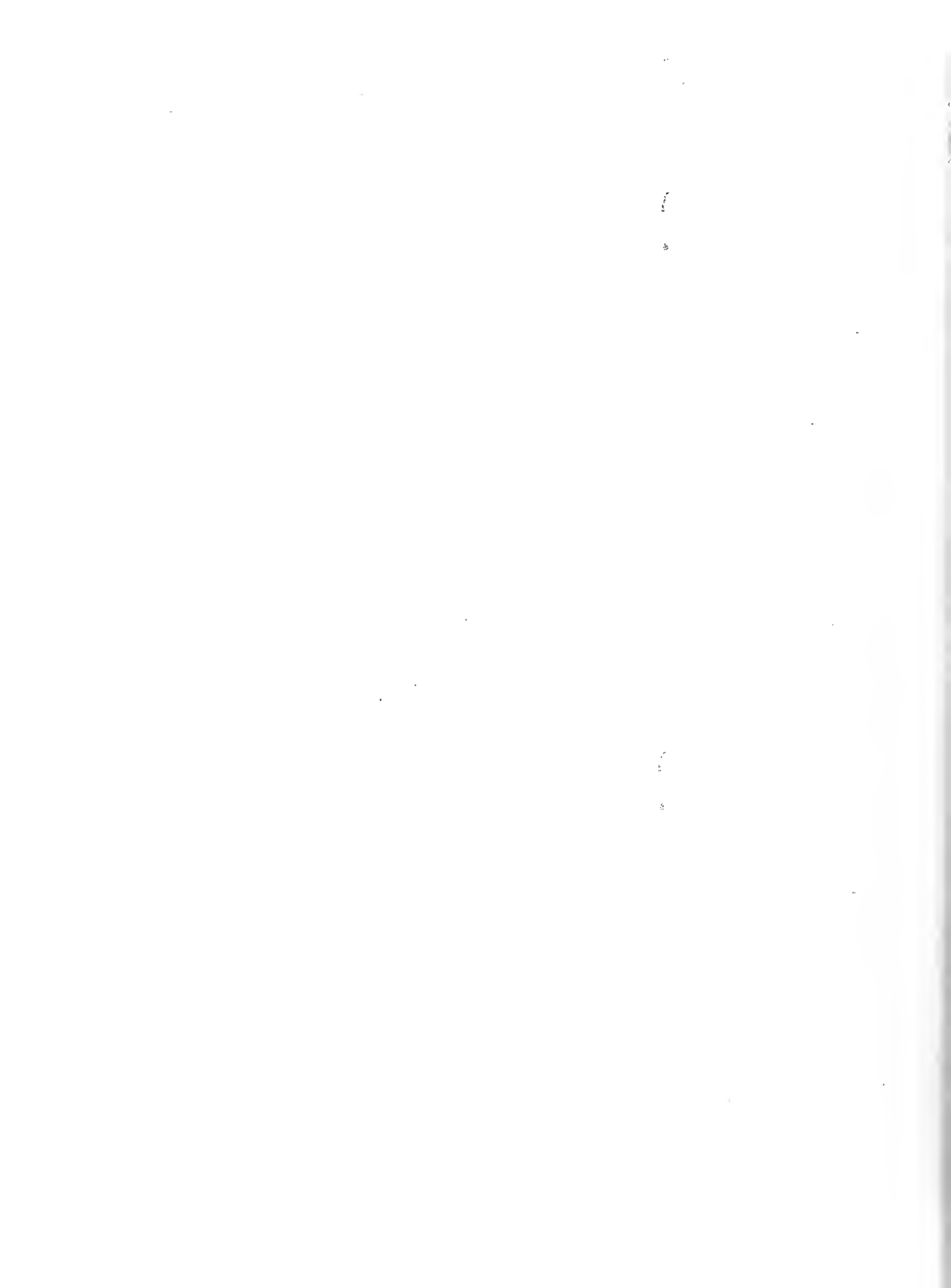
N.S.A. Professional Qualification Test - Administered Two Times a Year
American College Testing - Administered Four Times a Year
Graduate Record Examination - Administered Four Times a Year
Veterinary Aptitude Test - Administered Twice a Year
National Teacher Examinations - Administered Once
Navy College Aptitude Test - Administered Once
Selective Service College Qualification Test - Administered Once



A N N U A L R E P O R T
U N I V E R S I T Y H E A L T H S E R V I C E S

Robert W. Gage, M.D. Director

1962-1963



CONTRIBUTION FOR THE ANNUAL REPORT
OF HEALTH SERVICES

I. APPROPRIATION

	1960-61	1961-62	1962-63
Total appropriation	7,225	237,661	291,097
Expenses	7,225	184,923**	259,418
Reserve - Available July 1 for July-August expenses	28,750*	52,738	31,679

* Available July 1 from State funds. This year only.

** Represents operation of new Infirmary for only part of the year.

These figures are misleading because they are based upon totally different methods of accounting. The figures for 1960-61 are only those for accounts 03 through 15; they do not include any figures for salaries, since these were provided from general University funds. Nor do they include figures for normal building maintenance.

Beginning in July of 1961, the basis of support of the Health Services was changed entirely, with the major support coming from income from the student health fees. Also during 1960-61 there was a substantial contribution from the State, estimated to represent a contribution of about \$40,000. This was received in the form of:

- a. An agreement by the State to continue three positions of the clerical and housekeeping staff;
- b. An assumption by the State of insurance, retirement, and workman's compensation benefits for all employees of the Health Services;
- c. A lump sum payment of \$28,750 on July 1, 1961. This payment was viewed as representing the balance between \$40,000 and the sum of "a" and "b" above. This was conceived by some as being a continuing yearly contribution, but has since been discovered to have been available on only the one occasion.

The student health fee of \$15 per semester was based upon the premise that this equivalent of \$40,000 yearly would be available from State funds. This premise has not been sustained, however, and it is now mandatory that the entire financial structure of the Student Health Service Trust Fund be re-evaluated so that long-term financial planning can be done in a realistic manner.

1. 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.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and processing, thereby improving efficiency and accuracy.

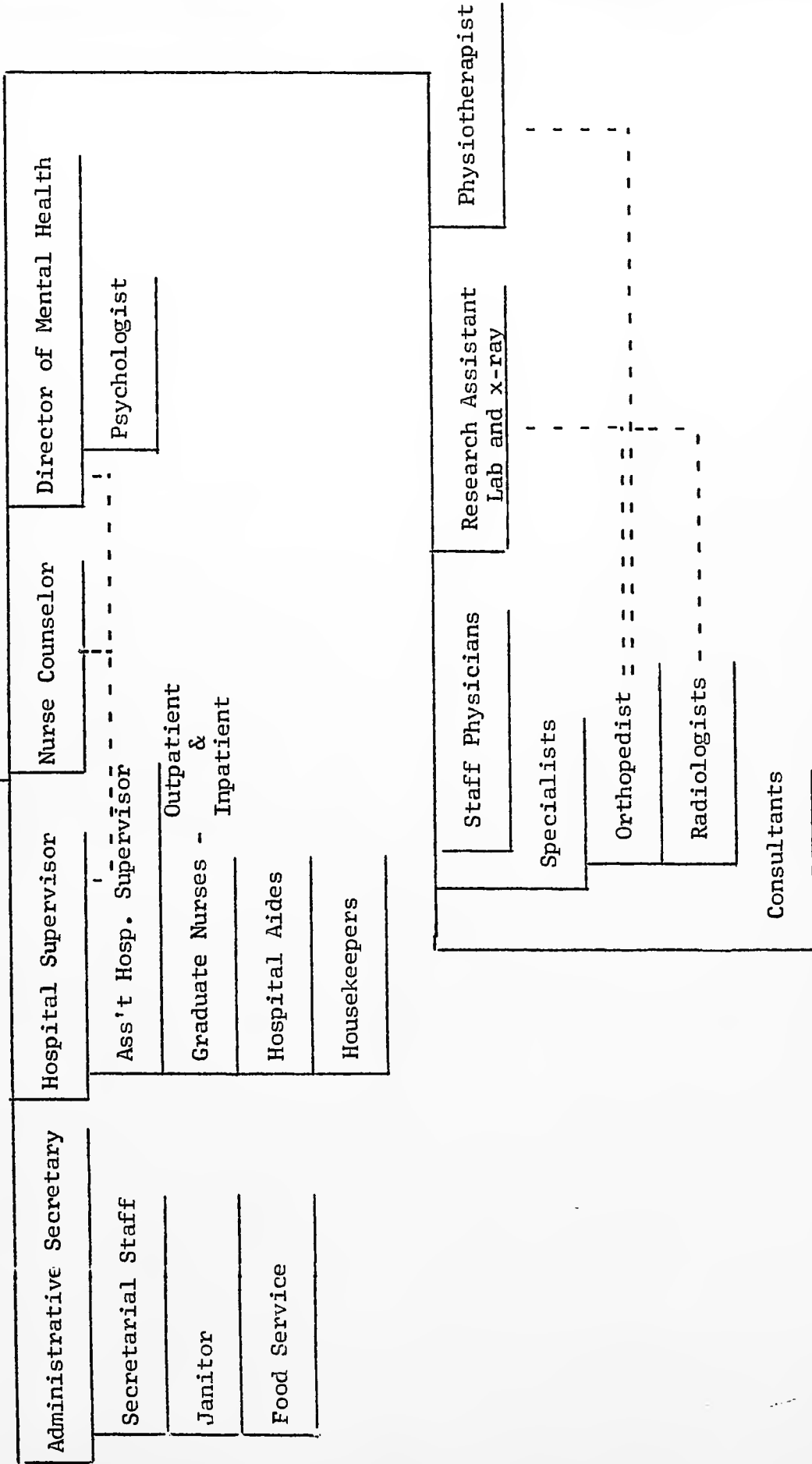
4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that the data remains reliable and secure throughout its lifecycle.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of a data-driven approach in decision-making and the need for continuous monitoring and improvement of the data management process.

2. PERSONNEL

(a) Professional Staff	1960-61	1961-62	1962-63
Director, University Health Services	1	1	1
Senior Physician	3 (part time)	-	-
Staff Physicians, full time	-	2	3
Staff Physicians, part time (Specialists)	-	3	4
Consultant in Medicine	-	1	1
Director of Mental Health	-	1	1
Consultant in Mental Health, part time	1	1	-
Principal Psychologist	-	-	1
Nurse Counselor	-	1	1
 (b) Ancillary Service Staff			
Physiotherapist	-	1	1
Research Assistant (Lab. and X-ray)	-	1	1
Laboratory Assistant, part time	-	-	1
 (c) Nursing Staff			
Hospital Supervisor	1	1	1
Assistant Supervisor	-	-	1
Outpatient Supervisor	-	1	-
Graduate Nurses, full time	4	4	3
Graduate Nurses, part time	5	8	11
Hospital Aides	-	2	3
Hospital Aides, part time	-	-	2
 (d) Secretarial Staff			
Administrative Secretary	-	1	1
Medical Secretary	-	2	2
Jr. Clerk-Stenographer	1	1	1
Jr. Clerk-Typist	1	1	1
Secretary, part time	-	-	2
 (e) Food Service Staff			
Head Cook	1	1	1
Assistant Cook	2	2	2
Kitchen Helper	2	2	2
Kitchen Helper, part time	-	-	1
 (f) Maintenance Staff			
Janitor	1 (part time)	2	2
Janitor, part time	-	1	1
Housekeeper	1	2	2
Housekeeper, part time	-	1	2

DIRECTOR OF HEALTH SERVICES



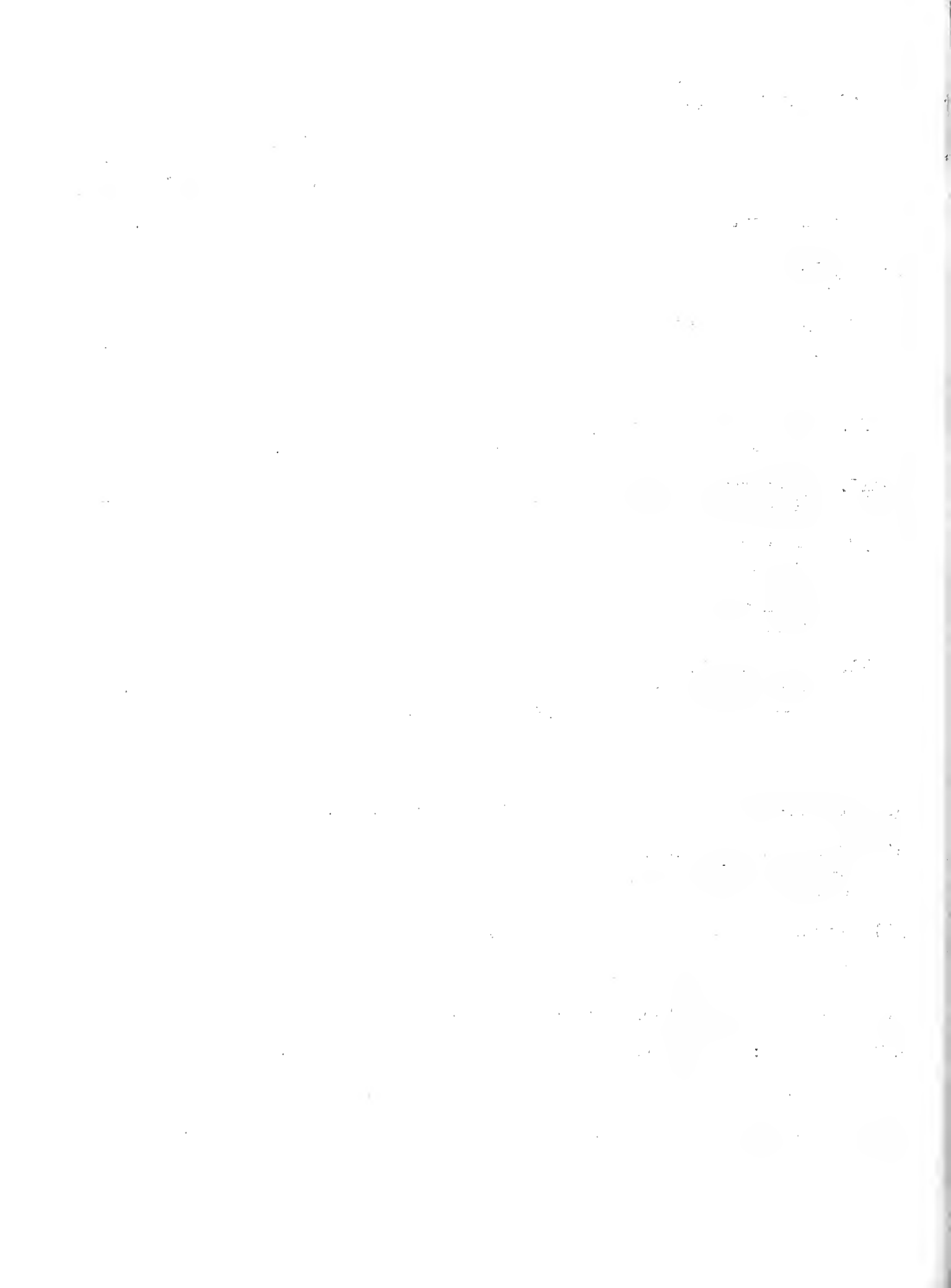


4. CLIENTELE (Estimated for June 1963)

	Sept '59 to Sept '60	Sept '60 to Sept '61	July 1, '61 to June 30, '62	July 1, '62 to June 30, '63
A. Students enrolled (Sept) ⁽¹⁾	6,131	6,459	7,018	7,676
B. Services rendered (estimated for June '63)				
I. Outpatient visits ⁽²⁾				
2 semesters		17,745	27,711	33,893
summers	(3)	3,230 ⁽⁸⁾	2,868 ⁽³⁾	1,914
total	15,601	20,975	30,579	35,807
II. Mental Health Department Visits	2	75	1,287 ⁽⁴⁾	1,900
III. Laboratory - number determinations	(5)	(5)	6,685	9,432
IV. X-ray Services - patients total		240 ⁽⁶⁾	1,086	1,231
V. Physiotherapy - patient visits			1,642 ⁽⁷⁾	2,875
VI. Inpatient Services				
Bed patients - total		1,017	1,074	1,307
Patient days in Infirmary		2,319	3,288	4,162

Notes

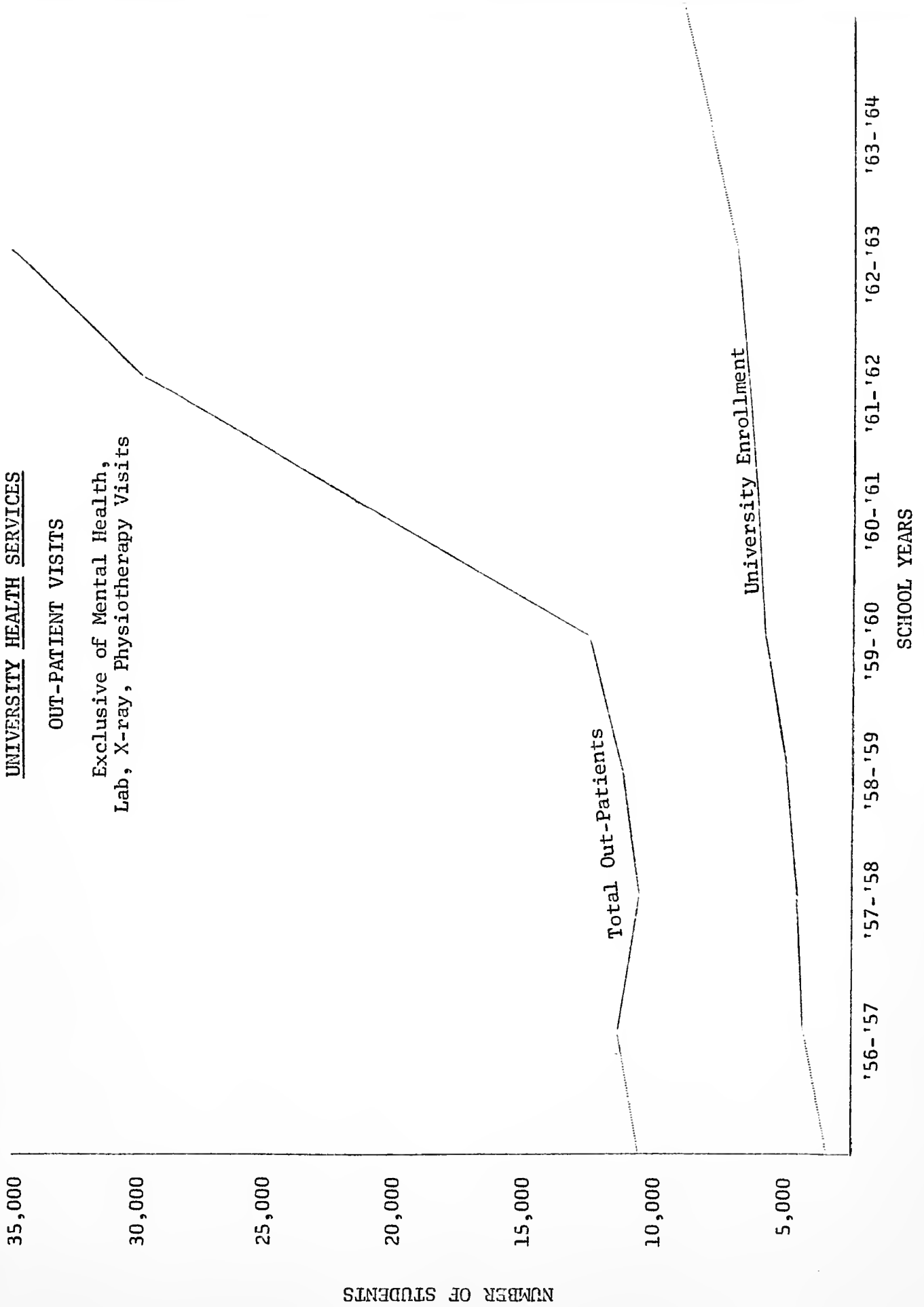
- (1) Includes special students, not eligible for care.
- (2) Outpatient Department visits - does not include Mental Health, lab, x-ray, physiotherapy, and special group immunizations (influenza, polio, etc.)
- (3) No means of separating summer visits.
- (4) First year of full time Mental Health service.
- (5) Part time laboratory service only - no significant records.
- (6) Estimate: old portable machine - no technical staff.
- (7) No physiotherapy service until December 1961.
- (8) Reflect more summer activity with Music School, Patriots, AFS.



UNIVERSITY HEALTH SERVICES

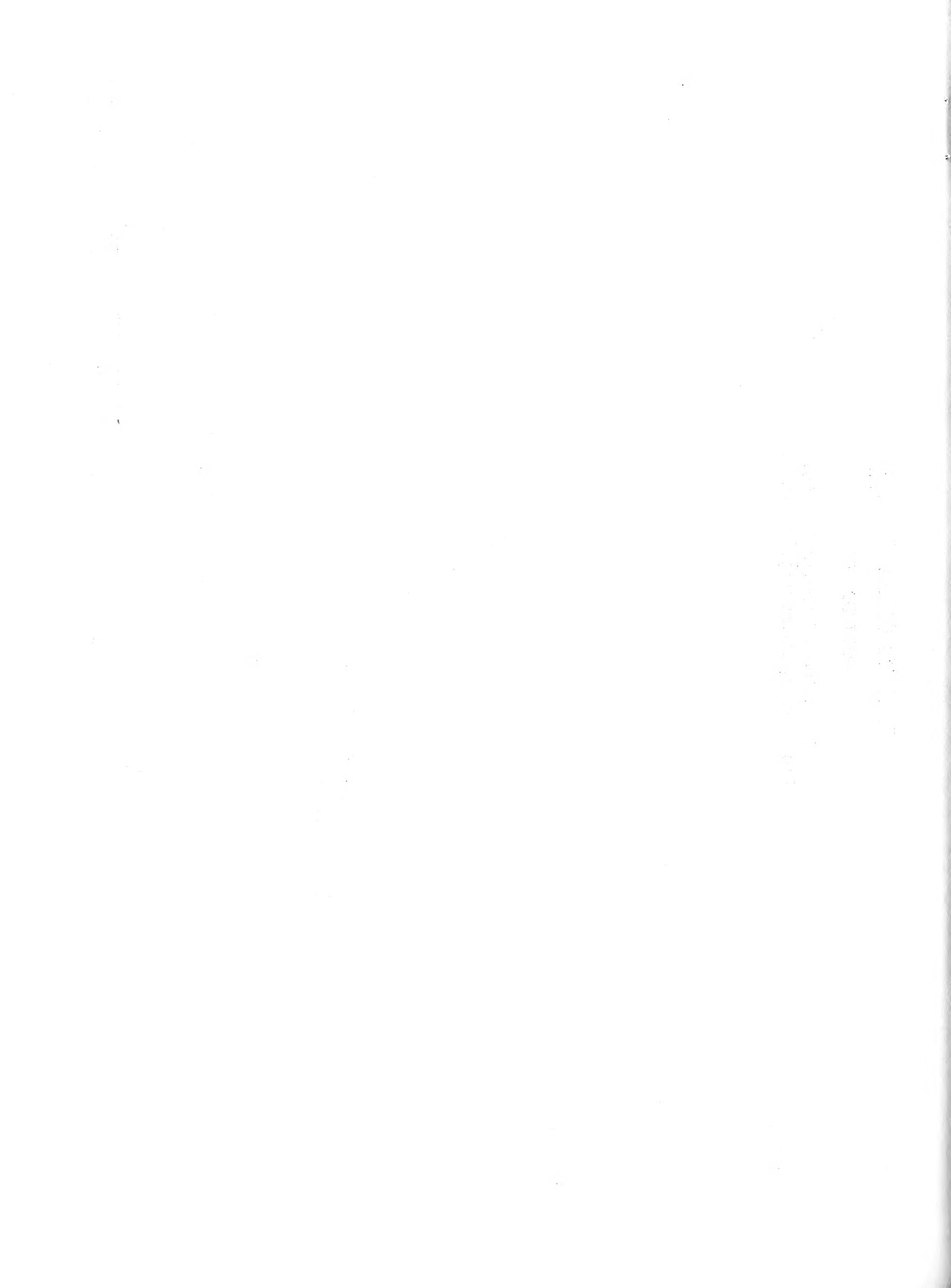
OUT-PATIENT VISITS

Exclusive of Mental Health,
Lab, X-ray, Physiotherapy Visits



NUMBER OF STUDENTS

SCHOOL YEARS



UNIVERSITY HEALTH SERVICES

5.

