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AN APPRAISAL OF PROBLEMS RELATED TO FUTURE
ENROLLMENTS AT OHIO WESLEYAN UNIVERSITY

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Charles Francis Alter A.B., M.A.

*****

The Ohio State University
1961

Approved by

Earl W. Odem
Co-advisers
College of Education
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CHAPTER I
ORIENTATION TO THE PROBLEM

Introduction

Through the decades of its long history higher education has functioned as an integral part of American society and has reflected the traditions and aspirations of our national culture. The useful function served by institutions of higher education has been recognized as fundamental to our way of life. This concept of higher education has become so firmly implanted in our thinking that it motivates little discussion in normal times and incites even less demand for action.

But these are not normal times. The trend of increasing population is operating to produce varied and significant changes in almost every aspect of our national culture and reaches into almost every part of American life including education. The population boom is a topic of national interest and is everywhere discussed, analyzed, and interpreted. The rising curve of population has been on the way for some time. The count of children is available. Thousands are on the march to the campus of the future.

College enrollments have risen steadily since 1951 and the number of youth between the ages of eighteen and
twenty-one has increased each year since 1953. A sharp and sustained acceleration in these trends is in prospect for the decade ahead. The tremendous needs of our institutions of higher education are collectively becoming more clearly understood and more sympathetically appreciated. How to initiate appropriate action to meet the developing task that lies ahead is the question of the hour. In view of currently expanding college enrollments, and the inexorable progression of such expansion in the years ahead, the period from 1960 to 1970 becomes indeed "a decade of decision."

Various media of communication have developed public awareness of the increased enrollment in American elementary schools since World War II. The effect of this increased enrollment is appearing in the high schools of the nation, and within the decade ahead this burgeoning enrollment will reach the doorsteps of our colleges. Current interest is focused upon the consequences of this potential enrollment at the college level. Leaders in the field of higher education view this problem with great concern because their responsibilities are more directly involved in its solution.

In the search for possible solutions to a problem of this magnitude it is manifest that decisions will have to be made by each institution in terms of its own particular
situation. It seems clear, moreover, that the availability of information and basic data relevant to the issues involved should prove helpful in arriving at such decisions. With such a view in mind the Board of Trustees of Ohio Wesleyan University, at their February, 1956, meeting approved a resolution providing for a staff study of the University's problems posed by the potential enrollment demands of the 1960's. The writer has been identified with this study from its inception and has had the opportunity of continuous participation in its development. Additional opportunity for participation in this area has been provided through service as a member of the Committee on Admissions at Ohio Wesleyan for eight of the past ten years.

The need for the study

Although the trend in college enrollments is a matter of national and state interest and concern, the pressure to provide places in college for an ever increasing number of students is manifest at the local level. The necessity for planning and working cooperatively at all levels is clear, but it seems apparent that solutions will have to be sought eventually in terms of the local situation on each particular campus. As candidates flood college entrance offices with applications for admission, it is obvious that decisions concerning what to do with them will have to be made. Many colleges may not desire to increase the size of their
enrollments, even though it might be possible to do so. Still other colleges may have the desire to expand their facilities and enrollments but will be prevented from so doing by financial considerations. In any case the adjustment to such change may not be made easily, and the necessity for adequate planning is indicated.

In order to work on this problem at the local level it is necessary to obtain some estimate of what an institution's future enrollment might be. Data are available concerning national and state enrollment trends. The need exists, therefore, to obtain from the data available an enrollment estimate applicable to a particular institution; in this instance the institution is Ohio Wesleyan. In addition to the need for an estimate of future enrollment it is essential to consider the effects of that enrollment upon such major categories of institutional operation as admissions, physical plant, institutional finance, and faculty personnel.

The purpose of the study

The purpose of the study is to analyze the factors that the Board of Trustees needs to take into account in formulating a policy regarding expansion of University facilities. Crucial concerns to be dealt with are indicated by the following questions: (1) To what extent might Ohio Wesleyan expect to participate in the rising college
enrollments predicted for the country at large in the
decade ahead? (2) In what ways might the requirements for
physical plant and teaching staff at Ohio Wesleyan be af-
fected by an increase in enrollment? (3) What financial
considerations are involved in an increased enrollment at
Ohio Wesleyan? (4) What additional considerations in the
area of admissions procedure, the kind of student body that
might result, the church-related nature of the University,
and relationships with alumni are involved in the problems
of future enrollment? The present work centers attention
on these concerns in the treatment of the following chap-
ters.

The scope of the study

The investigation deals with the effects of increased
enrollment in the major areas of institutional operation at
Ohio Wesleyan. The study includes the following specific
tasks:

1. The procurement of an estimate of Ohio Wesleyan's
   potential enrollment within the decade ahead.

2. The presentation of the issue concerning the
desirable size for Ohio Wesleyan's future enrollment.

3. A consideration of the requirements in physical
   plant and faculty personnel as they relate to an in-
   creased enrollment.

4. An examination of the elements in the financial
   structure affected by increased enrollments.

5. A treatment of factors involved in the operation
   of the admissions program and additional considerations
   related to future enrollments.
The limitations of the study

The limitations of this study are as follows:

1. The treatment is limited to the consideration of data relevant to a designated institution.

2. The study is limited to the following major categories of institutional operation: admission procedure, financial structure, physical plant, and teaching staff.

3. The study is limited to the period of expansion in college enrollment predicted for the decade 1960-70.

Sources of data

Basic data for this study derive from institutional sources including relevant materials from the University offices of the President, Vice-President and Dean, Vice-President and Treasurer, Associate Dean and Registrar, Controller, and Director of Admissions. Additional data derive from the reports of the University Board of Trustees and from the writer's participation in institutional "Staff Studies" of the problem of future enrollment demand. Further source materials are available to the writer as a member of the Faculty Committee on Admissions and of the Committee on General Academic Policy.

In a study such as this it is essential to view a particular situation in terms of the larger setting of the state and the nation. To serve this purpose and secure some measure of perspective the writer utilizes population and enrollment data from such state and national sources
as the Ohio College Association and the United States Office of Education. As a measure of the potential in future college enrollments, statistical data from state and national college-age population tables are utilized.

**Basic assumptions**

For the purposes of this study it is assumed that within the time limitation referred to previously,

1. There will not be a major economic disaster such as occurred in the 1930's.

2. The nation will not become involved in a military crisis such as a nuclear war.

3. The pattern of the trend in recent college enrollments will not radically change.

4. The general characteristics of Ohio Wesleyan University as an independent, church-related, coeducational, liberal arts college will not be changed.

5. The development of additional college facilities by public and private agencies will not influence significantly the future demand for admission to Ohio Wesleyan.

6. Such an institution of higher education as Ohio Wesleyan University can plan a program of action to meet the needs of its particular situation.

**Procedure**

The first step in the procedure involves the formulation of estimates pertaining to future enrollments at Ohio Wesleyan. Various estimates are provided from data secured through the sources previously indicated. To arrive at an estimate of possible enrollments based upon present admission practices requires first the tabulation of the geographical distribution of students enrolled. Next, by
means of a study of college-age population trends between 1940 and 1970 in the states from which Ohio Wesleyan students come, an estimate of possible enrollment can be determined. In order to secure an indication of the increase in possible enrollment demand at Ohio Wesleyan the trend in the number of applications for admission during the period 1953-1958 inclusive is projected through 1970. The span of years 1953-1958 is used, since 1953 is the base year used in the census data for computing the estimated percentage of increase in the college-age population between 1953 and 1970. Moreover, 1953-58 represents a war-free, fairly prosperous, recent period of six years. The number who applied for admission, the number who were accepted, and the number who enrolled during the past decade are computed in order to determine the effects of these trends on the admissions operation in the decade ahead. These data are utilized further to determine their implications for institutional operation and planning in other categories; namely, physical plant, faculty personnel, and finance. In this procedure the existing operational data in these four categories are evaluated in terms of the demands placed upon each category as enrollments expand. A summary derived from these findings indicates the nature of the problem that confronts a particular institution in a period of steadily increasing college enrollment.
An overview of the study

Chapter I is an introduction to the problem of expanding college enrollments and provides the orientation for the study as a whole. Chapter II provides the data on college enrollment trends at the national and state level and includes an estimate of the future enrollment trend at Ohio Wesleyan. Chapter III presents the issue concerning the future size of the University. Chapter IV provides an analysis of the physical plant requirements for an increased enrollment and a consideration of alternative proposals for extending the use of present physical facilities. Chapter V presents a treatment of the status of faculty staffing for the present enrollment and the future requirements for staffing an increased enrollment. Chapter VI deals with the financial requirements of the educational program for an increased enrollment. Chapter VII treats additional considerations related to future enrollments. Chapter VIII sets forth the findings and recommendations of the investigator.
CHAPTER II

AN ENROLLMENT VIEW AT THE NATIONAL, STATE, AND LOCAL LEVEL

Introduction

In order to secure a background or setting from which the problem of the present study emerges, this chapter presents a view of college enrollment trends at the national, state, and local level. With this background in view the succeeding chapters deal with particular areas of institutional operation related to the problem of future enrollments at Ohio Wesleyan.

The rapid increase in birth rates following World War II created educational problems of a magnitude without precedent in our history. The markedly increased enrollment that continues to fill our elementary-school classrooms extends into the secondary schools and soon will be at the doorsteps of our colleges. Thus the sustained flood of elementary students subsequently becomes the college wave of the future. The situation is real. These children have been born. Barring an economic depression, military crisis, or reversal in the attitude of American society toward higher education, large numbers of these young people will soon be presenting themselves for admission to college.
In the light of the prevailing condition referred to in the preceding paragraph, a closer look at college enrollments seems warranted. A view of the national and state trends in college enrollment will facilitate an understanding of the larger context within which a particular institution operates. Moreover, trends at the national and state levels provide data that later may be applied comparatively to trends at the local college level. In such comparisons note may be taken of whatever similarities or differences exist between trends in enrollment at a particular institution and those in the larger context of the state and nation. Such a tri-level view of enrollments should be helpful in this particular work inasmuch as Ohio Wesleyan's student body represents an enrollment that is almost evenly divided between in-state and out-of-state registrants.

Although a greater number of youth will be seeking admission to college each succeeding year of this decade, a precise estimate of the true number would be difficult, if not impossible, to make. The reason why such a prediction is difficult to make lies both in the manifold number of the factors that influence enrollments and in the extent to which each of these factors is a contributing cause. Among the factors frequently mentioned as influencing college enrollments are the following:

(1) the number of college-age youth in any given year,
(2) proximity of the college to the student, (3) student inclination or motivation for a college education, (4) family attitude toward college-going, (5) financial means to defray costs of college attendance, (6) ability of colleges to provide student financial assistance, (7) the military-service needs of the country, (8) the demand for college-trained personnel.

Factors two through eight in the above discussion represent influences that are highly subjective in nature; moreover, such factors are difficult to apply to enrollment trends with desirable reliability. A higher degree of objectivity and reliability may be seen in the first factor listed above namely, the number of college-age youth in any given year. In regard to the factors affecting enrollment trends, the United States Office of Education has expressed the point of view that "Many factors are undoubtedly associated with the enrollment and retention of students in college, the overall problem being complex."¹ In continuing the discussion of factors that presumably may be associated with the size of college enrollments the same source concludes:

For the future, it is possible that simply the number of college-age youth (18-21) will play a larger role in determining increases in college enrollment. Almost surely, the

large increases in college-age population expected about 1965 will further accelerate the increase of enrollments in institutions of higher education.\(^2\)

Similarly, in commenting on the topic of enrollment influences Thompson has said, "There are many factors which influence the enrollment in colleges and universities. The most closely related basic data, however, deal with the number of college-age young people in any given year."\(^3\) The college-age groups for the decade 1960-70 have been born and are now in school. Life expectancy tables have been formulated for this group, for both males and females and state by state. From these data it is possible to project enrollment trends with some degree of confidence.\(^4\)

An enrollment view at the national level

American youth are pursuing a college education in greater numbers than they have at any previous time in our nation's history. A marked increase in the number of youth attending college developed during the past ten years, and a continuation of this trend is expected for at least the next ten years. According to data from the United States

\(^2\)Ibid., p. 2.


\(^4\)Ibid., pp. 3-6.
Office of Education a steadily mounting number of students has enrolled in the colleges of the nation throughout the last half of the preceding decade. A tabular view of the yearly growth in numbers is presented in the following table:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total opening enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall of 1955</td>
<td>2,678,623</td>
</tr>
<tr>
<td>Fall of 1956</td>
<td>2,946,985</td>
</tr>
<tr>
<td>Fall of 1957</td>
<td>3,068,417</td>
</tr>
<tr>
<td>Fall of 1958</td>
<td>3,258,556</td>
</tr>
<tr>
<td>Fall of 1959</td>
<td>3,402,297</td>
</tr>
<tr>
<td>Fall of 1960</td>
<td>3,610,007</td>
</tr>
</tbody>
</table>

According to Table 1 more than three million degree-credit students were enrolled in the opening sessions of the nation's colleges and universities in 1957. This figure constitutes an attendance milestone reached for the

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first time in the history of American higher education. This enrollment represented an increase of 4.1 per cent over that for the fall of 1956. The 1958 fall enrollment again reflected a rise, this time an increase of 6.2 per cent over that for the fall of 1957. The annual percentage of increase continued for the fall enrollments in both 1959 and 1960 with gains for these two years of 4.4 and 6.1 per cent respectively. These increases follow the trend of yearly increments in college enrollments that began in 1951.\textsuperscript{7} Thus, for an entire decade a trend of increasing college enrollments has been evident. As a matter of fact the fall enrollment of degree-credit students has increased annually since 1946 with the exception of 1950 and 1951. The enrollment of veterans following World War II contributed significantly to the total enrollment. The declines in enrollment for 1950 and 1951 were due largely to a decrease in the enrollment of veterans. For the years following 1952 the veterans of the Korean conflict contributed to the upswing in enrollments that developed between the years 1952-1960.

The trend of increasing enrollments for the past decade now appears on the threshold of an acceleration, and it is to the prospect of this acceleration that attention is now directed. Table 1 showed the trend of enroll-

ments from the fall of 1955 through the fall of 1960. Table 2 shows a projection of the college enrollments for 1961 through 1970.

**TABLE 2**

THE PROJECTED COLLEGE ENROLLMENTS FOR THE DECADE 1961-70

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>3,790,000</td>
</tr>
<tr>
<td>1962</td>
<td>4,004,000</td>
</tr>
<tr>
<td>1963</td>
<td>4,189,000</td>
</tr>
<tr>
<td>1964</td>
<td>4,372,000</td>
</tr>
<tr>
<td>1965</td>
<td>4,677,000</td>
</tr>
<tr>
<td>1966</td>
<td>5,006,000</td>
</tr>
<tr>
<td>1967</td>
<td>5,331,000</td>
</tr>
<tr>
<td>1968</td>
<td>5,617,000</td>
</tr>
<tr>
<td>1969</td>
<td>5,796,000</td>
</tr>
<tr>
<td>1970</td>
<td>6,006,000</td>
</tr>
</tbody>
</table>

In the projection shown in Table 2 it is relevant to point out that enrollments in the decade prior to 1961 increased from 2,101,862 in 1951 to 3,610,007 in 1960. Whereas the increase in enrollment between 1951 and 1960 was 1,508,045, the increase in enrollment between 1961 and 1970 is expected to be 2,216,000. This greatly

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accelerated trend in the number of college enrollees is
predicated upon two observable factors: (1) an increase
in the college-age population from 10,231,000 in 1960 to
14,573,000 in 1970; and (2) an increase in the ratio of
those going to college in the age group 18-21. The number
of youth going to college amounted to 37 per cent of the
college-age population in 1961. The projection of this
trend indicates that 41.2 per cent of this age group will
enroll in the nation's colleges by 1970. The situation may
be viewed in still another way by noting that fall enroll-
ments between 1959 and 1970 will increase approximately
78 per cent while the number of college-age youth will
increase 57 per cent.9

The preceding view of trends at the national level
appears to support the expectation that college enrollments
will continue to rise in the years ahead, partly as a re-
sult of increases in the number of secondary-school gradu-
ates and partly as a result of the rising proportion of
high-school graduates who enter college. The general in-
crease in our nation's population, the values ascribed to
a college education, our tradition of educational opportu-
nity, and society's need and demand for college-trained
persons—all seem to contribute to the momentum for a
continuation of the trend.

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9 Ibid.
An enrollment view at the state level

The trend in steadily mounting college enrollments seems impressively clear when viewed in terms of the national scene. However, the extent to which each state participates in this general trend may be expected to vary. Since variations in enrollment experience are likely to take place from state to state and from institution to institution, a closer inspection of enrollment trends at the state and local college level seems warranted. This section of the present chapter deals with enrollment trends in the state of Ohio. The concluding section of this chapter treats the enrollment trends in a particular institution namely, Ohio Wesleyan.

The most complete, recent view of trends in Ohio college enrollments may be seen in the report by John Dale Russell entitled Meeting Ohio's Needs in Higher Education. The data presented in the Russell report indicate a close parallel to the national trends in college enrollment.

According to the data in Russell's survey the trend in college enrollments has been steadily upward except for the periods affected by World War II, returning veterans

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11 Ibid.
on the government subsidy, and the Korean conflict. Table 3 reflects this general view.

**TABLE 3**

**TREND IN OHIO COLLEGE ENROLLMENTS, 1931 to 1955**

*(Third Week of Fall Term)*

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931</td>
<td>49,305</td>
</tr>
<tr>
<td>1935</td>
<td>58,230</td>
</tr>
<tr>
<td>1939</td>
<td>77,059</td>
</tr>
<tr>
<td>1943</td>
<td>52,070</td>
</tr>
<tr>
<td>1947</td>
<td>142,279</td>
</tr>
<tr>
<td>1951</td>
<td>116,222</td>
</tr>
<tr>
<td>1955</td>
<td>131,590</td>
</tr>
</tbody>
</table>

Russell's data in Table 3 are derived from the Biennial Surveys of Education for alternate years from 1931 to 1945 and from the fall enrollment surveys that have been published annually by the U. S. Office of Education, beginning with 1947. Since the date of Russell's report, the fall enrollment surveys of the U. S. Office of Education show Ohio's total opening college enrollment as summarized in Table 4.

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### TABLE 4

**RECENT TRENDS IN OHIO COLLEGE ENROLLMENTS, 1956-1960**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1956</td>
<td>142,118</td>
</tr>
<tr>
<td>1957</td>
<td>147,906</td>
</tr>
<tr>
<td>1958</td>
<td>156,385</td>
</tr>
<tr>
<td>1959</td>
<td>164,375</td>
</tr>
<tr>
<td>1960</td>
<td>175,139</td>
</tr>
</tbody>
</table>

The information presented in Tables 3 and 4 is useful for showing trends because the data have been collected consistently, covering the years indicated, with the same definition of enrollment used throughout.

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Russell's statement interpreting the trend in Ohio college enrollments is as follows:

The trend of enrollments in the Ohio colleges is similar to that of the nation as a whole. During the 1930's there was a small decline in total enrollment at the depth of the depression, but a rapid recovery up to the years that marked the beginning of World War II. Enrollments then declined again as many young people of college age entered military service and war industry. Following the conclusion of World War II, there was a very sharp upturn in enrollments, caused by the large number of returning veterans whose education was subsidized by the Federal Government. The enrollments in the Ohio institutions reached a peak in 1947 of 142,279. As the veterans completed their period of educational entitlement, the enrollments steadily dropped until they reached a low of 110,630 in 1952. From that point there have been substantial gains amounting approximately to 8 per cent a year during each of the last two years. 18

According to the data in the Russell report, college enrollments in Ohio will continue to move upward from the 1960 enrollment of 175,139 shown for that state in Table 4. The report forecasts an enrollment of 198,564 students for Ohio's colleges in the fall term of 1965. From the same source Ohio's college enrollment for the fall of 1970 is forecast at 304,509 students. 19

In the light of such forecasts as those quoted above, it seems evident that Ohio will continue to participate in the national trend of enrollments in a manner comparable

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19 Russell, op. cit., chapter IV, pp. 4-5.
to the 1931-55 period previously treated in the discussion of Table 3.

From the data on Ohio college enrollment trends it appears that there is a rather close parallel between what has been the college enrollment experience in this state and what has been the history of college enrollments at the national level. It furthermore appears that the trends have comparable directions for the decade ahead.

The data presented in the foregoing section of this chapter point to a continuation of spiraling college enrollments in Ohio and for the nation as a whole. The only deterrents to steadily mounting enrollments during the past two decades have been the military crises of World War II and the Korean conflict. Although the factors that influence college attendance are multiple and complex, and are to some extent indeterminable and unpredictable, a constant factor considered to possess reliability is the factor of college-age population. An emerging aspect of college enrollments that has influenced the trend in recent years is the tendency for an increasing proportion of college-age youth to attend college. Whether this tendency will continue, and if so for what duration of years, no one is prepared to state. Such a tendency would, however, augment enrollment expectations each year for as long as the tendency persists. The presence of an enrollment trend for Ohio that parallels closely the trend of national
figures is of considerable significance since, as previously noted, Ohio Wesleyan draws about one-half of its students from somewhat widely dispersed geographical areas of the country and the remaining half from Ohio.

An enrollment view at the local level

The previous data in this chapter indicate that growth in population is a key factor affecting college enrollments. Moreover these data reflect the impact that growth in population will exert upon the nation's college enrollments in the decade ahead. However, growth in population does not tend to spread evenly across the nation. Consequently some states will be affected more than others by the changes in the population's growth that takes place in various geographical sections of the country. A study of college-age population trends from 1953 through 1970 reveals wide variations among states. In some states the percentage of increase between 1953 and 1970 will be very small. In other states the percentage of increase will be impressively large. It has been estimated, for example, that an increase of 15 per cent will take place in the college-age population of Oklahoma between 1953 and 1970. During the same period of years in California an increase of 230 per cent is expected. The increase predicted for the United States as a whole is expected to be about 70 per cent by 1970. For Ohio the increase is expected to be about
95 per cent. The expected percentage of increase for Ohio is thus considerably above the estimate for the nation as a whole. 20

Future college enrollments in any particular institution will be influenced therefore by the number of college-age youth in the geographical population from which an enrollment is predominantly drawn. On this basis each institution makes its own calculations. In discussing the data presented in his study Thompson writes as follows:

No attempt is made in this presentation of data to predict the actual number of young people who will attend a specific college or university. The basic data estimating the number of young people of college age in each state each year to 1970 are presented, however, in hope that each college and university can use these data, interpret them in light of past experiences and, by applying the factors known in each situation, make specific predictions of enrollment with some degree of confidence. 21

Thus, the study of national and state trends presented in this chapter seems to serve as an indication of the necessity to anticipate more directly the enrollment in a particular institution. It would be useful to employ trends in national enrollments as a rough index of what enrollments may be in a particular institution, like Ohio Wesleyan for example. In order to establish such a rough index it appears necessary for some comparability to exist

21 Ibid., pp. 5-6.
between national and local trends in this regard. The present section of this chapter endeavors to determine the extent to which such comparability exists, and the enrollment it implies locally.

A review of the data covering over three decades indicates that enrollments at Ohio Wesleyan held consistently around the 1,800 to 1,900 level during the years of "normalcy" from 1926-27 through 1929-30. During the depression years from 1931 to 1936 declining enrollments reached a low of 1,295 in the college year of 1933-34, remained fairly stable around the 1,300 level, and began to climb slowly back to the figure of 1,495 reached in the pre-Pearl Harbor year of 1940-41. Enrollments began to decline again, reaching a low of 1,246 during the World War II year of 1943-44. The figure for that year would have been lower still had it not been for the Navy V-12 program operating on the Ohio Wesleyan campus at the time. The numbers enrolled in the Navy V-12 program are included in the enrollment figures for that year and for subsequent years for the duration of the program to the end of World War II. During the war years the size of the student body varied roughly from 1,250 to 1,450. The enrollment figures rose to new highs at the close of the war, as the number of students at Ohio Wesleyan reached a record total of 2,046 in the year 1946-47. The following year the number was 2,069, and in 1948-49 the number was 2,085. For the entire decade of
1950-1960, enrollments at Ohio Wesleyan ranged within very narrow limits with the lowest enrollment of 1,904 in 1953-54 and the highest enrollment of 2,069 in 1958-59. The enrollments for 1959-60 and 1960-61 were 2,032 and 2,041 respectively. The high degree of stability within this decade can be attributed to the fact that the institution had reached a point where greater numbers could not be accommodated within the framework of the existing educational program and available physical facilities.

The next table shows the enrollment trend at the state and national level and indicates the manner in which the pattern compares with enrollments at Ohio Wesleyan for corresponding years. Table 5 shows the trend in enrollment for Ohio Wesleyan, for Ohio, and for the nation as a whole. The enrollments for each level are presented by four-year intervals covering the years 1935-1951. Inasmuch as Ohio Wesleyan's enrollment has been at the maximum for over ten years now, this table terminates with the period in which that maximum was reached. The material in Table 5 is presented in composite form to assist the reader in visualizing more readily the comparisons reflected by the data.
TABLE 5

ENROLLMENT TRENDS AT THE NATIONAL AND STATE LEVELS COMPARED WITH THOSE AT OHIO WESLEYAN FOR THE PERIOD 1935-1951
SHOWING PER CENT OF CHANGE

<table>
<thead>
<tr>
<th>YEAR</th>
<th>OHIO WESLEYAN</th>
<th>OHIO 22</th>
<th>NATION 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>1935</td>
<td>1354</td>
<td>58,230</td>
<td>1,053,482*</td>
</tr>
<tr>
<td>1939</td>
<td>1385 +.02</td>
<td>77,059</td>
<td>1,388,456</td>
</tr>
<tr>
<td>1943</td>
<td>1246 -.10</td>
<td>52,070</td>
<td>1,096,041</td>
</tr>
<tr>
<td>1947</td>
<td>2069 +.66</td>
<td>142,279</td>
<td>2,441,830</td>
</tr>
<tr>
<td>1951</td>
<td>1959 -.05</td>
<td>116,222</td>
<td>2,068,557</td>
</tr>
</tbody>
</table>

♦Estimated.

Some note should be made of the fact that the dates included in Table 5 represent various conditions in historical background. The economic depression of the thirties is represented by the inclusion of the year 1935. The return to more prosperous times of the pre-Pearl Harbor recovery period is represented by the inclusion of the year 1939 in the table. The year 1943 was about the midpoint of World War II activity for this country. The end of the war


and the return to peacetime activity is marked by the year 1947. The involvement of the United States in the Korean conflict is reflected by the year 1951. The span of years covered by Table 5 thus includes the varying conditions of depression, prosperity, war, and peace.

The figures in Table 5 indicate where enrollments stood during the depression year of 1935 and the manner in which the enrollment moved upward to the period that marked the beginning of World War II. Enrollments then declined as many young people of college age, particularly men, entered military service or war industry. At the end of World War II, enrollments sharply increased and reached a peak at both the national and state levels, and at Ohio Wesleyan. Enrollments again declined in the period marked by the end of the veterans' years of educational entitlement and by the hostilities that developed in the Korean conflict.

The data in Table 5 show that Ohio Wesleyan's enrollments went down at the times when enrollments for the state and the nation went down. The data further show that when the enrollment figures for Ohio and for the country as a whole went up, the enrollments for Ohio Wesleyan went up. The table indicates, however, that the rises and declines at the state and national level were more pronounced than those at Ohio Wesleyan. The fluctuations at the state level were greater, in general, than they were at the
national level. The periods of rise and fall in enrollments were characterized by exact correspondence at all levels, but the degree of change was much less at Ohio Wesleyan than it was at either the national or state level.

Since the institution cannot accommodate more than 2,100 students, Ohio Wesleyan has not participated in the rising enrollment trends for the nation as indicated by the previous data. In view of these circumstances it is not possible to compare enrollment trends at Ohio Wesleyan with those at the national level for the more recent years. However, an indication of the trend can be secured by another means; namely, a comparison between national enrollments and the number of applications to Ohio Wesleyan for these more recent years. For the reader's convenience Table 6 presents the data on the number of applications and figures on national enrollments by alternating years for 1951 through 1959.
TABLE 6
APPLICATIONS FOR ENTERING CLASSES AT OHIO WESLEYAN AND NATIONAL ENROLLMENTS, 1951-1959, BY ALTERNATE YEARS

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications to Ohio Wesleyan</th>
<th>National enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>945</td>
<td>2,116,440</td>
</tr>
<tr>
<td>1953</td>
<td>1051</td>
<td>2,250,701</td>
</tr>
<tr>
<td>1955</td>
<td>1170</td>
<td>2,678,623</td>
</tr>
<tr>
<td>1957</td>
<td>1405</td>
<td>3,068,417</td>
</tr>
<tr>
<td>1959</td>
<td>1615</td>
<td>3,402,297</td>
</tr>
</tbody>
</table>

As the figures in Table 6 show, the number of applications to Ohio Wesleyan increased for each year shown in the table. Likewise, enrollments at the national level increased for each year shown in the table. The average increase for Ohio Wesleyan in each indicated year was approximately 14 per cent, and for the national enrollments 13 per cent; the difference for each in percentage gains by years shows a range from 4 per cent to 10 per cent.

The data found in the preceding tables appear to support the conclusion that Ohio Wesleyan's enrollment history through a period of more than a quarter of a century has been a relatively normal experience. A fairly high degree of stability, within a framework of forces affecting national and Ohio trends generally, has characterized this enrollment experience. The data further indicate that the
national trends in college enrollment provide a rough index by which to judge the direction of Ohio Wesleyan's enrollment trend. However, conservatism is needed in judging the extent of upward or downward direction because the data indicate that national trends tend to be more volatile and Ohio Wesleyan's more stable in this regard. The data support the conclusion, however, that the rough index referred to here would be sufficiently comparable for general use.

Since the prospect of expanding enrollment involves policy decisions at the institutional level in regard to physical plant, faculty staffing, finances, and other considerations, a more specific estimate of future enrollment possibilities may be necessary or at least desirable. In order to serve this purpose, the writer has applied the data on enrollment trends at Ohio Wesleyan to Thompson's college-age population tables for 1953-1970. By this means a working estimate of possible future enrollments was derived for the years 1965 and 1970 since these are the dates most frequently referred to in terms of future planning in this particular instance. Estimates for any year through 1970 may be secured in the same manner as explained in the immediately succeeding treatment.

Data were first secured for Ohio Wesleyan's enrollment by states for the years 1953-1958 inclusive. The percentage of increase in Thompson's college-age population tables
for the years 1965 and 1970 was then applied to the data on Ohio Wesleyan's enrollments. In computing the percentage of increase, the year 1953 was used as the base year (equal to 100 per cent). The year 1953 was used as the base year since the population tables covered the years 1953-1970. It was thus possible to secure estimates of future enrollment at Ohio Wesleyan by states, and in terms of aggregate enrollment for each of the designated years. The estimates were thus secured by applying basic data on college-age population to the known factors relevant to a specific institutional situation.

Estimates that were derived by the method just explained indicate that Ohio Wesleyan's present enrollment of 2,100 could rise by more than 50 per cent by 1965 upon the basis of the present standards of selection and operational procedure. In the same way Ohio Wesleyan's present enrollment could double rather readily by 1970. On the same basis of comparison, note may be made of the fact that college enrollments for the nation as a whole are expected to increase 70 per cent by 1970. Since approximately one-half of Ohio Wesleyan's enrollment normally comes from Ohio, further note should be made of the fact that college enrollments in Ohio are expected to double by 1970. Percentages of increase above the national figure are expected in most of the states from which Ohio Wesleyan draws its students. The trend toward higher future enrollments at
Ohio Wesleyan as compared with the nation as a whole is, therefore, the result of heavier registration of students from states with higher college-age populations.

The data of the present chapter indicate comparability in enrollment trends at the national, state, and local level in this particular situation. The data further provide a working estimate of the possible enrollment at Ohio Wesleyan by 1965 and 1970.

There are other methods of viewing future college enrollment possibilities and there are other ways of looking at the possibilities in any particular institution. In a college that enrolls only one applicant out of every three or more, a significant expansion in enrollment is immediately possible providing that finances of the institution, its staff, the buildings, and standards of admission would accommodate the increased number. On the other hand an institution might decline to expand its enrollment regardless of what the trends at the national, state, and local levels were. The attitude toward possible future enrollment for Ohio Wesleyan could be either of these two positions or a position somewhere between the two or a position that moves from where its enrollment now is to whatever degree of expansion its resources and inclination dictate. Whatever the choice may be, the data of this chapter lead to the conclusion that the possibilities for expansion are in view as far as the number of students is
concerned. The inevitable conclusion has been stated succinctly by Thompson in the following way:

One fact remains. Barring some unprecedented national disaster, there will be by the year 1970 almost twice the number of young people of college age in the United States than there are at this time. Each college or university through its faculty, its administration, its board of control, and its supporting clientele will determine the extent to which it is willing and able to assume a fair share of the responsibility of providing education for these young people. 24

24 Thompson, op. cit., p. 9.
CHAPTER III

AN INCREASED ENROLLMENT AT OHIO WESLEYAN VIEWED
AS A MAJOR ISSUE

In view of the data presented in the preceding chapter it may be well to consider the current position of the administration and faculty regarding an expansion in the enrollment at Ohio Wesleyan. Increasing the size of the University has been a topic of discussion and serious reflection at Ohio Wesleyan for some time. A recapitulation of the activity in this area appears pertinent at this point. As early as February, 1956, a resolution of the Ohio Wesleyan Board of Trustees recognized the need for a study of the problems posed by the anticipated demand for enrollment during the years immediately ahead. In order to give formal consideration to the matter of future enrollment the Board of Trustees authorized the administration to collaborate with the faculty in a study of the problem.

During the remainder of 1956 and the early months of 1957 three small study groups, consisting of three members each, began a preliminary study of the impending rise in enrollment and its implications for Ohio Wesleyan. The writer was the only member who participated in the activities of all three groups.

Although time and resources were limited in the early
stages of the investigation, these preliminary staff
studies revealed the possibility for an expansion in the
size of the institution. The reports of the staff studies
were submitted to the faculty at a regular meeting during
the spring of 1957. The faculty received the reports with
interest but expressed concern regarding the future size
of the University in the event that an expansion in en-
rollment materialized.

The substance of the discussion by the faculty at that
time may be summarized as follows: At the present time
Ohio Wesleyan enrolls approximately 2,100 students—a num-
ber between the enrollment of a small college and that of
a large institution. To what extent could the doors of
the University be opened to more students and what would
be the effect of such a course of action? This question
raised the issue of size and whether it would be desirable
to increase the enrollment even though it might be physi-
cally possible to do so. On the one hand, the present size
of the University may be preferable to one of larger num-
bbers. On the other hand, it may be preferable to enlarge
the size of the institution. The question regarding en-
rollment size is one of desirability as well as one of
practicability.

As a result of the preliminary reports to the faculty
and the ensuing discussion thereof it was decided that a
matter of such importance to the future welfare of the
University warranted further consideration. By general consensus a decision was reached to explore more fully at some future date the question of desirable size for Ohio Wesleyan.

In compliance with this laudable intention to answer the question of future size through further exploration of the problem, a faculty committee worked on plans during the summer of 1957. In September, 1957, the Ohio Wesleyan faculty considered the problem of the institution's future enrollment in a fall planning conference devoted exclusively to that purpose. At that time the data in this dissertation were not available to the group. The conference discussion centered on the pros and cons of increasing the institution's enrollment. The revised statements of the arguments presented were prepared in mimeographed form during October of that year. As a participant in the conference the writer feels that the arguments presented were effective in clarifying the issues involved in the question, "Can Ohio Wesleyan's obligations as a member of the community of higher education be discharged best by increasing enrollment?"

For the purposes of the present treatment the arguments are summarized below in outline form.

I. Arguments presented in favor of increasing enrollment:

A. By serving a larger number of citizens, Ohio Wesleyan would help to meet the country's crisis in student enrollments.
B. Private liberal arts colleges, if they are to produce the same relative number of graduates, must increase enrollments proportionately.

C. Increased size does not, in itself, affect the quality of a college adversely.
   1. Any list of the prestige undergraduate institutions includes large institutions (Harvard, Yale, Chicago, Stanford, Northwestern, University of California at Berkeley) as well as small ones.
   2. Size of student body does not necessarily determine such conditions as class size, faculty load, or student-faculty ratio which directly affect ability to render superior service.

D. Increased size can bring with it certain qualitative improvements.
   1. If the faculty should expand in proportion to the student body, it would be possible to have on the staff a higher degree of specialization, thus improving the quality of instruction in specialized fields.
   2. If the faculty should expand in proportion to the student body, it would be possible to increase the variety of courses somewhat.
   3. A larger student body generally possesses a greater diversity of backgrounds.

E. Increased size could reduce the overhead cost per student.
   1. Many of the functions of the administration would not be expected to expand in the same proportion as the student body.
   2. A proportionate increase in physical plant might not be required; thus the cost per student of plant maintenance and operation would decrease, leaving a larger percentage of tuition income available for academic purposes.

F. The pressures for admission would be alleviated by accepting more students.
II. Arguments presented against increasing enrollment:

A. Ohio Wesleyan would help the country best by expending its resources on improving the quality of education given its graduates.

1. The number of students capable of doing work of the highest quality will increase; thus we should use our resources to provide education for this group.

2. The evidence of the moment indicates that those colleges generally considered to be of the first rank academically do not intend sufficient expansion to meet the needs of increasing numbers of students capable of doing work of the highest quality. It is contended that the most efficient use of society's educational resources would consist of an up-grading of those colleges of very good but not top quality to meet this need.

3. As long as Ohio Wesleyan does not have unlimited funds, money spent for expansion is money that could be spent on improving the quality of the institution. Thus, practically, a program for expansion tends to affect the potential quality of Ohio Wesleyan adversely.

B. The maintenance of the private liberal arts colleges' share of total college enrollment must be achieved chiefly by increasing the number of such colleges.

C. There is a distinct advantage to smallness, as such, in providing a high quality education.

1. It is not agreed among educators that size and quality are unrelated. Thus President William Quillian of Randolph-Macon Women's College stated, "It would be a great loss to our nation if the small colleges whose distinctive service is closely related to their size should lose this distinctiveness. Therefore, the demand for a college education for qualified youth can best be met by further expansion of larger institutions." (U.S. News and World Report, June 14, 1957, p. 63.)
2. One authoritative study of the undergraduate colleges of promising young scholars in 1946-51, showed that the productivity of promising young scholars is proportionately greater in those smaller institutions graduating between 100 and 200 male graduates annually. (See Knapp, R. H., and Greenbaum, J. J., The Younger American Scholar: His Collegiate Origins, University of Chicago, 1953.)

3. At least some of the large universities which are considered qualitatively among the best, have instituted plans which create small communities (Harvard's House, Yale's Colleges) with some of the characteristics found in smaller institutions. These concessions to the concept of a small and intimate community, testify that these institutions felt that the depersonalization which usually goes with expansion affects quality adversely.

D. Any qualitative improvements (specialization, diversity, etc.) which can result incidentally from increasing size in an undergraduate institution, can be achieved more directly and in greater degree by making these improvements without an increase in enrollment.

E. An increase in size might not reduce overhead costs per student.

1. Even though administrative costs may not rise in relative proportion to increased enrollments, the savings financially from this source would not make a significant reduction in overhead costs per student in the light of the total budget of educational expense.

2. Current plans for physical plant of Ohio Wesleyan are based on existing enrollments. Any increase in size would require further additions to plant and, therefore, would not reduce per student cost of this item.

3. An increase in enrollment commits the University to increased costs which, in the event of depression combined with the expansion of low tuition public colleges could lead to extreme difficulties.
F. Marked achievement in improving quality, rather than increase in size, would increase the value of an Ohio Wesleyan degree.

G. Plans for a program of intensive qualitative improvement would be more likely to attract funds from certain large educational foundations than a program of expansion.¹

The trustees, administration, faculty, and alumni have indicated a strong desire to maintain and strengthen the attributes that characterize Ohio Wesleyan as an educational institution. Any discussion among these constituent groups on the subject of increasing the size of the enrollment, generally brings to the fore certain pertinent issues regarding what is called "the character of the institution." The concern over increasing the size of the institution may be phrased in the following question: "What would an increase in the size of the student body do to 'the character' of Ohio Wesleyan?" For the purpose of further clarifying the issues involved in the question of increasing the enrollment, the outline form utilized above is extended here to include the major points in this phase of the discussion at the faculty conference previously mentioned. The treatment which follows summarizes the discussion "for" and "against" an increased enrollment from the standpoint of the probable effects that such a

course of action would have upon the nature of the student body, the educational program, and the social environment.

I. Increasing enrollment could strengthen and add to the favorable characteristics the University now enjoys and make possible an even more significant contribution to the field of education through

A. The nature of the student body

1. With more and more high school graduates seeking to enter college the entrance requirements could be raised thus maintaining and improving the quality and academic potential of the students accepted.

2. It would be possible to continue or raise standards of class work in a larger group of students with high ability.

3. It should prove easier to maintain both a well qualified and well balanced type of student body in the face of unprecedented pressure of numbers applying for admission.

B. The educational program

1. Within limits, course offerings could be broadened.

   a. Greater diversity of course offerings would be possible with a larger student body.

   b. Opportunity for greater flexibility in course arrangements would result.

2. A better integrated curriculum could be developed to satisfy the needs of a greater number of students than is possible at the present time.

3. Students through necessity may be required to assume more responsibility for their own education and may be required to perform at a higher level of achievement in all areas of the curriculum.
C. The social environment

1. An increase in enrollment would tend to bring new fraternities and sororities to the campus and thus tend to reduce the size of some of the larger groups now in operation.

2. If the number of students accepted for admission increased, it should be easier to maintain approximately equal numbers of men and women students.

3. Independent groups on campus would enlarge thus bolstering the morale among these groups.

4. The cooperative plan of housing should receive impetus and new strength from an increase in enrollment.

5. An increase in size should prove to broaden the base of social participation, interest, loyalty, and support of alumni and friends of the University.

II. Increasing enrollment could weaken the favorable characteristics Ohio Wesleyan now enjoys and result in the introduction of unfavorable characteristics thus detracting from the institution's contribution to the field of education through

A. The nature of the student body

1. It would be easier and better for the University academically to select an even higher quality student body of the present size than it would be to select a student body of 50 per cent or 100 per cent larger size.

2. Whatever scholastic attainments are expected from a larger group of students with high ability could be achieved or excelled by similar students in a group of the present size.

3. The quality of the students' relationships with the faculty would be impaired.
a. The individual student would know a smaller proportion of the faculty.

b. The opportunity for individual, informal contacts of students with faculty would tend to decrease.

c. The identification and encouragement of promising students might be more difficult to maintain.

4. The opportunities for participation of students in their own campus affairs would be diminished.

a. Opportunities to "be in the play," "make the first team," or "edit the school paper" are reduced in direct ratio to the increase in size of the student body.

b. A larger enrollment not only reduces the chances of the individual student to participate but also increases the proportion of the student body having no experience and no interest in out-of-class activities.

B. The educational program

1. An increase in enrollment may promote the emphasis on specialized vocational and pre-professional training at the expense of the liberal arts.

2. The tendency for increased enrollment to produce increased class size would be difficult to avert.

3. Larger instructional units generally promote unfavorable characteristics and outcomes.

a. A diminution of personal attention to students results.

b. Less provision for the individualization of procedures is possible.

c. The use of mechanized routines and mechanical evaluative techniques would increase, not from desirability but from necessity.
4. As the size of the institution grew, increased interest and loyalty of faculty members to departments and divisions would tend to overshadow a concern for other areas or for the University as a whole.

5. A larger faculty would be more likely to conduct its business and operate "by representation" rather than by "town meeting" procedures as presently enjoyed.

C. The social environment

1. Since it is already difficult to maintain a balanced enrollment of men and women, increasing the size of the student body would aggravate rather than alleviate this imbalance.

2. Student loyalties to smaller groups such as the fraternity would intensify at the expense of a larger loyalty to the University.

3. The social quality of interpersonal relationships would be impaired for the administration, the faculty, and the students, not only within each of these groups but also between the groups as well (individuals would be less likely to know one another personally to any wide extent in any of these social interrelationships).

4. In terms of the many closely knit groups that now compose the constituency of the University much of the social ethos that is characterized by the phrase "the Ohio Wesleyan family" would be lost by increasing the size of the institution.2

The preceding arguments concerning the desirability of increasing the size of the student body are the views of the faculty on the question. Although one may question the merit of any of these arguments, the author does not

2Ibid., III, pp. 3-5.
question the sincerity of the thoughtful, dedicated men and women who maintain these contentions. These views are based upon a close association with the University and an intense concern for what is best for its future.

From the foregoing discussion two facts seem clear: (1) The faculty did give concentrated attention to the problem of the future size of the institution. (2) As matters stand, a clear-cut issue exists concerning the question.

It appears that the issue concerning the size of enrollment may continue so long as it is viewed in the light of academic or theoretical considerations. The results of the faculty conference devoted to the exploration of this problem indicate the need for data that will assist in formulating the many decisions that are involved. The discussion presented in this chapter gives rise to the suggestion that the resolution of this issue involves a number of factors bearing on the question of the size of the institution including the need for more buildings, the requirements in teaching staff, the problem of finances, and other considerations related to future enrollments at Ohio Wesleyan. These considerations are treated in the chapters that follow.
CHAPTER IV

THE PHYSICAL PLANT REQUIREMENTS FOR AN INCREASED ENROLLMENT AT OHIO WESLEYAN AND ALTERNATIVE PROPOSALS FOR EXTENDING THE USE OF EXISTING PLANT FACILITIES

Introduction

The data in Chapter II presented national and state trends in college enrollments and projected the enrollment trend at Ohio Wesleyan for 1965 and 1970. These data indicated that the national and state trends could be used in this instance as a quick reference or rough index of future enrollments at the local level. Chapter III dealt with the issues concerning the future size of the University. The treatment in this chapter considers the physical plant requirements for an increased enrollment and presents alternative proposals for extending the use of existing plant facilities.

Ohio Wesleyan is mainly a residential college and the registrants are mainly full-time students. Full-time resident students comprised at least 97 per cent of the annual enrollment in each of the past ten years. Since the listed capacity of Ohio Wesleyan is two thousand students and the maximum enrollment permitted by the Board of Trustees stands at 2,100, the prospect of expansion in Ohio Wesleyan's enrollment raises the fundamental question
of where to put the additional students. Any substantial increase in the size of the student body entails the provision of adequate physical plant to care for the additional enrollment. The present chapter deals with the capital improvements necessary for accommodating an increase in enrollment above 2,100 students. The treatment which follows is divided into three areas of consideration: (1) present conditions and future needs in dormitory facilities, (2) present conditions and future needs in physical plant for instructional and other services, and (3) alternative proposals for extending the use of the present physical plant. The consideration of space requirements in the first two areas assumes the continuation of the present educational program and curriculum, the two-semester academic year of nine months, the balance in enrollment between men and women, and similar characteristics of the institution and its present program. For the reader's reference Appendix B provides an overview of the present physical plant facilities at Ohio Wesleyan.

Present conditions and future needs in dormitory facilities

In order to understand fully the residential requirements of an increased enrollment it will be helpful to see clearly the present picture of student housing. The following is a summary of existing residential facilities
and their corresponding capacities as listed in the offices of the Dean of Men and Dean of Women:

<table>
<thead>
<tr>
<th>Men's Residences</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Williams Dormitory No. 1</td>
<td>120</td>
</tr>
<tr>
<td>Williams Dormitory No. 2</td>
<td>138</td>
</tr>
<tr>
<td>Selby Club (stadium)</td>
<td>77</td>
</tr>
<tr>
<td>Fraternity Houses</td>
<td>440</td>
</tr>
<tr>
<td>Private Rentals</td>
<td>250</td>
</tr>
<tr>
<td>Total</td>
<td>1025</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Women's Residences</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin Hall</td>
<td>306</td>
</tr>
<tr>
<td>Monnett Hall</td>
<td>312</td>
</tr>
<tr>
<td>Stuyvesant Hall</td>
<td>275</td>
</tr>
<tr>
<td>Hayes House</td>
<td>22</td>
</tr>
<tr>
<td>Perkins Hall</td>
<td>23</td>
</tr>
<tr>
<td>One Twelve West Winter</td>
<td>23</td>
</tr>
<tr>
<td>Jenkins House</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>976</td>
</tr>
</tbody>
</table>
The two Williams Dormitories, listed under "Men's Residences," are for freshmen only and both have been utilized to capacity since completion four years ago. Upperclass men are housed in the remaining accommodations listed. Austin Hall contains only upperclass women. Present listed capacity is somewhat above planned capacity, as some rooms which were planned for two students now contain three. Elimination of existing overcrowding would reduce capacity to approximately 255. Monnett Hall contains 252 upperclass women, plus approximately sixty freshmen overflow from Stuyvesant Hall. There are some rooms in Monnett Hall which were planned for one occupant but now house two, with the use of bunk beds; there does not seem to exist, however, any real problem of overcrowding. Stuyvesant Hall houses 275 freshmen, its planned capacity. The capacity of Stuyvesant Hall creates a housing situation in which freshman dormitory accommodations are not sufficient to act as a feeder for the upperclass dormitories and keep them, in number, occupied to capacity. Jenkins House is a dwelling used to house the overflow from the women's dormitories. Occupants take all meals in Austin Hall and upkeep is handled completely by the University. It has no cooperative features. One Twelve West Winter is a semi-cooperative unit for upperclass women. All meals are taken at a dormitory, but normal housekeeping is handled by the occupants on a cooperative basis. Perkins Hall is a semi-cooperative
unit for freshman women, operated on the same basis as One Twelve West Winter, with all meals taken at Stuyvesant Hall. Hayes House is the only completely cooperative unit on the campus; the preparation of meals and housekeeping are entirely handled by the occupants on a cooperative basis.

Full dining facilities are provided by the University for all women students. Full dining facilities under the sponsorship of the institution are not provided for the men students. Men students board at their fraternity houses or make arrangements for dining elsewhere.

The residential facilities at Ohio Wesleyan are presented above in terms of capacity. The present enrollment utilizes the existing facilities for student housing to the maximum of capacity. If an increase in enrollment materializes, residential facilities will be necessary for the additional numbers. The present policy of the University is to maintain approximately equal numbers of men and women students. The continuation of this policy denotes added dormitory provisions for 250 women and 250 men if an increase of five hundred students is contemplated as the first stage of an expanded enrollment.

A review of the present status of student housing indicates that dormitory space for women is in general adequate. However, the segregation of the women's class groups by dormitories, as explained previously, tends to
deprive the University of a type of flexibility that would be desirable from at least a practical point of view. Experience has shown that it is difficult to fill dormitory vacancies as they occur in any given dormitory when the class level of the new or transfer student must be considered in making the room assignment. The present arrangement results in dormitory situations whereby some women students are completely segregated by class level while others are segregated by class sections or corridors within an otherwise integrated dormitory. The social grouping of lower and upper-division women students could be greatly improved as a by-product of the additional dormitory space needed for an increased enrollment.

The provisions for women's residences listed previously indicate the low proportion of students housed in the smaller units. The extent to which this type of housing may be expanded to accommodate increased numbers of students is almost limitless in its possibilities. If the University wishes to attract qualified students, regardless of economic status, this type of living provides accommodations at a minimum of cost to the student. Although students' living expenses may be reduced through student aid, the cooperative housing units appear to provide a more desirable means of reducing living costs with the least drain on the University's operating budget. The expansion of this type of housing contributes not only to the space needs for
residential facilities but also to the flexibility in
types of housing available. Cooperative housing provides
a strategic possibility for meeting the diverse needs and
interests of students, both present and potential.

In the area of men's housing the need for an upper-
class dormitory with provision for full dining facilities
is greater than the mere accommodation of numbers signifies.
Dining hall facilities in a dormitory for men is an urgency
of sufficient importance to warrant further comment. Full
dining facilities are not provided for in the two Williams
Dormitories for first-year men. Upperclass men must board
at their fraternity houses or make alternative arrangements
for dining elsewhere. The alternatives to living in a
fraternity house, or close by, and boarding at the fraternity
are so obviously lacking in convenience that men stu-
dents are greatly restricted in their freedom of choice
concerning living accommodations. The faculty has recog-

ized the serious nature of this problem and has approved
a policy statement of the Committee on Student Housing in
regard to it. This statement identified two undesirable
consequences in the existing facilities and arrangement of
residential accommodations for men.

The statement follows:

1. Resident men who do not wish to affiliate with
a fraternity are forced to accept living arrange-
ments substantially inferior to those available to
others. The lack of comparability provides a pressure
to affiliate with a fraternity as a means of obtaining
room and board, even though one may, in principle, wish to remain unaffiliated. The Committee believes that this is undesirable for (1) the individual involved who has been subjected to a subtle, but effective, form of coercion, (2) the fraternity which has members who do not endorse the fraternity system, and (3) the University which has failed to uphold and encourage devotion to principle.