GAGE, ROBERT W., M.D.

Board of Governor's, Massachusetts Chapter,
American Academy of General Practice

MCBRIDE, THOMAS C., M. D.

"Cardiovascular-Renal Mortality in Hawaii"
American Journal of Public Health, Vol. 52,
No. 9 September, 1962

"Rheumatic Fever and Rheumatic Heart Disease
in University of Hawaii Freshmen" Hawaii
Medical Journal, Vol. 21, pp. 234-237.
January-February, 1962.

SNOOK, GEORGE A., M.D.

"Palisade Pistol" Military Collector and
Historian, Vol.13, No.1, p.22. Spring 1961

"Pigmented Villonodular Synovitis with Bony
Invasion". Journal American Medical Association,
Vol 184, pp.204-205, May 4, 1963



6. ACTIVITIES

A. New Infirmary

The activities of this year have been notable in reflecting the opportunities presented by the operation of the new Infirmary for the first full year. Completed in the late fall of 1961, it was opened for the care of patients on November 26, 1961. Since that time there has been a significant increase in services available for health care and a steady increase in the number of students seeking care on the campus. This physical plant is important primarily as a skeleton on which can be constructed the balanced and well co-ordinated body of health services necessary for a flourishing and productive academic community. Any shortcomings are of much less importance than the many distinct advantages in its design and construction.

B. Staff

Of far more fundamental importance to the program of health care than the physical assets is the staff of personnel, devoted to the common purpose of providing the finest health care our resources will allow. We were fortunate in having two well trained and eager young physicians on the medical staff when the move was made into our new quarters; we have been equally fortunate in securing the services of another young and experienced general physician, Dr. Samuel J. Hunter, as Staff Physician. With recognition of the premise that the success of the program of student health care will reflect closely the eagerness and understanding, as well as the professional training, of the staff, an attempt has been made to recruit staff members who have a positive interest in student health problems and who are able to relate health problems to the academic climate of the University. Thus far the attempt seems to have met notable success.

No area of medicine presents as exacting demands in this respect as does that of mental or emotional health. In this area, also, we have been uniquely fortunate in recruiting a staff which is not only professionally competent in diagnosis and treatment of the problems of individuals but also keenly interested in clarifying the relationship of these individuals (students) to their environment. The addition of Dr. Dean Allen as Head Clinical Psychologist has been a tremendous help in the development and acceptance of the program during the past year.

The work of the professional staff would be to no avail if it were not for the understanding and devotion of other members of the staff. In particular, it is the members of the nursing staff who have the most continuous close contact with students and upon whom we are dependent for the establishment and maintenance of a close understanding of the health care program. The nursing staff has made tremendous progress in professional growth and in the development of practices indispensable to the acceptance by students of this program.

The laboratory has already been used far in excess of the needs for which it was planned. It is only through the industry and ingenuity of Mr. Leo Hall, Research Assistant, that this use has been possible with the limited space and personnel. Anyone who has had the need for

physiotherapy can attest to the help this part of the program has been and can speak for the perceptive understanding of the Physiotherapist, Mr. Victor Keedy.

We are very fortunate in having our own food service within the building. The alternative of having food brought in from the outside is mentioned only to be condemned; it inevitably leads to much dissatisfaction on the part of patients and staff alike. Our food service workers rarely have personal contact with the patients but the fruit of their labor is a vital factor in the acceptance by students of the necessity for remaining in the Infirmary. Likewise, the members of the secretarial service are not in contact with students at all times so the importance of their work often is not evident. Without them, however, we could not speak of a program, but only of a series of inadequately related activities.

C. Health Care Program

The guide behind the development of the health care program is the intention of providing on the campus as nearly complete health care as is possible within the limits of sound professional judgment and reasonable economy. It should be emphasized at the beginning, as was pointed out by the Board of Visitors*, that the object of the Health Services is primarily to provide health care of high quality under controlled circumstances, recognizing that this will not necessarily be inexpensive care. As far as only the cost of health care is concerned it is less expensive to have a minimum emergency type Health Service and to suggest that students go home or elsewhere as soon as they are in need of definitive care. This, however, is inexcusably wasteful of the investment students have already made in time and money by enrollment in the academic program. It should be emphasized that it is to the student's advantage to invest a little more in a sound and comprehensive health care program which will do its utmost to help him to stay in school and gain the greatest return from his investment. The balance between investment in the student health fee and return in the health care program will have to be re-evaluated from time to time, just as in the case of the purchase of any other continuing service. The primary consideration in evaluation must be the amount of assistance the program provides a student in maintaining optimum health during his academic career rather than the least fee upon which a minimum service can be supported.

As can be seen from the figures in section 4, there has been a much more rapid increase during the past few years in the number of outpatient visits than in the size of the student body. It will be noted that the number of visits has risen from about 2.4 per student per year to 4.7 per student per year. If the experience of other schools presenting comparably comprehensive health care programs of having 5 to 7 visits per student per year is a valid prediction of the services we shall be called upon to provide, it is likely that the rapid increase in outpatient visits will level off during the next year or two and thereafter follow closely the enrollment figures of the University. After this levelling off has occurred it will be much easier to make accurate predictions of the staffing necessary to provide those services deemed as essential. Until then it will be much more difficult to make accurate predictions of staff needs.

* Report of Board of Visitors, 1960.



There has been a notable increase in the number of hospital days during the past two years. It will be noted also that the number of hospital days has increased out of proportion to the increase in the number of bed patients. This is a clear reflection of the fact that with our new and expanded facilities we are able to care for more seriously ill students at the Infirmary than has previously been the case. This is a vital and important service for those students who have been able to have their needs met here rather than having to leave school to have their needs attended at home. In many cases this has been the difference between completing all or part of the work of a semester and having to withdraw for reasons of health, thus losing all investment in a semester's work. The range of illnesses for which we are now prepared to attend students is really quite impressive and in general includes nearly every ailment to which students of this age group are subject except for major surgical procedures.

Even in the case of major surgery undertaken at the Cooley Dickinson Hospital, it is possible frequently to get students back to the Infirmary within two or three days, so that their convalescence can be utilized to good advantage for beginning reapplication to their academic interests.

A word should be added concerning the success of the program in allowing student visitors. It will be recalled that for various reasons when the activities of the Health Services were located in the old Infirmary, it was felt impossible to allow student visitors to inpatients. Since moving to the new building it has been possible to allow visiting by other students daily from 7:00 - 8:00 p.m. It is felt that this has been a tremendous help in helping to build morale among inpatients by making them feel less severely incarcerated and in spreading among the students a better image of the facilities and care provided by the Health Services. There has been an active interest on the part of several students in having the visiting hours extended to include some afternoon hours, at least on weekends. This is a reasonable and understandable desire but it presents demands for additional staffing which it is difficult to justify at this time. There has been the anticipated exploration by some adventuresome individuals of the various means by which the visiting hours can be extended by self-determined means. These explorations have not been disruptive to the program as a whole so that it can be stated with considerable confidence that the establishment of visiting hours among students is a permanent feature of Infirmary practice.

One of the features of our activities which needs considerable re-enforcement is that of health education. At present there is no formal or organized health education program on the campus. We view every professional contact with a student as in some small measure an opportunity for health education, and we anticipate that as time goes on and our staff is less harried we can make more of these opportunities. There are many other needs, however, for more comprehensive and more structured health educational projects. The request from many of the dormitories for a member of the Health Services to meet informally with the residents to answer questions pertaining to health attests to the awareness by the students of their need for health information and their eagerness to assemble voluntarily for discussion pertaining to health matters. During each of the past two years there has been



at least one such voluntary meeting in each of the women's dormitories and during the past year a meeting in each of the men's dormitories with a member of the Mental Health staff.

A special note should be made of the success of the Mental Health program during the past year. Its success can be measured in many ways, such as, the number of patients seen, the proportion of the student body seen, the number of individual interviews, the number of group meetings, and the number of meetings of the Mental Health Department staff with heads of residence, advisors, faculty, etc. Perhaps one of the most eloquent measures of the acceptance of the Mental Health program is the fact that about 50% of the students seen by the Mental Health Department are self-referred. This reflects clearly the fact that among themselves the students are accepting and recommending to each other this service.

Two additional activities are worth relating as significant features of the year's accomplishments. In October 1962, after rather brief preparation, the University accepted responsibility for a Peace Corps Training Project for three countries of former French West Africa. This was both a stimulating experience for some and an exhausting experience for others. The trainees were in general an alert and interested group who set our daily problems in a somewhat broader perspective. The program, on the other hand, presented demands and frustrations which were somewhat enervating. A more complete report has been filed with the project director on campus and with the Health Training Director in Washington. One firm recommendation is clear, that future training projects be accepted only during the summer.

The other activity was one in which we became involved with even less preparation. Surely, when this building and the associated health care plan were planned, no thought was given to the necessity of its being used as a dormitory. Immediately after the Adams House fire, however, it was apparent that a section of the third floor was almost ideally suited to conversion into temporary living quarters. On the following day, with the eager assistance of student volunteers, five double-deck bunks were set up in each of five rooms and within 24 hours of the fire 49 women were housed in the north wing of the Infirmary, thereafter known as the Abby Annex. The later addition of provisions for storage in the rooms and hall and of study facilities in the second floor hall made a tolerable residence for these students for the remainder of the semester. The head of residence was even provided with a suite of rooms as headquarters. The ultimate in co-operation seemed to have been attained when, within less than three days of the fire, there was installed in the "Annex" one of the original Adams House telephone booths, complete even to preservation of the many familiar phone numbers.

The occupancy of this "Annex" was 47-49; apparently it was one of the more desirable locations for the refugees. The success of this crowded temporary housing is attributed to the adaptability and hearty co-operation of young adults under stress. It also demonstrated that students can function adequately under very crowded living conditions provided they have reasonable provision for studying. The experience was valuable for all concerned as a living demonstration of co-operative activity in response to an apparently overwhelming disaster.



7. FUTURE PLANS AND NEEDS

Future plans and needs are concerned with; (a) expansion of services (b) expansion of staff (c) development of research activities in the area of student health (d) clarification of the financial basis for activities of health services and (e) increase of physical facilities.

A. Services

In evaluating the activities of the past year, it seems that all are essential, that none can be curtailed, and that many need to be expanded. The Outpatient Department continues to be the busiest and most significant activity of the Health Services. It is here that most students have their initial, if not their only, contact with the health care program. It is of the utmost importance that the Outpatient Department continue to be run with an attitude that welcomes the opportunity to be of service. It is furthermore of great importance that it be run efficiently so that students are not required to wait an unreasonable length of time. To do this requires an adequate staff so that the personnel are not harassed by the continuing presence of more work than can be done and more students than can be seen in the allotted time. It is in the Outpatient Department that the deficiencies of the new building are most evident. Because of lack of space, lack of planning for traffic movement, and complete lack of privacy due to sound transmission, it is imperative that the Outpatient Department be organized to use its resources as efficiently as is possible. It is primarily for this reason that another physician will be needed desperately during the next academic year.

One problem, which is in part a health care problem, which merits serious consideration is that of providing adequate diets to those students who have particular needs for minor dietary modifications. It should not be necessary to plan for a wide variety of therapeutic diets. There are, however, many students on campus who are subject to some limitations in the amount or the constituents of their diet, and in many instances these needs seem not capable of being met under the present pattern of food service by the University Dining Halls. As the student body increases in absolute number and in proportion to the number of independent food service facilities off the campus, it becomes an increasingly clear responsibility of the University to provide for the dietary needs of the entire student body. The only alternative is for the University to confess that those students who have particular dietary needs which cannot be met at the University boarding halls not be allowed to enroll. This is obviously an untenable position for a state university with the anticipated future of this institution.

It would seem not to be a fundamental responsibility of the Health Services to run a dietary dining service for students who are well enough to attend classes regularly. For lack of an alternative solution to the problem we have, in fact, during the latter half of the current semester been feeding regularly three students whose needs apparently could not be met at the Dining Commons. None of them had a need which was so esoteric that it could not have been met from food readily available or easily prepared at a normal boarding hall which was subject to good management and the direction of an imaginative dietitian. There



has been discussion by the administration of the feasibility of adding additional staff to the Boarding Halls' organization to insure greater satisfaction with the eating accommodations on the part of the student body. The addition of food management and dietary personnel in a supervisory position should provide a practical answer to the problem. If this change is brought about, it is recommended that the dietitian be responsible to the Health Services, specifically for the formulation of special or therapeutic diets. There is no reason why such an arrangement needs to be a great burden to the Boarding Halls.

As previously mentioned, it is hoped that in the area of health education a more significant program can be instituted in the near future. That there is need there can be no doubt; the ignorance of many freshmen in matters pertaining to health is appalling. That there is awareness of need is also evident, judging from the interest of individual students in informal discussions and the eagerness of dormitory groups in meeting for informal discussions of health problems. It is interesting that in each of the dormitories in which the question has been raised there has been considerable enthusiasm for a short but more structured program through which health information could be provided. Although this is a very definite need, it must be recognized that this is not a reflection of need of individual students for medical care and, therefore, not properly a service to be subsidized entirely by the student health fee. This is plainly an educational service and is another genuine justification for general University support for the University Health Services.

The Mental Health Department has contributed in an important manner to the total health care program. As noted in the previous section (Clientele) the Mental Health Department will have had about 1900 visits in the 12 months ending June 30, 1963. About 6% of the student body has consulted a member of the Mental Health Department for one or more visits during this period of time. For those who have needed it, the help has been invaluable. Several who would otherwise have had to leave school have been able to continue with a productive academic career. Many others have had emotional problems minimized and resolved before they became major issues in their lives, possibly self perpetuating in future generations. It is hoped, therefore, that the work of the Mental Health Department, in addition to being definitely therapeutic for individuals, may represent a real and significant project in preventive medicine.

Work with individual students is not the only significant work of the Mental Health Department, however. Possibly equally important over a long period of time is the attention spent in exploring the dynamics of personal relationships among different elements of the University community. It is important that from time to time there be an analysis of the social structure of the fraternities and sororities, knowledge of successes and failures of the residence hall systems, the effect upon students and faculty of changing academic pressures, the impact of growth upon the concepts of individuals in a growing community, and many other problems in personal relationships. We are extremely fortunate in having as Director of Mental Health a man who is vitally interested in these problems and eager to seek out answers for them. It is important for the work of the entire department that he have more opportunity for meetings and conferences with faculty, heads of residence,



student groups, and others interested in the welfare of individuals in our rapidly growing institution.

Closely related to our concern for the health welfare of students is a similar concern for the welfare of members of the family (spouses and children) with whom they live. It is reasonable to conclude that the success of a health program in maintaining the health and welfare of the entire family could be a real contribution to the academic success of the student himself. It is for this reason that it is hoped that at some time in the near future plans can be made for extending some of the benefits of the University Health Services to the members of students' families.

As the University becomes larger, it becomes increasingly important that close attention be paid to all facets of environmental health. The public health needs of a community are a function of the concentration of its population as well as the total number of individuals. Thus, as the University becomes a community more concentrated in population and containing more diverse and complex research and industrial operations, it becomes more immediately imperative that there be constant surveillance and control of potential environmental hazards.

It is of the utmost importance, therefore, that provision be made at once for the employment of a full time sanitarian and staff, with authority to take necessary and realistic steps for the control of environmental hazards. The most pressing matter to which he should draw his attention is that of sanitation as it concerns the various food handling operations on campus and in the immediate vicinity in fraternities and sororities. In particular, in fraternities and sororities there is so frequent a change of personnel that nearly constant supervision is necessary to insure against the occurrence of food borne epidemics. Closely related to this problem is that of effectual and safe disposal of waste.

There are many other environmental hazards on or about the campus to which attention should be turned. One of these which has received the joint attention of the Health Services and the Nuclear Energy Council is that of protecting the members of the University community against the unseen and unsuspected cumulative hazard of ionizing radiation. Standards for registration and operation are being considered at the present time but either the most rigorous or lenient standards will be equally useless unless there are personnel responsible for controlling the problem in the recommended manner.

It is hoped that at some time in the future there may be provision for at least emergency dental service. At present this is completely impossible since there are no physical facilities for this and their installation at this time would be costly and would take up additional room soon to be needed by other services. One intriguing possibility is that of including facilities for dental care of students in any of the reorganization of facilities for a School of Dental Hygiene. Indeed a person engaged as director of the School of Dental Hygiene might well serve the Health Services part time as a dental consultant. A combination of these positions might make a uniquely attractive opportunity for someone to combine the advantages of instruction with limited dental practice.



B. Staff

With increase of student body, development of existing services (lab and x-ray) and addition of new health programs, (health education, sanitation) it is necessary that the present staff be augmented by the addition of several new persons. These needs have been outlined in the budget document for 1964. It is the understanding at this time that all needs for personnel to maintain present services at this year's standards will be met by authorization of these new personnel for the next year. Recruiting capable professional persons at this late date is going to present a serious problem.

Recognition of the need for more careful control of environmental health problems will necessitate the addition of a sanitarian and staff. It is hoped this can be accomplished no later than the fall of 1965.

C. Research

Research is the energizing force in any educational or scientific venture. Since clinical medicine comprises elements of both the goals of education and the methods of science, research is an essential ingredient of progress in clinical medicine. Without critical appraisal of the past, curiosity for the present, and concern for the future, the development of health care practices will be nourished only by the diminishing returns from the past, returns which are constantly subject to attrition in a changing world. Health care practices are not static. To justify their mere existence they must be tried and re-tried in the clear light of repeated re-evaluation. As in all human affairs, new relationships must be sought and tested against those currently accepted.

Any good medical staff is, by its very nature, asking endless questions, continuously seeking ways of solving old problems more easily, and repeatedly seeking new associations not previously recognized. The basic difference between the good and the excellent staff is that the latter is impatient to stop at merely asking questions, and is demanding an active role in searching for answers. Opportunities for research are the only satisfactions for the continuous questioning of such an alert and eager staff. It is for this reason that plans are already underway for a modest research project for the future. During the first few years of operation of the Health Services it has been imperative to define answers to our most urgent problem, namely that of providing excellent student medical care. As this original goal is reached, more of the attention of the staff is focused on improving the means by which medical care can be provided to students, and the means by which many health problems can be prevented.

Our first project in clinical medicine involved a co-operative effort by the staff physicians and the Mental Health Department in evaluating certain facets of infectious mononucleosis. The clinical study involved a double blind evaluation of the use of Prednisone in those patients admitted to the Infirmary. The Mental Health Department's concern was for the possible identification of personality traits or other components of the emotional makeup characteristic of those persons suffering from mononucleosis. For this study, all patients entering



the Infirmary with a diagnosis of mononucleosis, most of those seen in the Outpatient Department with the same disease, and a comparable sample of patients admitted for other reasons were given a series of psychological tests both at the time of admission and again at a later date. Analysis of the study is not yet complete, but it appears that no striking result will be obtained. This initial project has been of tremendous value, however, merely in providing many members of the professional staff with experience in conducting or participating in a structured research program. To many of the nurses in particular, this was a unique and unfamiliar project. Acquaintance with this preliminary project is almost certain to be reflected with a greater understanding of, and more eager co-operation with, similar projects in the future.

Another research project is being undertaken in co-operation with other departments of the University under the guidance of Dr. Thomas C. McBride. This project, which will be a pilot investigation of the incidence of chronic disease in our student body, is being supported by a grant from the University Research Council. The new medical history records system, initiated two years ago, has proven to be of considerable value and will be used as the basis of this pilot project. Significant results in this project will encourage application for additional funds from outside sources for an extension of the project.

It is apparent, therefore, that a beginning has been made. The student body offers limitless opportunities for significant investigation of many facets of physical and emotional health of our students. One of our principal aims will be to have records in such order and the interests of our staff so oriented that a series of continuing research projects can be sustained. The result, I am certain, will be a more alert and informed concern for the health needs of our students and other members of the University Community. It is urged, therefore, that research be recognized as a legitimate and indispensable function of the Health Services and the appropriate allowance be made for this in future plans.

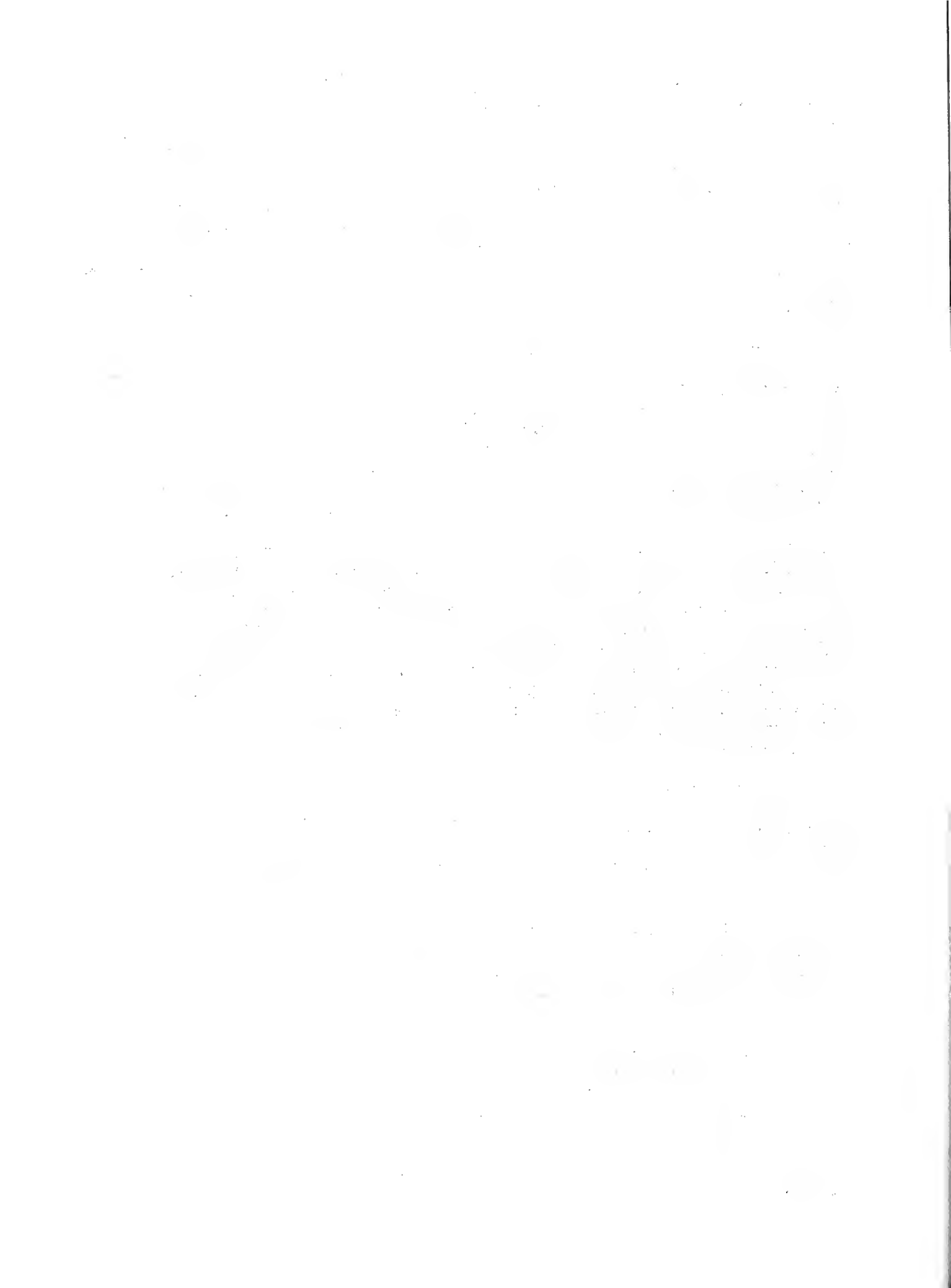
D. Financial Need

The specific financial requirements for 1964 have been presented recently in the detailed budgetary request, so need not be reviewed here. Certain general financial considerations do need emphasis at this time, however.

In a discussion of the financial support for the Health Services it was recommended by the Board of Visitors* that the State continue to bear some responsibility for maintenance of health services for students. The statement of the Board follows: "Finally and unanimously, the Board adopted the following formal recommendation:

We consider that the Commonwealth has a responsibility to maintain a highly competent Health Service for the students 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,

* Report of Board of Visitors, March 1960.



in the special circumstances of providing proper medical care to students, 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."

The Board of Visitors continued "The fee level assumes that the Commonwealth will provide funds for maintenance of the building, utilities, and salaries and wages for nurses and non-professional personnel."

In 1961 when the student health fee was first established, it was recognized that State support could not be continued on the recommended level. However, an assumption was made that certain State support could be continued, and it was upon this assumption that the original student health fee was set. Since then actual staffing and expenses of the Student Health Services Trust Fund have remained reasonably close to those projected. The present severe financial difficulty, which requires a re-evaluation of the student health fee in the very near future, is, therefore, almost entirely a reflection of the loss of anticipated State support.

Under present conditions it is impossible to make adequate or realistic plans for the future. A 'business' of this size and nature, which does not have clear access to resources of the state for emergencies, must be in a position to make financial provisions for unanticipated future needs as well as for these major replacements of expensive equipment which can be predicted with some certainty. Neither is possible at present. Grateful acknowledgment is made for the present efforts to provide answers for this year's financial problems. These temporary measures will not be adequate for the future, however.

Therefore, it is recommended that early in the fall of 1963 the budget for 1965 be reviewed and fundamental decisions be sought concerning methods of financing activities of the University Health Services in the future.

Furthermore, in recognition of the fact that many activities of the University Health Services* do not reflect a provision for health care for students but do represent a fulfillment of educational and/or service obligations of the University it is further recommended that continuing firm representations be made to appropriate authorities to secure for the University Health Services some significant State support on a continuing basis.

Related to our financial problem is the need for additional "original equipment". The funds provided for such equipment was slightly over 50% of that requested. Some savings have been effected by loan of major equipment and the active co-operation of the Maintenance Department. Many needs have yet to be met and our equipment funds are virtually exhausted. It is therefore recommended that the means by which this needed equipment is to be secured be clarified promptly so that acquisition can begin at once.

* See Appendix I

One financial arrangement which has been entirely satisfactory is that for the supplementary student group medical insurance. This was underwritten in 1961 by Massachusetts Blue Cross Blue Shield at an almost unbelievably low rate of \$16 for 12 month coverage. The rate, guaranteed for two years was predicated on the estimate of service to be provided by the Health Services. That this estimate was reasonable is borne out by the offer of Blue Cross Blue Shield to renew the contract with slightly increased benefits at a slightly decreased rate. It is therefore recommended that this supplementary insurance program be renewed at this time on an automatic renewal basis. It is further recommended that serious consideration be given to setting a single student health fee which would include the supplementary insurance. Blue Cross Blue Shield has given assurance that it could arrange refunds for all who were already covered under terms of another (dependent) contract.

E. Space Needs

It is a simple statement of fact that already we are seriously short of space in some areas. Possibly this is not unreasonable in view of the fact that building plans were made with a concept of health services quite different from that upon which we operate.

The most critical space problem is in the laboratory which is so small that it will be difficult, with it arranged as it is at present, for two persons to work simultaneously. Ultimately, much more space will be needed; immediately significant alterations will be helpful in allowing us to provide necessary services.

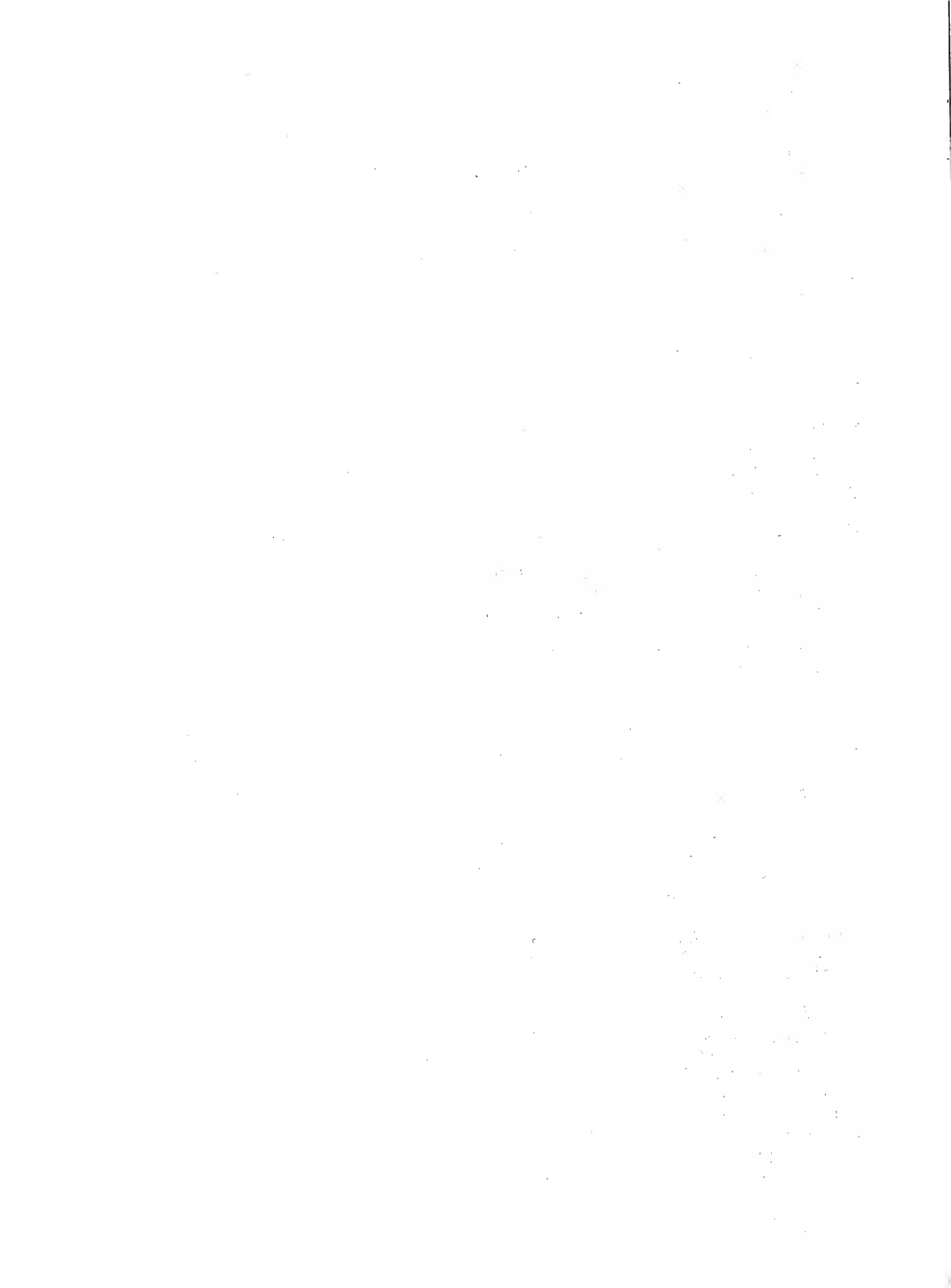
The Outpatient wing has left much to be desired from the beginning. The Board of Visitors* made recommendations for fundamental changes, but plans had progressed too far for these to be incorporated. The result is an Outpatient section which is far too small in area and functionally impossible for efficient use. Already crowded, this wing will provide serious service problems in the very near future.

With recognition of the fact that a major construction project takes about four years from request to occupancy it is recommended that planning begin at once for a major enlargement of the Infirmary. Details are unnecessary at this time but the addition should include larger and reorganized outpatient clinic, enlarged reception center, new and larger record room, greatly enlarged laboratory, surgical room for contaminated cases, x-ray office, administrative center or offices, Mental Health Department suite, resting area for temporary admissions in OPD, frozen food locker, pharmacy, dental facilities** and enlarged physiotherapy facilities.

One final physical problem needs emphasis. The burden of the noise transmission in the Infirmary is a nuisance which increases as the building is used more nearly to capacity. The walls are little more than paper thin in their influence on sound. Confidential conversations are impossible; all business is public knowledge unless one secretes himself in a room with an empty room on either side. A survey has documented the severity of the problem with eloquence and in detail. It is recommended that determined steps be taken to correct this intolerable situation at once.

* Report of Board of Visitors, March 1960.

** Possibly in conjunction with Dental Hygiene School.

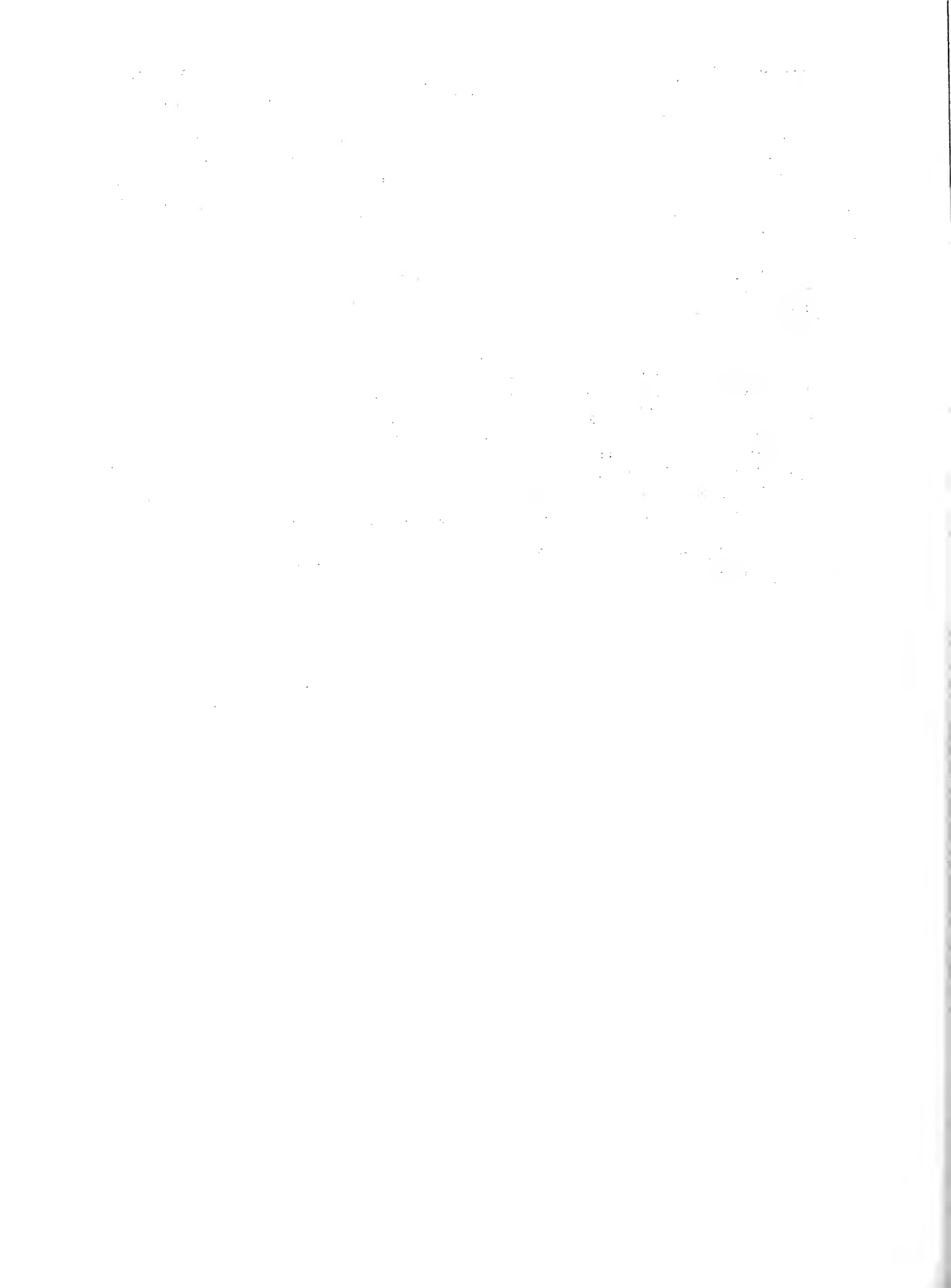


In summary this has been a notable year. It has been a year of trial. The staff has tried working together and has found the relationship is worth continuing. The facilities have been tried and found to be important as a means of our offering greater health service to the students. Students have tried both staff and facilities and, judging from the rate of return visits, have found a considerable measure of satisfaction. The year has been busy and stimulating for all; it has given us the confidence that we are making significant progress in the right direction.

A time of trial is also a time of opportunity. During the year we have had the opportunity of sensing a little of what is possible for the future. I believe we have recognized an opportunity for creating a health service which can reflect to the students and faculty a concern for all the facets of the student's health and for the relationship of optimum health to academic success. (It has been a source of some surprise to some students and faculty to learn of our interest in academic affairs!) We have recognized more specifically than before the opportunities for serving student needs by providing not only excellent clinical care but also more thoughtful measures in health education and control of environmental health hazards. These environmental health hazards vary widely from the climate of residence halls to the cumulative hazard of ionizing radiation.

We ask only the strength, wisdom, courage, and resources to develop these opportunities.

RW Gage
Robert W. Gage, M.D.
Director, University Health
Services



APPENDIX I

UNIVERSITY HEALTH SERVICES ANNUAL REPORT JULY 1, 1962 - JUNE 30, 1963

MISCELLANEOUS ACTIVITIES AND SERVICES, 1962-63

Note: These are some of the services performed by University Health Services which are not a reflection of the need of students for personal medical care. These activities should be supported by means other than the student health fee.

A. Infirmary Services

1. Tuberculin Tests:

School of Education Students	155
School of Nursing Students	65
Employees (faculty and staff)	736

2. Physical Examinations

School of Nursing (including laboratory exams)	32
--	----

3. Immunizations

School of Nursing	159
Microbiology Students	45

4. Food Handlers examined (including laboratory exams) 53

Note: This should have been a larger number, no annual re-exams were done.

5. Emergency Care of Non-Students

Employees (faculty and staff)	205
Visitors	38

B. Emergency Calls on Campus (non-student) 10

C. Educational Services

1. General health education

Dormitory meetings (2-4 hours each!) women	8
Dormitory meetings men	2
Special meeting (alcohol)	1
Smoking poster display	

2. Mental Health - see Appendix II



Appendix I (con't)

3. Contributions to formal classes:

First Aid (Phys. Educ. Men)
Anatomy (Phys. Educ. Men)
Health Education (Phys. Educ. Men)
Health Education (Phys. Educ. Women)
Camp Counseling (Recreation)

4. Campus Security - instructional film and demonstration

D. Administrative Services

Student Personnel Administrative Council
Board of Admission and Records
Conferences regarding residence halls, Dining Commons,
fraternities and sororities
Summer Counseling Program

E. For Department of Athletics - partially reimbursed

Physical examinations for varsity athletics
Care of participants on the field, in OPD and in Infirmary
Travel to games
Medical supervision of training procedures and activities

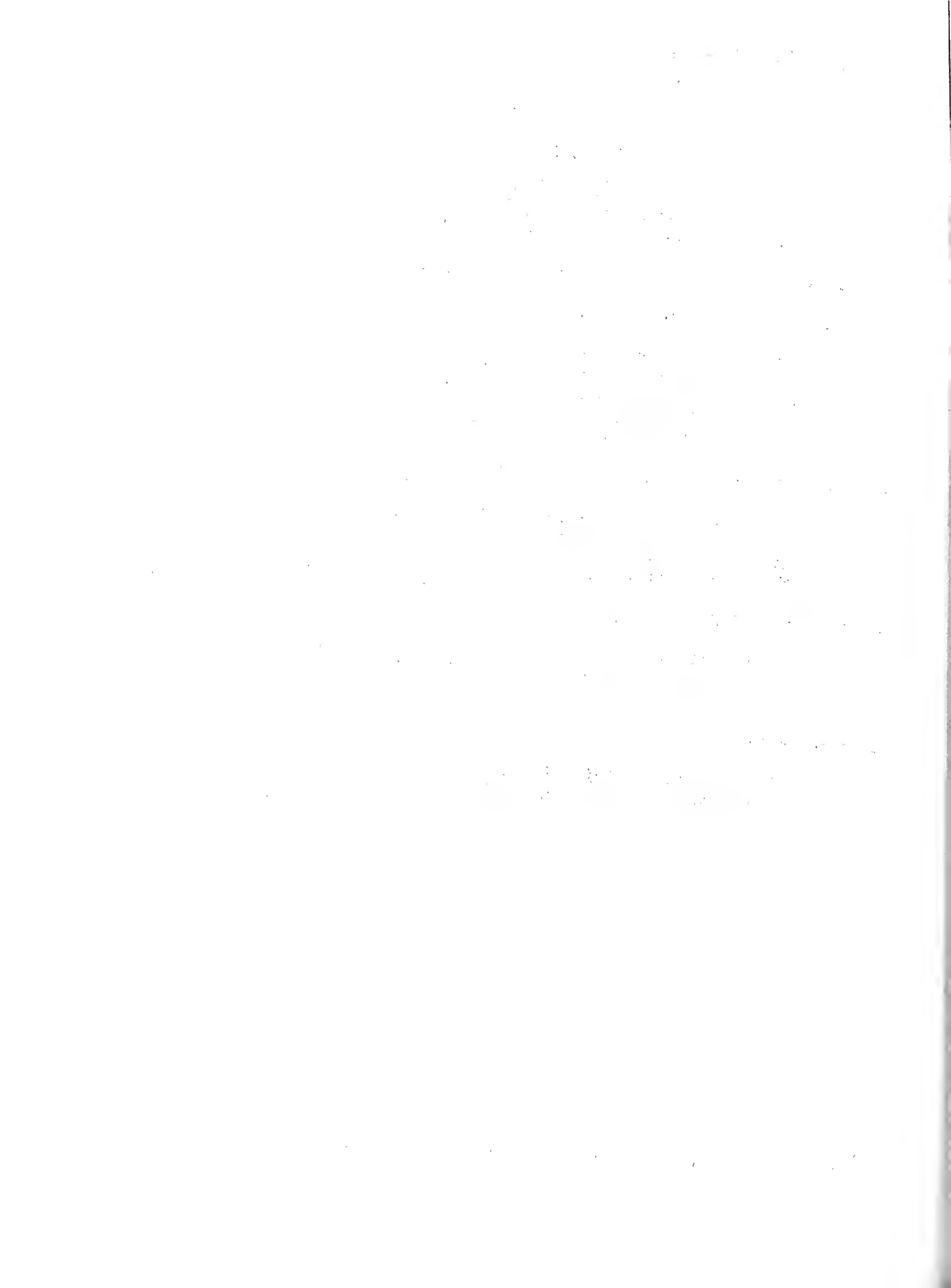
F. Environmental Health

Conferences with Sanitarian, heads of residence
Meetings with Nuclear Energy Council
Meetings with Health Council

G. Other services*

Peace Corps Training Project
Miscellaneous Conferences (Boys State, Grange, 4-H, etc.)

* At least partial re-imburement received for these services.

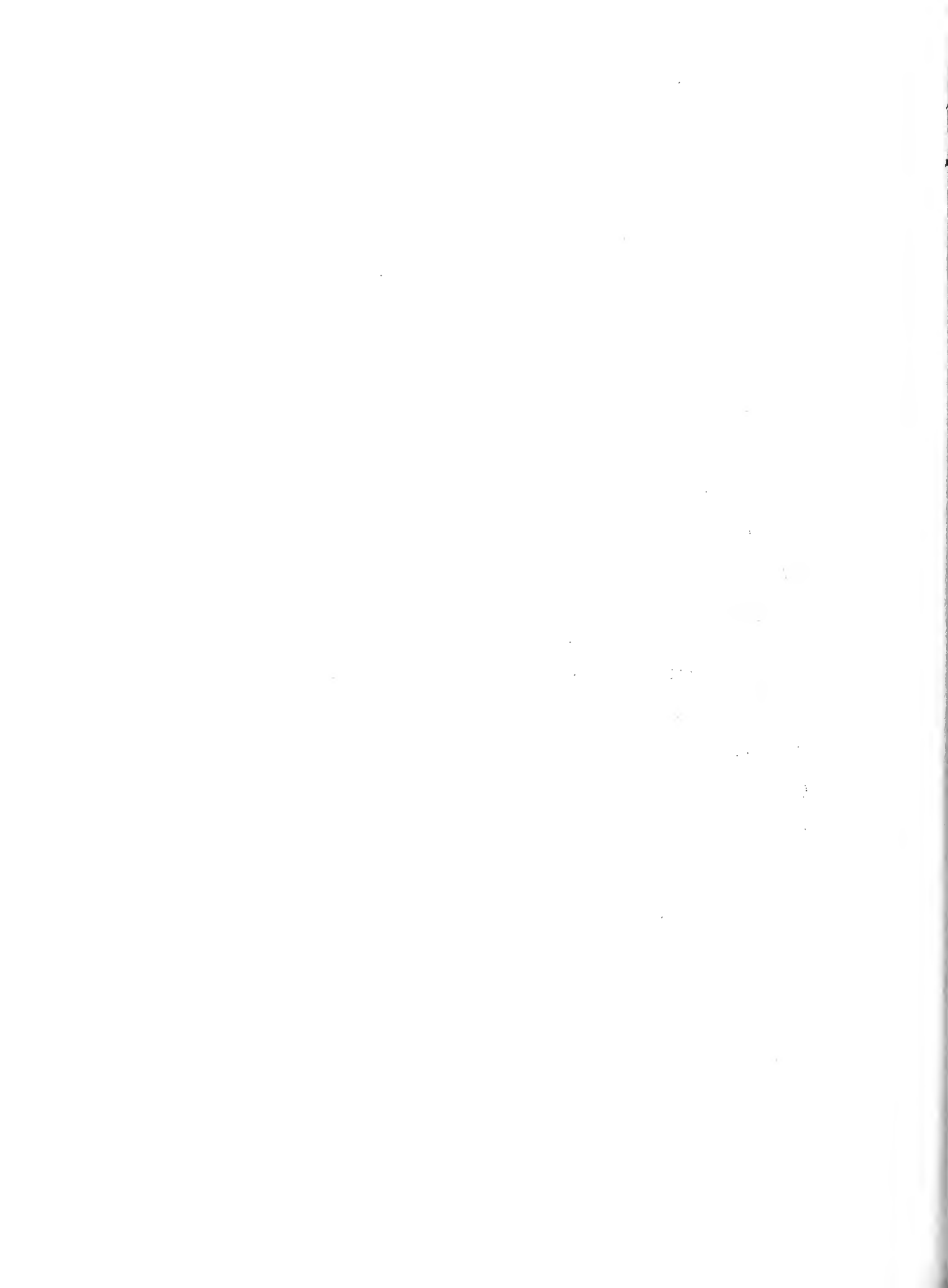


APPENDIX II

UNIVERSITY HEALTH SERVICES
 ANNUAL REPORT JULY 1, 1962 - JUNE 30, 1963
 REPORT OF MENTAL HEALTH DEPARTMENT SERVICES

Professional Staff

Psychiatrist	one full-time	
Psychologist	one full-time	
Nurse Counselor	one half-time	
Total Number of Students Seen		440
Total Number of Therapy Interviews		1900
Speeches		20
Group Therapy Meetings		59
Conferences About Patients (with parents, deans, heads of residence, counselors, police, faculty)		76
Mental Health Staff Administrative Conferences		90
Graduate Student Supervision		30
Consultation with Guidance and Counseling Office		8
Conferences - Other (Preventive Health)		10
Peace Corps		30 work days
Professional Society Conferences Attended "Away"		6
CMHA	APGO	
WMPA	AOA	
MPA	ACHA	
Visits With Other College Mental Health Services		3
4H Club Seminar		6 meetings
Patients Placed in the Infirmary		17



Department of Public Health

ANNUAL REPORT

July 1, 1962 - June 30, 1963

University of Massachusetts

Amherst, Mass.