2. What may be a more serious consequence of present housing policy would seem to occur in its effect on the make-up of the student body. It must be expected that the failure to provide satisfactory accommodations for unaffiliated men will eliminate, as prospective students, those who, for reasons of principle or for any other reason, do not wish to become affiliated. It would appear to be self-evident that elimination of this group from the total possible body of applicants must result, through selection of students from a limited group, in a loss of potentially superior students.

In addition, it may well be argued that this selection process results in effective exclusion of a particular group of men who might make a peculiarly effective contribution to the University. The Committee holds that any housing policy which restricts male enrollment to those wishing to become members of fraternities is inconsistent with the goal of selection of students on the basis of academic merit and potentiality. Present housing policy seems, then, to affect adversely the effectiveness of admissions procedures by discouraging applications from a particular group of students on bases other than those envisaged in stated admissions policies.\(^1\)

Facilities for housing resident students have been provided by the University since the date of its founding. The obligation to provide residential facilities for students in the future is apparent unless a change in policy is contemplated. At the time of this writing there is no

\(^1\)Mimeographed report of the Faculty Committee on Student Housing, Ohio Wesleyan University, April 8, 1957.
evidence that a change in this policy is contemplated.

If the present policy is continued, certain broad but basic principles appear necessary to guide the University in the execution of this responsibility. The faculty has formulated and approved such guiding principles. For information and clarification pertinent to this point of view these principles are presented in the following statement of recommended policy:

1. Student housing, like everything else in the future plans of Ohio Wesleyan, should be considered carefully in terms of the ideal of excellence as an academic institution which we wish to achieve. Problems of student housing should not be approached solely as business problems without regard to questions which might affect the quality and ethos of our institution. Sometimes dollar and cents advantages must be foregone in the interests of the integrity of the institution; also, the cultural or qualitative advantages of certain kinds of student housing may warrant subsidies.

2. The University should maintain sufficient control over student housing on its properties, and over the general pattern of student housing arrangements, so that no system of student housing which may be in force could become a major obstacle in the way of achieving the University's qualitative ideals. This does not mean that the University must control or own all student housing, or force all students into any one pattern of living; it does mean that no groups outside of the University administration should, by means of their economic control over student housing arrangements, be in a position to effectuate housing policies opposed to the University's ideals and aspirations.
3. There should be a wide diversity of housing arrangements provided by the University.

   a. Adequate low-cost housing should be made available, thus encouraging attendance of academically superior students of limited financial means and securing more adequate representation of all income classes.

   b. Excellence of academic performance is found in all types of students; if the strong emphasis upon one or two patterns tends to make students who have other preferences feel that Ohio Wesleyan would not meet their interests, we tend to eliminate Ohio Wesleyan from the consideration of such students, and in so doing lose many possible applicants, among whom will be some of high quality that we might wish to have.

   c. Diversity of housing, by attracting students with contrasting backgrounds, attitudes, and aspirations, will, we believe, contribute to a healthy intellectual environment as students are faced with widely different outlooks. We believe that, when men are thrown in contact with divergent points of view, they are better educated than when they live too much among those with similar outlook. 2

In the foregoing discussion and in that which follows, frequent reference is made to the possibility of increasing enrollment by five hundred students. This figure is the one most frequently mentioned in discussing the possibility for increasing enrollment at Ohio Wesleyan and represents a near-term goal or first stage of expansion. Through the use of this figure, or any part or multiple of it, plans can be made to accommodate whatever increase in enrollment that may eventuate between now and 1965 or 1970. In the

2Ibid.
discussion which follows the cost of constructing dormitory accommodations, whether for one hundred or one thousand, are based upon a unit or per-student basis. Therefore, the total cost for dormitory space for the increased number would be proportionate to the number of accommodations planned.

Firm estimates have been prepared which indicate the cost of constructing additional dormitory facilities for five hundred more students. Quotations on dormitory housing, based upon 1960-61 construction estimates, indicate a minimum cost of approximately $4,500 per student space. The capital requirement for housing five hundred additional students is therefore $2,250,000. This sum is subject to amortization within a maximum period of forty years according to instructions given in conference with authorities from the Federal Housing and Home Finance Agency. The amount of $1,125,000 would cover the cost of providing a dormitory for 250 men in the upper classes; another $1,125,000 would construct an addition to Stuyvesant Hall to provide for approximately sixty more first-year women, and a dormitory for 190 women in the upper classes. A second possibility in women's housing, at the same cost, would be the provision of a dormitory for 250 women. This latter provision is compatible with the concept of integrated housing accommodations for all women regardless of academic class or level.
If the University found it desirable or necessary to expand future enrollments above the five hundred students referred to, the cost would be $4,500 multiplied by the augmented number. If the Board of Trustees removed the restriction presently limiting enrollment to 2,100, the estimates given could be applied to whatever increase in number is contemplated. If a decision to increase enrollment is deferred, new estimates of construction cost would have to be secured. Inflationary tendencies in the economy suggest the possibility that later estimates may have to be revised upward.

At the present time enrollment could be augmented somewhat through integrating women's class groups in the present dormitories. This could be accomplished without additional funds; the number of added students that could be accommodated would be relatively small, however, as data for the last ten years will show. For ten years (1947 to 1957) an annual average of twenty-seven dormitory vacancies have occurred for first-year women students; for sophomores the average number has been fifty-nine; for juniors the number has been nineteen, and for seniors, five. The total is 110. In recent years this number of vacancies has been anticipated and a larger freshman class has been enrolled. As a consequence the aggregate enrollment has been fairly well maintained at the maximum level, and the number of vacancies in room space has been approximately one-half
the prior ten-year average, or fifty-five places. If these places were available to any one who wanted them as a result of "integrated class" housing, the enrollment for women might be increased by approximately 5 per cent.

In the face of a restricted enrollment until funds are available to remove the limit, the creation of additional small cooperative living units for women is a possibility. Each of the small units now in operation accommodates between fifteen and twenty-three women students. If two such units could be added at any given time, the enrollment for women would increase by about thirty or forty students, or by 3 to 4 per cent. The funds necessary for acquiring such facilities would be relatively small, probably approximating $15,000 to $20,000 per unit according to present values and appraisals.

A corresponding augmentation in the number of men enrollees could result from an extension in the present number of 250 now housed in private rentals. This type of housing for men represents no capital outlay of University funds. Whatever social or other disadvantages may inhere through the extension of such accommodations, the financial saving to the University's capital funds is apparent.

Intensive recruitment of qualified registrants who could commute to school from living accommodations at home might further increase enrollment without the need for additional dormitory facilities. The number that might be
secured in this manner cannot be predicted. The commuting territory served by Ohio Wesleyan and the prevalence of other colleges and universities within relatively short radii from the campus suggest that the number of commuters so recruited would not be significantly large. The full-time equivalent of both part-time and full-time students who have commuted to school has averaged slightly fewer than sixty students in the eleven-year period 1950-1960 inclusive. This number is slightly lower than 3 per cent of the average annual enrollment for the same period.

Although the future number of commuting students is quite unpredictable for the reasons already stated, the potential for some increase does exist. If the proportion of students who now commute to Ohio Wesleyan follows the expected trend of rising enrollments, a corresponding increase in the number of such students can be anticipated in the years ahead. If the same method is used through which the data in Chapter II were secured, it is possible to foresee that the number of students who could be expected to commute to Ohio Wesleyan would rise to a figure somewhat above one hundred by 1970.

Later in the present chapter other means of providing for an increase in enrollment without the necessity for additional student housing are discussed under alternative proposals for extending the use of the present physical plant.
Present conditions and future needs in physical plant for instructional and other services

Planning for the proper utilization of space for instructional and other services is one of the most important operations of institutional management. Before turning to the specifics of classroom and other space requirements at Ohio Wesleyan it would be helpful to consider some concepts pertaining to space utilization as background.

Contrary to popular opinion, the anticipated doubling of enrollment in higher education by 1970 may not necessarily result in a proportionate increase in physical plant nor impose an impossible burden upon plant facilities. Unlike dormitory space, which implies a one-to-one relationship as enrollment increases, instructional facilities may be augmented considerably through improved space utilization practices and scheduling procedures. Improvement in space utilization may be accomplished in many institutions without scheduling classes fourteen or fifteen hours per day, doubling section sizes, or using the school plant all year round. More efficient use of instructional space can be accomplished in many situations within the framework of present educational policy regarding student-faculty ratios, course offerings in the curriculum, academic calendar, and similar aspects of the existing educational program.

Greater efficiency in the use of the physical plant may
be achieved in some instances through improved scheduling procedures which raise classroom and student station utilization rates, better layout of offices, proper selection and arrangement of equipment, and reduction in gross area requirements of new structures through better layout and design. On this point Leonard has contended that,

There is much waste in the use of American college buildings. Many colleges could increase their enrollment sizably without adding a single classroom if the educator decided to make full use of the college plant. Our traditional three-hour classes in a five-day week are a handicap. Many of our classrooms stand idle a good part of the day. There is no good reason why students should not take courses during the afternoon or even during the evening hours. The wishes of individual professors for morning classes or for classes only three days a week should not be allowed to determine the size of the plant. In an era of rising costs and increased enrollment, educators have a responsibility to the public, regardless of whether they are financed by private or public funds, to use fully and economically the plant which they have before they request additions.\(^3\)

Many institutions follow schedule practices which were developed at least two or three decades ago. Occasional additions or deletions mark the only changes that have occurred in an otherwise unaltered basic structure over this period of time. Such schedules reflect the needs and practices of an earlier generation. For a long time the prevailing practice has concentrated classroom instruction in the morning hours and laboratory periods in the afternoon. A review of the schedule in any given institution

will reveal the possibilities of improvement in room utilization. Research studies of the use made of educational facilities, in a national context, conducted by experienced engineers indicate that,

At present, classrooms, auditoriums, and gymnasiums are utilized approximately twenty-five hours out of the usual forty-four hours per week available for instruction. Laboratories are presently in use about thirteen hours of the possible forty-four hours. In both cases, utilization is far below what would be possible with an integrated approach to the scheduling problem.

In existing facilities, it is possible to raise the room utilization rates for classrooms, auditoriums, and gymnasiums from twenty-five hours to thirty-four hours of the possible forty-four hour week; in new facilities, it is possible to achieve a utilization rate of thirty-seven hours. Similarly, the utilization rate for laboratories in existing facilities may be increased from thirteen hours to twenty-two hours of the potential forty-four hour week; in new facilities, the rate may rise to twenty-five hours.4

With this background of general considerations in mind attention is now directed to the specific treatment of space utilization and space requirements for instructional and other services at Ohio Wesleyan in particular. As the result of a space survey in 1957 conducted by Cresap, McCormich, and Paget the University has completed major renovations and relocations of office space during the past two years. The completion and occupancy of Phillips Hall in 1958 added materially to the classroom facilities of the

University. This new structure also provided additional office space and instructional facilities not available heretofore. These changes and additions in physical plant have augmented the institution's instructional space to the point where the present enrollment is accommodated with much greater efficiency and much less crowding than formerly.

The schedule of classes at Ohio Wesleyan is based upon a five and one-half day week. The class periods change on the hour beginning at 8:00 A.M. The last major hour for classes ends at 4:00 P.M. No classes are scheduled from 12:00 to 1:00 P.M., nor from 11:00 to 12:00 P.M. during chapel exercises which are scheduled three days each week. A majority of all laboratory sections are scheduled in the afternoon. A few scattered classes, mainly of the special and seminar type, are scheduled in the late afternoon between 4:00 and 5:30 P.M., and between 7:00 and 9:00 P.M. In accordance with this schedule the maximum space utilized for classes and laboratory sections is thirty-six class hours per week exclusive of the few courses held during late afternoon and evening hours.

To determine with precision the classroom space and physical plant necessary for an increased enrollment involves space engineering and architectural surveys. Such surveys usually include the establishment of student station utilization rates. The rates established are then studied by experts in the field and a master plan is prepared.
indicating what is needed in regard to: existing facilities and practices, remodeling needs, and the extent to which additional plant must be provided to meet the needs of an expanding college enrollment.

The engineering and architectural data referred to here are not available at the present time, nor does the procurement of such data fall within the purview of this study. It is possible and pertinent, however, to consider the potential that exists for extending the present use of instructional space and facilities. Classrooms that are available for instruction at hours not currently used represent a potential for additional space. This possibility warrants an examination. To this examination attention is now directed.

Residential and instructional space accommodations for five hundred more students represent the first stage of any major expansion in enrollment at Ohio Wesleyan. The requirements for residential accommodations of this number have been considered previously. How to provide instructional space for these additional students presents a somewhat different problem. An increase of enrollment from 2,100 to 2,600 students represents an increment of approximately 25 per cent. To provide for a 25 per cent increase in enrollment incurs the provision for a corresponding 25 per cent increase in the classroom space available if the structure and quality of the present
educational program is to continue. The class schedule currently operates on the aforementioned thirty-six hour week. It therefore becomes necessary to augment the thirty-six hour schedule by 25 per cent in order to accommodate the additional numbers. In terms of scheduling, this augmentation requires the addition of nine hours to the present schedule arrangement.

In the previous discussion of the current schedule of classes mention was made of the rather limited use made of the late afternoon and early evening hours, and to the "open" hour at noon from twelve to one o'clock. The use of these hours provides a range of possibilities for creating the classroom space necessary to accommodate five hundred more students. The kind of classroom space referred to here is mainly the normal or usual classrooms generally utilized for lecture-type courses and does not include laboratories or rooms involving special types of equipment or facilities. Rooms of this latter type are considered later. Nine additional schedule hours are necessary to augment by 25 per cent the present use of classrooms. By utilizing fully the hours from 4:00 to 10:00 P.M. and 12:00 to 1:00 P.M., Monday through Friday, thirty-two additional schedule hours are available. Obviously such availability of room space permits the exercise of considerable choice in the hours selected. For example, excluding the use of the twelve o'clock and six o'clock hours, the available
class hours total twenty-two. If full use were made of only the 4:00 and 5:00 P.M. hours, the total of these ten schedule hours appears to accommodate the requirements for space without the use of evening hours. If full use were made of the evening hours from 7:00 to 10:00 P.M., Monday through Thursday, twelve additional schedule hours are available from this block of time alone. The range of choice from a combination of hours is apparent. The prevalence of schedule hours not currently utilized further indicates that the initial stage of enrolling five hundred more students may be realized without any addition to the physical plant for classroom purposes. It should be added, however, that indulgence to student and faculty preferences for mid-morning and early-afternoon class hours and the gratification of student and faculty desires and conveniences in other respects may undergo considerable curtailment in implementing the utilization of this available space.

If maximum use could be made of the class hours not currently scheduled, an estimated enrollment of 3,150 students could be accommodated in the existing lecture-type classrooms that are available. The discussion which follows deals with other types of space needed for instructional purposes.

The preceding consideration of classroom space presents one aspect of the provisions necessary for an increased enrollment. The other aspect concerns the space require-
ments in special areas such as library facilities, laboratories, physical education and health services, and similar capital improvements. The utilization of space in a library, student infirmary, or similar facility differs from the scheduled use that normally applies to a dormitory or classroom building. Data resulting from engineering and architectural surveys are useful also in these areas of physical plant planning. However, capital improvements in these special areas are subject to analysis on the basis of the services that such facilities are intended to supply. The remaining part of this section of the chapter deals with the requirements of physical plant in these special areas.

Slocum Library was constructed in 1898 and no additions to the original building have been made. The student body at that time numbered 1,315 and the book collection totaled 22,686 volumes. The same structure today serves 2,100 students and has a book collection of 270,159 volumes. Thus, in comparing 1960 with 1898 one finds the same structure serving a student enrollment that has increased 50 percent, and housing a book collection that has grown more than tenfold. In contrast with the unused classroom schedule hours previously discussed, the library is open from 7:50 A.M. to 10:00 P.M., Monday through Friday, and from 7:50 A.M. to 5:00 P.M. on Saturday. Any extension in the time for the utilization of this facility appears limited and lacking in practicality.
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A further illustration of the need for library facilities may be seen in the American Library Association standards which call for a minimum of one seating station for every four students. Applied to the present enrollment this standard indicates that the Ohio Wesleyan library should seat at least 525 students. The current seating capacity, however, is but 425 students. In order to accommodate an enrollment of 2,600, seating stations for 650 students should be provided. Seating arrangements for 225 more students represents an increase of 53 per cent over existing facilities of this kind. Additional funds are evidently necessary to provide more reading room and stack space, particularly if the enrollment increases. Whether enrollment increases or not, the pressing necessity to enlarge the library facilities places this addition to the physical plant high on the list of priorities.

Through architectural and consultative services supplied by the University the writer was able to secure estimates which indicate that approximately $500,000 would be required to carry out the alterations and construct an addition to the library that would meet the present needs. An additional $250,000 would complete the requirements necessary for the library to serve an increase of five hundred students above the present enrollment of 2,100.

The schedule of laboratory sections in the sciences, as it currently operates, utilizes the existing facilities
to near capacity. Increased availability of laboratory space would result from the use of the same unscheduled hours as those referred to in the previous discussion of classroom space. Limitations do exist, however, in the degree to which laboratory schedules can be extended. Laboratories are peculiar in that time must be allotted for arrangement of special materials, setting up equipment, and similar preparations that precede the actual laboratory period. Time must be allotted also, following the laboratory activity, in order to remove such materials, dismantle equipment, and restore the laboratory to its normal or general condition preparatory to a repetition of the process. Moreover, the number of working stations in a laboratory is usually strictly specified and inflexible in nature. For practical reasons the number is adhered to with as little deviation as possible. For these reasons the laboratory areas do not lend themselves to the continuous use that can be made of usual classroom areas nor can the numbers accommodated be extended by the expediency of bringing into the room as many more chairs as are needed.

Provision for additional laboratory space would result necessarily from any sizable increase in the number of students since laboratory science courses must be taken as part of the degree requirements in general education. Students must take laboratory courses in both biological and non-biological science.
Two facts should be emphasized in regard to the present facilities in the science areas: (1) that the buildings now used for physics, botany, zoology, geology, and astronomy are old buildings that have been in use from seventy to over one hundred years; (2) that chemistry is housed in a building converted from a former garment factory. It is true, nevertheless, that better utilization of space and improved scheduling practices would serve an estimated increase of two hundred students or more. Beyond that, additional laboratory space would be needed for any sizable increase in the number to be accommodated. An increase of five hundred students over the present enrollment could not be accommodated within the physical limitations of the present facilities in this area. Fulfillment of the expanded needs in laboratory facilities would entail the construction of a science building at a cost of $3,500,000 and the improvement of Merrick Hall and Edgar Hall at a cost of $750,000, both figures based upon 1959-60 estimates. Merrick and Edgar Halls, now used for science classes and laboratories, would need extensive renovation to be of use to more than the present number of students.

It is difficult to say where the needs of the present end and where those of the future begin in appraising the space requirements in the area of speech or, more broadly speaking, communications. The absence of space in which a major dramatic production can be staged is, however, an
illustration of such a need. At the present time Ohio Wesleyan does not have an auditorium or theatre building in which major dramatic productions can be staged. Such productions are presented, if at all, in the local high school auditorium. The use of this facility is understandably limited and the conditions of use are necessarily restricted. Plays other than major productions are staged frequently by use of a war-surplus quonset hut; the seating space, however, is limited to less than three hundred.

Even with the present enrollment still other conditions are indicative of the lack of accommodations in the area of speech and communications. Radio station WSLN, a facility owned and operated by the University, is housed in a frame building of temporary construction. A speech clinic with limited equipment is temporarily housed in an area converted from former classroom space. Speech classes are held in several different buildings on the campus in rooms not particularly equipped nor designed for such instruction.

An increased enrollment would make even more acute the above need for facilities and space not currently available. To fulfill these needs the construction of a communications building costing $1,500,000 would be necessary. Such a building is intended to supply the shortage in current facilities and provide the accommodations in this area for five hundred or more students.
The student infirmary in use at this time is located in a frame structure, recently renovated inside. The structure is not fireproof nor is the space always adequate to service current demands. Additional space would be needed for an increased enrollment. Estimates indicate that the cost of constructing a fireproof infirmary of adequate size would approximate $250,000. This building would serve 2,600 students.

Edwards Gymnasium provides the space for instruction in health and physical education. This structure was built at the turn of the century when the student body at Ohio Wesleyan numbered about one-half the enrollment of 2,600 under discussion here. The inadequacies of space in Edwards Gymnasium are apparent under the present conditions of enrollment whereby a facility intended for use by 1,350 students must accommodate a program for 2,100. Like the library, this facility has very few hours not scheduled for use. The hours not used for class instruction are taken for intercollegiate sports, the intramural program, and other activities. Some addition to the physical plant is obligatory in this area if the present program is to serve a greater number of students. The quality of existing services would be enhanced through the availability of improved facilities.

An analysis of the physical plant in this area indicates three alternatives to provide the additional space
required for an enrollment of 2,600. The additional plant in this instance could take the form of (1) a second gymnasium, thus providing separate structures for men and women students; (2) an addition to the present building, designed to serve the purposes of a second gymnasium; or (3) a field house incorporating the instructional advantages of a second gymnasium. In each case the cost is approximately the same and involves a minimum of $1,250,000 in capital outlay for this addition to the physical plant.

Office space for additional faculty has been included in the estimates made for the addition to and renovation of physical plant presented in the preceding treatment. The nature and amount of the remaining need for office space is difficult to predict at this point. The recent space survey of the campus made by Cresap, McCormich, and Paget emphasized the need for further study and detailed planning followed by estimates. What the actual space requirement for offices might be, depends upon both the extent to which necessary additions to the plant materialize and the outcomes of the space survey previously mentioned. It would appear possible, however, to accommodate all of the additional faculty in either the new structures as they develop or in existing structures as they are renovated. It is certain that there will be little need for more faculty or office space until the additional plant necessary to accommodate the students becomes a reality.
A recapitulation of capital improvements needed to house an additional five hundred students at Ohio Wesleyan follows:

<table>
<thead>
<tr>
<th>Instructional and other Capital Improvements</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition to the library</td>
<td>$750,000</td>
</tr>
<tr>
<td>Renovation of Merrick and Edgar Halls</td>
<td>750,000</td>
</tr>
<tr>
<td>Science building</td>
<td>3,500,000</td>
</tr>
<tr>
<td>Communications building</td>
<td>1,500,000</td>
</tr>
<tr>
<td>Student infirmary</td>
<td>250,000</td>
</tr>
<tr>
<td>Physical education building</td>
<td>1,250,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,000,000</strong></td>
</tr>
</tbody>
</table>

The Phillips Building is the only exception to the generalization that the present academic buildings are either very old, temporary in nature, or used for purposes not originally intended (Appendix B). Three of the seventeen academic buildings are more than one hundred years old, and six are seventy or more years old. The only major addition to the academic plant in the last sixty years is the Phillips Building. Ten buildings in a total of thirty-eight are temporary structures, six of which are quonset huts acquired at the end of World War II. Edgar Hall, one of the major academic units, was constructed in 1908 as an industrial building for the manufacture of garments. This
building was purchased by the University in 1928 and was converted to its present classroom and laboratory use.

A review of the total considerations in regard to the physical plant indicates that the existing physical facilities at Ohio Wesleyan could not fully accommodate an increase of five hundred students. The reader may recall that the lack of physical plant for an increased enrollment was a point of the discussion in Chapter III concerning the issue of institutional size. The weight of this argument may be more clearly assessed now, in the light of the preceding data. The record of plant development and the present conditions thereof imply a lag in keeping the instructional plant abreast of the growth of the University academically and numerically. The space facilities in some areas, originally intended for a much smaller student body, suggest the extent to which Ohio Wesleyan may have expanded its enrollment some time ago.

If the Trustees rescind their action on enrollment increases, more effective utilization of currently unscheduled class hours would provide sufficient classroom space for at least five hundred more students. The need would still remain critical for additional space in the areas of laboratory science, physical education, and speech. If the University could admit students who would pursue only so-called "classroom" courses, the instructional space
to accommodate them is available. However, any change in the educational program that would be made "at the expense of the liberal arts" curriculum would be likely to meet severe criticism from many quarters. Here again, the discussion in Chapter III on the issue of institutional size emphasized the controversial nature of this possibility as a consequence of expanded enrollments.

If a program of improvement in the physical plant is part of the price that must be paid for an expansion in enrollment, the price may seem quite high. The treatment in the first two sections of this chapter indicates that the total cost for physical plant improvements would be more than ten million dollars. The sum of at least $2,500,000 for additional dormitories and that of eight million dollars for added instructional space and student services are impressive sums, particularly when it represents "money to be raised." But the cost of building a dormitory represents a form of investment because the money is amortized over a period of years out of income from the rentals. This kind of cost is self-liquidating in a practical sense of the term. On the other hand the sum of eight million dollars for added instructional space and student services is not self-liquidating and cannot be amortized in the manner just stated.

If all of the aforesaid eight million dollars could be raised at one time, the building program for instructional
and other services could proceed. This course of action would be very desirable. If the full amount of eight million dollars is not in hand, it may be possible to start some construction by building a unit at a time. This course of action has apparent advantages in planning, in reducing the risk of higher costs caused by inflation, and in having the use of space that would not be available otherwise until some future time.

The concluding section of this chapter deals with alternative considerations for increasing enrollment that are applicable to Ohio Wesleyan's situation. If the decision of the Board of Trustees continues, some choices for handling an increased enrollment may be possible in the alternative procedures presented here.

Alternative considerations for increasing enrollment

Numerous proposals are current whereby an increased enrollment could be accommodated by extending the use of an institution's existing plant facilities. The concluding section of this chapter deals briefly with some of the possibilities of this approach that are applicable to Ohio Wesleyan's situation. In order to sharpen the issues involved in these proposals, arguments for and against each proposal are presented. From time to time informal consideration has been given to each of these various proposals by different groups of the faculty at Ohio Wesleyan, but as
yet no conclusive decision regarding any one of them has been taken. Although the agenda for the faculty planning conference in October of 1957 included these basic proposals in a staff paper, no final decision on any one of them has been made. The order of presentation here is not intended to imply preference nor to impute merit to any one of the proposals. To serve the purposes of brevity the following proposals are presented in outline, summary form:

I. Consideration could be given to placing Ohio Wesleyan on a four-quarter system with students normally in residence three quarters out of four.