I. Appropriation

	<u>1960-61</u> *	<u>1961-62</u> (Expenditures)	<u>1962-63**</u> (Appropriation)
03		\$619.00**	\$1,050.00**
06			100.00
10		19.20	200.00
11			100.00
12			100.00
13		467.35	500.00
14		114.24	100.00
15		202.25	2,000.00

* No separation of budget from Microbiology.

** Graduate assistants (03) provided in Microbiology budget. Also, entire cost of Preparation Room carried by Microbiology Department.

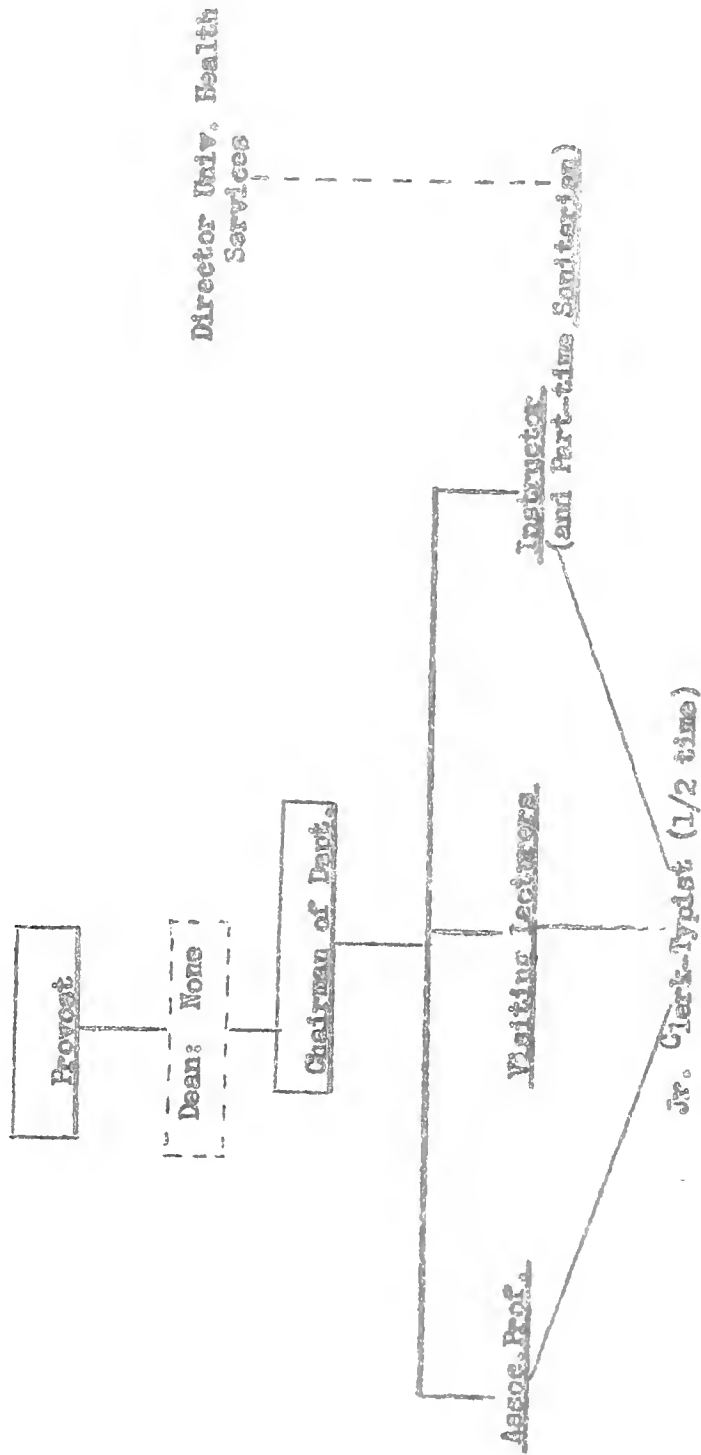


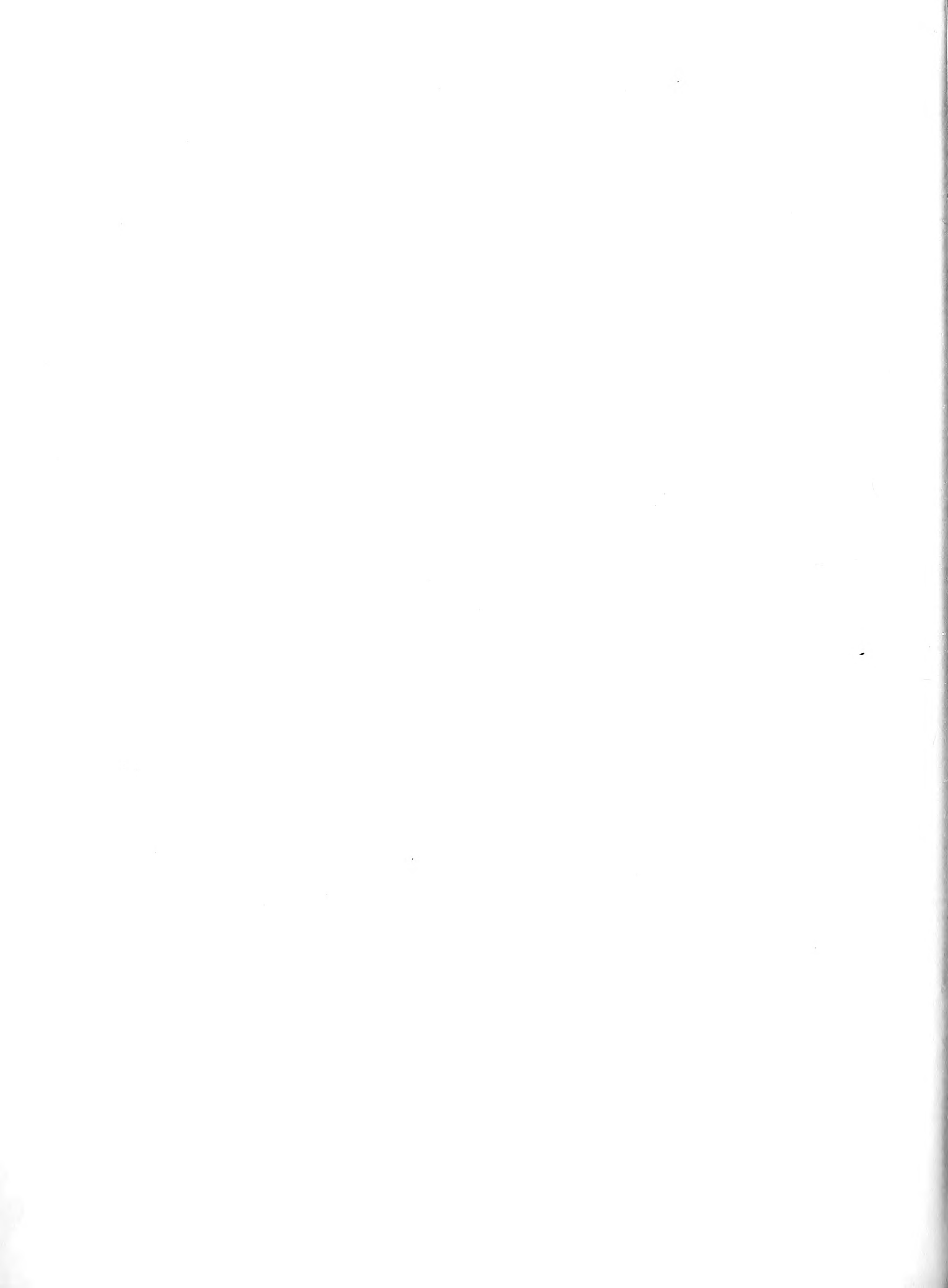
II. Personnel

	<u>Sept. 1960</u>	<u>Sept. 1961</u>	<u>Sept. 1962</u>
Chairman of Dept.	1	1	1
Associate Professor	1	1	1
Instructor and Part-time Sanitarian	1	1	1
Visiting Lecturers	1	2	2
Jr. Clerk-Typist			1/2 time
Head Clerk	part time	part time	



III. Organization Chart





IV. Students

	<u>Sept.</u> <u>1960</u>	<u>Sept.</u> <u>1961</u>	<u>Sept.</u> <u>1962</u>
(a) Majors: 1. Med. Tech.	-	20	25
2. Pub. Health	6	5	14
3. P.H. (Grad)	10	8	14
(b) Students taught:			
(1) Univ. of Mass.	107	111	180
(2) S. S. A.	109	130	108



V. Publications and significant activities.

Mr. Ferriello

1. Member, Massachusetts Board of Registration of Sanitarians.
2. Chairman, Program Committee, Mass. Milk Inspectors' Association.

Mr. Wisniewski

1. Chairman, Hampshire County Associated Boards of Health.
2. Member, Amherst Board of Health.
3. Member, Education Committee, National Association of Sanitarians.
4. Presented two lectures at Harvard School of Public Health on "Role of the Sanitarian in Public Health Program Operations."
5. Presented talk on "Professionalization and Education of Sanitarians" at the Yankee Conference, Regional (New England) Educational Conference of Sanitarians.

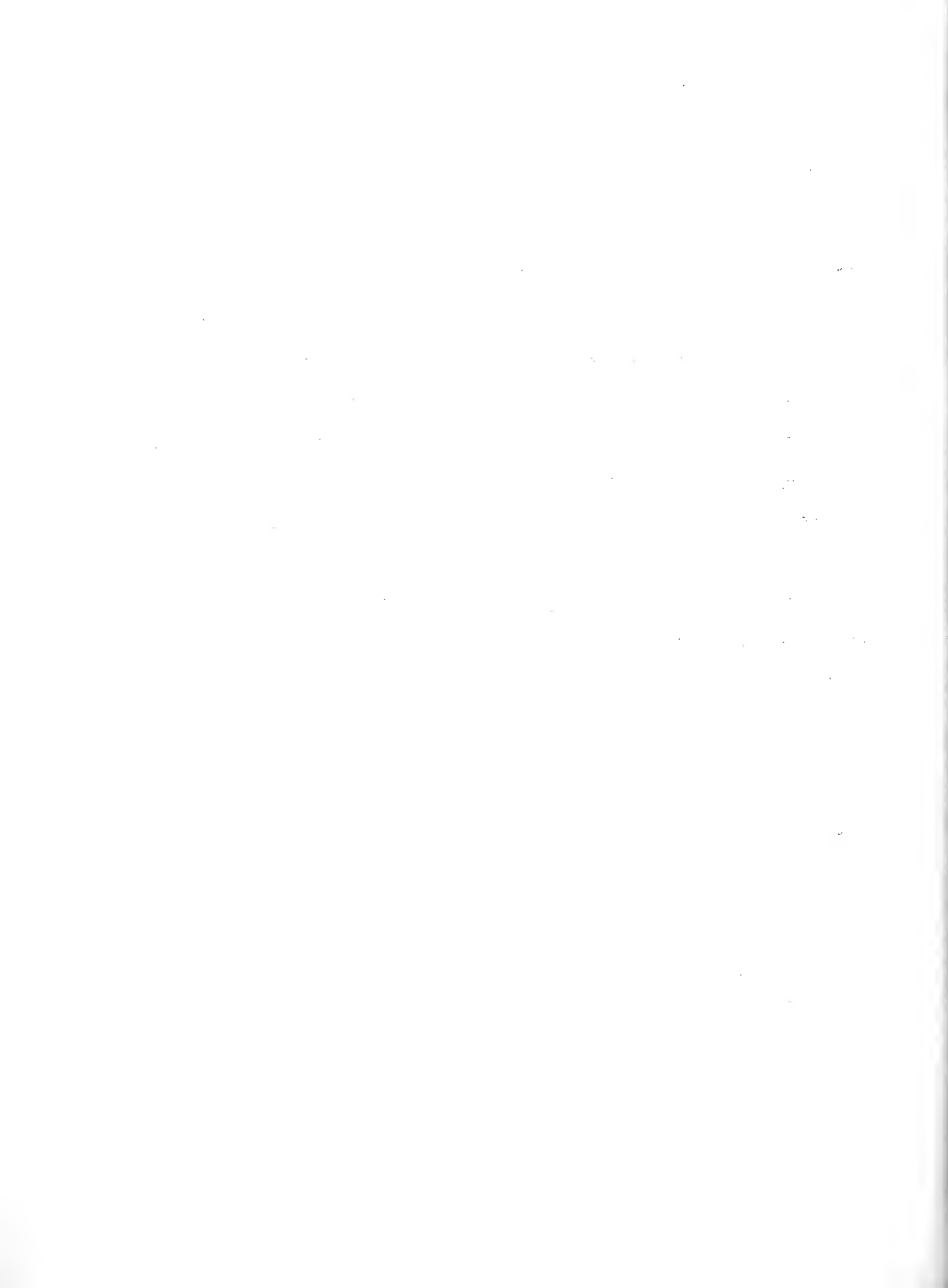


VI. Special projects and programs.

During the past year the Department of Public Health continued to develop independently from the former association with the Department of Microbiology. Physical separation of the two departments, probably to be effected in 1965, will provide room for urgently needed expansion and present activities are oriented in anticipation of this change.

There have been no new courses of instruction offered, but those previously presented have been attended by an increasing number of students, both undergraduate and graduate. It is especially notable that, despite the paucity of funds for support of graduate study, there have been more graduate students in the department than ever before. Lack of faculty, space, and money have been a deterrent to further expansion of the department's activities at this time. Had it not been for the generosity of the Department of Microbiology in allowing the use of its graduate assistants for courses in Public Health, it would have been impossible to have provided all courses with adequate instruction.

Considerable progress has been made in the development of the course in Medical Technology. There is brisk student interest in the course and hearty support by the hospitals and the New England Society of Clinical Pathologists for its growth. Plans are advancing for a program which will permit a student to complete within four years the requirements for the baccalaureate degree and the year of hospital internship prerequisite to certification by the American Society of Medical Technologists. This program is comparable to that in the School of Nursing. Only approval by the Course of Study Committee is needed for making this a reality. A sharp increase can be anticipated in the number of majors in this area as soon as



the four-year program can be announced with assurance. Incidentally, it is interesting that about 50% of the present Medical Technology majors look forward to this compressed course; the remaining 50% prefer the more complete liberal arts opportunities of a full four years of undergraduate instruction on the campus.

During the past year two decisions of great importance to the future of the department were made by the Administration. In the first place, the previous assumption that the Department of Public Health would become a department of the Medical School was challenged and set aside. After agreement by the Commissioner of Public Health it was decided that it should be developed as a department within the University, independent of the hoped-for Medical School. Ultimate identification as a School of Public Health was seen as a possibility. The wisdom of this decision is supported, at least temporarily, by the disappointing series of delays in the realization of the Medical School.

Secondly, a suggestion was made that the department become a unit of the College of Agriculture, in association with the Institute of Agricultural & Industrial Microbiology. Primarily, this had been proposed as an aid to the Institute's graduate program and incidentally as a means of strengthening the department's general structure. Although there were immediate advantages, especially to the graduate programs of both the Institute and the Department of Public Health, the move was felt to be ill-advised, or at best not urgent, at this time until there had been a clearer projection of the department's future development.

For the first time the department had a candidate for Senior Honors. Barbara Mitchell completed an unusually well-conducted project of investi-



-gation into the validity and significance of a method for the bacteriological testing of milk as a means of detecting and estimating the severity of mastitis in a dairy herd. Her results were valuable in casting light on certain aspects of the etiology and control of mastitis.

All graduate research projects were applied in nature. One in particular was valuable in confirming under carefully controlled conditions the validity of a simplified method for estimating the bacterial content of milk. Large scale tests would seem justified as a result of this project.



GENERAL OBJECTIVES

- A. To provide pre-professional Education and Guidance in Medical Technology.
- B. To provide a full range of training in Environmental Health, including Radiological Health.
- C. To provide a full range of training in Public Health Administration.
- D. To provide instruction and consultation in Health and Safety Education.
- E. Provision of service courses in Public Health and applied Bacteriology for other University schools and departments (S.S.A., Food Tech., etc.)
- F. To establish and maintain a field training center for refresher courses for Public Health workers.
- G. To provide consultation and planning services for individuals, communities, schools, and other agencies.
- H. To conduct research in any or all subjects related to the basic concerns of the department.
- I. To establish a close liason with the Massachusetts Department of Public Health, in establishing cooperative and mutually supporting activities.
- J. To complement Public Health activities of a University of Massachusetts Medical School, if and when such is established.



VII. Future plans and needs.

Most important in future plans of the Department of Public Health is a determination of its fundamental purpose and the scope of its functions. Its purpose should be (1) to provide education and training at both undergraduate and graduate levels for students and workers in public health and related areas of interest, (2) to support and conduct research, both basic and applied, in subjects pertinent to public health, (3) to provide consultation and educational services in public health matters for public and private groups and individuals, (4) to coordinate advances in public health practices and support continuing education services for those working in public health and related areas. An enumeration of many of these functions was presented last year and was used as a basis for the discussion of the future of this department with the Commissioner of Public Health. These functions are enumerated in Appendix "A".

Public health attitudes and practices are constantly changing in response to many factors: scientific, social, economic, etc. Developed as a reflection of the observation that many diseases were the result of environmental factors over which individuals had little or no control, these attitudes and practices originally reflected the social conscience of medical practitioners and were, therefore, almost exclusively medical-oriented. With increasing awareness of the importance of other scientific and social factors in the control of public health hazards (from engineering in sanitation to social psychology and sociology in accident prevention) public health has become as closely related to many other disciplines as to medicine. Air and water pollution are excellent examples of public health problems which are not exclusively, or even primarily, dependent upon medicine for solution. It is for this reason that a clear recommendation was made that the Department of Public Health not become a department within or attached to the

medical school.

Paradoxically, however, there is one sense in which public health may become more closely related to medicine in the future. Acceptance of the principle of social responsibility for the welfare of certain individuals or groups (varying from the casualties from industry's technological advances to welfare recipients and orphans and from casualties from warfare to drug addicts) has presented us with a greater responsibility for distributing medical care to a segment of the population which is increasing in number. This segment may well increase not only in number but in proportion to the total population. This increase in numbers, and possibly in the proportion, of the population who are accepted as the responsibility of society will present an increasing problem in the administration and distribution of medical care. It is into this that public health may need to look closely, in the immediate future.

Recommendation

Because of this changing nature of public health and because it is imperative at this time that a clear goal be established for both the immediate and long-range stages in the development of the Department, it is recommended that a committee of experts in public health problems be constituted and charged with (1) recommending future development of the department (2) recommending to the President one or more candidates for the position of Head of Department. Suggestions for membership in this committee can be made, if desired.

If such a committee is appointed, its work will be easier or more productive if some schedule of projected space allocation can be made, especially for the Public Health Building. It is assumed that by the fall of 1965 the Department of Microbiology will have moved to its new quarters and that the entire first floor plus that portion of the second floor now used by Microbiology



will be available to the Department of Public Health (except for the Massachusetts Department of Public Health's animal rooms). Any reservations of space by Microbiology should be made only with a reciprocal release of space. If this assumption is correct, it is estimated that, depending on the rate of expansion of the Department, there will be sufficient space until 1968 or 1969. Thereafter more space will be needed. This may be provided by (a) assigning larger quarters for the School of Nursing at the medical school (if in Amherst), or (b) adding to the present Public Health Building. It is recommended, therefore, that critical consideration be given to the space needs of the Department, and that especial thought be given to the integration of these needs with those of Nursing and Microbiology. Precise details are impossible to draw at this time, but it can be anticipated that as soon as he is appointed the Head of Department should be encouraged to plan for expanded facilities. Additional space will be an absolute prerequisite to the realization of the needs of an alert Department of Public Health.

The administrative structure of the Department of Public Health and its ultimate relationship to the University is a matter to which careful thought should be given, although no final decision is appropriate at this time. Public Health is not a fairly well-defined discipline concerned with an intensive study of a clearly limited area of concern such as French, Microbiology or History. Rather it is a study of the various environmental factors which influence the health of individuals living in social groups. Its purpose must be to define and clarify, by appropriate study, those factors not fully explored elsewhere. In particular, its purpose must be to reflect the relationship of these factors in programs of action designed to protect and improve the health of the group.

Ultimately, it seems, Public Health should become a School within the



University. Two years ago the designation of "School of Health Sciences" was discussed. "Health Sciences" or "Environmental Sciences" would be equally reasonable as a reflection of the responsibilities of the school. Departments within this school might be

- (a) Environmental Health
 - (including) Engineering and Sanitation
 - Radiation
 - Epidemiology - Biostatistics
 - Occupational Health
- (b) Public Health Administration
- (c) Public Health Education
 - (including) Dental Hygiene
 - Maternal and Child Health
 - School Health and Safety
- (d) Medical Technology
- (e) Hospital Administration (?)

(National Association of Sanitarians recognizes that the closest association of Public Health is with the arts and sciences curriculum, especially since so much of public health practice is related to behavioral "sciences" or disciplines).

It is recommended that serious thought be given to the ultimate administrative relationship of Public Health to the University and that preparation be made for designation of this as a School of Health (or Environmental) Sciences.

One final word is advisable in support of the urgent request for a full-time sanitarian for the year 1964-65. This has been presented in more detail in the Annual Report of the University Health Services. All that need be pointed out here is that the urgency increases yearly as the University community becomes more concentrated. To delay longer in answering this need is to court serious trouble. When appointed, the Sanitarian could be made responsible to the Health Services, rather than to Public Health, since his functions will be service rather than educational.

This, however, is a detail which can be settled at a later date. Provision should be made now for the position in the fall of 1964.

R.W. Gage

Robert W. Gage, M. D.

Chairman, Department of
Public Health

RWG:gj



ANNUAL REPORT
STUDENT ACTIVITIES
STUDENT UNION
CONFERENCES



1963

UNIVERSITY OF MASSACHUSETTS



ANNUAL REPORT
OF
STUDENT ACTIVITIES
CONFERENCES
STUDENT UNION

1963

University of Massachusetts

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It also highlights the need for regular audits to ensure the integrity of the financial data.

3. Furthermore, the document emphasizes the role of transparency in building trust with stakeholders.

4. The final section concludes by stating that these practices are essential for the long-term success of any organization.

5. In summary, the document provides a comprehensive overview of the key principles of financial management.

6. The document is intended to serve as a guide for anyone involved in the financial operations of a business.

7. It is hoped that this information will be helpful and informative to all readers.

8. The document is available for download on our website at the following link: [Link]

9. If you have any questions or feedback, please contact us at [Email Address].

10. Thank you for your interest in our work and for taking the time to read this document.

11. We look forward to continuing our efforts to improve our financial performance and transparency.

12. The document is a confidential document and should be handled accordingly.

PREFACE

This annual report, over the past six years, has normally been a record of the past year's operation. The 1963 report will comply with directive from the administration which will call for a record of the past year's operation, recommendations, personnel actions, and plans for the future.

This report will have the contents supplied by the various departmental managers and will then become a report of the area of operation under the jurisdiction of the Coordinator of Student Activities. It will be broken into three distinct areas of Student Activities, Conferences, and Student Union.

In keeping with the administrative directive, no report was issued on the 1962 operation. However, in order that the financial statements may become a record in an annual report, the 1962 financial statements of Student Activities, Student Union, and Conferences will be attached to this report in the form of an appendix.