A. Arguments for the plan:

1. The size of the student body could be increased by one-third without increasing the numbers in residence at one time.

2. The plant could be used at or near maximum efficiency.

3. There has been considerable successful experience with the quarter system in other colleges, as opposed to the lack of experience with many alternative plans.

4. Many graduate schools are on a four-quarter system and this might be an advantage for seniors planning graduate work.

5. Ohio Wesleyan students who must now go elsewhere for summer work could be accommodated here.

6. Students desiring to accelerate could do so.

B. Arguments against the plan:

1. The Ohio Wesleyan student body, by and large, would reject summer attendance unless this was common practice elsewhere.

2. Because of the quarterly shifts in activities, the program would not be conducive to sustained effort.

3. The term is too short to accomplish any ambitious project.

4. The unity of the student body would be destroyed.

5. It would be more difficult to offer facilities for summer conferences and this would reduce the opportunity for certain groups to establish or maintain relations with the college.

6. More students could be served by other alternative plans which use the facilities equally well.

II. Consideration could be given to placing Ohio Wesleyan on a four-quarter system with the understanding that students would be in residence for only two quarters out of the four. Students would be enrolled during a third quarter devoted to off-campus research.

A. Arguments for the plan:

1. The size of the student body could be doubled without increasing the numbers in residence.

2. The plant could be used at or near maximum efficiency.

3. Students would be forced to take more responsibility for their own education.

4. During their non-resident term, students could relate theory and practice by work in government offices, industrial laboratories, and by travel and residence abroad.

5. Many graduate schools are on a quarter system and this might be an advantage for seniors planning graduate work.
B. Arguments against the plan:

1. It is doubtful that the majority of the undergraduates would derive as much benefit from a term of independent, non-resident work as from the traditional program in residence. Freshmen, in particular, would be ill-prepared to undertake non-residence work.

2. The Ohio Wesleyan student body, by and large, would reject the requirement of summer attendance unless this was common practice elsewhere.

3. Students and faculty would probably make every effort to avoid being assigned to the group that would be in residence during the summer months.

4. Because of the quarterly shifts in activities, the program would not be conducive to sustained effort.

5. The term is too short to accomplish any ambitious project.

6. The unity of the student body would be destroyed.

7. The machinery for guiding off-campus work would be complex and time consuming.

III. Consideration could be given to placing Ohio Wesleyan on a three-semester calendar with the end in view, for example, of encouraging students enrolled in pre-professional programs to complete their work in three years.

A. Arguments for the plan:

1. Ohio Wesleyan would be able to serve one-half more students than at present without increasing the size of the student body on campus at any one time.

2. The mechanics of the plan would be simpler than those of the four quarter plan.

3. The semester, being longer than the term, would permit more sustained work and more ambitious projects.
4. There would be less disruption of academic work in the three-semester plan than in the four-quarter plan.

5. The faculty would be able to supervise the work of the students better under this plan than under the four-quarter plan.

B. Arguments against the plan:

1. Specialized pre-professional training might be emphasized at the expense of the liberal arts.

2. Students would tend to drop out the third semester of the year for vacations and for financial reasons so that the third semester would be much like the conventional summer school.

3. Students would not have the opportunity to integrate theory and practice provided them by the non-resident terms of the four-quarter plan.

4. Since this plan is new and untried in peacetime it would be more difficult to put into effect than a conventional plan such as a summer session.

IV. Consideration could be given to adding an independent summer session to the calendar.

A. Arguments for the plan:

1. The present calendar would not be disturbed.

2. There has been considerable experience with the summer session plan here and elsewhere whereas the four-term plan and the three-semester plan are comparatively untried here.

3. The staffing of a summer session would be comparatively easy, for the enrollment would probably be limited and visiting professors would be available.

4. Students who find summer heat enervating or who must work during the summer to pay their expenses could drop out for the summer without complicating their programs, or the college's program.
5. Students with academic deficiencies who now must go elsewhere during the summer to make up their work could be accommodated here.

6. There would be some time for renovation and repair of the plant between the end of the summer session and the beginning of the next academic year.

7. Students desiring to accelerate could do so.

B. Arguments against the plan:

1. Not as many students would be served by this plan as by the three-semester plan or the four-term plan.

2. The plant would not be used at maximum efficiency.

3. The plan would lack the continuity of the three-semester plan.

4. Academic standards are more difficult to maintain during the summer when many attend only for make-up credit.

5. It would be more difficult to offer University facilities for summer conferences and this would reduce the opportunity for certain groups to establish or maintain relations with the college.

V. Consideration could be given to adding an independent summer session consisting of two parts: the first session would serve primarily the needs of students deficient in credits; the second session would serve primarily those desiring to accelerate.

A. Arguments for such a plan:

1. The plan is more flexible than the others.

2. Ohio Wesleyan students who must now go elsewhere for summer work could be accommodated here.

3. Students could devote part of the summer to study and part to work or vacation.

4. The classes would be more homogeneous, the weaker students attending the first session, the stronger ones the second session.
5. The present school calendar would not be disrupted.

6. Faculty members might be more willing to teach part of the summer than they would the whole summer.

7. The plan has been used successfully elsewhere.

B. Arguments against the plan:

1. Neither session would be long enough to accomplish much.

2. The number of students deficient in credits would not be large enough to make such a plan practicable.

3. Students would be deficient in so many different areas that it would be almost impossible to meet their needs with a summer school program.

4. So few students would enroll under such a plan that no significant contribution would be made to the problem of increasing the over-all enrollment.

VI. Consideration could be given to the establishment of evening sessions for non-resident students.

A. Arguments for the plan:

1. The physical plant, which is for the most part idle during the evenings, would be used more efficiently.

2. As this area becomes more highly industrialized and more heavily populated, there probably will be a greater demand for part-time education.

3. There would be no problem about dormitory space, nor about opportunities for fraternal life.

4. Ohio Wesleyan could contribute to the enrichment of the lives of many young people who otherwise could not afford a college education.
B. Arguments against the plan:

1. The student body would no longer be unified.

2. Though there would be no problem about dormitory space, there would be an added burden on administrative personnel in admissions, registration, counseling, etc.

3. Evening sessions might overtax our library facilities, since the library is presently busy in the evenings.

4. The students who could or would avail themselves of this plan would be so limited in number that no significant contribution to the problem of increasing enrollment would result from it.

VII. Consideration could be given to a four-course plan. In such a plan students take only four courses per semester and receive four hours credit for each course. In one version of this plan, each course has only three scheduled class meetings per week; the remaining credit is earned through independent student work.

A. Arguments for the plan:

1. A load of four courses might provide opportunity for more intensive work in each course.

2. Greater emphasis upon independent student work might help develop student maturity.

3. Greater emphasis upon independent student work might lead to a stronger honors program and better opportunity for the superior student.

4. Reduction of the number of courses taken per semester would result in less fragmentation of student effort academically.

5. The reduction of the ratio of contact hours to credit hours would make it possible to reduce faculty classroom load without increase of class size or increased cost to the college.

6. Reduction of the ratio of contact hours to credit hours might result in more efficient use of classroom space.
7. Success of the plan has been reported by several outstanding institutions in recent years.

B. Arguments against such a plan:

1. Many students might not be ready to work independently, particularly during the freshman year.

2. Adequate supervision of independent student work might result in a net increase of faculty load.

3. Inadequate supervision of independent student work might result in academic inflation, i.e., less educational value per semester hour.

4. Although the rearrangement of course hours and credits provides classroom space for 25 percent more students, the plan makes no significant contribution to the problem of increasing enrollment because additional physical plant would be needed to house and otherwise accommodate the additional students anyway.

A proposal of recent development that has relevance to this discussion is the plan to provide for the junior year abroad. This plan contemplates establishment of a program which would incorporate the following general characteristics: (1) a student may elect to spend a year of study abroad with a class or group under the supervision and instruction of members on the Ohio Wesleyan faculty; (2) the student would live in a resident center or location in a specified European country; (3) a one-year curriculum of the same quantity and quality as that offered on campus could be completed at a cost to the student of approximately two hundred dollars more than his expenses would be for a year of resident work in Delaware.
If the proposal for the study year abroad materializes, the expectations are that no more than fifty students would be involved in the program at its inception. If this plan comes to fruition, it is difficult to state what effect it would have on the 1965 to 1970 enrollments. One thing seems certain: this group, whatever its number, would require neither dormitory nor instructional space on campus. This proposal is only in its developmental stage and its merits, as well as its problems, have been explored solely in terms of general principle. The relevance of this proposal to the preceding discussion is, however, apparent.

Each of the several alternative plans presented here has been given considerable thought by the University staff over the period of the past few years. The possibility has been entertained that each proposal might contribute to the solution of the enrollment problem under discussion in this writing. Each of the several plans presented here has some merit. Although each plan has some advantages, each one also seems to have some disadvantages. For this reason a choice from among such alternatives is not easily made nor quickly dismissed.

A decision in regard to the above alternatives does not imply a choice that excludes all other possibilities. The most advantageous results might derive from some combination of the alternatives proposed. A choice from these alternatives plus the employment of the presently available
classroom space could bring the problem of accommodating
more students nearer to solution. However, two acute
needs in the area of physical plant would still remain:
(1) dormitories and (2) certain facilities in the area
of instructional and auxiliary services.

This chapter has given emphasis to the present con-
ditions and future needs in dormitory facilities, in
physical plant for instructional and other services, and
to alternative proposals for extending the use of the
present physical plant. The following chapter will con-
sider the requirements in faculty personnel for an in-
creased enrollment.
CHAPTER V

THE REQUIREMENTS IN FACULTY PERSONNEL FOR AN INCREASED ENROLLMENT AT OHIO WESLEYAN

Introduction

The data in Chapter II indicated that the future demands for admission to Ohio Wesleyan hold the potential for increases in the enrollment by 1970. If Ohio Wesleyan expects to participate to any significant degree in the projected expansion, the need to provide adequate physical facilities for more students is apparent. Chapter IV presented the physical plant requirements for an increased enrollment and considered the alternatives for extending the use of the existing physical facilities.

Even though an institution may have, or be able to secure, the physical plant necessary for an additional number of students, the question arises concerning the number of teachers that such an increase in enrollment would require. The present chapter deals with the requirements in teaching staff for an increase in enrollment at Ohio Wesleyan. The treatment of this chapter is divided into two parts as follows: (1) the present status of faculty staffing with the current enrollment of approximately 2,100 students; (2) the future requirements in number of faculty necessary to staff an increased enrollment. The chapter
on finance, which immediately follows, will include the consideration of what this added instructional service would cost.

Before considering the present status of faculty staffing it is relevant to point to the fact that Ohio Wesleyan is a member of the North Central Association of Colleges and Secondary Schools. It is a reasonable assumption that Ohio Wesleyan is desirous of maintaining its accredited status in the Association. Although the Commission on Accreditation of the North Central Association no longer relies on prescribed standards to which all institutions must conform as a condition of accreditation, the following statement of policy reveals the expectations of the Association in regard to the teaching staff:

An institution should have a competent faculty, organized for effective service and working under satisfactory conditions. In determining the competence of the faculty, consideration will be given to the amount and kind of education that the individual members have received, to their experience in educational work, and to their scholarship, as evidenced by scholarly publications and contact with learned societies. Attention will be given to the faculty requirements implied by the purposes of the institution. The educational qualifications of the faculties in colleges of similar type will be considered in judging the competence of a faculty.¹

In all of the considerations regarding future staff it may be well to keep the rank and preparation of the faculty in view. For this reason the distribution of the instructional staff, by rank, and its preparation, by degrees, are presented at the beginning of the following section.

The present status of faculty staffing for the current enrollment

The teaching faculty at Ohio Wesleyan numbers 146, proportioned rather evenly through the various ranks from instructors to full professors. The following table shows the distribution of the teaching staff by categories for the year 1958-59:

**TABLE 7**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>32</td>
<td>5</td>
<td>37</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>37</td>
<td>4</td>
<td>41</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>28</td>
<td>9</td>
<td>37</td>
</tr>
<tr>
<td>Instructor</td>
<td>10</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Full-time equivalent of</td>
<td>7.5</td>
<td>8.5</td>
<td>16</td>
</tr>
<tr>
<td>part-time teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>114.5</td>
<td>31.5</td>
<td>146</td>
</tr>
</tbody>
</table>

In addition to the staff shown in Table 7 the academic personnel includes fourteen members of the administrative staff and six fellows and graduate assistants. Although
all twenty of these persons are oriented in one way or another to the instructional processes, they are not primarily responsible for teaching duties. In cases where teaching duties are a part of the work of these persons, the time spent in teaching is accounted for under the category of "part-time" teachers.

The educational preparation of the faculty of an institution is an important consideration at any time and becomes particularly significant if an augmentation of the staff seems necessary. Table 8 reflects the preparation of the Ohio Wesleyan faculty by listing the distribution of the highest degrees attained by the 130 full-time staff members listed in the first four categories of rank in the previous table:

TABLE 8
HIGHEST DEGREES ATTAINED BY FULL-TIME TEACHING PERSONNEL AT OHIO WESLEYAN 1958-59

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor's</td>
<td>70</td>
<td>53.8</td>
</tr>
<tr>
<td>Master's</td>
<td>53</td>
<td>40.8</td>
</tr>
<tr>
<td>Foreign diploma</td>
<td>3</td>
<td>2.4</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>4</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.</td>
</tr>
</tbody>
</table>
A third consideration in regard to the present faculty at Ohio Wesleyan is related to the teaching load. For the purposes of this discussion teaching load is viewed in two particular respects: (1) the student-faculty ratio and (2) class size. The 1958-59 enrollment and the instructional staff shown in Table 7 produce a student-faculty ratio of 14.3 to 1. The normal teaching load of a full-time member of the faculty is twelve hours. Laboratory hours are in most instances fully equated with teaching hours. This is done in those cases wherein the chairman of a department certifies to the dean that the faculty member concerned spends full time with a laboratory section carrying on instructional activities in the same manner as a lecture period.

Another measure of the present conditions in regard to teaching load and the use of faculty teaching time may be seen in the number and size of classes taught. The number and size of classes for the fall semester, 1959, are shown in the distribution provided by the data in Table 9.
Table 9 shows that the most frequent size of classes at Ohio Wesleyan is in the 11-25 category closely followed by classes registering 26-50 students. Classes in these two sizes constitute 82.2 per cent of all course sections at Ohio Wesleyan. Only six classes, or 1.4 per cent of the total, enroll more than fifty students. On the other hand, seventy-five classes or 16.4 per cent of the total, have ten or fewer students.

The relatively large number of small classes contrasted with the small number of large classes shown in Table 9 suggests the pertinence of data in regard to course offerings. In the ten years from 1950 to 1959 the total of the course credit hours listed in the college catalog increased about 15 per cent. Over the same period of years,
however, we find that the net enrollment for 1959 was less than 1.5 per cent above the net enrollment for 1950. The number on the faculty, in terms of full-time instruction, increased from 130 in 1950 to 146 in 1959, or an increase of over 12 per cent. The data thus show that over a ten-year period in which the number of courses and number of faculty increased by 15 per cent and 12 per cent respectively, the enrollment went up by less than 1.5 per cent. Over the same period of time the student-faculty ratio declined from 16.1 in 1949-50 to 14.3 in 1959-60. During the ten-year period in question there were substantial increases in departmental offerings. Among the larger increases in course-hour offerings were those in English (82 to 97), geology and geography (45 to 66), history (54 to 84), philosophy (33 to 51), physics (49 to 62), and fine arts (153 to 181). In the same ten-year period there were substantial decreases in course offerings in only two areas: religion (84 to 68) and economics (99 to 74). Among the departments wherein offerings neither increased nor decreased significantly over the ten-year period one finds substantial course-hour offerings in the prevailing program of studies, as in mathematics (94), for example.

In regard to these offerings note should be made of the fact that the minimum requirements for a departmental major in almost all instances ranges from twenty-four semester hours to thirty semester hours; modal practice
requires a minimum of twenty-four semester hours for the major. At the present time there is no statutory limit to the amount of work that a student may take within a single department. Neither is there a general requirement for advanced work in a subject or field ancillary to the major. The consideration of what constitutes desirable or necessary undergraduate specialization in a liberal arts program is not a topic that falls within the purview of the present study. However, these data do point to the possible inter-relationships that may exist on the one hand between unlimited departmental concentration and proliferation of courses, and on the other hand the factor of class size revealed by the data in Table 9. The data further point to the possibility that the number of different courses in the total offering may bear some relevance to the teaching load; multiple teaching preparations for some members of the staff normally result from increases in departmental offerings, unless a corresponding augmentation in teaching personnel is provided.

In many instances a small class may be condoned on the basis that it is a single section which fulfills some institutional, graduate-school admission, or teacher-certification requirement. Often two smaller sections of a course may be justified on the ground that a single section would be too large or too heterogeneous in types of students for instructional efficiency. Occasionally the small class may
be warranted by the service it performs for the registrant or because it contributes "balance" to the liberal arts program or for other reasons that appear justifiable or defensible. These points of view concerning the small class were confirmed by the writer's investigation of the type and purpose of the classes enrolling ten or fewer students, as listed in Table 9. The possibilities for utilizing existing staff to any better advantage may have limitations, therefore, in its scope. In courses or subjects having multiple sections, however, there may be a wider scope to the possibilities for improving the utilization of the existing staff. Essential, therefore, to a discussion of future class size and student-faculty ratio is a view of the present conditions relative to multiple sections in the same course or subject. In order to secure this view Table 10 is presented.
# TABLE 10
COURSES HAVING THREE OR MORE SECTIONS AT OHIO WESLEYAN FOR BOTH SEMESTERS OF 1959-60

<table>
<thead>
<tr>
<th>Course</th>
<th>Catalog Number</th>
<th>1st Sem.</th>
<th>2nd Sem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botany</td>
<td>201</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>107,108</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>201,101</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Education</td>
<td>111</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>205</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>111-112</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Art Appr.</td>
<td>257</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>French</td>
<td>101-102</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>French</td>
<td>201-202</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Geology</td>
<td>101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td>101L</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>101-102</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>History</td>
<td>111</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>112</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>301-302</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Mathematics</td>
<td>111-112</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>121</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Music</td>
<td>257</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Philosophy</td>
<td>211</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Political Science</td>
<td>201</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Psychology</td>
<td>201</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Religion</td>
<td>111</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Sociology</td>
<td>201</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Spanish</td>
<td>101-102</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Spanish</td>
<td>201-202</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Speech</td>
<td>103</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>176</strong></td>
<td></td>
<td><strong>156</strong></td>
</tr>
</tbody>
</table>
Table 10 lists all courses at Ohio Wesleyan that have three or more sections in the same subject. All of the courses listed contribute to the fulfillment of the general requirements for a degree except those in education and psychology. With these exceptions the table reflects "general education" at Ohio Wesleyan. Other than the humanities all of the courses listed are normally for freshmen and sophomore students (courses numbered one hundred and two hundred). Humanities is the only course listed for the junior and senior levels (courses numbered three hundred and four hundred). All courses listed are introductory or basic in nature for their respective fields except the two-hundred level courses in the foreign languages and education 205.

It would seem patent that the opportunity to create larger instructional units generally derives from a combination of small classes of the same type where multiple sections of such courses exist. The writer has already pointed to the likelihood that a lesser opportunity in this regard derives from the possibilities of combining small classes, unlike in kind, or where only single classes in such a subject or course exist. The distribution of course sections shown in Table 10 becomes significant therefore as a source of data for whatever opportunities may exist for the efficient instructional employment of faculty personnel at Ohio Wesleyan.
Class size and increased use of instructional personnel must be considered, however, in terms of available classroom space to accommodate larger instructional units. In this connection referral to the data on class sizes (Table 9) and classroom capacities in Cresap's space survey (Chapter IV) is apposite. According to Table 9, 83.6 per cent of all classes at Ohio Wesleyan enroll eleven or more students. All of the multiple sections listed in Table 10 are within the 83.6 per cent just noted. A further breakdown of these data shows that 90 per cent of all classes have fewer than forty students. Only six sections, or 1.4 per cent of the total number of classes, enroll more than fifty students. Data from the Cresap survey show, on the other hand, that 35 per cent of all classrooms have capacities for forty students, and that 6 per cent of all classrooms have capacities for one hundred or more students. Whereas the most frequent size of class at Ohio Wesleyan is in the category that enrolls eleven to twenty-five students (44.4 per cent of the total number of 516 classes), only 4 per cent of the classrooms have capacities limited to twenty or fewer students. These data reflect the potentials in both present class size and classroom capacities for a consideration of the future requirements in the number of faculty necessary to staff an increased enrollment.
In the preceding section it was stated that the 1958-59 enrollment and size of the instructional staff produce a student-faculty ratio of 14.3 to 1. Attention is now directed to the effects of an increased enrollment on the student-faculty ratio and the resultant size of the teaching staff necessary to serve a larger student body.

To maintain the present student-faculty ratio for five hundred more students would necessitate the addition of thirty-five teachers to the present full-time instructional staff of 146 members. The resulting staff thus would total 181. A proportionate number of additional members for the full-time teaching staff would be necessary for any increase in enrollment beyond five hundred students. In general, it may be expected that seven full-time members of the instructional staff will be necessary for each one hundred students added to the present enrollment if the student-faculty ratio is to be maintained. If the student-faculty ratio were permitted to rise to 16 to 1, seventeen additions to the present teaching staff would be necessary for the new total enrollment of 2,600. Without any additions to the present teaching staff the student-faculty ratio would advance to 18 to 1.

The current thinking on the problem of additional staff reveals an inclination by both the administration
and faculty to lower rather than increase the student-faculty ratio. The consensus of administrative and faculty opinion on this point supports an effort to secure a student-faculty ratio of 12 to 1 as a near-term minimum goal, with a still further reduction in the ratio as soon as it is feasible. In order to attain the student-faculty ratio of 12 to 1 with the present enrollment, a full-time teaching staff of 175 would be necessary. An addition of twenty-nine members to the present faculty would be required to reach this "minimum goal." If the ratio of 12 to 1 were to apply to an enrollment of 2,600, a teaching staff of 217 would be needed; this number is seventy-one more than the number of faculty members the University has at the present time and represents an increase of 48.6 per cent in the instructional staff.

The preceding treatment indicates the quantitative requirements of teaching staff with the present enrollment of 2,100 and the corresponding staff needed for an additional enrollment of five hundred. If the current student-faculty ratio of 14.3 to 1 is maintained for an enrollment of 3,110 by 1965 and 3,810 by 1970, the teaching faculty would number approximately 217 and 266 respectively. Moreover, if the desired ratio of 12 to 1 materialized for the enrollments expected by 1965 and 1970, the faculty then would number approximately 259 and 317 respectively.
If the size of the present Ohio Wesleyan faculty remains at 146, it would be pertinent to view what effect increases in enrollment would have on the student-faculty ratio. Enrollments of 3,110 for 1965 and of 3,810 for 1970 could be served by the present faculty of 146 if an increase in the student-faculty ratio would be considered as an acceptable condition. The present faculty of 146 and the projected enrollment of 3,110 by 1965 produce a student-faculty ratio of 21.3 to 1. With the same size of faculty as Ohio Wesleyan now has and an estimated enrollment of 3,810 by 1970 the student-faculty ratio rises to slightly more than 26 to 1.

The data on student-faculty ratios treated in the discussion above are relevant to the consideration of future requirements in the number of faculty necessary to staff an increased enrollment. These data have additional significance in light of the issues concerning the future size of the University presented in Chapter III, particularly to the second outline of arguments found in Sections I-B and II-B on the educational program. The reader will recall the discussion of the relative merits and disadvantages that could accrue from increasing the size of the student body and the consequent effects that such a move could produce in the educational program.

Beardsley Rumml is probably the leading proponent of the idea that the rearrangement of college courses and time
schedules can effect savings that will result in better use of teaching personnel and improved financial compensation for the faculty. Ruml looks with favor on a limited course plan for students such as a four-course program which results in a twelve-hour class-week schedule instead of the usual fifteen. The following statement supports his contention that it is possible to increase the student-faculty ratio without burdening the teacher additionally:

These changes in the academic class week, adopted on educational grounds, also have important economic and financial consequences. The student is now in class only twelve-fifteenths of the time spent formerly and, with proper organization and administration, the ratio of student to instructor can go up without any more time spent by the instructor in class. Reduction in the class week is probably the most immediate way of achieving a non-controversial and important increase in the student-teacher ratio. Plans should be made to capture the benefits, lest they be dissipated in course proliferation, needless reduction in applied faculty hours or other wasteful practices in curriculum and methods of instruction.2

Ruml also favors the four-term yearly calendar primarily for the economic advantages it affords. The following statement presents his views on this arrangement:

This four-term calendar has economic advantages of great importance. First of all, gross dormitory rentals could be increased by one-third per annum. Second, with faculty cooperation on the scheduling of vacations and with success in maintaining a fairly even student load in each of the four terms, a one-third increase in tuition income is arithmetically possible. This could be

2Beardley Ruml and Donald H. Morrison, Memo to a College Trustee, p. 21.
done without increasing either the size of the faculty or the number of hours of teaching per week or year, provided the scheduling of courses results in an increase of one-third in the student-faculty ratio. Nor, as has been stated, would there be any increase in the number of students on the campus at any one time.3

In this chapter the preceding discussion has dealt with the data reflecting the future requirements of faculty necessary to staff an increased enrollment. The foregoing quantitative projection of these needs will be affected no doubt by a number of variable factors that appear to merit consideration at this point. Among the possibilities affecting the projected needs for faculty are the alternative proposals discussed in Chapter IV: (1) a four-quarter system with students normally in residence three quarters out of four; (2) a four-quarter system with students in residence for two quarters out of four, a third quarter devoted to off-campus research; (3) a three-semester plan; (4) an independent summer session; (5) a plan for evening sessions; (6) a four-course plan. Other possibilities that would affect the need for teaching staff are the following: the program providing for the junior year abroad, the use of closed-circuit television facilities, the provision for an elective term of off-campus independent study, and the use of core curricula in the general education program.

3Ibid., p. 22.
Each of these proposals holds some prospect for the further utilization of the present plant facilities as described in the immediately preceding chapter. The degree to which the present faculty or a future augmentation of staff is involved depends largely upon the extent to which such plans may be used singly or in combination. A further variable lies in the response of students to the required and to the elective aspects of the various proposals. Thus the imponderables of these various approaches suggest avenues for exploration and experimentation in order to assess their applicability to the Ohio Wesleyan educational program and the subsequent requirements for teaching staff. Although it may not be feasible at this point to predict the precise effect that these variable factors would exert on the need for teaching staff, it is possible to consider some of the anticipated requirements in this regard.

A four-quarter system with students enrolled three quarters out of four could result in an increase of 33 1/3 per cent over the present enrollment. On the basis of the existing enrollment maximum of 2,100, the current teaching load, the prevailing class sizes, and the present student-faculty ratio, the present staff of 146 would have to be increased the equivalent of one-third through the addition of nearly fifty members to the staff, for the quarter so added. For any increase in enrollment based upon present standards of practice seven additional faculty members
would be necessary for every one hundred students added to such an extended enrollment. To extend this enrollment still further, another five hundred students would require an additional thirty-five staff members. The total additional staff thereby becomes eighty-five. If class size, student-faculty ratio, or teaching load changed significantly, the need for faculty would be affected to the extent that these variable factors prevailed. The discussion earlier in this chapter emphasized the effects of an increased or decreased student-faculty ratio as a critical factor in this regard.

An alternative proposal that would affect the requirements for faculty is a variation of the four-quarter system in that students would be in residence for only two quarters out of four, with a third quarter devoted to off-campus research and study. It is true that this proposal provides a way to increase the enrollment without increasing the number of students in residence, but the number needed to staff such an arrangement would be considerable. What the demands for staff would be in this type of program depends largely upon the provisions of the program itself. Upperclass students may now elect as much as one third of a semester's load in on-campus research. The direction and supervision of this kind of study is assigned to a full-time member of the staff and no allowance is made in the teaching load for the duties thus assumed. The writer's
survey of on-campus courses in research study for the
last two years shows that at most an average of one faculty
member in five supervises such research work of students.
Normal practice shows that such a faculty member supervises
one or at most two students in any given semester. An ex-
tension of this type of arrangement anticipates that every
faculty member would be able to supervise the work of two
students in off-campus study in addition to his regular
teaching duties. The faculty of approximately 150 that
would be on campus for any given quarter could therefore
serve a maximum of three hundred students for five quarter
hours credit, or one-third of the students' scheduled work,
according to present practice. Additional load or addi-
tional staff would be necessary to service the remaining
two-thirds of the scheduled work for these three hundred
students. In terms of additional load a staff of 150 could
carry the full quarter's work for three hundred students by
increasing the present maximum on this kind of faculty duty
threelfold. In other words, instead of directing the work
of two students for five credit hours each, the staff member
would need to serve this function for six students, or the
equivalent.

The reader will recall that the maintenance of the
present student-faculty ratio of 14.3 to 1, necessitates
the addition of seven teachers for every one hundred stu-
dents added to the enrollment. The adoption of a
The three-quarter system enrolling the equivalent of one-third more full-time students increases the enrollment by seven hundred. In terms of additional staff this means forty-nine more teachers. The full load for all seven hundred students in off-campus research would therefore seem to require at least forty-nine teachers.

The three-semester plan would increase the present maximum enrollment of 2,100 by the equivalent of 50 percent, or 1,050 students. This increase would bring the total equivalent enrollment to 3,150. Thus the estimated enrollment of 3,110 expected by 1965 would be accommodated amply through this arrangement. With the present student-faculty ratio of 14.3 to 1 as a base, this plan could operate through the addition of seventy-one members to the present faculty. The manner in which the student-faculty ratio would be affected by increasing or decreasing the number on the staff was detailed at the beginning of the present section of this chapter. For the purpose of comparison it may be noted that the three-quarter system would accommodate an enrollment equivalent to 2,800 and would require a minimum staff of 195 by present standards. The three-semester plan would provide for an enrollment equivalent to 3,150 and would require a minimum staff of 217.

The enrollment for evening sessions, like that for the independent summer session, depends solely upon the response of individuals who would avail themselves of the opportunity.
The number of respondents in either case would be problematic. Exploration and possibly experimentation in each of these areas may be warranted. In the case of the independent summer session Ohio Wesleyan has started already the process of experimentation. For the first time since World War II there were students on campus in the summer of 1960. The enrollment in this independent summer session was approximately 180. Another summer session has been scheduled for 1961. The unofficial predictions call for an enrollment of two hundred or more for the 1961 summer session, and an increase of 10 to 15 per cent each year for the next four to five years. If the expected enrollment materializes, the 1965 enrollment in an independent summer session will reach a figure between 270 and 350. In view of the enrollment trends discussed in Chapter II the estimate may prove to be conservatively low. The full-time equivalent of the part-time personnel necessary to staff a summer session of two hundred students would be fourteen members. For three hundred students a staff of twenty-one would be necessary. Until the summer session expands to a much greater extent than its present humble beginning, the requirements for staffing this method of increasing enrollment can be met with the currently available members of the regular staff.

In the four-course plan, students take only four courses per term and receive four credit hours for each
course; in one version of this plan each course has only three scheduled class meetings per week; the remaining credit is earned through independent study work. Another version of this plan consists of dividing evenly the time spent in class and the time spent in independent study work. The arrangement of course hours and credits in either version reduces the ratio of contact hours to credit hours and makes possible the reduction of faculty classroom load without increasing class size. This approach does not admit any increase in the present enrollment, unless a proportionate increase in staff takes place. The first version of this plan provides for 25 per cent more students through its arrangement of course hours and credits. In terms of enrollment this amounts to 525 more students. The second version provides for 50 per cent more students, or 1,050. Although both of these versions allow for an increased enrollment as far as classroom space is concerned, the requirement for staffing the four-course plan remains. Although the student is not in class all four hours per week, the responsibility for directing and supervising the student's independent work remains. It is conceivable that the supervision of independent student work might result in actually increasing the faculty load. On the other hand, much of the direction of students' out-of-class work may take place within the hours that students are in class. In theory the four-course plan is not expected to contribute
significantly to enrollment change at the expense of
teaching load, whereas it is expected to contribute to the
availability of needed classroom space. It would appear
that the requirement for faculty under this plan would com­
pare with the needs for staff under the present arrange­
ment of courses. If the four-course plan contributes to
the reduction of staff in any way, it would be through a
reduction in the number of courses offered—by combining
and eliminating numerous small sections that grow through
the process of proliferation as indicated in the early part
of this chapter.

The following proposals are still other ways of in­
creasing enrollment without additional plant facilities:
a program providing for the junior year abroad, the use of
closed-circuit television facilities, the provision for an
elective term of off-campus independent study, and the use
of core curricula.

The program providing for the junior year abroad
anticipates an enrollment of approximately fifty students
annually. Although dormitory and instructional space on
the campus would not be necessary, these facilities would
have to be secured "on location" in the resident country.
The rental for such facilities is expected to be self­
liquidating. The special committee planning this develop­
ment foresees a minimum requirement of four full-time
faculty members to staff this project. The committee feels
that a more desirable program and experience for the participating students would result if a staff of five members could be assured. Present plans provide that all course work pursued abroad will be credited toward a degree at Ohio Wesleyan. At least six credit hours of work will be applicable to the general education requirements of the University, and the remaining twenty-four credit hours will be acceptable as credit toward a major or as permissible electives. It is within this prescribed program of studies that the staff and students will operate. These stipulations result in average class sizes of ten to twelve students. These stipulations operate to produce student-faculty ratios of 12.5 to 1 for a staff of four and 10 to 1 for a staff of five. In either case the staff required represents an additional need for teaching personnel since members of the faculty who are serving for a year abroad will need replacements in their positions at Ohio Wesleyan. If this program continues, and the expectations are that it will, this need for additional staff will be permanent.

The equipment of the University's radio station, referred to in Chapter IV, includes the basic facilities necessary for the operation of closed-circuit television on the Ohio Wesleyan campus. The possibility of activating an instructional program served by means of closed-circuit television warrants serious exploration. Experimentation of the last two years has indicated that this process is
mechanically feasible at Ohio Wesleyan. The applicability of television as a medium of instruction for large groups or for multiple sections in the same subject could be given consideration and study for whatever advantages or disadvantages it may have in the situation under discussion here.

The data presented earlier in this chapter show that Ohio Wesleyan has classroom space for more large classes, even classes of over one hundred, than is currently used. The data in Table 10 show that there are 176 sections in the twenty-six courses listed. The potential for the use of television to increase class size, to increase the student-faculty ratio, and to increase total enrollment without proportionate increases in staff inhere in this approach to instruction. Although there may be arguments pro and con regarding the qualitative aspects of teaching by television, the quantitative potentialities would seem clear. The number and type of staff members necessary to implement a program of educational television at Ohio Wesleyan would depend upon major considerations such as the following: the number and type of class sections to which the process would apply; the number of present staff members who could adapt to this type of teaching; and the number and kind of instructors, proctors, or assistants that would be needed to staff the several class units involved. Since the labors of approximately one-half of
the present faculty of 146 and enrollment of 2,100 are included in the multiple sections shown in Table 10, the saving in staff and the potential for increased student enrollments may prove to be considerable.

The extent to which the provision for an elective term of off-campus independent study would become a factor in future requirements for staff is not precisely predictable. Like the independent summer session and similar arrangements, a certain amount of experimentation may be necessary to quantify this factor since so much rests upon the response of individuals who would be interested in undertaking such a program. The staff required to service this type of program would be similar in degree to that dealt with in the previous discussion of the off-campus research program for one quarter out of every three. The elective term would probably have fewer students than the required term and therefore need less staff, but the proportionate need for teachers would be the same.

A final proposal that involves consideration of the staff that may be needed for it is the core curriculum. Core in the sense that it is used here bears no resemblance to the types of core frequently employed in secondary education, unless it might be that of the separate-subject curriculum. This type of core is interpreted to mean the solid core of subjects or courses common to all, required for all students. In programs where all students take
many of the same courses in the same order, such pre-
scription is economical as far as staff time and employment
are concerned. Such programs also save classroom space.
In a carefully organized sequence of required courses the
size of classes can be predetermined and set at optimum
and, if necessary, even higher levels. Through the exercise
of control over the optimum size of classes the maximum use
of staff time can be attained. Small classes are not so
likely to result from this type of curricular organization
and the need for staff is correspondingly less. Table 9
shows that 60 per cent of all classes at Ohio Wesleyan
have fewer than twenty-five students. With somewhat more
than half of the students each semester enrolled in re-
quired or common core classes, some of these students must
therefore be in small classes. The eventual requirements
of staff for a core curriculum organized as described
would be less perhaps than it is for the present staff.
Although the difference may not be great, whatever it may
be makes a contribution.
CHAPTER VI

THE FINANCIAL REQUIREMENTS FOR
AN INCREASED ENROLLMENT

Background of financial structure

The issue of future size discussed in a preceding chapter points to the realization that educational policies and procedures can be determined more wisely if attention is given to certain quantitative data concerning the financial and economic factors involved. Thus any discussion of expansion in the size of enrollment or improvement of the educational program logically leads to the question of the cost that such changes would entail.

Financing higher education in this country is a complex operation and follows a varied pattern. Not all persons seem to have a clear understanding of the sources of college income and the nature of the expenses for which the income is used. In general, colleges and universities are dependent upon funds from some combination of the following sources: private individuals and corporations, foundations, college alumni, church groups, students and their families; and local, state, and federal governments. Private institutions are financed mainly by student fees and money received from private donors, including income from invested funds, gifts, and grants. Public institutions
receive the major portion of their income through appropriations by state legislatures and from student fees. Two major categories of expense are common to both private and public institutions. The first of these two categories is termed current operating expenses and includes expenditures for (1) educational and general purposes, (2) such auxiliary enterprises as operation of dormitories, dining halls, and college unions, (3) student aid for scholarships, fellowships, and similar awards, (4) interest on indebtedness, money-raising campaigns, and other such activities. The second category of expenditure is for plant expansion and includes the construction of new buildings, remodeling of old buildings, additions and improvements in campus groups, and purchases of new, non-instructional equipment.

In addition to the day-by-day concerns of operating a college budget, certain economic factors must be coped with in budgetary operations. The private institution, by its eleemosynary nature, is particularly vulnerable to the economic conditions which beset it at every turn. In periods of inflation, costs continually increase because of rising prices of goods and services necessary to the institution's operation. Student fees and charges tend to lag behind institutional costs to further complicate budgetary planning and operation. As a matter of fact, in few institutions, if in any, does the student through his tuition actually
pay the full cost to the college for the instructional service provided in his behalf. Moreover, since a considerable portion of an institution's endowment principal is frequently invested in securities with a fixed rate of return, endowment income from such securities does not rise with general price increases. What endowment income is received has its purchasing power diminished by the declining value of inflationary dollars. Although gift income may show annual increases, seldom does the amount of the increase keep pace with the rising levels of college expenditures.

Another aspect of the budgetary problem, experienced by most institutions, stems from expansion of enrollments and may be understood better by illustration. In the past two decades enrollments declined on most campuses during the years of World War II. Enrollments expanded again with the "veteran's bulge" at the close of the war. In a very short time, however, enrollments declined again during the Korean War period. When classroom space, dormitory quarters, library facilities, and teaching staff must be added to care for increased enrollments, the costs of such provisions cannot be quickly and easily written off as enrollments drop to lower levels.

A challenge of considerable magnitude is involved in the process of keeping enrollments, the quality of the educational program, and the attending financial commitment in
a balanced and harmonious state of fiscal compatibility. With reference to the financial difficulties of small colleges Millet succinctly summarizes the point in these words: "Seldom in our history has any institution of our society been so beset by different demands and such formidable obstacles."\(^1\) The same writer continues by saying that "The small college has accordingly been hard pressed by the economic environment in which it has had to operate. Our society has not made it easy for colleges to pursue their educational objectives."\(^2\) This statement may be applicable to many institutions, large as well as small.

On January 7, 1956, the Executive Committee of the Ohio Wesleyan University Board of Trustees recommended certain approaches to "...the issues that will confront all colleges and universities because of the anticipated increase in applications for admission in the 1960's."\(^3\) The Committee recommended that "a staff study be prepared by February, 1957, in cooperation with the faculty, setting forth the financial obligations the University would have to assume in order to provide adequately for an increase in enrollment of five hundred."\(^4\) The recommendation was

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2. Ibid., p. 363.
3. From the unpublished minutes of the meeting of the Executive Committee of the Board of Trustees, Ohio Wesleyan University, January 7, 1956.
4. Ibid.
subsequently approved by the full Board at its meeting in February, 1956. The writer was assigned to work on the problem in cooperation with the University's Vice-President and Treasurer, Vice-President and Dean, and the University Controller.

In pursuance to the above action a preliminary draft of the financial obligations of an increased enrollment was prepared by February, 1957. The writer has since had access to budgetary data for the subsequent years, 1957-58 and 1958-59, and utilizes these additional data in the presentation of this chapter. The next two sections of the present chapter are devoted to the consideration of the financial structure of the institution as it relates to the current revenue requirements of an increased enrollment at Ohio Wesleyan University.

In order to recognize the commitments of the Board regarding the authorized size of the University enrollment and the maintenance of the general characteristics of the institution, two basic understandings are necessary. It is therefore understood that--

1. An increase of five hundred students denotes an enrollment total of 2,600 full-time students and signifies the first stage of any general expansion that might take place.
2. General characteristics of the institution such as student housing, type of program, and the ratio of men to women students will remain unchanged by the increased enrollment.

In addition, the projection of the financial needs is advanced on the basis of 1958-59 income and operating costs.

Two present factors which have crucial bearing on the University's finances insofar as enrollment increase is concerned are the following:

1. The directive of the Board of Trustees to restrict the enrollment of the University to its present size until the funds are available to finance an increase in enrollment.

2. The accepted and currently favored student-faculty ratio for the present size of student body and for one of increased enrollment.

The matter of institutional finances is an exacting task at any time. When factors such as the two given above are added to the picture the situation becomes more critical still. What the University may be able to do within the framework of these two factors, currently effective in the Ohio Wesleyan scene, remains for consideration.
Present income and cost of the educational program at Ohio Wesleyan

In order to consider the part that finances will play in future enrollments at Ohio Wesleyan it appears essential to secure an overview of the present fiscal conditions. Attention is now directed to the recent sources of income for taking care of the current enrollment of approximately twenty-one hundred students. The following table presents the data regarding income for the year 1955-56, 1956-57, and 1957-58 respectively. A later table presents data for the year 1958-59.

The data in Table 11 show a trend of rising income in all categories except the comparatively minor one of "Other Sources." The percentage of annual increase in the various categories is about 10 per cent. It is interesting to note the continued rise in miscellaneous non-educational income, inasmuch as these earmarked funds are used for scholarships, fellowships, and various types of student aid. The rise in income for auxiliary enterprises reflects the higher costs required to operate dining halls, dormitories, and related services. Since the enterprises in this division are operated as services to students, they are expected to be self-supporting. The income realized from gifts and grants shows an annual rise of 15 to 20 per cent. Common experience indicates that this category of budgets may frequently rise but not sufficiently so to
### TABLE 11

TOTAL INCOME OF OHIO WESLEYAN UNIVERSITY
BY YEARS COVERING THE THREE-YEAR
PERIOD 1955-56 THROUGH 1957-58

<table>
<thead>
<tr>
<th>Sources of Income</th>
<th>1955-56</th>
<th>1956-57</th>
<th>1957-58</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational and General</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Tuition Fees</td>
<td>$1,186,706</td>
<td>$1,339,126</td>
<td>$1,468,394</td>
</tr>
<tr>
<td>2. Gen. Endowment</td>
<td>150,266</td>
<td>164,621</td>
<td>179,859</td>
</tr>
<tr>
<td>4. Other Sources</td>
<td>45,960</td>
<td>28,400</td>
<td>28,674</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,592,122</strong></td>
<td><strong>$1,870,605</strong></td>
<td><strong>$2,082,138</strong></td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Dormitories</td>
<td>$716,709</td>
<td>$776,752</td>
<td>$814,673</td>
</tr>
<tr>
<td>2. Other Auxiliaries</td>
<td>112,314</td>
<td>122,591</td>
<td>168,371</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$829,023</strong></td>
<td><strong>$899,343</strong></td>
<td><strong>$983,044</strong></td>
</tr>
<tr>
<td>Misc. Non-Educational</td>
<td>$116,079</td>
<td>$146,089</td>
<td>$161,775</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,537,224</strong></td>
<td><strong>$2,916,037</strong></td>
<td><strong>$3,226,958</strong></td>
</tr>
</tbody>
</table>
offset rising prices generally, as pointed out earlier. Passing mention should be made of the fact that gifts and grants to the University totaled only $176,911 as recently as 1953-54 and the year after that $200,100. As the data in Table 11 indicate, the income from gifts and grants has nearly doubled in just the past two years.

Although income from endowment shows an increase from year to year, the amount of increase is relatively small and contrasts somewhat with the increases in income realized by other means. Income from general endowment was $151,000 five years ago. An increase of income from this source amounting to $28,759 in a five-year period appears small. The low endowment income, however, is basically the effect of a comparatively low endowment capital for the University.

Endowment income as a source of current revenue may be viewed in another way. The question may be asked "To what extent does endowment income contribute to the total from all sources of educational income?" An answer to this question may be found in the analysis of educational income for the three years, 1955-56, 1956-57, and 1957-58 as revealed by the percentages shown in Table 12.
TABLE 12

SOURCES OF INCOME FOR EDUCATIONAL PURPOSES BY PERCENTAGES, 1955-56 THROUGH 1957-58

<table>
<thead>
<tr>
<th>Sources of Income</th>
<th>1955-56</th>
<th>1956-57</th>
<th>1957-58</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tuition Fees</td>
<td>74.5</td>
<td>71.5</td>
<td>70.5</td>
</tr>
<tr>
<td>2. Gen. Endowment</td>
<td>09.5</td>
<td>08.8</td>
<td>08.6</td>
</tr>
<tr>
<td>3. Gifts, Grants</td>
<td>13.0</td>
<td>18.1</td>
<td>19.4</td>
</tr>
<tr>
<td>4. Other Sources</td>
<td>03.0</td>
<td>01.6</td>
<td>01.5</td>
</tr>
<tr>
<td>Total</td>
<td>100.</td>
<td>100.</td>
<td>100.</td>
</tr>
</tbody>
</table>

Table 12 reflects a fairly steady but slightly declining percentage of income from endowment. Income derived from tuition likewise shows a fairly stable but slightly declining percentage. During the three-year period covered by the table, only gifts and grants show an increase in proportionate contribution to total income. The amount of the increase from this category appears to offset the decline in the percentage of income from endowment and tuition just mentioned. Of the major sources of revenue in Table 12 the percentages clearly show that student fees provide the largest portion of current income for educational purposes and that endowment produces the smallest percentage of such revenue among the three major sources of income.
The percentages of income from tuition fees at Ohio Wesleyan for the years shown in Table 12 are above normal expectancy as measured by national findings. The Commission on Financing Higher Education in the United States found that, as of 1950, private institutions as a group obtained about 68 per cent of their educational income from student charges.\(^5\)

It is a matter of historical record that student tuition fees have been depended upon as a major source of educational income in most privately supported colleges.\(^6\) In recent years this dependence upon tuition fees has been quite evident. The reasons for this condition are set forth clearly and succinctly by Meck in the following statement:

At least two factors have forced both public and private institutions over the past decade to place increasing dependence upon meeting a growing percentage of their educational costs from student charges: (1) the higher cost of education due to decreased purchasing power of the dollar and development of more expansive and specialized curricula; (2) the failure of endowment income and state support to keep pace with expanding enrollments.\(^7\)

---


The recent trend in tuition charges at Ohio Wesleyan appears to lend support to the preceding statement. One may readily see the trend in yearly tuition rates at Ohio Wesleyan in the following figures covering the past seven years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953-54</td>
<td>$550</td>
</tr>
<tr>
<td>1954-55</td>
<td>600</td>
</tr>
<tr>
<td>1955-56</td>
<td>600</td>
</tr>
<tr>
<td>1956-57</td>
<td>650</td>
</tr>
<tr>
<td>1957-58</td>
<td>700</td>
</tr>
<tr>
<td>1958-59</td>
<td>920</td>
</tr>
<tr>
<td>1959-60</td>
<td>1020</td>
</tr>
</tbody>
</table>

The increase in tuition from 1953 to 1959 inclusive amounts to 85.4 per cent. Ohio Wesleyan students in their last year of college in 1959-60 experienced a rise of 57 per cent in tuition charges since their freshman year. An interesting contrast to this rise lies in the fact that yearly tuition charges at Ohio Wesleyan remained constant at $250 for nearly two decades during the years 1927 through 1945.

At this point it is important to recall the enrollment figures presented in the data for Chapter II. During the last five years, while tuition charges were rising at Ohio Wesleyan, enrollments remained fairly stable and applications for admission increased steadily. Moreover, the highest number of applications for admission and the largest enrollment in the institution's history occurred
in 1958-59, the year in which tuition charges rose by a greater amount than in any previous year.

Despite the fact that tuition income constitutes the major source of revenue in most private colleges, "virtually no student or his parents pay (at least during the period he is enrolled) the full cost of his education." The difference between what a student pays and what his education actually costs is made up mainly from endowment income, gifts, and grants, as the previous tables have shown. The total amount of this difference as well as the difference in amount per student can be determined readily from budgetary and enrollment data.

The monetary difference between actual costs and tuition payments is an important factor to consider at any time and particularly so if an increase in enrollment is contemplated. In order to see what the financial implications of an increased enrollment are, Table 13 presents the data for the 1958-59 budget. From these data and the enrollment figures presented in Chapter II the financial commitment of the University for an increased enrollment may be determined insofar as educational expense is concerned.

The budget for the year (1958-59) reflects several important facts bearing on the problem at hand. In the

8Ibid., p. 167.
<table>
<thead>
<tr>
<th>Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational and General</strong></td>
<td></td>
</tr>
<tr>
<td>1. Tuition Fees</td>
<td>$1,891,120</td>
</tr>
<tr>
<td>2. Gen. Endowment</td>
<td>207,130</td>
</tr>
<tr>
<td>3. Gifts and Grants</td>
<td>349,503</td>
</tr>
<tr>
<td>4. Other Sources</td>
<td>54,992</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$2,502,745</td>
</tr>
<tr>
<td><strong>Auxiliary Enterprises</strong></td>
<td></td>
</tr>
<tr>
<td>1. Dormitories</td>
<td>$859,927</td>
</tr>
<tr>
<td>2. Other auxiliaries</td>
<td>159,450</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,019,377</td>
</tr>
<tr>
<td><strong>Misc. and Non-educational</strong></td>
<td>$173,440</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$3,695,562</td>
</tr>
</tbody>
</table>
TABLE 13 - continued

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and General</td>
<td></td>
</tr>
<tr>
<td>1. General Administrative</td>
<td>$647,516</td>
</tr>
<tr>
<td>2. Instruction</td>
<td>1,366,684</td>
</tr>
<tr>
<td>3. Library</td>
<td>99,827</td>
</tr>
<tr>
<td>4. Physical Plant</td>
<td>340,960</td>
</tr>
<tr>
<td>5. Other</td>
<td>1,589</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,456,576</strong></td>
</tr>
</tbody>
</table>

| Auxiliary Enterprises        |          |
| 1. Dorm., Power Plant, Laundry | $797,605 |
| 2. Other Auxiliaries         | 234,210  |
| **Total**                    | **$1,031,815** |

| Misc. Non-Educational        | $428,603 |
| **Total**                   | **$3,916,994** |

| Balance                     | - $221,434 |

(Expense overage above income)
first place a rise in tuition from $700 per year in 1957-58 to $920 in 1958-59 accounts for the highest amount ($1,891,120) and the highest percentage (75.6) of educational income from this source in the recent history of the institution. The second fact may be seen in the income derived from general endowment; although the amount received from this source was the highest in recent years ($207,130), its percentage (08.3) of the total educational income continued the decline shown previously in Table 12. In the third place, the income received from gifts and grants ($349,503) declined from the previous year ($405,210 in 1957-58) and represents the smallest percentage (13.9) of income from this source since 1955-56 as may be seen also by reference to Table 12.

The data referred to in the above paragraph appear to have significance in the light of the earlier discussion in this chapter concerning the problems of declining proportions of income from endowment, the instability of income from gifts and grants, and the dependence on tuition charges for current operating expenses.

The income from auxiliary enterprises shown in Table 13 compares favorably in terms of the amounts and the relative percentages with the data on similar items shown in Table 11 covering the years 1955-56 through 1957-58. The slow but persistent increase in revenue for the various auxiliary enterprises collates with the expenses
for this part of the budget and indicates the rising
trend in the cost of doing business. Since auxiliary
enterprises operate on the principle of pay as you go, it
is likely that income and expense items for this part of
the budget will continue in approximately the same pro-
portions as shown in Table 13.