TABLE OF CONTENTS

	<u>PAGE</u>
ORGANIZATIONAL CHARTS - STUDENT ACTIVITIES	1
ORGANIZATIONAL REPORT - STUDENT ACTIVITIES	2
R.S.O. REPORT	4
R.S.O. FINANCIAL STATEMENT	6
STUDENT UNION PROGRAM ACTIVITIES STATISTICS	7
STUDENT UNION BUDGETS - 1963-1964 - ACTIVITIES	8
ORGANIZATIONAL CHART - STUDENT UNION	9
STUDENT UNION REPORT	10
FACILITIES USAGE	23
BUILDING - TRAFFIC, REVENUE, SERVICE	24
STUDENT UNION CATERING FACILITIES	25
FINANCIAL STATEMENT - GENERAL FUND	26
SCHEDULE OF CAPITAL EQUIPMENT PURCHASES	29
FINANCIAL STATEMENT - FOOD SERVICE	30
FINANCIAL STATEMENT - UNIVERSITY STORE	34
CONFERENCE AND CALENDAR	36
BUDGETS - 1963 - 1964	
GENERAL FUND	40
GAMES	41
LOBBY COUNTER	42
CONFERENCES	43
ADMINISTRATIVE & OFFICE SERVICES	44
MAINTAINENCE	45
FOOD SERVICE	46
UNIVERSITY STORE	47

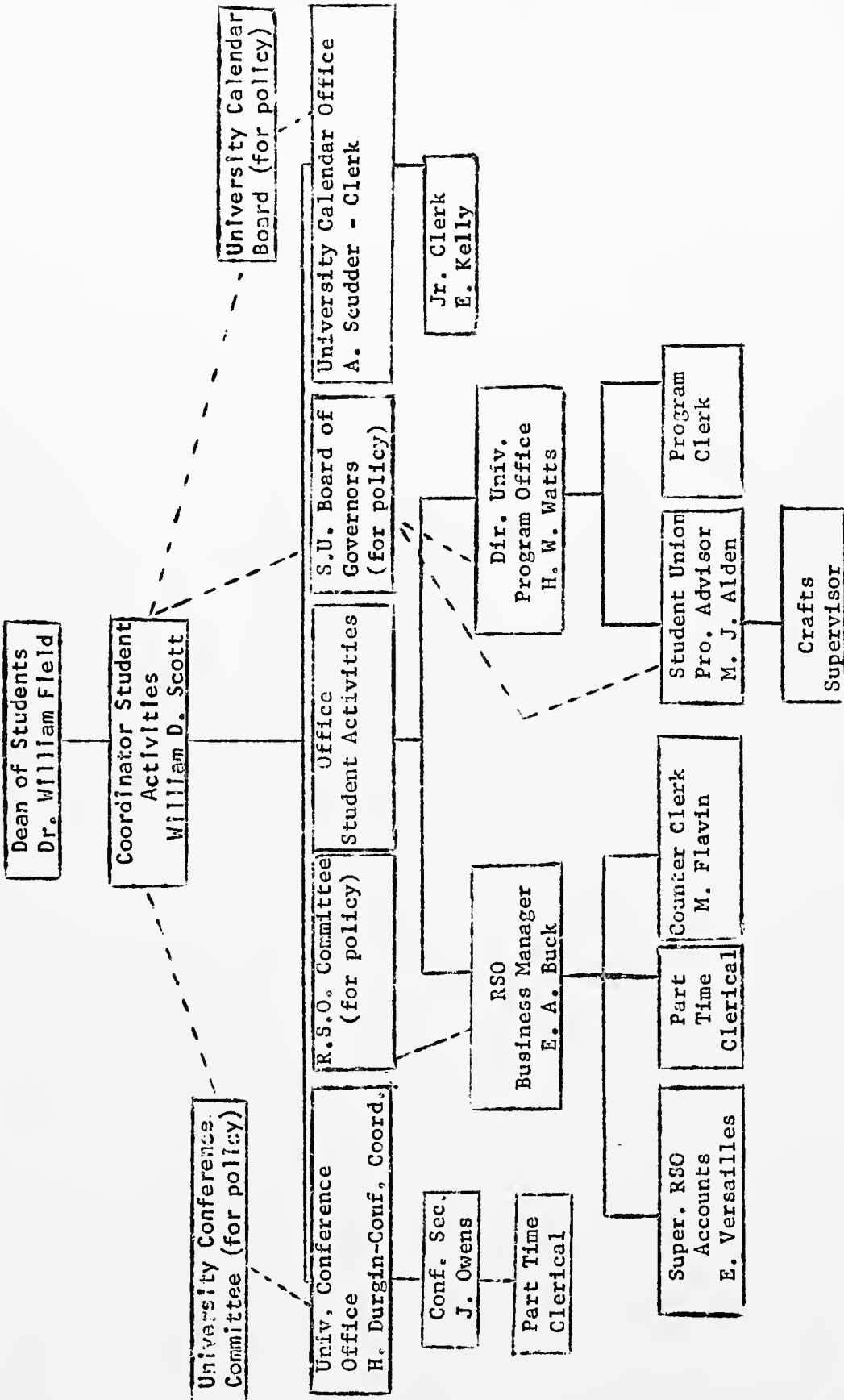
APPENDIX

Financial Statements - Fiscal Year 1961-62

STUDENT UNION GENERAL FUND	1
UNIVERSITY STORE FUND	4
FOOD SERVICE	6
CATERING STATISTICS	8
BUILDING TRAFFIC, REVENUE, SERVICES	9
FACILITIES USAGE	10

STUDENT ACTIVITIES
SECTION

STUDENT ACTIVITIES



June 1, 1963

STUDENT ACTIVITIES

With the establishment of the office of Dean of Students, Student Activities began to assume the overall perspective in the area of student activities. It was at this point that an administrative individual was available to coordinate the many facets of student life and to intercede in the problems that required administrative action and interpretation.

During May of 1962, the decision was made to add an experienced person to the office of Student Activities in the area of programming. Mr. Harold W. Watts, Assistant Director of the Student Union, was selected for the position of Director, University Program Office. At this point, it was decided to return the Student Union Program Advisor to the office of Student Activities, so that the entire campus activities picture might be seen from a central program office. In addition, this provided two staff people to cover the many areas of campus programming. During the summer, and with the approval of the Student Union Board of Governors, the meeting room area on the mezzanine was converted into the office of Student Activities. This area was designed so the students would free to make use of the facilities, phones, equipment, files and have access to the staff members for consultation, and other program groups.

Basically, the office is set up to serve the Recognized Student Organizations, both from the program and financial side. Actually, the office provides many avenues of assistance to any organization that requests assistance. During the past year, the program office has become involved in many activities and has provided help to the organizations and assisted in interpretation and understanding of the total program picture. Some of the activities involved had previously been worked in connection with the financial picture as operated under R.S.O.

It is with a great deal of anticipation that we view the future with the possibility of coordinating all campus programming. This can be accomplished with the combination of the Program Office, the Dean of Men and Dean of Women's staffs pooling their efforts toward organizations, residence halls, fraternities, sororities and Student Union programming. It is hoped that the future may bring a crafts program which will allow for hobby shop operation, poster making facilities, duplicating, and any other items that may facilitate planning and execution of programming.

The problems in directing student activities never cease. The minute one problem is solved, the students have found another way to accomplish the same end. To accomplish a communication media, to discuss and make recommendations for social regulations and to "wring out" many other problems, a sub-group of SPAC has been initiated and meets as often as possible on Friday mornings. This group includes Dr. Field, Miss Curtis, Mr. Buck, Mr. Watts and Mr. Scott.

R.S.O., under the direction of Mr. Buck, has continued to serve the financial needs of the student organizations in an admirable fashion. With policy coming from the University R.S.O. Committee headed by Dr. Field, the procedures have been continually strengthened in the interest of the organization and not the individual. The Business Manager has guided the Student Senate and student publications in the management of their financial affairs. Excellent training is available to the organizational treasurers and there is constant effort to keep organizational constitutions up to date. Please see the R.S.O. Annual Report for details of operation.

The University Program Office has been an excellent service to the student organizations of the campus. Mr. Watts has made himself available for all types of consultation and assistance where program activities are involved. It should be noted that the organization advisors system is not a strong one. Some advisors take their jobs seriously and others are in name only. Constitutions do call for the appointment of an advisor; therefore, many organizations will turn to the program area for assistance in lieu of an advisor.

Mr. Watts reports an excellent contact with the Distinguished Visitors Program and the Concert Association. Assistance has been provided for major events such as Winter Carnival, Greek Week, H.E.R. Weekend, and Student Union sponsored events.

The Office of Student Activities has prospects of providing a major influence on the future of campus activities. Undoubtedly it will require more full time staff members as the contacts increase. In planning for the addition to the Student Union it is anticipated that the area of student publications, student government, and Offices of Student Activities will be moved to the new addition. This move will provide for careful planning of facilities, their location in relation to each other and the ability to provide adequate space for the total needs of this rapidly growing aspect of campus life.

STUDENT ACTIVITIES PERSONNEL CHANGES

Buck, E.A.	Title changed to: Business Manager, R.S.O., July, 1962.
Watts, H.W.	Moved from position of Assistant Director, Student Union, to new position of: Director, University Program, May, 1962.
Shelnutt, Clarence	Resigned as of January 7, 1963. to accept position of Program Director, Student Union, Boston University.
Alden, Mary Jane	Appointed Student Union Program Advisor, April 15, 1963.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for ensuring the integrity of the financial statements and for providing a clear audit trail. The text also mentions that proper record-keeping is essential for identifying and correcting errors in a timely manner.

2. The second part of the document focuses on the role of internal controls in preventing fraud and misstatements. It highlights that a strong internal control system is necessary to ensure that all transactions are properly authorized, recorded, and classified. The text also notes that internal controls should be designed to provide reasonable assurance of the reliability of the financial reporting process.

3. The third part of the document discusses the importance of segregation of duties. It explains that this principle is fundamental to internal control because it helps to prevent errors and fraud by ensuring that no single individual has control over all aspects of a transaction. The text also mentions that segregation of duties should be implemented in a way that is practical and efficient.

4. The fourth part of the document addresses the need for regular monitoring and evaluation of internal controls. It states that internal controls should not be set and forgotten but should be reviewed periodically to ensure that they remain effective and relevant. The text also notes that management should be responsible for monitoring the internal control system and reporting any deficiencies to the board of directors.

5. The fifth part of the document discusses the importance of communication and training. It explains that all employees should be aware of the internal control system and their role in it. The text also mentions that management should provide ongoing training and education to ensure that employees understand the importance of internal controls and how to implement them correctly.

6. The final part of the document concludes by emphasizing that internal controls are a key component of a company's financial reporting process. It states that a strong internal control system is essential for providing reliable financial information to investors and other stakeholders. The text also notes that internal controls should be designed to be cost-effective and to provide a high level of assurance.

R.S.O. - ANNUAL REPORT

Fiscal Year Ending June 30, 1963

During the year 1962-63, a record number of meetings of the full committee have been held as follows: October 3, 18, November 1, 15, 29, December 13, January 10, February 21, March 7, 21, April 4, 25, May 9. Standing committees, thru which much detail work on proposals and investigations are developed, met as occasion demanded. The membership consisted of the following:

Subcommittee #1: Constitutions

Joan Labuzoski, Chairman, Dr. Gerald Draunthal, Mr. Edward Buck, Dr. Robert Rivers, William Dunfee, Ann Pinciss, and Howard Wainstein.

Subcommittee #2: Finance

Mr. Henry Boucher, Chairman, Mr. Edward Buck, and Jonathan Fife, Senate Treasurer.

Subcommittee #3: Special Projects

Sue Glickman, Chairman, Dean Curtis, Dean Hopkins, Mr. Savereid, Donald Cournoyer, Gordon Oakes, Richard Valentinetti, and Andy D'Avanzo.

R.S.O. Office personnel included, besides myself, Mrs. Versailles, Miss Maureen Flavin, and Mrs. Eunice Konieczny, for part time coverage. Elaine Carlson, of SU Program Committee, filled in as noon-time relief during part of the year.

Subcommittee I for constitutions, joined with Senate Activities committee under the leadership of Senator Joan Labuzoski, and met almost every week, a total of twenty meetings throughout the year. A record number of new and revised constitutions were processed through Senate and RSO, details for which may be found in minutes of RSO.

The program of a general review has been discussed and it is felt that the solution lies in special efforts outside the limited time available for volunteer committee work.

Subcommittee II for finances sponsored two new bits of policy this year. Upon recommendation of RSO, the Senate amended its constitution with regard to class government and established fiscal authority in class executive councils. This move recognized the growing size of class funds and the considerable control over their use which seemed better in the hands of a more representative group than the president alone.

An enabling act, for handling loans between recognized student organizations, was developed to provide the necessary supplement for student government legislation in this area.

Subcommittee III sponsored policy changes which more clearly defined membership policy for organizations. This described criteria and types of membership, an amplification of the simple statement previously in effect which had proved inadequate.

Efforts to produce an acceptable bill, setting policy for a graduating average for holding office in RSO groups, though passed by RSO, was subsequently defeated in the Senate and this action sustained by the compromise committee.

Journal of the ...

The first part of the journal describes the initial observations and the general conditions of the study. It details the location of the site, the time of day, and the weather. The observations are recorded in a systematic manner, with dates and times noted for each entry.

The second part of the journal discusses the results of the observations. It includes a detailed description of the phenomena observed, such as the behavior of the subjects and the changes in the environment. The results are presented in a clear and concise manner, with specific examples and data points provided.

The third part of the journal contains a discussion of the findings. It explores the implications of the observations and compares them with previous research. The author provides a critical analysis of the data and offers suggestions for further study.

The final part of the journal is a conclusion. It summarizes the main findings of the study and provides a final assessment of the results. The author expresses their thoughts on the significance of the work and the potential for future research.

Due to the availability of Mr. Watts in Program area, the business manager has been freed from close attention to Fine Arts Council, Calendar Board, Social Committee, program activities of Winter Carnival, Concert Association, and certain other production activity. This has made possible greater office availability for the many daily unscheduled student contacts, a more active part as member of RSO Constitutions Committee, and participation in greater depth as business advisor to Senate and communications organizations.

It's been a year that will stand as a high point in senate understanding and cooperation coupled with gratification for having worked with an excellent office staff in an area we all consider most worthwhile.

Edward A. Buck
Business Manager, RSO

RECOGNIZED STUDENT ORGANIZATIONS

*Estimate of Receipts, Disbursement, and Balances

Year Ending June 30, 1963

Balance July 1, 1962:

First National Bank of Amherst	\$ 7,259.38	
Amherst Savings Bank	<u>53,494.75</u>	
Total		\$ 60,754.13

Receipts:

Student Fees	\$193,076.60	
Less Refunds	<u>3,653.40</u>	
		\$189,423.20
Cash Deposits		143,437.80
Transfers	<u>237,473.71</u>	
		<u>575,334.71</u>
Total		<u>\$636,088.84</u>

Disbursements:

Cash	\$328,992.26	
Transfers	<u>237,473.71</u>	
		\$566,465.97

Balance June 30, 1963

First National Bank of Amherst	\$ 13,966.96	
Amherst Savings Bank	<u>55,655.91</u>	
Total		<u>69,622.87</u>
		<u>\$636,088.84</u>

* Full fiscal year actual figures and usual breakdown by organizations will be available in August with report to N.S.S.U. Committee.

STUDENT UNION PROGRAM ACTIVITIES

<u>Continuous Activities</u>	<u>Number of times Occurring</u>	<u>Estimated Total Attendance</u>
1. Art Exhibits (Comm. Rm.)	7	--
2. Art Exhibits (Lobby Show Case)	11	--
3. Jazz Concerts	3	450
4. Music Hours	9	1,800
5. Weekly Dances	4	1,000
6. Square Dances	30	480
7. Bridge Club Meetings	30	960
8. Beginners Bridge Club	6	240
9. Bridge Club Tournaments	2	100
10. Chess Club Meetings	25	250
11. Movies	32	25,600
12. Foreign Movies	12	3,600
13. Chess Club Tournaments	3	30
14. "My Best Lecture"	6	1,200
15. "Apple Polish Hour"	6	300
16. Music Concerts	3	2,000
17. Special Lectures	3	900
18. "This Month We Honor"	8	--
19. Sports Movies	2	--
20. Football Game Movies	5	--
21. Football Game Broadcasts	2	--
22. International Club Activities	8	--
23. Art Club Activities	--	--

Single Activities

1. Bowling Tournament (Men)	30
2. Bowling Tournament (Women)	15
3. Billiards Tournament	30
4. Ping-Pong Tournament (Men)	20
5. Ping-Pong Tournament (Women)	10
6. Fashion Show	300
7. Talent Show	500
8. Carol Sing (Campus)	400
9. Intercollegiate Sing	650
10. Activities Night	800
11. Trim-A-Limb Christmas Party	30
12. H.E.R. Weekend Concert	2,000
13. H.E.R. Weekend Dance	500
14. Homecoming Dance	1,200
15. Halloween Party	200
16. Thanksgiving Dance	500
17. Registration Dance	1,800
18. Welcome Back Dance	1,000
19. Hobby Show	200
20. Student Union Picnic	100
21. Square Dance Festival	500
22. Chess Club Exhibition	300
23. Arts and Crafts Instruction	--

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BUDGET 1963-1964

Student Activities

Expenses

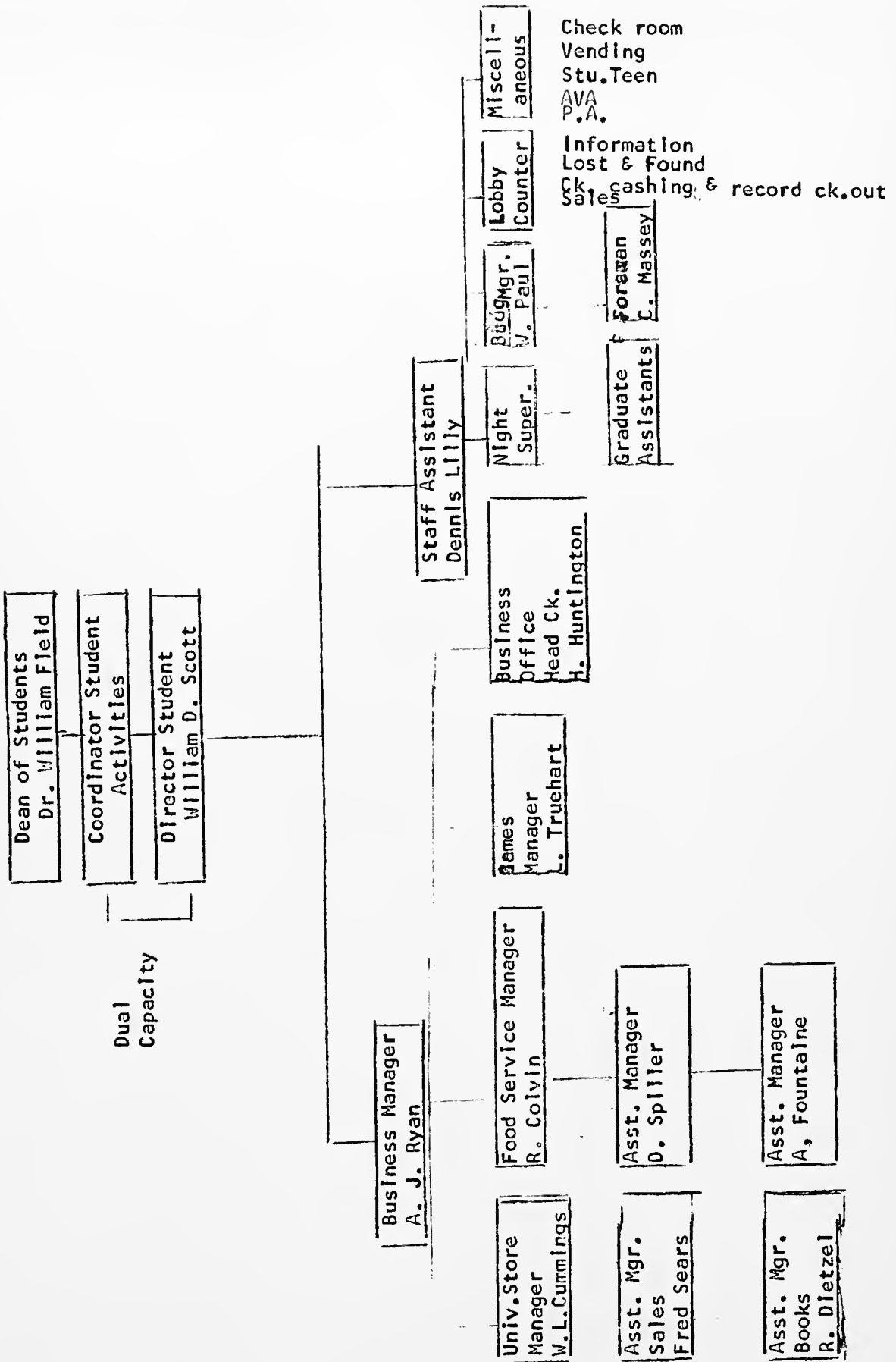
Regular Payroll	\$47,557.00	
Contingent Expense	2,724.00	
Group Insurance	400.00	
Office Printing, Postage	550.00	
Equipment Fund	500.00	
Events Programmed	<u>14,100.00</u>	
	\$65,831.00	\$65,831.00

Income from Student Operations

Events Programmed (movies, etc.)	\$ 8,050.00	
Part time help credits	1,500.00	
Interest on Student Funds	<u>2,000.00</u>	
	\$11,550.00	<u>\$11,550.00</u>
Budget Appropriation		\$54,281.00

STUDENT UNION
SECTION

STUDENT UNION



STUDENT UNION

PERSONNEL

During the period of the report several staff changes have been made in the Student Union. Part of the change was in relationship to the establishment of a new position of Director, University Program Office in the Office of Student Activities.

Watts, H.W.	Assistant Director, Student Union, was appointed Director, University Program Office on May 20, 1962.
Ryan, A.J.	Manager, University Store, was appointed Business Manager, Student Union, May 20, 1962.
Cummings, Winthrop	Assistant Manager, Book Department, University Store, appointed Acting Manager, University Store, May 20, 1962.
Dietzel, Richard	Appointed Assistant Manager, Book Department, University Store, July 24, 1962.
Shelnutt, Clarence	Resigned as Program Advisor, Student Union, January 22, 1963 - accepted position as Program Director, Boston University.
Alden, Mary Jane	Appointed Program Advisor, Student Union, April 15, 1963
Lyman, Marjorie	Resigned as Head Clerk, Accounting Office, September 4, 1962.
Huntington, Holman	Appointed, Head Clerk, June 24, 1962.
Denno, Barbara	Resigned as Union Secretary, February 2, 1962.
O'Connor, Dorothy	Appointed, Union Secretary, July 1, 1962.
Scudder, Ann	Appointed, Calendar Clerk, September 9, 1961
Hartwell, George	Resigned, Assistant Foods Manager, July 15, 1962.
Spiller, Dexter	Appointed, Assistant Foods Manager, July 29, 1962.
Fontaine, Alme	Appointed, Assistant Foods Manager, October 4, 1962.

FINANCING AND ACCOUNTING PROCEDURES

The financial operation of the Student Union is based upon procedures established by the University Board of Trustees for Trust Fund operations. The financial operation of the building has steadily grown until the bookkeeping office now handles in excess of two million dollars a year. This growth indicated the need for a full-time Business Manager to handle the business affairs of the Union operations. In accordance with this need, Mr. A.J. Ryan, formerly Manager of the University Store, was promoted to the position in May, 1962.

Piece by piece, all bookkeeping responsibilities are being absorbed in the central office. Under the direction of Mr. Ryan and with the office management of Mr. Holman P. Huntington, the business office will be abreast of all financial details of the operation.

Two years ago, the University Store assumed the responsibility for the University in the collection of laboratory fees. This responsibility has now been assumed by the business office, and amounts to approximately \$40,000.00 a year. In addition, the office will handle the collection of the new University traffic permits.

Check cashing in the Union Building has grown to over one million dollars, and must be removed from the Lobby Counter and store cashiers. The fall of 1963 will initiate a new procedure of check cashing at the central office during the hours of 8:30 to 5, Monday through Saturday. Emergency checks will be cashed at the Lobby Counter during the evening hours and on Sunday.

The financial position of the Union operation has been steady, but not close in relation to the money available for the General Fund (general building operation). The Food Service and University Store continue to grow in both volume and net income. However, the increased fees for construction, the donation to the offices of Student Activities, the Reserve fund and continually rising costs of operating, has not permitted the Union to accumulate any large reserve.

STUDENT UNION PLANNING COMMITTEE

On June 1, 1961, the Planning Committee submitted recommendations to the President of the University for the enlargement of the Student Union. This report culminated two years of study by the committee. In the fall of 1962, Dr. Field requested that the President again charge the Planning Committee to update the report with the hopes that immediate action might be taken toward the expansion.

The committee resumed meeting in October, re-evaluated the original report, listened to new requests, reconsidered the needs of the students and the campus. In February, 1963, the completed report was presented to the President, who, in turn, called a meeting of Provost Woodside, Treasurer Johnson, Dr. Field, and Mr. Scott. The

report was studied, discussed and referred to the Campus Planning Committee. During March, 1963, the Director of the Union met with the Campus Planning Committee to discuss the report. This Committee unanimously endorsed the need for expansion with all possible speed. The report in turn was referred to the Building and Grounds Committee of the University Board of Trustees of which Mr. Halgis is chairman, and also serves as a member of the Campus Planning Committee. The Building and Grounds Committee held one hearing on the report, but due to lack of a quorum, no action was taken.

The report of the Planning Committee called for an addition of approximately 108,000 square feet of floor space, and this included 20% for walls and corridors. It was estimated that the cost would be approximately 3 million dollars including air conditioning, architects fees, furnishings and miscellaneous cost. An addition of this magnitude could not be paid for out of existing student union fees, not even with the increased student enrollment. The sub-committee on finance indicated that it would take the increase earning from increased enrollment, increased earning from the revenue areas plus an estimated \$5.00 per semester increase in the Student Union fee.

During the interim, the Student Union Planning Committee authorized the drawing of sketches to show content and layout. These sketches were in turn displayed to the student body and discussed in open meetings in which all students and representatives of student organizations were invited. The meetings met with complete success and as a result the Student Senate presented a recommendation that the Union be enlarged, approved the increase of Student Union fees for construction and indicated they were willing to have the fee collected one year in advance of the opening. This recommendation was passed unanimously and sent to the President of the University. As this report is being prepared the committee is anxiously awaiting the word that action has been taken by the Trustees and that the Building Authority will be requested to proceed with the planning.

MEMBERS OF THE STUDENT UNION PLANNING COMMITTEE

William D. Scott, Chairman
Dr. William F. Field
Robert W. Lentilhon
Robert S. Hopkins
Miss Helen Curtis
William C. Starkweather
William G. Thaler
Edward A. Buck
Harold W. Watts
Augustine J. Ryan
Kirby N. Hayes
George R. Richason
Theodore Martineau

Coordinator Student Activities
Dean of Students
Professor of Accounting
Dean of Men (Alternate, Neil Roth)
Dean of Women
Assistant Registrar
Assoc. Treas., Mgr. Trust Funds
Business Manager, R.S.O.
Director, University Program Office
Business Manager, Student Union
Professor, Food Technology
Associate Professor
General Maintenance

Joan Werner	Class of 1963
David Truesdell	Class of 1964
Robert Brauer	Class of 1964
Mike Rosenthal	Class of 1963
Elaine Carlson	Class of 1963
Bonnie Laird	Class of 1963

STUDENT UNION BOARD OF GOVERNORS

The Student Union Board of Governors continues to be one of the very pleasant aspects of the operation of the building. This board, made up of students, faculty, alumni and staff, provides the policy recommendations for the use and operation of the Union. Two years ago, the Board voted new procedures of committee use and election of officers. This move has worked well and has provided the way for an excellent training program for the student members who carry their responsibilities well.

During the year the Board was concerned with a variety of problems covering most of the areas of operation. Budgets, program policy, room usage, requests for office changes.

1962-63 Board Membership was:

Barbara Cushing, Chairman	Class of 1963
Elaine E. Carlson, Vice Chairman	Class of 1963
Stephen I. Lipman	
Vice Chairman, Program Area	Class of 1963
Mary Pat Carroll	Class of 1965
David Truesdell	Class of 1964
Mike Rosenthal	Class of 1963
Robert Brauer	Class of 1964
Patricia Chase	Class of 1963
Professor Alfred A. Brown	Mr. William D. Scott
Professor William W. Boyer	Miss Mary J. Alden
Professor Robert W. Lentilhon	Mr. Harold W. Watts (ex-officio)

Recording Secretary	Mrs. Barbara Page, Union Clerk
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UNIVERSITY BOARD OF TRUSTEES

PRESIDENT UNIV. OF MASS.

DEAN OF STUDENTS

DIRECTOR - STUDENT UNION

STUDENT UNION BOARD OF GOVERNORS

CHAIRMAN

VICE CH. - OPERATIONS

VICE CH. - PROGRAM

SECRETARY

REP. ABELPHIA

REP. MORTAR BOARD

ELECTED I SR. CLASS

ELECTED I JR. CLASS

ELECTED I SOPH. CLASS

PROGRAM ADVISOR

DIR. UNIV. PROGRAM OFFICE (EX OFFICIO)

REP. STUDENT SENATE

2 REP. SU PROGRAM COUNCIL

REP. ALUMNI ASSOC.

2 FACULTY MEMBERS

DIR. SU

PROGRAM COUNCIL

Movie Committee Chairman

Dance Committee Chairman

Games & Tournaments, Comm. Ch.

Personnel Committee Chairman

Special Events Committee

Arts and Music Committee

Public Info. Committee

1. Introduction

2. Methodology

3. Results

4. Discussion

5. Conclusion

6. References

7. Appendix

8. Acknowledgements

BUILDING SUPERVISION

Since the opening of the Student Union in 1957, it has become the philosophy of the staff to provide a relaxed atmosphere so that the students will feel free to use the building to the maximum. Consequently, we have not seen fit to use matrons or hostesses for checking the decorum of the students. However, it has always been necessary to maintain staff personnel on duty during most of the open hours. This is dictated by the heavy use, the need for staff responsibility, and of course, the desire to provide a regular routine of supervision for those that feel they must ignore the basic ideals of good taste.

For the past six years, the building has operated during the day with the management of each department responsible for the activities within its area, and the central office carrying the responsibility for the building in general. During the nights and weekends, the Night Manager, assisted by two graduate students, has provided the coverage. Beginning in September of 1963, the position of Staff Assistant will be put into effect and will have, along with other duties, the responsibility of general building supervision at all times. He will be assisted by a Night Supervisor and two graduate students.

STAFF TRAINING AND PROFESSIONAL PARTICIPATION

William D. Scott, Director

March, 1963, completed a three year tour of duty as a member of the Association of College Unions. Position was as Regional Coordinator working with the eleven regional representatives of the United States.

Attended and participated in the program of the Annual Conference of ACU held in March at the Greenbrier Hotel, White Sulphur Springs, W. Va.

Set up the staff program for the Regional Conference for Region I at the University of Maine. Represented the ACU at Region VIII Conference and presented address at the opening banquet.

Delivered the dedication address at the opening of Student Union, University of Bridgeport.

H.W. Watts, Assistant Director
Student Union (at time of meeting)

Participated in the Management Seminar sponsored by ACU, Purdue Univ., April, '62

A.J. Ryan, Business Manager	Participated In the Annual Meeting of the Association of College Stores. Served as President of the College Stores of New England, 1961-1963.
Clarence Shelnut, Program Advisor	Attended the Annual Conference of ACU held at Purdue Univ., 1962
	Attended and participated in the Regional Meeting for Region 1, 1961-1962.
Russell Colvin, Foods Manager	Attended a special two week Foods Institute sponsored by Cornell Univ.
	Attended the New York Hotel and Restaurant Show at the Coliseum in November, 1962.
Winthrop Cummings, Acting Manager, University Store	Attended the Annual Meeting of the National Association of College Stores.
Harold Durgin, University Conference Coordinator	Participated in the National Conference of Adult Education and Conference Coordinators.
Dennis E. Lilly	Participated in the Annual Conference of the Association of College Unions, Greenbrier Hotel, White Sulpher Springs, W. Va.
Alme Fontaine Dexter Spiller Ass't. Food Managers	Attended the Hotel and Restaurant Show in Boston.
	Mr. Spiller also attended the New York Hotel and Restaurant Show at the Coliseum.
Mr. Fred Sears, Assistant Manager, University Store.	Attended Regional Meeting, National Association of College Stores.
Mr. Richard Dietzel, Assistant Manager, University Store	Attended Regional Meeting, National Association of College Stores.

1912
The first of the year
was a very successful one
and we were able to
secure a number of
new subscribers
and also to
increase our circulation
in the city.
We were also able to
secure a number of
new advertisers
and to increase our
advertising revenue.
The second of the year
was also a very successful
one and we were able to
secure a number of
new subscribers
and also to increase our
circulation in the city.
We were also able to
secure a number of
new advertisers
and to increase our
advertising revenue.
The third of the year
was also a very successful
one and we were able to
secure a number of
new subscribers
and also to increase our
circulation in the city.
We were also able to
secure a number of
new advertisers
and to increase our
advertising revenue.
The fourth of the year
was also a very successful
one and we were able to
secure a number of
new subscribers
and also to increase our
circulation in the city.
We were also able to
secure a number of
new advertisers
and to increase our
advertising revenue.
The fifth of the year
was also a very successful
one and we were able to
secure a number of
new subscribers
and also to increase our
circulation in the city.
We were also able to
secure a number of
new advertisers
and to increase our
advertising revenue.

1913
The first of the year
was a very successful one
and we were able to
secure a number of
new subscribers
and also to increase our
circulation in the city.
We were also able to
secure a number of
new advertisers
and to increase our
advertising revenue.
The second of the year
was also a very successful
one and we were able to
secure a number of
new subscribers
and also to increase our
circulation in the city.
We were also able to
secure a number of
new advertisers
and to increase our
advertising revenue.
The third of the year
was also a very successful
one and we were able to
secure a number of
new subscribers
and also to increase our
circulation in the city.
We were also able to
secure a number of
new advertisers
and to increase our
advertising revenue.
The fourth of the year
was also a very successful
one and we were able to
secure a number of
new subscribers
and also to increase our
circulation in the city.
We were also able to
secure a number of
new advertisers
and to increase our
advertising revenue.
The fifth of the year
was also a very successful
one and we were able to
secure a number of
new subscribers
and also to increase our
circulation in the city.
We were also able to
secure a number of
new advertisers
and to increase our
advertising revenue.

UNIVERSITY STORE

As the years roll along, the student enrollment grows, and the sales and services of the store increase at a very rapid rate. There is much positive evidence as to the service the store renders the University campus. It is a "must" operation at an Educational Institution.

For the first time in 12 years, a major staff change was effected. Mr. Ryan, Manager, was promoted to Business Manager of the Student Union and Mr. Cummings, Assistant Manager, Book Department, was promoted to Acting Manager, University Store.

Since 1957, the year the store was moved into the Union, the sales area for books has been inadequate. For several semesters, the book rush has been handled in the table tennis room and then in the Commonwealth Room. During the summer of 1962, the storage of the store was eliminated and the book sales area enlarged. The stock room was moved to the Old Infirmary, which provided a adequate temporary storage for the store and Union as well. This move dictated the purchase of a Falcon truck to move supplies from the stock room to the store. In addition, the book department was relocated just inside the entrance doors for convenience. It is a fact that space in the store is still at a premium for the growing enrollment. The addition to the Union calls for the store to be physically moved to a new location with 20,000 square feet of floor space compared to the 7,000 now in use.

For many years the store has assumed the campus responsibility for an "outgoing" postoffice and has underwritten cost of operation by about 50%. This spring, for the first time, the store submitted and had approved by the Postal Department a charge of \$4,000.00 for operation. This amount will clear the personnel cost used in the operation.

The store continues to feature more and more paperbacks, at the request of academic departments. Apparently the use of paperback titles in course has been growing. This factor brings more volume to the store and at the same time creates a problem of display. At present the store features about 4500 titles.

With the advent of super market shopping and the increased cost of books, a serious situation has arisen in the form of "pilferage". Mr. Cummings has had to spend a considerable amount of time playing security officer, but with excellent results. A total of about 15 people have been picked up and most have pilfered small amounts, a few have been involved in the theft of textbooks. There has been a reluctance to have any publicity of this type of offense and particularly the penalty assessed by the judiciary or University discipline board. After considerable discussion, some publicity has been issued and we all feel that it has helped the situation considerably.

The student reaction to the store has been excellent except for the "high" cost of books. There has been some small agitation for a

MEMORANDUM

TO : [Illegible]

FROM : [Illegible]

SUBJECT : [Illegible]

[The remainder of the page contains several paragraphs of extremely faint, illegible text, likely representing the body of a memorandum.]

co-op, rebates or reduced prices. The students are not aware that the Board of Trustees has set a 15% mark up on textbooks. This is explained and published every chance we get, but still will not reach enough students to be understood. The fact is that publishers allow a 20% mark-up and we use 15%. If proceeds from textbooks were the sole income from the store, then the store would go in the hole 3% each year. It takes 18% for store operation, approximately.

The store is becoming increasingly aware of the need for complete turnover of old stock. As a result more sales are held, small tables to promote merchandise and continued excellent display windows are used. Now in its sixth year, the Book Fair has become a tradition prior to the Xmas vacation. The Commonwealth Room is turned into a large display window complete with many volumes of books, pictures and other articles to provide the campus community with a browsing and shopping arena. In addition the store, in cooperation with the English department, sponsors the Authors Hour each day at 4 P.M. during the Book Fair.

For details of financial status, please refer to the University Store financial statement.

FOOD SERVICE

Two years ago, this report indicated that the Student Union Food Service had about reached the saturation point. Although this situation still exists and to the eye the "Hatch" is "filled to the gills", the gross income still indicates a steady 10% increase in volume. This is the most used of Union service.

By action of the Student Union Board of Governors the food service opened sections of the dining rooms for morning coffee and light lunch. This room was billed as a student-faculty coffee room. The success was almost immediate and this year there has been a 33% increase in the volume of this area. It has eliminated a small amount of the press on the "Hatch" and certainly has helped eliminate some of the criticism of no place to sit down. This same service has now produced a problem, how to handle the increasing usage. At present there is speculation on using the ballroom on all days when it is not scheduled for major use, and this in turn provides a problem in maintenance and set up. This problem is indicative of the immediate need for expansion of the food service facilities.

The Student Union Planning Committee has recommended a separate cafeteria, a coffee shop, more catering service and additional ballroom that would serve as catering space and a combination cafeteria-dining room.

Recent innovations and equipment are as follows: New electric urns, new cash register, improved cash reports, new mobile food warmers, new draperies, special arrangements for use of catering kitchen for Foods Management department and the hanging of three 16' murals on the south wall of the "Hatch". Plans call for new electric ovens, new grill,

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 highlights the need for transparency and accountability in all financial dealings.

The second part of the document outlines the various methods used to collect and analyze financial data. It describes the process of gathering information from different sources and how this data is then processed and analyzed to identify trends and patterns. The text also discusses the challenges associated with data collection and analysis, such as the need for high-quality data and the potential for bias.

The third part of the document focuses on the role of technology in financial record-keeping. It discusses how modern technologies, such as cloud computing and data analytics, have revolutionized the way financial data is stored and analyzed. The text also highlights the benefits of using technology, such as increased efficiency and accuracy.

The fourth part of the document discusses the importance of security in financial record-keeping. It emphasizes that financial data is highly sensitive and must be protected from unauthorized access and theft. The text also discusses various security measures that can be implemented to protect financial data, such as encryption and access controls.

The fifth part of the document discusses the role of internal controls in financial record-keeping. It emphasizes that internal controls are essential for ensuring the accuracy and reliability of financial data. The text also discusses various internal control measures that can be implemented, such as segregation of duties and regular audits.

The sixth part of the document discusses the importance of training and education in financial record-keeping. It emphasizes that financial record-keepers must have a strong understanding of financial principles and procedures. The text also discusses various training and education programs that can be implemented to ensure that financial record-keepers are up-to-date on the latest developments in the field.

The seventh part of the document discusses the role of external audits in financial record-keeping. It emphasizes that external audits are essential for providing an independent and objective assessment of the accuracy and reliability of financial data. The text also discusses various external audit procedures that can be implemented to ensure that financial data is accurate and reliable.

The eighth part of the document discusses the importance of compliance in financial record-keeping. It emphasizes that financial record-keepers must comply with various laws and regulations, such as the Sarbanes-Oxley Act. The text also discusses various compliance measures that can be implemented to ensure that financial record-keepers are compliant with all applicable laws and regulations.

The ninth part of the document discusses the role of financial record-keeping in the overall financial system. It emphasizes that financial record-keeping is a critical component of the financial system and is essential for the system's integrity and stability. The text also discusses various ways in which financial record-keeping can be used to improve the financial system, such as by providing more accurate and reliable data.

The tenth part of the document discusses the future of financial record-keeping. It discusses various emerging technologies and trends that are likely to shape the future of financial record-keeping, such as artificial intelligence and blockchain. The text also discusses the challenges that will likely be faced in the future and the steps that can be taken to address these challenges.

special equipment for milk shakes, new steam kettle and an improved method of serving steamed frankfurters, and a portable outdoor barbecue grill.

It is interesting to note that the student employment is up 13% over the previous years, that the two new Assistant Food Managers completed a 10 weeks supervisors course and that all new food employees completed a Food Handlers course.

In the fall of 1962, two new Assistant Food Managers were hired with the express idea that the foods area would have full time supervision during most of the operating hours. During the year the department operated with 35 full time employees, 60 part time employees, and approximately 75 student employees.

The Food Service continues to operate under many handicaps, lack of storage, lack of preparation area and in a facility designed only for a sandwich and drink operation. Despite this it is noted that the operation continues to provide a large percentage of the funds used in the total operation of the Union building.

GAMES

Informal leisure time activity is the keynote of the Student Union Games area. The general use of the various activities is consistently high, with the billiards maintaining almost a constant full house.

In cooperation with the Student Union Games and Tournaments Committee the Games area sponsored the following activities:

Freshmen Billiards	32 entries
Freshmen Table Tennis	32 entries
Frosh Bowling Rournament	63 entries
Open pocket billiards	32 entries
Three Cushion cilliards	16 entries
Open table tennis	32 entries
Open Bowling tournament	85 entries

Association of College Unions Intercollegiate Competition.
Billiards - won by George Monjures, sophomore. In regional competition, George won first place.

Three Cushion Billiards - won by William Nolan, freshman; in regional competition placed third.

Table tennis - Walter Stranger, Larry Newey, and William Chu represented the Union in regional competition- did not place.

Four bowling leagues were in session during the season. Faculty Men, University Women, Inter Fraternity Council and Inter Dormitory.

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At present plans are being formulated to encourage participation in bowling and billiards by the co-eds. It is hoped that instruction periods will be established and then a co-ed or date might become a regular event. Instruction in bowling was started this spring and will continue in the fall.

Each year, the Games area restores facilities to top notch condition. Although many bowling lanes do not get refinished each year, the Union has always felt that facilities should not be allowed to run down. The cost of refinishing and making minor repairs will cost approximately \$900.00. This summer all areas will receive a new coat of paint, new floor tile where needed and have equipment replaced.

In order that we may try to remove some of the stigma attached to billiards (pool) room, the doors and windows will be removed, thereby opening the area as a part of the games lobby. This will provide better supervision and take away the security some of the students have toward gambling and profanity.

The Lodge (Loung) has become a problem with card players, commuter lounge and vending machines. There will be closer supervision and janitorial coverage this fall.

The Planning Committee for the Union Building has recommended a doubling in size of the billiards area thereby providing enough activity to demand a separate supervisor, doubling of the table tennis area, and leaving the bowling lanes as they are.

The Games program is one that is a very desirable leisure time activity, but at the same time one that demands particular attention in the area of supervision. The operation of such an activity must be carefully handled so that a pleasant attitude exists between students and staff, yet respect is maintained when discipline is in order.

MAINTAINENCE

The physical maintainence of a building playing host to an average of 12,000 people a day becomes quite a problem. It is a tribute to the "unsung heroes" of the custodial department that the building is maintained in a very desirable way.

The problems faced are bad weather, break down of equipment, sickness causing doubling up of jobs, and some personal conflicts that arise out of misunderstanding. These departmental problems are implemented by the ever increasing use of facilities and the demands made on the maintainence department for personal assistance while using the building. It is not unusual for a group to indicate a set up for a facility and upon arrival request that it be completely changed.

The preventive maintainence continues so far as ability of our

personnel allows. University maintenance continues to provide emergency maintenance and does honor many of the Union work orders. However, there has been a change in philosophy toward the Union because of the pressures on the campus. It is now necessary for the building to provide most of its own painting and a tendency to go outside for installation on certain types of equipment. In accordance with a request of several years standing the Union still looks toward maintenance for all items involving electricity, building alteration and locks.

The future indicates more assistance in the maintenance department, possibility of an experienced handy man, more workshop space and equipment to go with it. This year a new staff position is being established with a job description that will provide some relief in the area of supervision and paper work for the Building Superintendent.

As indicated in the past, the Student Union continues to be the showplace of the campus to many visitors, it is with a great deal of pride that the building is at the service of the University. Despite the small problems faced in the maintenance area it should be noted that the Student Union would find it very difficult to operate on its present scale without the cooperation of the University Maintenance Department.

LOBBY COUNTER

This area is considered the heart of the Union and is the first contact that most visitors have in the building. The multitude of services rendered here has helped make a public relations problem with customers that wish to purchase merchandise on sale. This area provides service to an average of 2500 customers a day, and also serves in the areas of lost and found, record check out, check cashing, paging, ticket sales, bus tickets, and above all, information for the Union and campus.

Future plans call for all check cashing, during daytime hours, to be handled at the cashiering window of the accounting office, and possibly the moving of checking, lost and found, and record check outs to the coat checking area.

Although the Lobby Counter was originally designed for information only, it has always operated on a self sustaining basis due to sales of the area. It continues to be a very busy operation but needs to have relief if it is to provide the careful consideration to information requested.

CHECKING FACILITY

By action of the Student Union Board of Governors In May, 1963,

The first part of the document is a letter from the Secretary of the State to the Governor, dated January 10, 1888. The letter is addressed to the Governor and is signed by the Secretary of the State. The letter discusses the appointment of a new member to the State Board of Education. The letter is dated January 10, 1888.

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STATE OF NEW YORK

1888

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STATE OF NEW YORK

1888

THE SECRETARY OF THE STATE

the Student Union will institute a full time checking service in September of 1963. This service will be located in the present check room and will be on a pay basis, 5¢ per check for students and 10¢ for all others. It is hoped that will pay part of the cost of the full time and student attendants needed to man this on a day long basis. Eventually checking may become a service of the Union without charge. Two basic reasons exist for this move:

- 1) The need to provide security for clothing, books and other supplies.
- 2) The need to relieve the lobby counter operation of some of the services now rendered.

THE FUTURE

Throughout the short history of the Student Union, the steady increase of usage has been noted. Constant changes have been made to keep up with the needs of the students and the campus as a whole. The fact that the administration has requested the Union to assume responsibility for several areas of service indicates the acceptance as an integral part of the University operation.

It seems excessive to again indicate the total usage of the building and the need for increased facilities. When the building was originally opened there was indication that it should serve a student body of 10,000. Today, at 7400, the crowded conditions are evident. Every individual involved is looking forward to the day that more space is available - It cannot come too soon. If delays are encountered because of personal differences of location, esthetic value, small versus large union, or even the dollar sign, then this delay will seriously hamper the service to the campus community. Habits have been formed, and if crowded conditions continue, new habits will be formed and the training period will have to start all over again. The Student Union Planning Committee, the Campus Planning Committee and the Student Activities Staff all have urged "full speed ahead".