Revenue requirements of an increased
enrollment if the student-faculty
ratio does not change

The immediately preceding section of this chapter has
dealt with the income and cost of the present educational
program at Ohio Wesleyan. Consideration will be given now
to the additional cost of an educational program based
upon an increased enrollment and the continuation of the
present student-faculty ratio of fourteen to one. Later
sections of this chapter deal with the cost of other possi-
bilities in regard to enrollment and ratio.

In the light of current income and expense, the size
of its student body now, and the present number on the
faculty, how can Ohio Wesleyan assess the financial commit-
ment necessary to meet the educational cost of an increased
enrollment? It may be recalled that the writer worked with
a special committee activated to study this critical ques-
tion. Among the findings of this group was a working
method or principle by which the University could determine
the educational expense or cost that would accrue as the
institution's responsibility for any increase in enrollment. This group felt that some index of unit cost would be necessary to measure the University's financial commitment from year to year should any increase in enrollment appear desirable or necessary. The unit agreed upon was the monetary difference between the actual cost and the tuition charged per student for the educational services provided.

After the committee had finished its preliminary study, the writer continued the investigation by utilizing applicable data from recent financial statements of the University. With the cooperation of the Controller's office, the index of "the difference in cost" was applied to the 1958-59 budget. It was found that the total educational cost per student in 1958-59 was $1284 of which the tuition accounted for $920. The remaining $364 the University was committed to pay from endowment income, gifts and grants. At current economic levels this means that the University would need an additional yearly income of $364 per student for every student admitted beyond the authorized enrollment of 2,100. In other words, if the University had decided to lift the enrollment ceiling of 2,100 to 2,600, the increased financial commitment would have been $182,000 for the year. The significance of this sum of money may be observed readily from the figures in Table 13 which show for the year 1958-59 a return of
$207,130 from current endowment and an income of
$349,503 from gifts and grants. In short, an increase in
student enrollment of five hundred would necessitate ad-
ditional yearly income from either or both of these two
major sources. The sum of money involved is equal to an
immediate 52 per cent increase in revenue from gifts and
grants. Viewed another way, the sum of money needed is
equivalent to the income from an additional endowment prin-
cipal of $4,550,000 invested at 4 per cent per annum (the
average yield on the endowed funds of the University is
currently about 4 per cent).

The financial commitment of the University resulting
from an increased enrollment may be viewed in still another
way. Applicants for admission to the freshman class in
1958-59 numbered 1,742 of whom 708 were accepted and en-
rolled. If an additional one thousand students had been
accepted and had enrolled, the increased cost to the Uni-
versity would have amounted to $364,000; this sum of money
is equal to the income from $9,100,000 additional endow-
ment invested at 4 per cent per annum.

In the manner described above the University may
assess its financial commitment for any given number of
additional students. One further example should suffice.
On the basis of present admissions standards and operation-
al procedures the data in Chapter II indicated that Ohio
Wesleyan's enrollment could increase approximately 50 per
cent by 1965 and continue on to nearly a 100 per cent increase by 1970. An increase by 1965 of 1,010 students over the present enrollment would add a yearly monetary outlay of $367,640 to the University budget in terms of the current financial picture. An additional endowment of $9,191,000 invested at 4 per cent would be required to produce such income annually. An increase of 1,710 students by 1970 represents a still further financial responsibility. The University then would need $622,440 of added yearly income, a sum of money equal to the revenue from an additional endowment of $15,561,000 invested at 4 per cent per annum. One may gather the significance of these figures from the fact that the present general endowment of the University is approximately $7,500,000.

The point of view has been expressed quite frequently that the most satisfactory way to provide for increased enrollment is to build endowment income sufficient to carry the additional cost. A brief summary of the endowment principal required for increasing enrollment may be seen as follows:

<table>
<thead>
<tr>
<th>To increase enrollment above 2,100 by:</th>
<th>Additional endowment principal needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 student</td>
<td>$9,100</td>
</tr>
<tr>
<td>10 students</td>
<td>91,000</td>
</tr>
<tr>
<td>100 students</td>
<td>910,000</td>
</tr>
<tr>
<td>500 students</td>
<td>4,550,000</td>
</tr>
<tr>
<td>1,010 students (1965)</td>
<td>9,191,000</td>
</tr>
<tr>
<td>1,710 students (1970)</td>
<td>15,561,000</td>
</tr>
</tbody>
</table>
From these figures it is evident that any increase in enrollment entails an added $9,100 of endowment capital invested at the institution's current yield for each student enrolled over 2,100. Whether the number of additional students is five hundred, or more than five hundred, the financial commitment of the University becomes a factor of considerable significance as far as future institutional size is concerned.

Mention was made in the preceding discussion that an unprecedented 52 per cent increase in gifts and grants would be needed for the University to meet its entire financial obligation from this source for an additional five hundred students. Advocates of a reliance upon gifts and grants maintain that this is the best hope of meeting the costs of increased enrollments in the years just ahead. These advocates point to the slow and arduous task of building sufficient endowment in the short time that remains and contend that "quick cash" can be secured more readily through gifts and grants. The argument is advanced that an additional $40,000 in gifts and grants may be secured more quickly and more easily than the $1,000,000 in endowment principal required to produce an equivalent annual income. The endowment required to support an increased cost to the educational budget has been considered above. Attention is now directed to the summary below showing the additional annual revenue required if gifts
and grants were to support the increase in enrollment.

The current annual revenue from gifts and grants amounting to $349,503 should be remembered as one views the following summary:

<table>
<thead>
<tr>
<th>To increase enrollment above 2,100 by</th>
<th>Additional amounts needed from gifts and grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 student</td>
<td>$364</td>
</tr>
<tr>
<td>10 students</td>
<td>3,640</td>
</tr>
<tr>
<td>100 students</td>
<td>36,400</td>
</tr>
<tr>
<td>500 students</td>
<td>182,000</td>
</tr>
<tr>
<td>1,010 students</td>
<td>367,640</td>
</tr>
<tr>
<td>1,710 students</td>
<td>622,440</td>
</tr>
</tbody>
</table>

If gifts and grants were to absorb fully the financial requirements of a larger enrollment, the percentages of increase from this source over the current level would approximate 50 per cent for 500 more students, 100 per cent for 1,000 students, and 170 per cent for 1,700. In light of the fact that the annual increase or decrease in gifts and grants has ranged between 2 to 5 per cent a year for the past decade, the challenge to raise such increased revenues from this source becomes a formidable one.

The extent to which the financial burden of an increased enrollment could fall on either gifts or endowment is now apparent. In reality, however, the burden of "the difference in cost" may be expected to fall on both of these major sources of income, as it has in the past. Exclusive of the income received from tuition charges the proportion of educational expense borne by endowment income has averaged 34.8 per cent during the last four years.
During the same years the proportion of educational expense borne by income from gifts and grants has averaged 65.2 per cent. A projection of these percentages in terms of an increased enrollment appears in Table 14.

**TABLE 14**

**ADDITIONAL INCOME REQUIRED FROM GIFTS AND ENDOWMENT FOR THE EDUCATIONAL EXPENSE OF INCREASED ENROLLMENTS**

<table>
<thead>
<tr>
<th>No. of students above 2,100</th>
<th>Amount needed annually from gifts</th>
<th>Amount needed annually from endowment income</th>
<th>Total income</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>$118,664</td>
<td>$63,336</td>
<td>$182,000</td>
</tr>
<tr>
<td>1,010</td>
<td>239,701</td>
<td>127,939</td>
<td>367,640</td>
</tr>
<tr>
<td>1,710</td>
<td>405,830</td>
<td>216,610</td>
<td>622,440</td>
</tr>
</tbody>
</table>

The figures in Table 14 provide the information sought so frequently by those who ask the question "How much additional income would Ohio Wesleyan need in order to assume the added educational costs of an increased enrollment if endowment and gift revenues were to continue their recent pattern?" The amounts shown in Table 14 represent the income required from these two sources in addition to the amounts now received. These figures show, for example, that $182,000 of additional revenue would be needed annually in order to offset the increased educational costs of five hundred more students. Of this additional amount $118,664 probably would have to come from gifts and the remaining
$63,336 probably would have to be supplied from endowment income. These amounts are based upon the University's recent experience relative to the proportions of income secured through these two sources as previously pointed out. On the surface these amounts do not appear to be large, but a closer examination reveals a significant fact that should not be overlooked. This fact concerns the amounts needed annually from endowment income and may be clarified by looking at the endowment principal these sums imply. To illustrate the point, the columns below indicate the additional endowment necessary if this source of income is to continue its proportionate share of the cost involved:

<table>
<thead>
<tr>
<th>No. of students above 2,100</th>
<th>Amount needed annually from endowment income</th>
<th>Necessary endowment invested at 4 per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>$63,336</td>
<td>$1,583,400</td>
</tr>
<tr>
<td>1,010</td>
<td>127,939</td>
<td>3,198,475</td>
</tr>
<tr>
<td>1,710</td>
<td>216,610</td>
<td>5,415,250</td>
</tr>
</tbody>
</table>

Thus, for five hundred more students an additional endowment of $1,583,400 would be needed, at the current yield, to continue the endowment's proportion of the increased cost. These are minimum amounts. If gift income were to decline, as in 1958-59, income from endowment would have to be sufficient to offset such loss of necessary revenue. Otherwise the University would not be able to operate on
the basis mandated by the Board of Trustees in the directive to hold enrollment at 2,100 until adequate funds were available to justify an increase.

Alternative possibilities for an expansion of enrollment and the cost involved in each

The discussion of the preceding section points to the fact that a dollar can be spent only once. This statement may be supplemented by saying also that a given dollar can be spent in any one of several ways. The concluding sections of this chapter deal with some of the additional ways in which an expansion in enrollment might be considered and the financial obligation to the University that these approaches entail.

If the Trustees' stand does not change and the student-faculty ratio does not change, a possible alternative for increasing the enrollment lies in the utilization of the physical plant during the summer vacation, a period of three months in which the physical facilities of the University are not used to any great extent. The discussion in Chapter IV suggests three methods by which the summer months could be used advantageously as an integral part of the calendar of instruction. These methods are: (1) the three-semester plan, (2) the quarter system, and (3) the independent summer session. The extent to which any of these arrangements would contribute to an increased enrollment would depend upon the response of students to the plan
in operation. As the fiat of the Board and the student-teacher ratio now stand, the maximum that could be accommodated under any one of these arrangements would be twenty-one hundred students at any one time.

On the basis of an academic calendar of three semesters, a 50 per cent increase over the present enrollment could result, or 1,050 more students on the basis of the present two-semester plan. If the same unit of cost that was employed in the previous section of this chapter is used as the basis for estimating the financial commitment the University would have to make, the cost of this plan of action would amount to $382,200.

On the basis of an academic calendar of four quarters, a 33 1/3 per cent increase over the present enrollment could result or the equivalent of seven hundred more students on the basis of a nine-month academic year. If the same unit of cost that was employed previously is used as a basis for estimating the financial commitment the University would have to make, the expenditure for this plan of action would amount to $242,100. The normal credit load carried by each student is fifteen quarter hours, the equivalent to ten semester hours.

The cost to the University for an independent summer session would depend upon the length of the session and the number of students who would respond to the opportunity for summer enrollment. Once these conditions were known or
approximated, the proportionate cost to the University could be computed on the basis of either the semester or quarter system described above.

Variations of the quarter system and the three-semester plan provide for innovations like off-campus research or directed home study for one quarter out of three. The cost to the University for the operation of such plans would depend upon the number of students who would enroll for such special study programs. Students who would be willing to register, at regular University fees, for off-campus, home-study courses represent a potential for a possible low-cost method of increasing enrollment. How many students would enroll for such a program once every academic year is quite problematical.

From the alternatives presented above the University could realize a substantial increase in enrollment at the least possible cost since no capital outlay is required for additional physical plant facilities for dormitories or classroom buildings.

Revenue requirements of an increased enrollment if the student-faculty ratio is allowed to increase

The present student-faculty ratio is approximately fourteen to one on the basis of a full-time teaching staff of one-hundred and fifty and a student body of twenty-one hundred. If the Board of Trustees' stand does not change but the student-faculty ratio is allowed to increase to
fifteen to one, the enrollment could be 2,250; for a ratio of sixteen to one the enrollment could rise to twenty-four hundred students; if the student-faculty ratio is allowed to increase to as much as eighteen to one, the enrollment could reach twenty-seven hundred students. This enrollment would exceed by one hundred students the frequently mentioned first stage of expansion to twenty-six hundred students.

Two rather fundamental circumstances are involved in the process of increasing Ohio Wesleyan's enrollment by increasing the student-faculty ratio. The first circumstance refers to the contemplated provision of dormitory space for an additional enrollment of five hundred students as explained in detail in Chapter IV. This provision denotes dormitory accommodations for an additional 250 men and 250 women if an increase of five hundred students is anticipated as the first stage of an expanded enrollment. The second circumstance lies in the possibilities for employing the proposals discussed in Chapter V for increasing class size; some of these possibilities included the use of closed-circuit television, core curricula, and the four-course plan. The possibility of working out some combination of these two circumstances holds considerable promise. For example, through providing a combination of the means
just cited an additional five hundred students could be accommodated by increasing the student-faculty ratio to 17.3 to 1.

Whatever expansion of enrollment may be contemplated by means of increasing the student-faculty ratio, the possibilities are readily calculable. A maximum enrollment of 2,100 and a teaching staff of 150 produce a student-faculty ratio of 14 to 1. If the size of the teaching staff is held constant, the ratio increases by one for each 150 students added to the enrollment. The manner in which the ratio increases as the enrollment expands may be seen in Table 15.

**TABLE 15**

PROJECTION OF STUDENT-FACULTY RATIOS FOR AN EXPANDING ENROLLMENT AND STAFF OF CONSTANT SIZE

<table>
<thead>
<tr>
<th>Rate of increase</th>
<th>New total enrollment</th>
<th>Student-faculty ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>150 students</td>
<td>2,100</td>
<td>14 : 1</td>
</tr>
<tr>
<td>150 &quot;</td>
<td>2,250</td>
<td>15 : 1</td>
</tr>
<tr>
<td>150 &quot;</td>
<td>2,400</td>
<td>16 : 1</td>
</tr>
<tr>
<td>150 &quot;</td>
<td>2,550</td>
<td>17 : 1</td>
</tr>
<tr>
<td>150 &quot;</td>
<td>2,700</td>
<td>18 : 1</td>
</tr>
<tr>
<td>150 &quot;</td>
<td>2,850</td>
<td>19 : 1</td>
</tr>
<tr>
<td>150 &quot;</td>
<td>3,000</td>
<td>20 : 1</td>
</tr>
<tr>
<td>150 &quot;</td>
<td>3,150</td>
<td>21 : 1</td>
</tr>
</tbody>
</table>
Table 15 is useful as an indicator of the effects of an increasing enrollment on student-faculty ratios, as the process develops. The projection shows, for example, that Ohio Wesleyan could increase its enrollment to 2,250 with a student-faculty ratio of 15 to 1. With a student-faculty ratio of 21 to 1 the present staff would service the instruction of 3,150, a number that exceeds the estimated enrollment of 3,110 in 1965.

Increasing the student-faculty ratio appears to be a relatively inexpensive means of expanding the enrollment insofar as additional funds for educational expenditures is concerned. Table 13 indicated that 81.9 per cent of all educational expenditures went for instruction and general administrative costs. On the other hand tuition charges alone accounted for 75.6 per cent of the total educational income according to the same table. Miscellaneous supplies, services, and library needs normally would account for some increased costs in serving more students, but the added expense would seem small compared with the expenditures necessary for additional personnel.

Some discussion of the qualitative aspects of high or low student-faculty ratios seems relevant at this point. If student-faculty ratios were increased without any provision in the arrangement for safeguarding the quality of instruction, it seems patent that such a course of action
runs the inherent risk of diluting the quality of the instructional service. It should be apparent that the mere act of increasing student-faculty ratios incurs the possibility of a diminution in the amount of time that an instructor could devote to the personal study problems of his students. As a consequence of the sheer numbers involved the possibilities for individualization of procedures would be diminished also. Moreover, an increase in the use of mechanized routines, in the employment of mechanical evaluative techniques, and in the impersonal treatment of students could result if ratios were raised to the point where a significant number of additional students would be absorbed by the process. Such outcomes as these serve to illustrate the point. These illustrations are not intended to support the position that the conditions cited are unavoidable. Through adequate provision for instructional assistance—both in material and personnel—the risks to quality in the instructional process can be made inconsequential if not eliminated entirely. The point is that there are qualitative as well as quantitative aspects involved in the process of establishing student-faculty ratios. The former warrants consideration along with the latter.
Revenue requirements for an increase in the enrollment and ratio if the Trustees withdraw restrictions

If Ohio Wesleyan's Board of Trustees withdraws its present restriction on enrollment and if student-faculty ratios are allowed to increase, the data of the preceding chapters suggest that the University's future enrollment could attain readily the enrollments expected by 1965 and 1970. In fact, under these conditions no apparent limit is placed upon what the enrollment of the University might be.

The amount of the additional educational cost to the University for an increased enrollment depends upon the means by which the ends are attained. We have considered already the extent to which tuition charges could be expected to carry the additional cost if the student-faculty ratio is permitted to rise. We have also considered the extent to which various major sources of income could be expected to carry the additional cost if the present student-faculty ratio continued. A third possibility represents a middle ground between these two approaches, and is subject to illustration. If the directive of the Board of Trustees is withdrawn and the student-faculty ratio is increased, a decision may be made to prepare for the expected enrollments of 1965 and 1970. To ameliorate the necessity for large sums of additional revenue on one hand and high student-faculty ratios on the other, provisions could be
made for using both of these means. The extremes in this case represent the present financial obligation of the University to secure $364 for each additional student or the need to accept a higher student-faculty ratio. A way to avoid these extremes permits the student-faculty ratio to rise, for example, to 18 to 1 which accommodates an increase of six hundred students for a total enrollment of 2,700. From this point on, additional finances in the amount of the "difference-in-cost" index between tuition income and total educational income could be applied until the desired enrollment was reached. The funds available could be applied at the very beginning of the enrollment rise as a means of retarding the increase in ratios if this seemed desirable.

This approach could be applied to any selected ratio and any given amount of funds. Moreover, this method of approach could be utilized in the four-quarter system or the three-semester calendar, and the variations thereof treated previously, depending upon the enrollment involved, the ratio selected, and the funds employed. The index of "difference in cost" would have to be based upon budgetary data for each year at which time the prevailing conditions of enrollment, ratio, and funds would be known facts upon which to base calculations.

The present chapter has dealt with the present conditions of finance at Ohio Wesleyan, the crucial factors
involved in financing the educational costs of an increased enrollment, and the consideration of alternatives of choice having a bearing on the problem. The approach to the problems of financing an increased enrollment presents both a formidable task and an opportune challenge as the present decade unfolds.
CHAPTER VII
ADDITIONAL CONSIDERATIONS RELATED TO FUTURE ENROLLMENTS AT OHIO WESLEYAN

Introduction

The preceding chapters have presented a view of the rising trend in college enrollments and the effects of such a trend in the context of major areas of institutional operation at Ohio Wesleyan. Attention has been given to categories of operation in the areas of physical plant, faculty, and finance. The present chapter deals with additional considerations that emerge from enrollment trends.

The data in Chapter II indicate a foreseeable future of greatly increased college enrollments resulting from the constantly growing number of college-age youth. The evidence suggests that institutions of higher education will be confronted with a variety of significant problems as the present decade unfolds. Chapters IV, V, and VI give emphasis to the nature of these problems in the critical areas of physical plant, faculty, and finance. However, additional considerations arise that are not directly related to these particular areas but are concerns that relate specifically to the matter of enrollment itself. All institutions whether large or small, public or private,
are likely to be affected one way or another by the pressures of increasing numbers seeking a college education. Every institution faces the necessity of appraising its own situation and of preparing for whatever adjustments must be made. As students in growing numbers continue to apply for admission, the problem will become increasingly more acute and increasingly more difficult to manage unless some prior consideration has been given to it.

It is conceivable that Ohio Wesleyan may secure the buildings, faculty, and finances required to accommodate fully the number who may seek admission in the years ahead. It is also possible that Ohio Wesleyan may not secure the means to accommodate any more than it presently does. Between the extremes of a full expansion and one of holding the line is the possibility of some additional enrollment beyond the present number. If Ohio Wesleyan develops the means to expand as fully as it wishes, no particularly acute problems should result. On the other hand if Ohio Wesleyan does not develop the means to expand appreciably and the present conditions and trends in applications, acceptances, and enrollments continue, a number of additional considerations appear germane to the present investigation. As background for the consideration of these problems the following section of this chapter deals with the present conditions and trends in first-year applications, acceptances, and enrollments at Ohio Wesleyan.
Present conditions and trends in first-year applications, acceptances, and enrollments at Ohio Wesleyan

In order to view the recent conditions and trends in first-year applications, acceptances, and enrollments at Ohio Wesleyan the data covering these particulars are summarized in Table 16.

TABLE 16
THE NUMBER OF APPLICATIONS, ACCEPTANCES, AND SEPTEMBER ENROLLMENTS FOR ENTERING FRESHMAN CLASSES AT OHIO WESLEYAN UNIVERSITY 1950-1960

<table>
<thead>
<tr>
<th>Freshman classes entering in September</th>
<th>(1) Applied</th>
<th>(2) Accepted</th>
<th>(3) Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>978</td>
<td>782</td>
<td>570</td>
</tr>
<tr>
<td>1951</td>
<td>945</td>
<td>812</td>
<td>616</td>
</tr>
<tr>
<td>1952</td>
<td>988</td>
<td>859</td>
<td>625</td>
</tr>
<tr>
<td>1953</td>
<td>1051</td>
<td>887</td>
<td>600</td>
</tr>
<tr>
<td>1954</td>
<td>1159</td>
<td>1023</td>
<td>630</td>
</tr>
<tr>
<td>1955</td>
<td>1170</td>
<td>948</td>
<td>578</td>
</tr>
<tr>
<td>1956</td>
<td>1497</td>
<td>1212</td>
<td>692</td>
</tr>
<tr>
<td>1957</td>
<td>1405</td>
<td>1066</td>
<td>637</td>
</tr>
<tr>
<td>1958</td>
<td>1742</td>
<td>1231</td>
<td>708</td>
</tr>
<tr>
<td>1959</td>
<td>1615</td>
<td>1198</td>
<td>641</td>
</tr>
<tr>
<td>1960</td>
<td>1881</td>
<td>1158</td>
<td>668</td>
</tr>
</tbody>
</table>
Table 16 supplies data indicating the present conditions and trends in demand for admission, and the September enrollments for entering freshman classes at Ohio Wesleyan from 1950 through 1960. These data form the basis for much of the subsequent treatment in the remaining sections of the present chapter.

Notice should be given in Table 16 to the steadily increasing number of applications over the eleven-year period. A tendency for the number of applicants accepted for admission to rise considerably is also noticeable. The rising numbers in both column one and column two while the enrollment figures in column three remain fairly steady warrant further consideration. The pressure from outside the University for admission (column one) and pressure from inside the University to safeguard having a "full" freshman class (column two) would both seem to be operating according to the data shown in Table 16. These and other operating conditions are critical considerations to which attention will be given in the immediately following treatment of this chapter.

According to the data in Table 16 the number of applications for admission to the University in 1960 represents an increase of 92 per cent over the number of applications in 1950. In the five years since 1955 the number of applications has increased 61 per cent for an annual average of more than 12 per cent. The trend in applications
shown in Table 16 took place, it should be pointed out, during a period in which the number of youth of college age reached the bottom of a long decline (1954). If the number of applications continues to increase 10 per cent each year from 1960 on, applications to Ohio Wesleyan would number 3,029 by 1965 and reach 4,879 in 1970. The tremendous increase in college-age youth between 1960 and 1970, which was pointed out previously, makes the number of applications just referred to a conservatively possible eventuality.

The data on applications and enrollments at Ohio Wesleyan shown in Table 16 indicate that a continuation of the trend through 1965 would result in a 61 per cent increase over the number of applications for admission in 1960. The increase in the number of applications for 1970 would be 159 per cent of the figure for 1960. It is pertinent to contemplate what the continuation of this trend means in terms of sheer numbers. If we use the percentages of increase in applications just cited and apply them to the fact that currently only one applicant out of every three is enrolled later, the results are rather significant. These conditions create a potential that could double the present enrollment by 1965 and would lead to a three-fold increase by 1970. Unless the University prepares to accept and enroll a much greater number than it presently does, additional problems may arise. The nature of these
problems will be discussed in later sections of this chapter.

A second trend worthy of note is found in column two of Table 16. The figures in column two reflect a tendency to rise as the demand for admission has increased. Thus a high ratio of approvals to applications has characterized the years covered by the table. This condition has prevailed in spite of the fact that the annual enrollments of entering freshmen classes have varied within a very narrow range for almost a decade. The data in columns one and two of Table 16 clearly suggest that the ratio of acceptances to applications may be too high if continued into the decade ahead. For example, in 1950 there were 782 approved for admission in the group of 987 who applied. This number of approvals represents 79.9 per cent of the number of applications and constitutes a ratio of approvals to applications of eight to ten. In 1958 there were 1,217 accepted for admission in a group of 1,723 who applied. This number of approvals represents 76.6 per cent of those who applied, or a ratio of seven to ten. In the intervening years, or 1951-1957 inclusive, the proportion of applicants accepted for admission ranged from a high of 88.2 per cent of those who applied in 1954 downward to 75.8 per cent in 1957 with a slightly declining trend in this respect noticeable each year beginning with the fall class of 1955. Such a decline in percentages should be expected in view of the steadily
rising number of applications and strongly indicates
the possibility of a more highly selective process already
beginning to operate. Even though the number of applicants
for admission reached an all-time high of 1,881 in 1960,
the number who were accepted for admission represents 61.5
per cent of the total applications or a ratio of six to
ten. Although the high ratio of approvals to applications
in the early 1950's has declined somewhat in the last few
years, the ratios of the recent years are still high.

Another factor in the high ratio of acceptances to
applications is reflected in Table 16, but the cause is not
apparent in a review of the figures for column two. This
factor is the time lag between the date of the candidate's
approval and the date of the candidate's deposit toward
registration payment. The high ratios of approvals to
applications are coupled with a time lag of two weeks to
two months between the date of approval and the candidate's
deposit toward registration payment. This lag may be
termed "the period between the time the college selects
the student and the student selects (officially) the
college." Experience with the operation of this factor
points to the fact that the University's control over en-
rollments is materially lessened during this period of time.

In considering the high ratios of approvals in the
discussion immediately preceding, attention should be given
to still another factor. Data for the last ten years show
that a considerable number of those who have been approved for admission withdraw at one time or another between the date of their acceptance and the time for their enrollment. It would be difficult, if not impossible, to validate the reasons given by those who withdraw during this interim, and in most instances no reasons are given anyway. It would be presumptive, moreover, to hypothesize the extent to which the conditions described in the paragraph above contribute to the number of these withdrawals. However, the facts are clear, and briefly they are as follows: of the 1,212 accepted for admission to the entering fall class in 1956 a total of 520 did not follow through at enrollment time; in 1957 there were 429 who failed to register among the 1,066 approved for admission; in 1958, 523 did not enroll from the 1,231 previously approved; and for 1959 there were 557 who did not enter of the 1,198 approved; the accepted candidates who did not enroll represent 43.0, 40.3, 42.7, and 46.5 per cent of their respective yearly groups. In 1960 this per cent was 42.4.

Once more further data from Table 16 will prove illuminating. The enrollments listed in column three should be compared with the number accepted for admission in column two. It will be noted that approximately three-fourths of the number accepted for admission during 1950, 1951, and 1952 exercised their approval privilege and enrolled in the University. This condition is considerably different from
the one prevailing for the years 1956 through 1960, just referred to in the paragraph above. The trend in the ratios of enrollments to approvals reveals a marked decline during the past decade. This tendency may be seen easily in the form presented in Table 17.

**TABLE 17**

PERCENTAGE OF CANDIDATES APPROVED FOR ADMISSION TO OHIO WESLEYAN UNIVERSITY WHO ENROLLED IN THE YEARS 1950-1960

<table>
<thead>
<tr>
<th>Freshman classes entering in September</th>
<th>Per cent of approvals who actually enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>72.8</td>
</tr>
<tr>
<td>1951</td>
<td>75.8</td>
</tr>
<tr>
<td>1952</td>
<td>72.7</td>
</tr>
<tr>
<td>1953</td>
<td>67.6</td>
</tr>
<tr>
<td>1954</td>
<td>61.5</td>
</tr>
<tr>
<td>1955</td>
<td>60.9</td>
</tr>
<tr>
<td>1956</td>
<td>57.0</td>
</tr>
<tr>
<td>1957</td>
<td>59.7</td>
</tr>
<tr>
<td>1958</td>
<td>57.3</td>
</tr>
<tr>
<td>1959</td>
<td>53.5</td>
</tr>
<tr>
<td>1960</td>
<td>57.6</td>
</tr>
</tbody>
</table>
From the percentages shown in Table 17 one may see that the University has experienced the failure of 40 percent or more of its approvals to follow through at enrollment time during the past five years. This condition may explain, in part at least, the risks taken by approving for admission the numerically high numbers dealt with in this section of the present chapter.

The foregoing discussion in this chapter has dealt with the present conditions and trends in first-year applications, acceptances, and enrollments at Ohio Wesleyan. In general the experience of the past six years shows that fewer than one-half the number of applicants actually become enrollees. The trend in applications to Ohio Wesleyan indicates that by 1970 the number applying for admission will rise nearly threefold over the present number. That there may be many more applications, many more acceptances, and many more enrollees seems clear. The problem is not so much a question of how many students Ohio Wesleyan could or should take on the basis of present standards of admission, but rather how many students the institution could or should take on the basis of the various factors involved in the situation. In short, the data presented in the preceding discussion of this section suggest that additional factors are involved in the enrollment operation itself and that these factors warrant consideration. These factors do not relate specifically to the requirements of physical plant,
faculty, and finance, but relate directly to the future enrollment operation. These factors emerge as outcomes of the trends in college attendance previously considered, the data in this section of the present chapter, and the issue of whether to maintain a restricted enrollment or provide for expansion in whatever degree may be needed or desired. The remaining sections of this chapter deal with these factors as additional considerations germane to this investigation.

"Open-admission" procedure as a factor in the future enrollment operation

Historically Ohio Wesleyan has followed the practice of "open admissions." Through this practice each candidate is notified of his approval or rejection as soon as action is completed on his application. As long as the University continues to restrict its enrollment to the present size and the trend in the number of applications for admission continues to rise, the data indicate that a choice will have to be made between maintaining or abandoning the present open-admission procedure. The data of this chapter show that 1,881 students applied for admission to Ohio Wesleyan's fall freshman class in 1960. A continuation in the upward trend of applications indicates that the 1960 figure could double by 1965 and triple by 1970. Recently the University has experienced some difficulty in its effort to operate on an open-admission policy. Recent experience indicates
that the criteria for admission which have served in
the past may not continue to apply satisfactorily to an
ever increasing body of applications. During the past four
years successive annual revisions have been made in the
criteria for admission in anticipation of a larger enroll-
ment demand. Each year the revisions were all in terms of
the academic qualifications of the candidate as revealed
by intelligence test scores, College Board scores, and
similar evidence of scholastic ability and preparation.
Each year the standards of admission became increasingly
more restrictive. This procedure for selecting students
from a steadily increasing body of applications emphasizes
the criterion of scholarship without relating it to other
criteria for admission and without relating it to other
aspects of general admission policy. For example, the un-
modified continuation of this method of selecting candi-
dates, in the order in which they may apply, omits con-
sideration of the maintenance of a balanced enrollment be-
tween men and women students. This balance has been con-
sidered highly important at Ohio Wesleyan. The continuation
of this method as a means of restricting admissions further
overlooks the relationship that has previously existed among
criteria which take into account special talents of candi-
dates, the special honors that they have received, leader-
ship qualities that they have exhibited, and the activities
to which they have contributed their time and abilities.
Other criteria take into account qualities of personality, social responsibility, physical fitness, and "the necessary desire and qualifications for a college education coinciding with the aims of the University.1

If the University is willing to accept the nature of the student body and the social environment that result from the accidental timing of "whoever applies first," the policy of open admissions can be maintained in the face of rising pressures for admission. This choice admits the possibility that it may be accomplished at the sacrifice of other considerations that may be equally desirable, or even more desirable. This consideration was treated in Chapter III wherein the issue of size was presented in detail.

If the present limitation on the enrollment maximum of 2,100 students must remain and a choice is made to abandon the open-admission policy, some other method of operation will be necessary to select students from the increased number of applicants. An alternative choice lies in some arrangement whereby students may be selected at periodic intervals covering, for example, monthly or six-weeks periods of time. Within such periods the selection process would operate on the basis of criteria that are shaped to include all of the considerations Ohio Wesleyan determines as essential to maintaining the social as well as academic

1Ohio Wesleyan University Bulletin, Ohio Wesleyan University, Volume LVIII, No. 2, April, 1959, p. 20.
ethos characterized by the phrase "the Ohio Wesleyan family." Unlike the open-admission practice, this policy calls for some system of quotas or reserved admissions to insure a balanced student body in terms of the numbers of men and women; a heterogeneity in the types of students in regard to social, ethnic, and nationality considerations; and a distribution in the origin of students from the standpoint of their geographical location, alumni relationship, and religious affiliation. In order to set up a quota system or a system of reserved admissions for constituent groups and types of students some agreement will be necessary concerning the sort of student body the University wishes to have. At the present time this is an unsettled issue.

On the other hand, if the limitation on enrollment is removed, and the University is permitted to expand in size, the operation of the present open-admissions practice could be extended indefinitely into the future of rising demand for college admission. The factors involved in dealing with future enrollments at Ohio Wesleyan are not confined, however, to those treated thus far in the present chapter. Additional considerations that are germane to this investigation are presented in the sections of this chapter which follow. The treatment in the next section concerns the matter of church affiliation and the considerations that are involved in that area insofar as future enrollments apply.
Church affiliation of applicants as a factor in the future admissions operation

A second factor that affects Ohio Wesleyan admissions indirectly at the present time but holds the potential for affecting admissions more directly in the future is the church-related nature of the University. Ohio Wesleyan was founded in 1841 under the patronage of the Methodist Episcopal Church and has maintained its historic connection with the Church since that time. The University's corporate structure provides for a board of trustees consisting of thirty-nine members, a majority of whom must be representatives of the Methodist Church Conferences according to corporate provision. A church-related college is expected, and perhaps should be expected, to reflect that relationship in the composition of the student body. The influence of the church relationship is apparent in the fact that 45 per cent of the Ohio Wesleyan student body is religiously oriented in the Methodist faith. A slight but steady decline in the percentage of students from the Methodist faith has been evident during the past decade, but the proportion is still substantial. The loss that has occurred in the number of Methodist students has corresponded with a similar increase in the number of students affiliated mainly with the Presbyterian and Episcopal faiths.

At the present time no more than an interested concern has been expressed by the Church constituency in regard to
the declining proportion of Methodist students in the enrollment of the University. No overt action has been taken in regard to the matter. Applications from qualified Methodist students are warmly received but preferential treatment is neither provided for nor extended to them in any way. Up to the present time there has been no real urgency to do so. However, the prospect of two or three times the present number of applicants presents circumstances of considerable magnitude insofar as the future is concerned. The proportion of the student body that now holds affiliation with the Methodist faith is 45 per cent, and it is reasonable to expect that a similar proportion would be found in the future applicants for admission. If the fiat of the Trustees holds the enrollment to the present level, and church affiliation is given preference over other criteria for admission, a student body that would be almost wholly Methodist in its religious affiliation could result from a doubled number of applications for entrance. This circumstance is pointed out as a possibility, not as an implication of conditions that would be either desirable or undesirable. If such conditions appear to be a dilemma, an alternative may exist in the establishment of a quota system which would alleviate to some extent the problem that this situation presents. Such a system would, however, create a condition for admission that is not currently included in the criteria for admission. These considerations
point to the question concerning the extent, if at all, that church relationship should be considered in the future operations of the admissions program.

If the Board of Trustees should see the way clear to remove the restrictions on enrollment, and the number of students who enrolled maintained the present proportion of those who apply, no additional problems would be created that do not already exist within the framework of the present operating procedure.

Alumni relationships of applicants as a factor in the future admissions operation

A third factor indirectly affecting Ohio Wesleyan admissions at the present time, but holding the potential for a greater influence in the near future, is the alumni, or more strictly worded, alumni relations. An institution's tie with some alumni is strong, but with other alumni it is tenuous. Ohio Wesleyan desires to foster a continuing and expanding relationship with all of its alumni through a variety of means which include the admission and enrollment of alumni offspring. These circumstances provide for a desirable continuity in the attendance tradition that prevails in many families. Alumni tend to cherish this heritage for their children. Applicants who are related to alumni are usually characterized by the expression "alumni legacies." The practice of providing for "alumni
legacies" tends to promote good public relations and strengthens the institutional ties with alumni, a group that helps maintain and nurture the general welfare of the alma mater. All other things being equal insofar as qualifications are concerned, the "alumni legacy" is by current practice given preference over other applicants in instances where a choice must be made between candidates for admission. Observance of qualitative standards for admission does not yield to the exercise of this preference according to present practice. Adherence to this principle is an important aspect of present policy.

In terms of the future, however, an implication of the predicted scramble for places in college involves an institution's obligation to the alumni. Under the directive to hold the line on enrollments to present size, the factor of alumni affiliation becomes significant as the indicated pressures for admission mount. A policy of reserving a special quota for "alumni legacies" would provide for at least a minimum representation among the student body for one of the important groups in the constituency vital to the welfare of the institution. Opposed to the practice of extending preference to "alumni legacies" is the view that the graduates of Ohio Wesleyan are as productive of individuals capable of meeting the most rigid University admission requirements as is any other segment of the population. Consequently, no special provision or
preference need be made for those "legacies" who do not meet the established admission requirements. If special provisions were made, attention may be focused upon such privileged students, thus setting them apart from others. Reserving places for the children of alumni may promote a proprietary interest in admissions among a supporting element of the institution and would thereby increase personal pressures upon the University for the admission of particular individuals. The outcomes of such a practice tend to produce bad public relations and negate the major purpose for which the provision is made. A serious consequence of adhering to such a provision at Ohio Wesleyan is the impairment (to the extent of the percentage involved) of the University's commitment to a program of superior education by substituting as a condition for admission a factor other than intellectual capacity, academic achievement, character, leadership potential, and the remaining present criteria. Thus the matter of alumni relationships becomes a factor of considerable proportion and consequence regarding the future admissions operation. In view of these considerations it is appropos to note that "Again and again we shall be faced with . . . the decision to meet new challenges with courage and imagination . . . and to place the welfare of the University above all other advantages."²

The geographical distribution of applicants as a factor in the future admissions operation

An appraisal of the evidence on rising trends in college enrollments, the data regarding the future number of college-age youth, and the trend toward an increasing number of applications for admission to Ohio Wesleyan suggest an additional factor that should be considered. This factor concerns the future number of students from Ohio that might be permitted to enroll in the University. In a student body of 2,100 Ohio Wesleyan has enrolled approximately 1,200 from Ohio for the past several years. This fact is significant in view of the numbers already applying for entrance to the University and in view of the numbers that are expected to apply in the years just ahead. "It is estimated that in the state of Ohio there will be in 1970, 195 per cent of the present number of young people of college age."3 This statement appeared January, 1954, in the published report of data concerning estimates of college-age population trends. If Ohio's proportion of college-age youth who enroll at Ohio Wesleyan remains the same, and the University could accommodate them, the number of students registering from this state by 1970 would exceed the present total enrollment by over three hundred students. Thus, the Ohio Wesleyan student body of 1970

3Thompson, op. cit., p. 52.
could consist solely of Ohio students if the University found it impossible or undesirable to expand enrollments beyond the present size. The University is not prepared for such a development within the framework of its existing policies.

As an institution deriving tax exemption and other benefits from its location, Ohio Wesleyan presumably has an obligation to assume a portion of the responsibility for the higher education of the youth of Ohio. For several years approximately 50 to 60 per cent of Ohio Wesleyan's student body has come from Ohio. Perhaps the University should recognize its obligation to the citizens of Ohio and provide for an increase in the proportion of students from this state. Or perhaps an effort should be made to reserve at least the current proportion of the total enrollment for Ohio students. In proportion to the current number of students, or any desired number of students, quotas could be worked out for all states including Ohio. This provision would guarantee a degree of heterogeneity and distribution that otherwise would be left to chance. Even though it may be possible to remove the present restriction on enrollment, the factor of geographical distribution would still pertain since the data reveal an uneven distribution of college-age youth by states. The demands for admission would thereby vary from state to state and the enrollment experience of the University would
logically follow the population pattern, unless provisions were made to offset its effect.

Almost every institution of higher education in America is likely to experience some increase in demand for admission as the present decade unfolds. The preceding chapters presented data reflecting the possibilities for such increased enrollment at Ohio Wesleyan, the issues arising therefrom, and the subsequent considerations that are involved in the areas of physical plant, faculty, and finance. The present chapter included a treatment of additional considerations related to future enrollments at Ohio Wesleyan. The following chapter presents the findings and recommendations.
CHAPTER VIII
FINDINGS AND RECOMMENDATIONS

Prefatory statement

Few periods, if any, in our history have reflected any greater concern for the future of American higher education than the present age does. The possibilities and the problems facing the community of higher education in America are in many respects unprecedented. A genuine feeling of urgency has been expressed many times in many places concerning how the institutions of higher education may serve best the future needs of American society. The opportunity to examine these problems and possibilities at close range, in a specific setting, prompted the investigation that culminated in this study. In the first chapter of this work certain specific tasks were detailed in regard to Ohio Wesleyan's future. The chapters that followed dealt briefly with the institutional areas involved in these specific tasks: future size, physical plant, faculty, finances, and other considerations related to a period of generally expanding college enrollments. The major portion of the present chapter is devoted to a report of the findings and recommendations that result from the investigation. The findings and recommendations which emerge from this work
are listed in the following section of this chapter. These findings and recommendations are listed in the order in which the material is treated in the development of the dissertation. In every case the recommendation accompanies each numbered finding and is underlined for the convenience of the reader.

Findings and recommendations

1. The data on enrollment trends at both the national and state levels support the conclusion that college enrollments will continue to rise in the foreseeable future. The projection of these trends is based partly on the prospective increases in the number of secondary school graduates and partly on the sustained increase in the proportion of high school graduates who enter college. The continuation of spiraling enrollments at the national and state level presages increasing enrollments for many if not most institutions across the land. Since the data indicate that Ohio Wesleyan could be one of these, it is recommended that the University establish the appropriate organizational responsibility for, and means of formulating and authorizing plans for the institution's future course of action.

2. What Ohio Wesleyan may actually experience in terms of future enrollment will depend upon whether an expansion in the size of the institution is determined to be practicable and desirable. A wide range of possibilities may
be seen in the future enrollment at Ohio Wesleyan as far as sheer numbers are concerned. If the number of applicants accepted during the next ten years increased to the maximum, Ohio Wesleyan probably could become an institution that would be approximately three to six times its present size. By the process of selection, an enrollment larger than the present size but less than the possible maximum could result.

The prospect of future enrollments confronts Ohio Wesleyan with a crucial decision concerning the future size of the institution. The issues involved are not of a nature that admits any easy solution. If the University remains at its present size, the data indicate unprecedented pressures for admission and the necessity for fundamental, thorough-going revision in the bases and techniques of the selection processes. Furthermore, to make such revisions in the selective process widely acceptable to the various constituencies of the University on the one hand and still adhere to what is deemed best for the future of the institution on the other, poses a challenging dilemma. If the University plans to expand to nearly double its present size, manifold problems of finance, physical plant, and faculty personnel attend such a decision. If a decision is reached favoring an institution of some intermediate size (between present and potential enrollment), the problems of both expansion and "holding the line" present
themselves although perhaps in lesser intensity in each instance. In any expansion from its present size, the degree of responsibility the University would be willing to accept and able to carry becomes a major question. A vital concern, mutually related to each of the decisions cited, involves the question of size as it pertains to standards, quality of program, and general excellence of the University as an institution.

A considerable amount of emotional emphasis centers on the issue of whether it would be desirable to expand the size of Ohio Wesleyan's student body if it were found feasible to do so. The data available for the present study are inconclusive on this point. The question of desirability is difficult to resolve without objective evidence applicable to the specific situation. Small schools that are poor and large schools that are good can be found readily. Since the data related to this question that are available and are presented in previous chapters point to the practicability of increasing the enrollment, the author recommends that such increases as may take place be sufficiently gradual to insure an orderly, experimental approach to the problem of adjusting to larger size. For the summer quarter or semester no more students would need to be on campus than at present. These approaches would provide the further opportunity to safeguard whatever advantages may be claimed for the present size of the University.
A consideration to be remembered is that holding to
the present size in the face of the data on future trends
invites a host of potential problems that may be as diffi-
cult in their solution as those attending a controlled
stage of expansion. Two further considerations tend to
support action for an increase in size: (1) unwillingness
on the part of any institution to assume some share of the
responsibility for educating the rising numbers of college-
age youth will intensify the pressures on the remaining in-
stitutions and augment their burden with an increased load;
and (2) whatever values have been ascribed to the advan-
tages of maintaining some semblance of balance between pri-
ivate, independently supported colleges and public, tax-
supported ones will diminish in proportion to the failure
of the former to endeavor to keep pace.

The administration and faculty of Ohio Wesleyan have
been aware of the developing importance of the University's
future size and the necessity of exploring the issues in-
volved. Since a decision regarding the desirable, as well
as the practicable, future size of the University is a static
issue at the present time, it is further recommended that the
administration and faculty through its already established
committees resume the work of resolving this issue.

3. The data on the existing physical plant at Ohio
Wesleyan clearly indicate the impossibility of accommodating
any substantially increased enrollment in terms of present dormitory facilities, educational program, schedule arrangement, and college calendar. Under present conditions of operating, any thought of increasing enrollment entails a consideration of major plant facilities to accommodate the additional students. Capital improvements in this area include physical plant for both residential purposes and instructional services. Adequate provisions in both of these areas are essential to any well-mapped plans for the future.

The data on housing accommodations for both men and women indicate the extent to which existing facilities for student housing at Ohio Wesleyan are used already to nearly the maximum capacity. If an increase in enrollment eventuates, residential facilities for the additional numbers must be planned. The continuation of the present policy to maintain equal numbers of men and women students necessitates added dormitory provisions for 250 men and 250 women if an increase of five hundred students is contemplated as the initial stage of an expanded enrollment. Quotations on dormitory construction costs, based upon 1960-61 estimates, indicate a cost of approximately $4,500 per student space. The capital requirement for housing five hundred additional students is therefore $2,250,000. The approximate capital outlay necessary to provide for
any number of student spaces above five hundred may be computed from this unit of cost.

Whereas Ohio Wesleyan is basically a residential college, and whereas the University's present dormitory space is used to near capacity at all times under present conditions of operation, it follows that any significant increase in enrollment necessitates the provision of adequate dormitory space to house the additional students. In order to provide the necessary space for an increased enrollment it is recommended (1) that provision be made for new construction to accommodate whatever increase in enrollment there may be less the number that would be provided for by means of additional small co-operative housing units for women, (2) that provision be made for integrating the class ranks in the several dormitories, and (3) that full dining facilities for men be provided in any new construction for this group. Such provisions will supply the space required for an increased enrollment and at the same time improve the living accommodations for students through a diversity of housing arrangements. Lastly these provisions will afford the University better control over its student housing than it now has.

4. In the area of instructional services we find a different picture of the physical plant requirements for an increased enrollment. Contrary to popular opinion, the
anticipated doubling of enrollment in higher education by 1970 need not result in a proportionate increase in classroom space, at least not for all institutions. Unlike the requirements for dormitory space, which generally imply a one-to-one relationship to increasing enrollments, instructional facilities may be increased in some institutions through improved space utilization practices and resourceful scheduling procedures. For a long time the prevailing practice has concentrated classroom instruction in the morning hours and laboratory periods in the afternoon. A review of the schedule in any given institution will reveal the possibilities of improvement in room utilization. A study of classroom space and the prevailing schedule at Ohio Wesleyan indicates the possibility of accommodating five hundred more students without additional classroom facilities. The use of late afternoon or early evening hours, or some selected combination of the two, provides a range of possibilities for creating the classroom space necessary for the University to accommodate from one hundred to five hundred additional students.

The space and physical plant requirements for an increased enrollment present different problems, however, in regard to library facilities, laboratories, and similar capital improvements. In summary form the capital outlay
needed to carry on an augmented instructional program consists of the following:

<table>
<thead>
<tr>
<th>Capital improvement</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Addition to the library</td>
<td>$750,000</td>
</tr>
<tr>
<td>Renovation of Merrick and Edgar Halls</td>
<td>750,000</td>
</tr>
<tr>
<td>New science building</td>
<td>3,500,000</td>
</tr>
<tr>
<td>Communications building</td>
<td>1,500,000</td>
</tr>
<tr>
<td>Student infirmary</td>
<td>250,000</td>
</tr>
<tr>
<td>Physical education building</td>
<td>1,250,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,000,000</strong></td>
</tr>
</tbody>
</table>

In many respects the existing physical facilities at Ohio Wesleyan cannot accommodate anticipated increases in enrollment. In regard to some aspects of the physical plant it seems evident that Ohio Wesleyan "expanded" its enrollment long ago. New plant facilities and modifications of some existing structures are clearly necessary for a larger student body if the University is to continue its present program. It may be added that any of the facilities listed above would contribute to the improvement of the present program with enrollment remaining as it now stands.

The list of capital improvements noted does not include provision for additional lecture-type classrooms except for whatever incidental number of such classrooms may
be incorporated within the structures listed. The data on space and station utilization in this area do not seem to indicate any immediate need for such facilities under present operating conditions as the detailed explanation earlier in the text of this work pointed out.

A review of the present schedule of classes indicates that classroom space is not used to the maximum available. Through the use of class-hours not currently employed the University could provide the classroom space necessary to accommodate 50 per cent more students than it now does. However, the need for instructional space of other types leads to the conclusion that additional plant facilities are necessary to provide for any substantial increase in the enrollment. It is therefore recommended that the University arrange for an engineering and architectural survey to determine the precise needs for additional facilities in this area. Pending the procurement of such data it is further recommended that the University consider as necessary a capital improvement program in the amount of approximately eight million dollars as a basic requirement for accommodating the instructional space needs of an initial increase of five hundred students.

Emphasis should be given to the fact that the capital improvements listed and the requirements for dormitories previously pointed out cover the needs of an increased enrollment based upon present operating conditions. Nothing
in the data suggests that the construction of new buildings is the only means by which additional students may be accommodated. Nothing in the data suggests that Ohio Wesleyan must continue on the basis of present operating conditions in regard to the use of dormitories, instructional and other service facilities, arrangement of courses, or current scheduling practices. The data did indicate that modifications in the present basis of operation would provide the means by which an increased enrollment could take place without additional capital improvements.

5. From time to time informal consideration has been given to numerous proposals whereby an increased enrollment might be accommodated at Ohio Wesleyan by extending the use of the existing plant facilities. Among the possibilities applicable to Ohio Wesleyan's situation are the following: (1) a four-quarter system with students normally in residence three quarters out of four; (2) a four-quarter system in which students would be in residence for only two quarters out of the four (students would be enrolled during a third quarter devoted to off-campus research); (3) a three-semester system; (4) the addition of an independent summer session; (5) the addition of an independent summer session consisting of two parts (the first session would serve primarily the needs of students who were deficient in credits; the second session would serve primarily students who desired to accelerate); (6) the establishment
of evening sessions for non-resident students; (7) a four-course plan in which students would take only four courses per semester and receive four credit hours for each course.

Each of the several plans enumerated above has some merit. Although each of these alternatives possesses advantages, each also has its drawbacks. For this reason a decision that compels choice from among the alternatives is not easily made nor, conversely, quickly dismissed. Despite the fact that there has been opportunity for the Ohio Wesleyan faculty to examine and discuss these various alternative proposals, no conclusive decision regarding any one of them has ever been taken. Since no one of these proposals seems to meet with general acceptance, the hope is obviously nourished in many quarters that the issue will not have to be met by any one of these means.