The Student Senate presented and unanimously passed an official recommendation that the addition to the Union is necessary, that the Student Union fee be increased to a maximum of \$5.00 per semester for construction, and that the fee be collected one year prior to the opening of the new addition.

1. The first part of the document is a letter from the author to the editor of the journal. The letter discusses the author's interest in the topic of the journal and the author's qualifications to write the article. The author mentions that they have been working in the field of research for several years and that they have published several articles in the field. The author also mentions that they have been involved in several projects related to the topic of the journal. The author concludes the letter by expressing their hope that the editor will find the article interesting and that they will be happy to answer any questions that the editor may have.

2. The second part of the document is the abstract of the article. The abstract provides a brief summary of the article's main findings and conclusions. The abstract states that the author has conducted a study on the effects of a certain treatment on a specific population. The author reports that the treatment had a significant positive effect on the population, and that the effect was sustained over time. The author concludes that the treatment is a promising option for the treatment of the condition.

3. The third part of the document is the introduction of the article. The introduction provides background information on the topic of the article and states the author's research objectives. The author mentions that there is a need for more research on the topic and that they have conducted this study to address this need. The author also mentions that they have used a specific methodology to conduct the study and that they have analyzed the data using a specific statistical method.

4. The fourth part of the document is the results of the study. The results section provides a detailed description of the data that was collected and analyzed. The author reports that the data showed a significant positive effect of the treatment on the population, and that this effect was sustained over time. The author also reports that there were no significant differences between the treatment and control groups in terms of side effects or other outcomes. The author concludes that the results of the study support the use of the treatment for the treatment of the condition.

5. The fifth part of the document is the discussion of the results. The discussion section provides a detailed interpretation of the results and discusses the implications of the findings. The author mentions that the results of the study are consistent with previous research on the topic and that they provide strong evidence in support of the use of the treatment. The author also discusses the limitations of the study and suggests areas for future research. The author concludes the discussion by stating that the results of the study are promising and that they support the use of the treatment for the treatment of the condition.

6. The sixth part of the document is the conclusion of the article. The conclusion provides a brief summary of the main findings and conclusions of the study. The author states that the study has shown that the treatment has a significant positive effect on the population, and that this effect is sustained over time. The author concludes that the treatment is a promising option for the treatment of the condition and that further research is needed to confirm these findings.

7. The seventh part of the document is the references section. The references section lists the sources of information that were used in the article. The author lists several articles, books, and other sources that they have consulted in the course of their research. The author also lists the journal and the editor of the journal where the article is being published.

8. The eighth part of the document is the acknowledgments section. The acknowledgments section provides a list of people and organizations that have provided support and assistance to the author during the course of their research. The author thanks their supervisor, colleagues, and family members for their support and assistance. The author also thanks the journal and the editor for their support and assistance in publishing the article.

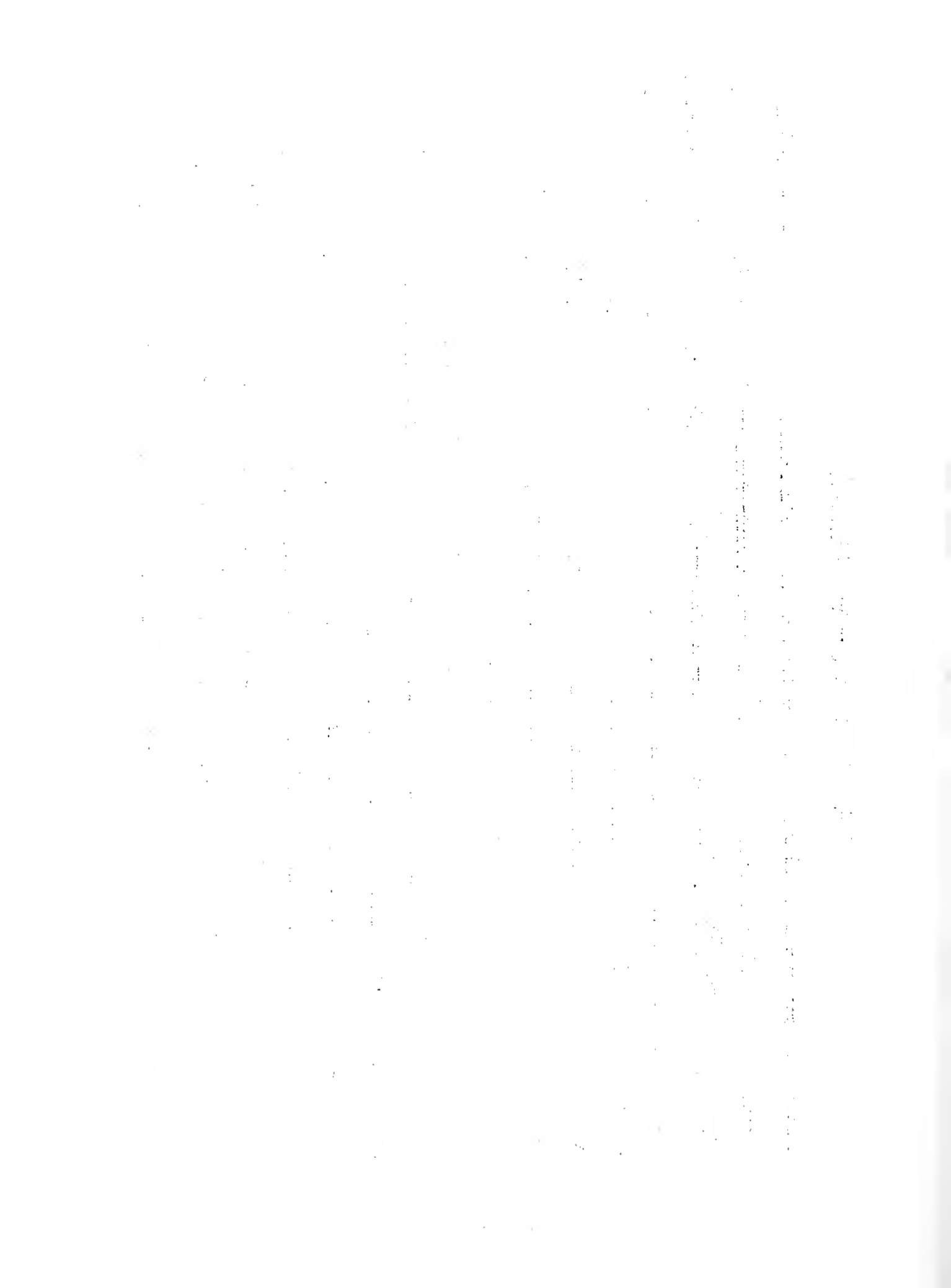
FACILITIES USAGE 1962 - 1963

MONTH	STUDENT MEETING NON-UNION	OFFICIAL UNIVERSITY FUNCTIONS AND MEETINGS	CONFERENCE MEETINGS	STUDENT ACTIVITIES NON-UNION	UNION MEETINGS AND PROGRAM ACTIVITIES
JULY 1962	4	28	9	1	6
AUGUST 1962	5	16	15	1	9
SEPTEMBER 1962	132	48	8	21	7
OCTOBER 1962	240	69	23	33	10
NOVEMBER 1962	191	62	21	25	12
DECEMBER 1962	134	60	12	8	6
JANUARY 1963	78	42	20	8	15
FEBRUARY 1963	245	51	12	35	8
MARCH 1963	177	53	29	46	14
APRIL 1963	252	56	19	13	6
MAY 1963	149	42	26	10	9
JUNE 1963	<u>1</u>	<u>25</u>	<u>19</u>	<u>0</u>	<u>2</u>
TOTALS	1,508	552	212	201	104

GRAND TOTAL ----- 2,577

BUILDING TRAFFIC - REVENUE AND SERVICE

MONTH	CUSTOMER COUNT - 1962 - 1963						CHECK HANDLING	
	FOODS "HATCH"	UNIVERSITY STORE	GAMES	LOBBY COUNTER	NUMBER	AMOUNT	NUMBER	AMOUNT
July	46,679	9,676	4,971	11,295	1,431	\$ 33,702.07		
August	41,601	8,923	6,312	10,752	1,776	35,066.20		
September	133,758	43,260	16,316	32,744	11,251	162,275.25		
October	179,321	52,343	20,499	33,765	11,413	168,065.45		
November	131,090	24,191	19,365	38,296	7,453	99,329.16		
December	94,047	20,920	14,324	27,971	7,318	120,987.33		
January	131,027	18,656	16,966	29,626	5,926	92,646.99		
February	129,844	48,695	22,847	40,967	9,456	133,786.95		
March	141,982	26,730	26,062	36,251	9,170	124,025.63		
April	150,418	30,593	18,857	40,349	8,697	124,268.17		
May	130,856	28,953	14,095	36,336	6,397	93,028.39		
June	44,901	10,148	5,547	10,637	1,044	30,074.39		
TOTALS	1,355,524	323,088	186,161	348,989	81,332	\$1,217,255.98		



STUDENT UNION CATERING

MONTH	# CATERED MEALS	# SERVED	COFFEES, TEAS, & RECEPTIONS	# SERVED	TOTAL # SERVED	TOTAL # FUNCTIONS	STUDENT-FACULTY DAILY COFFEE & LUNCHEON SALES
<u>JULY 1962</u>	22	831	5	276	1107	27	
<u>AUGUST 1962</u>	31	1563	12	636	2199	43	
<u>SEPTEMBER 1962</u>	34	761	25	3138	3899	59	\$ 650.32
<u>OCTOBER 1962</u>	57	2502	49	2800	5302	106	982.65
<u>NOVEMBER 1962</u>	65	2154	44	1710	3864	109	744.42
<u>DECEMBER 1962</u>	60	1962	25	1226	3188	85	575.49
<u>JANUARY 1963</u>	37	1204	18	990	2194	55	495.06
<u>FEBRUARY 1963</u>	72	1536	35	1384	2920	107	1,201.51
<u>MARCH 1963</u>	97	4033	58	3102	7135	155	898.12
<u>APRIL 1963</u>	65	3120	41	1929	5049	106	1,047.28
<u>MAY 1963 (Est.)</u>	54	1370	15	582	1952	69	555.04
<u>JUNE 1963 (Est.)</u>	62	3136	17	3569	6705	79	
TOTALS - (Including May & June projection)	656	24,172	344	21,342	45,514	1000	\$7,149.89

Student Union - General Fund

Statement of Estimated Income and Expenditures

July 1, 1962 - June 30, 1963

Income

Student Fees - Less Refunds	\$144,049.20
Student Activities Tax-Senate	10,000.00
Transfer from Food Service	55,000.00
Transfer from University Store	25,000.00
Conference Services	103,958.88
Games	33,615.84
Rentals and Custodial Fees	4,904.24
Office Services	2,457.12
Lobby Counter Sales	68,635.47
Income from Lab. Charges and Auto Reg. Collections	3,927.34
Other Activities	<u>7,700.57</u>
Total Income for the Year	\$459,248.66

Expenditures

Administrative	67,347.94
Maintenance	57,546.26
Games Area	29,436.25
Student Activities	23,758.58
Conference Expense	91,676.20
Lobby Counter	67,118.86
Office Services	2,373.57
Other Activities	454.85
Building Rental	<u>100,000.00</u>
Total Expenditures for the Year	<u>\$439,712.51</u>
Net Income for the Period	\$ 19,536.15

STUDENT UNION RESERVE FUND

Estimated Balance Sheet - June 30, 1963

ASSETS

Cash

\$105,275.62

RESERVES

Reserve for Equipment Replacements:

Student Union General Fund \$ 35,858.18

Student Union Food Service 50,482.47

S. U. University Store Fund 15,328.43

Interest 3,606.54

\$105,275.62

\$105,275.62

SCHEDULED FURNITURE AND FIXTURE PURCHASES
1963-1964

1. United States Flag (50 State - Indoor, 5 x 8	\$40.00
2. Lights Emergency - 6@ \$120.00	720.00
3. Safe	800.00
4. Curtain wall between Commonwealth Room and Ballroom	2700.00
5. Install old curtain wall in Council Chambers	500.00
6. Trucks to carry tables - 3 @ \$31.00	93.00
7. Cart - flat bed	50.00
8. Lecterns - 2 @\$60.00 - 1 @200.00	320.00
9. Machines Adding - Electric - 2 @\$350.00	700.00
10. Vacuum Cleaner - Heavy Duty	185.00
11. Cabinets & Work Tops for Office - 2 @\$150.00	300.00
12. Lockers Rental - 36 @ \$32.00	1152.00
13. Sign Holders, Pedestal - 2 @ 40.00	80.00
14. Urns, Ash - 6 @ \$15.00	90.00
15. Chairs, posture (Office) - 2 @\$40.00	80.00
16. Sign making machine	595.00
17. Draperies (Dukes, Hampden)	300.00
18. Typing Stands - 2 @ \$40.00	80.00
	<u>8785.00</u>

Introduction

The purpose of this study is to investigate the effects of a new educational program on student performance. The program is designed to improve critical thinking and problem-solving skills through a series of interactive activities and projects. The study will focus on the following objectives:

- 1. To measure the impact of the program on students' academic achievement.
- 2. To assess the program's effectiveness in enhancing students' critical thinking and problem-solving abilities.
- 3. To identify any challenges or barriers to the program's implementation.

The study is based on a sample of 100 students from a secondary school. The students were divided into two groups: an experimental group that participated in the program and a control group that did not. Data was collected through pre-tests, post-tests, and a series of questionnaires and interviews. The results of the study are presented in the following sections.

The first section of the report discusses the background and rationale for the study. It highlights the importance of critical thinking and problem-solving skills in the 21st century and the need for educational programs that focus on these skills. The second section describes the methodology used in the study, including the design, participants, and data collection methods.

The third section presents the results of the study, showing the impact of the program on students' academic performance and critical thinking skills. The fourth section discusses the implications of the findings and provides recommendations for future research and program development. Finally, the fifth section concludes the report and summarizes the key findings.

The study has several limitations, including the small sample size and the lack of a long-term follow-up. Despite these limitations, the findings provide valuable insights into the effectiveness of the program and the importance of critical thinking and problem-solving skills in education. The results suggest that the program is effective in improving students' academic performance and critical thinking skills, and that it can be implemented in other educational settings.

STUDENT UNION - FOOD SERVICE FUND

Estimated Statement of Income and Expenses

July 1, 1962 to June 30, 1963

Counter Sales	\$523,433.07	
Catering Sales	<u>57,862.26</u>	
Total Sales	\$581,295.33	
Vending Income	661.85	
Miscellaneous Operating Income	<u>2,811.77</u>	
Total Income		\$584,768.95

COST OF GOODS SOLD

Inventory 7/1/62	3,578.12	
Food Purchases	<u>243,573.37</u>	
Net Purchases	\$247,151.49	
Inventory 6/30/63	<u>3,184.16</u>	
Cost of Goods Sold		<u>243,967.33</u>
Gross Profit on Sales		\$340,801.62

EXPENSES

Salaries - Permanent Payroll	\$188,279.08	
Salaries - Student Payroll	8,477.38	
Office Services	4,508.56	
Supplies	22,570.38	
Telephone	497.49	
Repairs, Maintenance & Additions	8,848.32	
Laundry	6,993.24	
Miscellaneous Expense	43.35	
China & Silver	1,533.85	
Uniforms	48.98	
Utilities	688.08	
Depreciation Expense	2,512.32	
Employees Group Insurance	2,056.30	
Travel, Conventions & Education	<u>272.58</u>	
Total Expenses		<u>247,329.91</u>
Excess of Income over Expenses		\$ 93,471.71

STUDENT UNION - FOOD SERVICE FUND

Estimated Balance Sheet - June 30, 1963

Cash on Hand	\$ 900.00	Accounts Payable	\$ 12,793.24
Cash in Bank	93,980.58	Mass. Old Age Tax Payable	400.61
Contribution to S.U. Reserve	50,482.47	Free Capital	116,864.22
Accounts Receivable	8,072.36	S.U. Reserve Fund	<u>50,482.47</u>
Inventory 6/30/63	3,184.16	Capital	167,346.69
Equipment	30,925.25		
Less Depreciation	<u>7,004.88</u>		
	\$180,540.54		<u>\$180,540.54</u>

CAPITAL ACCOUNT
(Estimated)

July 1, 1962	\$118,974.98
Transfers to Student Union General Fund	<u>55,000.00</u>
	\$ 63,874.98
Excess of Income over Expenses for the Year	<u>93,471.71</u>
Net Worth as of June 30, 1963	<u>\$157,346.69</u>

REPAIRS AND MAINTENANCE

Pillar covering	\$ 300.00
Refrigeration	575.00
Cleaning flues	225.00
Paint	100.00
Drapery cleaning	300.00
Chair covering	200.00
Upholstery covering	200.00
Tile floor	100.00
Miscellaneous	3,000.00
Garbage disposal (5 H.P.)	1,125.00
Worcester kitchenette ventilation	375.00
Kitchen renovation	<u>5,000.00</u>
Total	\$11,500.00

EDUCATION AND TRAVEL

1. A. C. U. Food Seminar	\$ 250.00
2. Cornell Course	200.00
3. Boston Hotel & Food Exposition	50.00
4. New York Hotel & Food Exposition	<u>150.00</u>
Total	\$ 650.00

CAPITAL IMPROVEMENTS

Electric Grill - 6 ft. CG-59	\$ 825.00
Refrigerated Sandwich Unit (Built-in)	1,000.00
Trunnion Kettle (Elec.)	500.00
Cash Register (Catering)	1,425.00
Electric Frankfurt Steamer	80.00
Electric Soup Serving Unit (Catering)	67.00
Mobile Tray Carter (Catering)	125.00
Electric Menu Board	424.25
Model AL4 Tray Lowerator	84.50
Lakeside S. S. Cart	74.50
Aervoid Coffee Carrier (5 gal.)	94.75
New Tables and Chairs	<u>800.00</u>
Total Capital Improvements	\$5,500.00

STUDENT UNION - UNIVERSITY STORE FUND
 Estimated Statement of Income and Expenses
 July 1, 1962 to June 30, 1963

	<u>Supplies</u>	<u>Books</u>	<u>Totals</u>
Sales:	\$284,543.76	\$429,460.28	\$714,004.04
 Cost of Goods Sold:			
Inventory 7-1-62	58,206.02	69,850.78	128,056.80
Net Purchases	<u>198,612.37</u>	<u>397,270.53</u>	<u>595,882.90</u>
	256,818.39	467,121.31	723,939.70
Less Inventory 6/30/63	<u>70,405.32</u>	<u>125,993.14</u>	<u>196,398.46</u>
Cost of Goods Sold	\$186,413.07	\$341,128.17	\$527,541.24
 <hr/>			
Gross Profit on Sales:	\$ 98,130.69	\$ 88,332.11	\$186,462.80
 Other Income:			
Post Office			2,035.04
Income from Laboratory Charges			75.40
Miscellaneous Income			<u>43.61</u>
Gross Profit from Operations			\$188,616.85
 Less Expenses:			
Permanent Payroll	\$68,355.31		
Student Payroll	9,248.75		
Supplies Expense	378.87		
Insurance	1,355.46		
Employees' Group Insurance	706.83		
Depreciation Expense	1,457.64		
Repairs, Maintenance, Additions	1,075.86		
Telephone & Telegraph	387.26		
Postage & General Transportation	856.88		
Advertising	156.00		
Laundry	30.00		
Travel	58.84		
Miscellaneous Expense	2,213.02		
S.U. Service Charges	<u>4,653.52</u>		
Total Expenses			<u>90,934.34</u>
Excess of Income over Expenses			<u><u>\$ 97,682.51</u></u>

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STUDENT UNION - UNIVERSITY STORE FUND

Estimated Balance Sheet - June 30, 1963

ASSETS

Cash on Hand
 Cash in Bank
 Contribution to S.U.
 Reserve Fund
 Accounts Receivable
 Prepaid Books
 Equipment
 Less Depreciation
 Inventory 6/30/63

\$ 7,000.00
 58,688.31
 15,328.43
 4,278.71
 183.07
 15,397.33
 196,398.46

20,840.31
5,442.98

\$297,274.31

LIABILITIES AND CAPITAL

Sales Tax Payable
 Accounts Payable
 Free Capital
 S.U. Reserve Fund
 Capital

\$ 627.99
 1,967.75
 279,350.14
15,328.43
 294,678.57

\$297,274.31

Capital Account

Capital Account July 1, 1962
 Less Transfer to Student Union General Fund
 Excess of Income over Expenses for the year
 Net Worth as of July 1, 1962

\$221,996.06
25,000.00
 196,996.00
97,682.51
 \$294,678.57

CONFERENCE

SECTION



CONFERENCE PROGRAM

Under the guidance of Mr. Harold Durgin, the University continues to grow in its service to Massachusetts organizations who desire to use the University facilities for conference activities. This is evidenced by the statistics that show 87 conferences, with an estimated attendance of some 12,600 for the school year 1962-63.

In order that much confusion might be averted, the University Conference Office was moved from the Student Union to South College, Rooms 5 and 6. On many occasions the Conference Coordinator was questioned as to why the Student Union should control conferences, and despite the careful explanation always given, there still persisted misunderstanding because of the location of the Conference Office in the Union.

Over the past several years, there has been a definite effort to have conferences using the University facilities in keeping with the educational experience for the participants, and following is a quotation from Mr. Durgin's Annual Report:

"---any groups using the University facilities is neither appropriate nor acceptable as an undertaking, unless it is first and foremost educational experience for the participants, and unless the experience is on a level that demands the knowledge and resources of an institution of higher education."

The financial status of the conference fund has been stable over the past several years. The accounting for funds handled by the conference program is the responsibility of the Student Union Accounting office. All conference salaries and miscellaneous operating charges, one University Calendar Clerk and Student Union, pro rated, custodial and bookkeeping charges are paid from this account. The Conference policy statement indicates that all funds in excess of expenditures shall inure to the Student Union General Fund at the end of the fiscal year. In actuality, this account is not cleared back to zero each year. It is an unwritten understanding that the General Fund would have to stand back of any conference deficit during any fiscal year.

The use of University facilities by conference groups has been broadened and now some use is made of most University buildings. These and other facilities are cleared through the University Calendar Office, and in the event of daytime use of academic facilities, through the University Scheduling Office. All conferences are listed by the Conference Coordinator for the approval of the University Conference Committee, the Coordinator of Student Activities, the Dean of Students, and the President of the University.

As indicated in this annual report given in previous years, the minutes and reports of the Conference Committee and a special report of three years ago, there is a definite need for the University

to look at the future of the conference program and the desirability of leading toward a full time program of Adult Education on the University campus. There has been much speculation on this possibility, but very little action.

MEMBERS OF THE CONFERENCE BOARD
1962 - 1963

Daniel J. Hankinson, Chairman	Dairy and Animal Science
Lawrence E. Briggs	Men's Physical Education
Harold C. Durgin	University Conference
Harold B. Gatslick	Conservation Department
Edwin A. Gere, Jr.	Bureau Gov't. Research
Mrs. Isabel L. Gonon	Office, Dean of Women
Warren I. Johannson	Professor Geology
John F. Martin	Manager Dining Commons
Richard S. Martin	Professor Economics
Theodore A. Martineau	Planning Engineer
Mrs. Jane McCullough	Dept. Home Economics
Herbert A. Randolph	Housing Engineer
William D. Scott	Coordinator Student Activities
L. Lawrence Taylor	Controller, Treas. Office
Sidney Vaughan	Extension Div. Agriculture
Arthur R. Williams	Professor English

UNIVERSITY CALENDAR OFFICE

Located in the Student Union during September, 1957, and under the supervision of the Coordinator of Student Activities, the Calendar Office has had a continuous growth in responsibility to facilities scheduling and miscellaneous procedures involving student activity. At present, the office schedules all facilities of the Student Union, campus facilities after five o'clock and on weekends, prepares and distributes a weekly activities calendar, prepares and distributes a yearly calendar, for the University Calendar Board, prepares and distributes a weekly social calendar, accepts requests and completes follow up on all events scheduled by the University Calendar Committee, supervises the campus runner that distributes official information to campus bulletin boards, orders equipment for activities, processed requests for campus security and fire marshall, registers all social activities and in general acts as a sounding board for all types of information concerning facilities and their usage.

During the last two years the calendar office has processed an average of 4,500 requests for facilities. Mrs. Anne Scudder has been in the position of Calendar Clerk for two years, and this past year it became necessary to provide a nine months clerk to assume some of the ever increasing load on the Calendar Office.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses and income.

In addition, it is crucial to review these records regularly to identify any discrepancies or errors. This process allows for timely corrections and helps in understanding the overall financial performance of the business. Consistent record-keeping is a key factor in making informed decisions.

Furthermore, the document highlights the need for transparency and accountability. By keeping detailed records, stakeholders can have confidence in the financial reporting. This is particularly important for businesses that are subject to external audits or regulatory requirements.

The second part of the document focuses on the practical aspects of record-keeping. It provides guidelines on how to organize and store financial records effectively. This includes recommendations on the use of digital tools and physical filing systems to ensure that information is easily accessible and secure.

It also discusses the importance of backing up data and implementing security measures to protect sensitive financial information. Regular updates and reviews of the record-keeping system are advised to adapt to changing business needs and technological advancements.

The document concludes by reiterating the long-term benefits of diligent record-keeping. It serves as a foundation for financial stability, growth, and compliance. By following the outlined practices, businesses can ensure that their financial records are accurate, reliable, and well-organized.

In summary, the document provides a comprehensive overview of the best practices for financial record-keeping. It covers the importance of accuracy, regular reviews, transparency, and the use of appropriate tools and systems. These practices are essential for any business looking to maintain sound financial health.

The final section offers some additional tips and resources for further exploration. It suggests consulting with financial advisors and staying updated on the latest trends in financial management. The goal is to empower businesses with the knowledge and tools they need to succeed.

We hope this document has been helpful and informative. Thank you for your attention, and we look forward to providing further assistance in the future.

Policy for scheduling of activities is determined by the University Calendar Board. This Board meets regularly during the year to review and approve, establish procedures and update policies. During the spring term, the Board will notify all campus organizations to submit requests for activities and facilities during the coming year. In accordance with the established priority system, the Board will schedule activities for the best interest of the organization and the campus. In the event of conflicts or other problems, the Board will attempt to suggest alternate dates or facilities. The goal of the Board is to have all activities scheduled with a minimum of conflict.

CALENDAR BOARD
1962-1963

Henry B. Pierce, Chairman
Sumner M. Greenfield
Paul F. Norton
Sidney Vaughan
Kenneth D. Cashin
William D. Scott
Earl E. Lorden
Miss Georgia Reid
Miss Helen Curtis
Harold W. Watts
Henry H. Skillings
Robert McDonnell
Cary O'Connell
Alan Savat

Professor Speech
Professor Romance Language
Art Department
Extension Div. Agriculture
Engineering Department
Coordinator Student Activities
Physical Education
Physical Education
Dean of Women
Director, University Program
Scheduling Officer
Senate
Mortar Board
Adelphia

UNIVERSITY CONFERENCE STATISTICS
July 1, 1962 to June 30, 1963

<u>CLASSIFICATION</u>	<u>NO. OF PERSONS</u>	<u>NO. OF CONFERENCES</u>
Business and Public Service	4875	24
Agriculture	1900	19
Communications	475	5
Education	1000	7
Engineering	225	3
Home Economics	450	3
Labor and Industrial Relations	275	4
Veterinary Medicine	150	2
Youth Groups	1225	6
Political	275	2
Athletic	425	3
Meetings	<u>1325</u>	<u>9</u>
 TOTALS:	 12,600	 87

BUDGETS

1963-1964

BUDGET 1963-1964

Student Union General Fund

Income

Student Fee	\$161,000.00	
University Store Transfer	30,000.00	
Food Service Transfer	55,000.00	
Games	35,000.00	
Lobby Counter	77,000.00	
Conferences	142,097.56	
Rental and Custodial	5,500.00	
Laboratory Charge	4,500.00	
Office Services	2,700.00	
Miscellaneous	3,100.00	
Check Room	<u>3,000.00</u>	
		\$523,897.56
Estimated excess income over expense 1962-63		9,536.15
Student Senate Allocation		<u>10,000.00</u>
		\$543,433.71

Expenses

Games	\$ 29,340.71	
Lobby Counter	75,743.00	
Conferences	134,514.00	
Office Services (material)	600.00	
Administration	74,513.00	
Maintenance	64,442.00	
Student Activities	54,281.00	
Rental to State Treasurer	<u>100,000.00</u>	
		\$533,433.71
Equipment Reserve Allocation		<u>10,000.00</u>

\$543,433.71

BUDGET 1963-1964

Games Area

Income

Sales \$35,000.00

Expenses

Salaries Regular \$15,121.55

Salaries Student 2,500.00

Group Insurance 362.16

Supplies 3,000.00

Repairs and Maintenance 3,500.00

Rental Pinsetters 3,840.00

Telephone 30.00

Miscellaneous 40.00

Education and Travel 50.00

Contingent Expense 897.00

\$29,340.71

Residue Income over Expense \$ 5,659.29

BUDGET 1963-1964

Lobby Counter

Income

Sales	\$77,000.00	\$77,000.00
Cost of Goods Sold	64,000.00	
Gross Profit on Sales		<u>\$13,000.00</u>

Expense

Regular Payroll	\$6,997.00	
Student Payroll	3,000.00	
Group Insurance	60.00	
Telephone	25.00	
Miscellaneous	100.00	
Office Services	960.00	
Supplies	250.00	
Contingent Expense	351.00	
		<u>\$11,743.00</u>
Residue Income over Expense		\$ 1,257.00

Regular Payroll

Full time Clerk	\$ 3,497.00
2 Part time Clerks	<u>3,500.00</u>
	\$ 6,997.00

BUDGET 1963-1964

Conferences

Income

Estimate \$142,097.56

Expense

Regular Payroll \$17,364.00

Contingent Expense 1,000.00

Education and Travel 400.00

Telephone 250.00

Miscellaneous 3,000.00

Rentals to Student Union 1,500.00

Housing and Rentals 32,000.00

Meals 65,000.00

Linen 8,000.00

Other Labor 6,000.00

134,514.00

Residue Income over Expense \$ 7,583.56

BUDGET 1963-1964

Administrative and Office Services

Administrative Expense

Regular Payroll	\$58,759.00
Student Payroll	2,100.00
Contingent Expense	3,154.00
Office Supplies	1,000.00
Stationery and Printing	1,000.00
Telephone	300.00
Education and Travel	800.00
Entertainment	500.00
Miscellaneous	2,000.00
Depreciation	3,500.00
Repairs and Maintenance of Machines	400.00
Group Insurance	<u>1,000.00</u>
	\$74,513.00
	<u><u> </u></u>

Office Services Expense

Materials	\$ 600.00
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BUDGET 1963-1964

Maintenance

Expense

Regular Payroll	\$46,855.00
Student Payroll	1,000.00
Contingent Expense	2,587.00
Supplies	7,000.00
Repairs and Maintenance	6,000.00
Labor from Outside	50.00
Uniforms	150.00
Group Insurance	<u>800.00</u>
	\$64,442.00

STUDENT UNION FOOD SERVICE BUDGET
July 1, 1963 - June 30, 1964

INCOME

Counter Sales	\$525,000.00		
Catering Sales	<u>60,000.00</u>		
Total Sales	\$585,000.00		\$585,000.00
<u>Other Income</u>			
Miscellaneous	1,500.00		
Vending	<u>1,175.00</u>		<u>2,675.00</u>
Total Income	\$587,675.00	(100%)	\$587,675.00 (100%)

Cost of Goods Sold:

Inventory 1/1/63	3,700.00		
Food Purchases	<u>240,000.00</u>		
	243,700.00		
Less Discounts	<u>700.00</u>		
	243,000.00		
Less Inv. 6/30/64	<u>3,400.00</u>		
Cost of Goods Sold	\$239,600.00	(40.8%)	<u>239,600.00 (40.8%)</u>
Total Income from Operations			<u>\$348,075.00 (59.2%)</u>

Less Expenses:

Salaries - Regular	\$204,400.07	(35%)	
Salaries - Student	9,000.00	(1.53)	
Office Services	4,800.00	(.80)	
Supplies	24,000.00	(4.10)	
Telephone	500.00	(.08)	
Repairs & Maintenance	11,500.00	(2.)	
Advertising	20.00	(.01)	
Laundry	7,000.00	(1.19)	
China & Silver	2,500.00	(.42)	
Uniforms	60.00	(.01)	
Utilities	1,000.00	(.17)	
Depreciation	2,700.00	(.46)	
Group Insurance	2,200.00	(.38)	
Education & Travel	650.00	(.11)	
Contingent Expense	<u>10,632.00</u>	(1.8)	
Total Expense	\$280,962.07	(47.8)	<u>230,962.07 (47.8%)</u>
Net Income for Period			<u>\$ 67,112.93 (11.4%)</u>

CAPITAL ESTIMATE

July 1, 1963	\$157,346.69
Plus 1963 - 64 Income	<u>67,112.93</u>
	224,459.62
Less Allocation to Student Union Gen.Fund	<u>55,000.00</u>
Capital	<u>\$169,459.62</u>

Capital Improvements Allocated from Capital Account - \$5,500.00

UNIVERSITY STORE BUDGET--1963-1964

	<u>SUPPLIES</u>	<u>BOOKS</u>	<u>TOTAL</u>
Sales:	\$270,000.00	\$455,000.00	\$725,000.00
Cost of Goods Sold:	<u>189,000.00(70%)</u>	<u>377,650.00(83%)</u>	<u>566,650.00(78%)</u>
Gross Profit on Sales	\$ 81,000.00(30%)	\$ 77,350.00(17%)	\$158,350.00(22%)
 <u>Other Incomes:</u>			
Post Office			\$ 4,000.00
Miscellaneous Income			<u>100.00</u>
Total Income from Operations			\$162,450.00(22.4%)
 <u>Expenses:</u>			
Salaries, Regular	\$74,498.00		
Salaries, Student	10,000.00		
Office Services	3,000.00		
Supplies	250.00		
Telephone	500.00		
Repairs, Maintenance	2,000.00		
Advertising	200.00		
Laundry	100.00		
Depreciation	1,350.00		
Group Insurance	800.00		
Education & Travel	850.00		
Stock Insurance	1,200.00		
Freight & Expenses	1,500.00		
Miscellaneous & Selling	3,000.00		
Contingent Expense	<u>4,172.00</u>		
Total Expense			\$103,420.00(14.26%)
Net Income			\$ 59,030.00(8.14%)
Less Pay to Student Union General Fund			<u>30,000.00</u>
Retained Income			\$ 29,030.00

July 1, 1963 Capital Account Est.	\$294,678.57
1963-1964 Income	<u>59,020.00</u>
	\$353,708.57
Allocation to Student Union Gen. Fund	<u>30,000.00-(4.14%)</u>
Balance	\$323,708.57

<u>Capital Improvements:</u>	
Calculator	\$ 500.00
Cash Register	1,300.00
Fixtures & Equipment	<u>1,000.00</u>
	\$ 2,800.00

APPENDIX

STUDENT UNION GENERAL FUND

Statement of Income and Expenditures

July 1, 1961 - June 30, 1962

Income

Student Fees, Less Refunds	\$131,763.15
Student Activities Tax - Senate	8,000.00
Transfer from Food Service	45,000.00
Transfer from University Store	18,000.00
Conference Services	202,227.70
Games Area	34,415.84
Rentals & Custodial Fees	5,835.60
Office Services	2,932.47
Lobby Counter Sales	65,913.25
Other Activities	<u>5,732.96</u>

Total Income for the Year

\$519,820.97

Expenditures

Administrative	\$ 50,906.42
Maintenance	49,010.26
Games Area	29,000.35
Student Activities	14,863.74
Conference Services	191,455.22
Office Services	2,359.16
Lobby Counter	63,650.44
Other Activities	371.22
Building Rental	<u>100,000.00</u>

Total Expenditures for the Year

501,616.81

Excess of Income over Expenditures

\$ 18,204.16

STUDENT UNION - GENERAL FUND

Balance Sheet - - June 30, 1962

<u>ASSETS</u>		<u>LIABILITIES AND CAPITAL</u>	
Cash on Hand	\$ 5,050.00	Accounts Payable	\$ 33,022.24
Cash in Bank	54,443.09	Summer Session Activities Fund	1,860.46
Cash in Transit	13,490.50	Restricted Gifts	500.00
Contribution to S.U. Res.	25,332.89	Free Capital	\$66,033.46
Accounts Receivable	5,483.75	S.U. Reserve Fund	<u>25,332.89</u>
Lobby Counter Inventory	1,134.54	Capital	91,366.35
Equipment	\$24,852.31		
Less Depreciation	<u>3,017.93</u>		
	<u>21,814.38</u>		
	\$126,749.05		
	<u><u> </u></u>		<u><u> </u></u>
			\$126,749.05
			<u><u> </u></u>

Capital Account

Capital July 1, 1961	\$ 73,178.19
Capital Loss on Equipment Traded in 1960-61	<u>16.00</u>
	73,162.19
Plus excess of Income over expenditures	<u>18,204.16</u>
New Worth as of June 30, 1962	\$91,366.35

STUDENT UNION RESERVE FUND

ASSETS

RESERVES

Cash

\$77,478.63

Reserve for Equipment Replacements:

Student Union General Fund \$25,332.89

Student Union Food Service 38,328.78

S.U. University Store Fund 11,696.06

Interest 2,120.90

\$77,478.63

\$77,478.63

STUDENT UNION - UNIVERSITY STORE FUND

Statement of Income and Expenses
July 1, 1961 to June 30, 1962

	<u>SUPPLIES</u>	<u>BOOKS</u>	<u>TOTALS</u>
Sales:	\$243,199.80	\$405,151.21	\$648,215.57
Cost of Goods Sold:			
Inventory 7/1/61	46,770.14	54,445.43	101,215.57
Net Purchases	<u>180,591.21</u>	<u>348,337.97</u>	<u>528,929.18</u>
	227,561.35	402,783.40	630,144.75
Less Inventory 6/30	<u>58,206.02</u>	<u>69,850.78</u>	<u>128,056.80</u>
Cost of Goods Sold	169,155.33	332,932.62	502,037.95
<hr/>			
Gross Profit on Sales:	74,044.47	72,218.59	146,263.06
Other Income:			
Post Office			1,233.37
Income from Lab Charges			2,523.96
Miscellaneous Income			<u>48.63</u>
Gross Profit from Operations			\$150,669.02
Permanent Payroll	\$70,626.60		
Student Payroll	6,450.10		
Supplies Expense	1,893.65		
Insurance	1,102.00		
Employees' Group Insurance	677.83		
Depreciation Expense	1,178.90		
Repairs, Maintenance, Additions	1,444.25		
Telephone & Telegraph	446.28		
Postage & General Transportation	595.06		
Advertising	164.30		
Laundry	78.82		
Travel	752.51		
Miscellaneous Expense	<u>2,554.10</u>		
Total Expenses			<u>87,964.40</u>
Excess of Income over Expenses			\$62,704.62

THE HISTORY OF THE

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STUDENT UNION - UNIVERSITY STORE FUND

Balance Sheet - June 30, 1962

<u>ASSETS</u>		<u>LIABILITIES AND CAPITAL</u>	
Cash on Hand	\$ 3,315.80	Sales Tax Payable	\$ 570.90
Cash in Bank	59,821.65	Contingencies Reserve	59.25
Cash in Transit	3,293.43	Laboratory Charge Reserve	3,027.09
Contribution to S.U. Reserve Fund	11,696.06	Free Capital	210,300.00
Accounts Receivable	8,841.74	S.U. Reserve Fund	<u>11,696.06</u>
Prepaid Books	186.43	Capital	221,996.06
Equipment	14,576.73		
Less Depreciation	<u>3,985.34</u> 10,591.39		
Inventory	128,900.80		
	-----		-----
	\$225,653.30		\$225,653.30
	=====		=====

Capital Account

Capital Account July 1, 1961	177,291.44
Less Transfer to Student Union General Fund	<u>18,000.00</u>
	159,291.44
Excess of Income over Expense for the Year	<u>62,704.62</u>
Net Worth as of July 1, 1962	221,996.06

Accounts Receivable consists of	3,889.74
Plus Debit Accounts Payable	<u>4,952.00</u>
	8,841.74

STUDENT UNION - FOOD SERVICE FUND

Statement of Income and Expenses

July 1, 1961 to June 30, 1962

Counter Sales	\$483,764.39	
Catering Sales	<u>43,342.52</u>	
Total Sales	527,106.91	
Miscellaneous Operating Income	<u>2,014.09</u>	
Total Income		\$529,121.00
<u>COST OF GOODS SOLD</u>		
Inventory 7/1/61	3,946.27	
Food Purchases	<u>221,420.34</u>	
	225,366.61	
Inventory 6/30/62	<u>3,578.12</u>	
Cost of Goods Sold		221,788.49
Gross Profit on Sales		307,332.51
<u>EXPENSE</u>		
Salaries - Permanent Payroll	184,318.99	
Salaries - Student Payroll	7,511.28	
Supplies	20,462.72	
Repairs, Maintenance & Additions	8,022.05	
Advertising	41.75	
Laundry	6,340.20	
Miscellaneous Expense	603.30	
China & Silver	1,390.62	
Uniforms	13.29	
Utilities	1,098.02	
Depreciation Expense	1,865.70	
Employees Group Insurance	1,685.28	
Travel and Conventions & Education	247.80	
Transportation In	<u>.75</u>	
Total Expense		<u>233,601.85</u>
Excess of Income over Expense		\$ 73,730.66

STUDENT UNION - FOOD SERVICE FUND

Balance Sheet - June 30, 1962

<u>ASSETS</u>		<u>LIABILITIES AND CAPITAL</u>	
Cash on Hand	\$ 900.00	Accounts Payable	\$ 11,630.22
Cash in Bank	58,048.30	Mass.Old Age Tax Payable	364.19
Cash in Transit	2,045.13	Free Capital	80,346.20
Contribution to S.U. Reserve	38,328.78	S.U. Reserve Fund	<u>38,328.78</u>
Accounts Receivable	7,338.51	Capital	118,874.98
Inventory 6/30/62	3,578.12		
Equipment	25,123.12		
Less Depreciation	<u>4,492.57</u>		
	<u>20,630.55</u>		
	\$130,369.39		\$130,369.39
	<u> </u>		<u> </u>
	<u> </u>		<u> </u>

Capital Account

Capital July 1, 1961	\$ 90,144.32
Transfers to Student Union General Fund	<u>45,000.00</u>
	45,144.32
Excess of Income over Expense for the year	<u>73,730.66</u>
Net Worth as of June 30, 1962	\$118,874.98
	<u> </u>
	<u> </u>

STUDENT UNION CATERING - MRS. ELAINE NANARTONIS

MONTH	# CATERED MEALS	# SERVED	COFFEES, TEAS AND RECEPTIONS	# SERVED	TOTAL # SERVED	TOTAL # FUNCTIONS	AMOUNT RECEIVED		
							HONOR SYSTEM	AM COFFEE	LUNCHEON
JULY 1961	17	723	9	792	1515	26			
AUGUST 1961	35	1258	2	29	1287	37			
SEPTEMBER 1961	31	825	16	1934	2759	47	151.66		115.90
OCTOBER 1961	83	2130	41	1178	3308	124	261.45		268.01
NOVEMBER 1961	59	2007	28	1202	3209	87	249.01		261.01
DECEMBER 1961	60	1323	22	764	2087	82	130.33		155.33
JANUARY 1962	49	1324	14	1078	2402	63	98.70		136.20
FEBRUARY 1962	74	1320	19	953	2273	93	202.12		372.62
MARCH 1962	89	3994	38	986	4980	127	189.55		356.00
APRIL 1962	70	1984	25	851	2835	95	185.94		375.57
MAY 1962	54	1370	15	582	1952	69	205.31		349.73
JUNE 1962	62	3136	17	3569	6705	79			
TOTALS	683	21394	246	13918	35412	929	1674.07		2390.37

BUILDING TRAFFIC - REVENUE AND SERVICE

MONTH	CUSTOMER COUNT - 1961 - 1962					CHECK HANDLING	
	FOCUS BRANCH	UNIVERSITY STORE	GAMES	LOBBY COUNTER	NUMBER	AMOUNT	AMOUNT
July	61,735	12,505	6,348	15,727	1,096	\$ 20,976.53	
August	48,760	9,328	4,851	12,507	1,415	29,416.00	
September	106,131	49,680	14,428	30,470	5,493	118,524.20	
October	164,169	30,910	17,677	42,191	8,629	143,007.56	
November	123,892	26,351	16,094	39,552	6,095	77,551.03	
December	93,607	19,827	13,539	25,422	5,751	78,021.83	
January	114,829	18,760	16,754	28,060	5,844	76,497.00	
February	144,607	45,304	21,769	40,742	8,740	147,105.91	
March	112,495	25,790	13,207	35,979	6,974	83,231.37	
April	130,424	24,601	16,487	36,270	4,149	66,810.25	
May	128,250	26,338	14,390	38,337	7,173	102,271.90	
June	51,060	9,985	6,641	12,976	1,777	33,783.00	
TOTALS	1,281,339	299,289	167,185	359,233	63,136	977,196.58	



FACILITIES USAGE 1961 - 1962

MONTH	STUDENT MEETING NUM.		OFFICIAL UNIVERSITY FUNCTIONS AND MEETINGS		STUDENT ACTIVITIES		UNION PROGRAM ACTIVITIES
	UNION	NON-UNION	CONFERENCE MEETINGS	NON-UNION	UNION		
JULY 1961			41	12			5
AUGUST 1961			13	13			5
SEPTEMBER 1961	104		5	35	8		4
OCTOBER 1961	203		26	44	39		14
NOVEMBER 1961	197		11	38	32		20
DECEMBER 1961	121		7	39	13		12
JANUARY 1962	81		16	27	6		5
FEBRUARY 1962	173		14	38	29		10
MARCH 1962	160		21	39	38		16
APRIL 1962	172		22	43	35		7
MAY 1962	179		14	43	24		8
JUNE 1962	1		34	27			
TOTALS	1,391		224	398	224		106





ANNUAL REPORT
HOUSING OFFICE

1. This office has no information of what sums were appropriated for the past three years. Treasurer Johnson has never indicated what, if any, portion of the Housing Office budget was authorized. The staff continues to receive their salary which indicates that portion of the budget was authorized.

2. Personnel

1	Administrative Assistant	Grade 14
1	Housing Officer	Grade 10
2	Assistant Housing Officer	Grade 8
1	Junior Clerk Stenographer	Grade 3

This same staff and grades 1960, 1961, 1962.

3. Organization Chart

None. Under the direction of the Administrative Assistant the three assistants and clerk function as the Housing Office handling all phases of housing for the University community.

4. Does not apply to this office.

5. Does not apply to this office.

6. No special projects or programs.

7. Four new dormitories to house 1296 students are under construction. A new dormitory complex to house 5000 students is now in the planning stage.

Needs

The present personnel salaries are totally inadequate in relation to the types of services rendered. If careful administrative consideration had been given to this situation three years ago and something had been done about it, July 1, 1963 would not

face the replacement of the head of this department.

Future budgets from this office must receive more careful study and consideration.

In conclusion may I say that my twenty-seven years at this University have been challenging and rewarding in many ways. I have made many friends whose loyalty I will always cherish.

It is my sincere hope that my replacement will attain success in the tasks that lay ahead.

A handwritten signature in cursive script, appearing to read "H. A. Randolph".

H. A. Randolph

Housing Supervisor

HAR:bmb

May 28, 1963