The data in regard to the utilization of the present plant lead to the conclusion that a significant increase in enrollment could be accommodated through extending the use of the existing facilities. Placing Ohio Wesleyan on a three-semester plan would provide for a 50 per cent increase in enrollment; a four-quarter system would provide for an increase of 33 1/3 per cent; a summer session would provide for an indeterminate but potentially significant increase in enrollment; a study-year abroad and independent study programs likewise give promise for further extension
of the enrollment in indeterminate degrees. Since the findings in this area indicate that a significant increase in the enrollment could be provided for through extending the present use of existing facilities, **it is recommended that immediate plans be made for an experimental approach to the utilization of alternative proposals for accommodating additional students.**

6. Whether the extension of the semester plan or use of a quarter system is preferred will depend upon the needs at the time that such a decision is made; the three-semester plan does provide for the maximal increase in enrollment, however. If an increase in enrollment is to eventuate, **it is recommended that extension in the use of present facilities be given priority over the construction of new facilities as the most readily attainable solution to the problem of providing the facilities for such an expansion.** This recommendation is based primarily upon financial considerations. It appears more feasible financially to make greater use of present facilities than to seek additional funds to solve the problem. To put to better use facilities that are already at hand appears more justifiable than to attempt to raise funds to construct buildings that will not be utilized to any greater extent proportionally than those now available. Greater utilization of the present physical plant provides the advantage of allowing more time to plan for the funds that certainly will be needed for
additional capital improvements if Ohio Wesleyan decides to increase further its enrollment at some future time. If an increase in enrollment is to eventuate, it is further recommended that the Ohio Wesleyan calendar provide for either the three-semester or the four-quarter system. This recommendation derives from the data on present utilization of the physical plant which indicate that either the three-semester or the four-quarter system would more than accommodate the five hundred students anticipated as the first stage of expansion. Moreover, this proposal offers the most readily predictable quantitative measure of potential for expansion among the several alternatives applicable to the particular situation under consideration. Such a conclusion is tentative in nature and is subject to substantiation or rejection by empirical evidence derived from actual experience with it. This proposal is not intended to abnegate other alternatives for approaching the problem of extending the use of the physical plant. Experimental evidence may be secured for any of the various proposals. The proposal for the added semester or the quarter system is accorded prior recommendation because such a plan would provide the framework upon which alternative variations may be tried later if such action seems desirable or necessary. The proposal is thus a logical starting point for initiating such action. The recommendation is intended furthermore to overcome the inertia that tends to delay action. If this
proposal served such a purpose, it would perform a greatly needed function.

7. A maximum enrollment of 2,100 and teaching staff of 146 produce a student-faculty ratio of 14.3 to 1 at Ohio Wesleyan. To maintain the same ratio for five hundred more students would require the addition of thirty-five members to the full-time teaching staff. A proportionate number of additional members for the full-time teaching staff would be necessary for any increase in enrollment beyond five hundred students. In general, it may be expected that seven full-time members of the instructional staff will be necessary for each one hundred students added to the present enrollment if the student-faculty ratio is to be maintained. If the student-faculty ratio were permitted to rise to 16 to 1, seventeen additions to the teaching staff would be necessary. Without any additions to the teaching staff the student-faculty ratio would advance to 18 to 1. The current thinking on this problem, however, reveals the inclination of both the administration and faculty to lower rather than increase the student-faculty ratio. The consensus of administrative and faculty opinion on this point supports an effort to secure a student-faculty ratio of 12 to 1 as a near-term minimum goal with a still further reduction in the ratio as soon as it is feasible. In order to attain the student-faculty ratio of 12 to 1 with the present enrollment, a full-time teaching staff of 175 would be necessary. The
addition of twenty-nine members to the present faculty would be required to reach this "minimum goal." If the ratio of 12 to 1 were to apply to an enrollment of 2,600, a teaching staff of 217 would be needed; this number is seventy-one more faculty members than the University has at the present time and represents an increase of 48.6 per cent in the instructional staff.

On the one hand these data clearly indicate the possibilities of accommodating an increased enrollment without increasing the size of the faculty. The data furnish ample evidence that there may be much less need for additional staff than a cursory consideration of the question would reveal. On the other hand one finds the persistent inclination to maintain at least the present student-faculty ratio and to work toward a lower ratio as soon as that condition can be attained. Obviously what is possible and what is desirable represent somewhat opposite approaches to the question of staffing Ohio Wesleyan for the future, and thus a stalemate is created. The deadlock is reinforced by the fact that serving an increased enrollment while maintaining or reducing the ratio requires more money--money that Ohio Wesleyan does not have currently, as we have seen. Since the data can only reflect what would or could happen quantitatively, this leaves the question of what might happen qualitatively an unresolved problem. The data do not purport to prove that the academic program would be better,
worse, or the same if the student-faculty ratio was increased or lowered. Hence the present status is likely to continue unless some tentative conclusion is made to follow some trial procedures in order to secure the evidence necessary to resolve the problem. The data covering the requirements in teaching personnel necessary to service increased enrollments lead to the conclusion that numerous creative possibilities exist for solving this problem. The need for staff involves considerations such as class size, teaching load, student-faculty ratio, arrangement of the required courses in the general education curriculum, and the employment of new approaches to methods in teaching. The possibilities in these various approaches were developed in detail in a preceding chapter and serve as the basis for recommending that the University undertake a vigorous, thorough, and objective exploration of the foregoing considerations and that creative experimentation in the use of the present staff be initiated without delay. It seems logical to conclude that only in this manner can the future requirements for faculty personnel be assessed adequately.

8. Since the University's two major sources of operating revenue, other than tuition, are endowment income and gifts, one or the other or both of these funds must be increased to provide for an expanded enrollment that fulfills the potential for 1970. The alternative lies in raising the charges for tuition.
The data in Chapter VI clearly pointed to the condition whereby Ohio Wesleyan's dependence upon student charges for financial support is already greater than the average American liberal arts college, and its income from endowment and gifts is lower by the same comparison. Ohio Wesleyan, like many colleges, has been reluctant to raise tuition charges at any time. Additional income from this source generally represents a last choice of action, not the first. Many considerations operate to avoid this method of solution. In theory at least, it is possible for tuition charges to reach a point at which the likelihood of increasing enrollment would be nullified or rendered inconsequential. The very purpose of accommodating a greater number of students is defeated through following a course that "prices the institution out of the market." Moreover, the gradual process of spiraling income from tuition charges injects an economic condition into the selection process that may well change the character of the institution by limiting the enrollment to those most able to pay. The data regarding the financial structure and needs of the institution do not support a continuing and increasing dependence upon tuition fees as a solution to Ohio Wesleyan's need for additional funds. For the present at least, it is recommended that the University consider the current proportion of educational income from tuition charges as the ceiling for revenues from that source. In a private institution
this leaves endowment income and money received from gifts and grants as the other major means by which to augment income.

9. The eleemosynary nature of a private institution makes it imperative to search unceasingly for money, both to build and to continue operating. Such money must be sought; in the case of Ohio Wesleyan a sum of approximately twenty million dollars for plant and endowment must be secured by 1970 if Ohio Wesleyan is to keep pace financially with its potential for future enrollment. This money, in sufficient amounts and in sufficient time, will not come to the University without aggressive action. The data covering the income during the past decade bear evidence for this conclusion. It may have been the uneasy realization of these facts of institutional life that prompted the Board of Trustees to issue the directive to hold enrollment to 2,100 until the funds necessary "to put a University of the agreed-upon size on a sound academic and financial basis is available." Furthermore the Board was faced with uncertainties regarding the monetary commitment that an equally uncertain increase in enrollment would involve. The Board's fiat was issued, moreover, at a time when the discouraging failure of a drive for funds (1955-1958) to erect a new science center was fresh in mind. Now, however, an estimate of the future enrollment is available, and measures of the need for plant development and revenue for current
operations are at hand. To secure the sum of money necessary to fulfill the future capital outlay and current operating needs of Ohio Wesleyan is not impossible for an institution of its stature and tradition. The accomplishment of such a task is not visionary. It is therefore recommended that the University undertake an intensive development campaign for funds to fulfill its future mission. The financial needs of Ohio Wesleyan are so great that only the most effective fund-raising drive will do the job. The planning and execution of such a drive is an enormous task and intensive solicitation of funds, perhaps over a considerable period of time, may be necessary. But the task is not one that is impossible of accomplishment. The record of many colleges that have had successful campaigns for funds is encouraging proof that it can be done.

Upon the outcome of a drive for development funds, three possibilities for Ohio Wesleyan's future seem to emerge: First, if the necessary funds are made available, Ohio Wesleyan can go forward in the expansion of its enrollment to the limit of the 3,810 students estimated for 1970. Second, Ohio Wesleyan may extend its enrollment in whatever way it may be able (1) with the funds that are secured and (2) through media that have been developed in detail earlier in this work including, for example, extension of the use of the present plant, utilization of improved scheduling practices, increasing student-faculty ratios, and employment of
creative approaches in the use of facilities and teaching personnel it now has. Third, Ohio Wesleyan may remain at its present restricted enrollment and strive for whatever qualitative improvement it may be able to effect within the limits of its resources. In any of the above eventualities, the pursuit of Ohio Wesleyan's future would fall within the fiat of the Board of Trustees regarding the allowable enrollment. In the light of all the available data it is therefore recommended that the best solution to the problem lies in securing the funds necessary to support the full potential for future enrollments. Failing in that, it is recommended that the University use what funds it does secure and develop to the utmost the appropriate alternatives for increasing the enrollment in order to achieve as much of the indicated potential for expansion as this combination of resources will permit. Failure in both of these recommendations to expand leaves the Ohio Wesleyan of the future where it is today, restricted in size to a maximum enrollment of 2,100 students.

10. It is in the area of admissions that the initial impact of increasing pressures for entrance becomes real. The data on applications and approvals for admission point to the conclusion that the stresses placed upon the admissions operation may become physically greater and emotionally more intense as the decade ahead proceeds. An effort to exercise increased control over the enrollment
process seems imperative. Emphasis has been given to the fact that Ohio Wesleyan approves for admission nearly twice as many candidates as it could actually enroll. Of this high number so approved more than one-third voluntarily withdraw from further consideration and approximately 40 per cent never enroll. This state of affairs explains why Ohio Wesleyan overaccepts the number of applicants that can be enrolled safely, hazardous though this gamble may be. A trust in the continuing success of the process of over-accepting candidates is not viewed with optimism. As the succeeding years in the very near future pass, there should be less danger that an insufficient number of students will enroll and more danger that just the opposite could happen. If an institution accepts over 1,200 candidates for admission expecting that approximately half that number will enroll, it may prove embarrassingly hectic if 1,000 of the number should choose to exercise the privilege offered to them.

In order to ameliorate the conditions just referred to it is recommended that the present non-refundable application fee of ten dollars be increased. This fee should not exceed thirty-five dollars, at least at the time of the initial change. Prospective students who are accepted and do enroll would have twenty-five dollars of this fee applied to their tuition bill for the first semester. Applicants who are rejected would have twenty-five dollars of the fee returned to them. Applicants who are accepted but later withdraw
would have no refund of any kind. The actual amount of the increased fee is not the essential feature of this arrangement. The essential feature lies in the process. This arrangement endeavors to provide for the prospective student who is serious regarding his intention to enroll at Ohio Wesleyan. This arrangement does not penalize the unsuccessful candidate any more than the present system, the fee for which merely helps to reduce the cost of handling the application. This arrangement does increase the amount of the "premium" on the "insurance" that prospective candidates may employ in the process of shopping around. It is this last type of applicant, or 40 per cent of the total approved, that contributes to the problem of over-acceptance and the high ratio of approvals to enrollments.

To mitigate the problem under discussion it is further recommended that the time lag between the date of acceptance and deposit of registration fee be confined to a period not to exceed three weeks. Here again, the essential feature of this provision is not specifically the number of days or weeks allowed so long as the period does not extend over two or three months as frequently happens under present conditions. Enforcement of a short but reasonable period of time for candidates to confirm their registration by depositing the necessary fees would restore a kind of control over enrollments that Ohio Wesleyan does not fully enjoy at the present time.
In order to contribute to the solution of the above problem in still another way it is further recommended that the University establish a series of scheduled acceptance dates that would be effective throughout the calendar year. The pressures on both the institution and the applicants, as indicated by the data presented earlier, would be reduced by a system of scheduled acceptance periods whereby all applications received within a stated period of time would be considered and notifications of approval or rejection would be mailed to applicants on a fixed date. Through a system of scheduled acceptance dates applications could be received and processed over a sequence of periods of about six weeks each. At the end of each period of time the admissions office staff and the committee would conclude its work on the applications for that period, the candidates would be notified, and the regulations covering deposit fees would apply for those who were approved. The same pattern of operation would then be repeated during succeeding six-weeks periods. The published schedule could be, for example, as follows:

<table>
<thead>
<tr>
<th>Applications received by</th>
<th>Applicants notified on</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1</td>
<td>December 15</td>
</tr>
<tr>
<td>December 15</td>
<td>February 1</td>
</tr>
<tr>
<td>February 1</td>
<td>March 15</td>
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<td>May 1</td>
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<td>June 15</td>
<td>August 1</td>
</tr>
<tr>
<td>August 1</td>
<td>September 15</td>
</tr>
<tr>
<td>September 15</td>
<td>November 1</td>
</tr>
</tbody>
</table>
Acceptance under the above arrangement would be tentative and valid only upon evidence of the completion of all requirements for admission including graduation from high school.

Such a system would contribute flexibility and efficiency to the operation of the admissions process and still retain the obvious advantages to the applicant who wishes to apply early. Moreover, this system obviates or lessens most of the uncertainties and problems concerning admission for both the candidate who desires to attend a particular college and for the institution that accepts him and anticipates his following through to enrollment. A major advantage of this arrangement is the opportunity it affords the University to exercise increased control over enrollments; such a provision will be acutely necessary in the years of increased pressure for admission that evidently lie ahead.

11. A further conclusion germane to the admissions operation stems from the present practice of early admissions. During the past year Ohio Wesleyan has adopted the policy of extending tentative acceptances to second-semester juniors in high school if all the qualifying requirements have been met up to that point. The early-decision policy is intended to lessen the anxieties and uncertainties of admission for prospective students who have decided upon a definite choice of college. The advantages of this policy to the college lie in the opportunity it
provides for encouraging well qualified candidates in their college plans. It also improves the institution's opportunity to make comparative estimates among a large number of applicants over a long period of time. The quality of the selective admissions work stands to be enhanced thereby.

The early-decision arrangement appears to have merit as it stands. One weakness in the system, however, acts to defeat its intended purposes, and the disadvantages are all on the side of the institution. The abuse of this privilege by applicants is manifest in the practice of junior-year candidates who apply to several colleges anyway; what is even more, some of these colleges may be operating under a similar arrangement. Such action puts the institution and its admissions program back where it was in the first place with all the difficulties attending over-acceptance practices described earlier. In order to preserve the intended advantages of the plan and restore the integrity that such an arrangement deserves, it is recommended that the student be informed of the requirement that his school must certify his application as the only one filed at the time. If the applicant wishes to apply elsewhere later on, he is at liberty to do so providing the admissions office is notified to this effect by the school principal.
12. For some readers the present catalog treatment of admission policy may be considered somewhat general. The wording furnishes the reader with little that might help him decide whether he should apply or not, and if accepted what his chances might be for successful adjustment to Ohio Wesleyan life, academic and otherwise. Little doubt exists that each of the qualities listed as essential to success at Ohio Wesleyan is a desirable trait eagerly sought among prospective students by all colleges. Such traits pose no unique prerequisite to success at Ohio Wesleyan. Despite the effort to give these academic and personal requirements some behavioral content, such traits as the ability "to comprehend what one reads, to write and speak precisely the native tongue, social responsibility, and breadth of interest" permit of such wide varieties of interpretation as to be practically useless as guides to admission. Most of Ohio Wesleyan's applicants give evidence, as do many college entrance applicants generally, of more than average possession of each of these traits. No brief against the statement as an affirmation of policy is intended here. The point is that the statement should be re-examined for its communicative value and guidance to prospective applicants for admission. Such guidance would be greatly beneficial now or at any time, and it will become urgently needed in clear, precise, and understandably
specific form in the decade ahead. It is therefore recommended that information in the catalog regarding the qualifications for entrance and the policy governing admissions be reviewed. Whether the present statements dealing with selective admission serve the purposes of informing prospective applicants may be open to question, particularly when one out of every five applicants (who presumably read the policy statement) is refused admission.

13. Certainly a conclusion should be reached in regard to the composition of the student body that Ohio Wesleyan will enroll during the coming decade. The data indicate that the number of applications for admission will outrun by a significant measure the number that can be accepted at any given time for the next ten years at least. This condition will prevail even though some expansion in the physical plant takes place. The selective process will have to continue, but whether it should continue to operate on the present policy is another matter. The present policy of open admission selects qualified students in the order in which candidates apply. Historically the University has followed a policy which says in substance that Ohio Wesleyan is a liberal arts college which stands ready to admit any and all persons solely on the basis of the established criteria for admission. This policy has apparently served the purposes of the University in the past. This policy may continue to serve in the future if the constituency of
the University will accept the consequences of whatever composition in the student body results thereby. The treatment of this topic in a previous chapter leads to the conclusion that the University is in no way prepared to assume the consequences of an indefinite continuation of an open admission practice that disregards, for example, the geographical origin, church affiliation, or alumni relationships that are involved. An implication of the predicted scramble for places in college concerns an institution's obligation to such major supporting groups in its constituency. An enrollment potential plus an open admissions practice combine to produce the risk of impairing or virtually eliminating the existing heterogeneity of students now found on the Ohio Wesleyan campus. The potential for an all-Ohio or non-Ohio student body by 1970, discussed earlier, illustrates the point. If heterogeneity in the composition of future enrollments is to be retained, some provision will need to be made to insure places for qualified applicants of varying socio-economic, racial, ethnic, geographical, alumni, and religious backgrounds. Note should be made of the condition that these applicants should be qualified in terms of the entrance criteria prevailing at the time that they are admitted. It is therefore recommended that provision be made for a reserved admission policy whereby a fixed percentage of the total available places in each entering class would be set aside for
whatever constituent groups may be needed, provided that such places are assigned by the March 15 acceptance date and that all unassigned places be granted to other applicants thereafter.

14. The periodic review of an institution's aims or purposes is a generally recognized procedure even in normal times and under ordinary conditions. In light of the circumstances delineated in the preceding chapters it would seem evident that any planning for the future should include a review of the University's aims. The present statement of aims (Appendix A) resulted from a redefinition of objectives by the administration and faculty in 1944. Other than the change of a word or two and the rearrangement of the order, the aims have remained unchanged since that time. A self-study group, supported in part by a grant from the Fund for the Advancement of Education, urged in 1953 that a review of the aims should be undertaken. An abortive attempt to conduct such a review was undertaken by a faculty committee later in the same year, but the project was lost when major changes in administrative leadership developed. The study was never resumed. Conditions have changed between 1944 and 1960 as the data in preceding chapters have pointed out. In the light of conditions at this time it would seem logical to conclude that the time is at hand, if not overdue, for a renewed study of the University's aims. In 1944 enrollment was at a record low
of 1,246 students, demand for admission was slight and loss of revenue resulted from the low enrollment, tuition was $250 for the year, and the curriculum was necessarily curtailed. Now enrollment stands restricted at the maximum of 2,100, demand for admission is three times the first-year enrollment and will continue to rise, tuition is $1,020 per year, the entrance requirements are higher, the course offerings have multiplied, the requirements for graduation have increased, and numerous similar contrasts make the times between 1944 and 1960 quite different. The world and the nation are different. The political, social, military, economic, and scientific changes have been tremendous during this period of time. The implication seems clear that a review of the University's purposes is one of the urgently necessary prerequisites to planning for the potential demands of future enrollments, and a recommendation to that effect is hereby made.

15. Corollary to the study of aims is the consideration of the program of studies. To attempt to service the University's aims without thought of the curricular provisions to be employed is an untenable position. The University faces the necessity of examining how well certain curricular provisions could be designed to serve the avowed aims in terms of the times and the kind or kinds of students Ohio Wesleyan expects to admit during the next ten years. Evaluation of a program of curricular offerings is a
continuous process. The results of evaluation should be utilized to assist in making future changes and in improving future outcomes. The following are examples of curricular questions for which the University needs answers and such answers should prove helpful in planning for the 1960's: (1) What curricular offerings in the general education program best serve the purposes of the University? (2) What evidence could we secure that might indicate that the courses now prescribed for a degree are quantitatively not enough, too much, or about right? (3) How might we determine whether the concentration of prescribed courses are the best distribution educationally that we can devise? (4) What materials, methods, and techniques will promote instructional effectiveness in varied class sizes? The above questions illustrate the kind of inquiry that could prove valuable at any time. In terms of the problems that face us in the decade ahead, such inquiry takes on added significance. The need is urgent, and the time grows shorter for rethinking our purposes and re-examining the curricular program. It is therefore recommended that action be taken to accomplish such an inquiry. This inquiry should bear in mind the data presented in a previous chapter dealing with class size, multiple sections, course proliferation, departmental major requirements, and degree prescriptions.
Concluding statement

In the summary of the findings and the recommendations that have been given in this chapter the need for finances has appeared to be great. The need is great. However, money is not all that is necessary to the resolution of Ohio Wesleyan's problem concerning its future. Although money in sufficient quantity is presumed to solve almost all problems, there is one basic need that seems to emerge again and again from the preceding chapters dealing with the various categories and aspects of the problem of future enrollment. That underlying need is for Ohio Wesleyan to develop an agreed-upon sense of direction or mission for the future. This needed sense of direction involves more than the examination of institutional aims, central though these must be. The need for a sense of direction is manifest in the lack of a basic decision concerning what the future size of the University ought to be; in the hesitancy to formulate answers concerning the kind or kinds of future students Ohio Wesleyan should enroll, whence they should come, and what connections they should have, if any; in the deferment of any action to review or re-study the Ohio Wesleyan statement of aims; in the inclination to postpone experimental approaches to critical areas of curricular offerings and arrangements; and in the lack of a development plan whereby the physical and financial resources of the institution would keep pace with enrollment opportunities. These
statements are not intended as censure of anyone or any group, but serve to illustrate the urgency of the need for developing a sense of direction in regard to the future. It is essential that an institution again and again take its bearings and reset its course. It is unfortunate that many educational institutions proceed by drift, only to discover themselves heading in directions never consciously considered. In the crucial period that lies ahead it is urgently necessary for Ohio Wesleyan to confront the questions germane to its future and work for solutions as it strives to serve this age. An underlying purpose of this dissertation has been the endeavor to locate critical questions in the major categories of institutional operation and to suggest tentative conclusions and courses of action in terms of the data pertinent to the situation.

It is not the author's function to instruct Ohio Wesleyan as to what its aims ought to be, what specific decisions it must accept, or what its ultimate direction or mission should be. Legally the operation of the institution rests with the authority vested in its Board of Trustees. Traditionally the faculty, with administrative assistance and leadership, has been the major instrumentality in formulating solutions of the kind sought here. The continuance of this tradition implies the necessity for faculty studies in the problem areas developed in this work among major categories of institutional operation.
The author's conclusions and recommendations may be viewed as hypotheses, subject to verification and subsequent acceptance or rejection on the basis of empirical evidence.

The "faculty approach" to institutional problems is characteristic of "the Ohio Wesleyan way." The writer recalls from personal experience a fruitful two years spent as a member of faculty "task forces" working on problems pertaining to the institution's welfare in the years 1951-53. A similar experience covered the years 1956-57. The time is again at hand for faculty action, in the traditional manner. Out of the process of wrestling with the problems of the 1960's should emerge the sense of direction that is so urgently needed at this time.

Great institutions are actively conscious of their heritage, but they also stand ready to adjust to new trends, new social needs, new demands, new opportunities for service. It is not enough to view the past and speak in terms of continuing great traditions. We must also look to the future and determine what kind of institution Ohio Wesleyan proposes to become--what the nature and direction of its mission is to be, what image it is to project, what constituencies it is to serve. In a very real sense the situation that confronts Ohio Wesleyan should somehow be embraced as a cluster of opportunities rather than deplored as a group of problems. Within the years immediately ahead
Ohio Wesleyan will have the benefit of choices which it has not enjoyed for many years. Again and again the University will be faced with the choice between the natural tendency to do what it has always done and the decision to meet new challenges with courage and imagination. It is the writer's hope that the latter choice may prevail and that history yet to be written will record that the welfare of the University was enhanced by that choice. The call for greatness does not come to Ohio Wesleyan alone. The opportunity in varying ways and in varying degrees is one that confronts all institutions that share in the future of higher education in America.
APPENDIXES A and B
APPENDIX A

THE AIMS OF OHIO WESLEYAN UNIVERSITY

A statement of the aims of Ohio Wesleyan as published in the official bulletin of the University follows:

For more than one hundred years Ohio Wesleyan has occupied a distinguished place among the liberal arts colleges of the nation. Such distinction can be maintained only through constant awareness and scrutiny of the University's obligation to her students and to society. Accordingly, challenged by the past and impelled by a sense of the critical need for wise and humane persons in the immediate future, the faculty and administrative staff re-define the educational objectives of the University from time to time and are constantly adjusting the curriculum toward their realization.

The primary aim of Ohio Wesleyan is to provide each of her graduates with those educational disciplines and experiences which are fundamental to enduring personal satisfaction, social usefulness, and occupational competence. The attainment of such aims, the University believes, rests upon skills and habits, knowledge and attitudes which may and should be acquired in those major areas of human activity which compose our civilization. For each of her graduates, therefore, Ohio Wesleyan proposes the following requisites and characteristics:

First, that he shall be able to use the English language clearly, correctly, and honestly both in writing and in speaking, and that he shall be able to read with discrimination and discernment.
Second, that he shall be aware of the humane heritage of Western Culture through an insight into representative literary masterpieces from the Ancient Greek to the present; and that he shall thereby have the basis and stimulus for a rich enjoyment of literature and for an incisive evaluation of his experience in later years.

Third, that through an insight into the nature and function of the fine arts or through the development of a skill therein, he shall be able through participation or informed appreciation to organize aesthetically his experience.

Fourth, that through an examination of the concepts in the major philosophical and religious traditions and especially of the impact and vitality of the Christian faith he shall be able to arrive at a scheme of values which not only is confident and rational, but also finds its ultimate issue in human conduct.

Fifth, that through an analysis of both the major currents of history and the function of contemporary political, social and economic institutions, he shall be able to participate intelligently in social units large and small, far and near; that through an active concern for social justice he shall acknowledge his obligations to American democracy; that through both extracurricular projects and organized instruction he shall develop a tolerance and social imagination which shall enable him to live cooperatively from day to day in the home and in business and professional groups.

Sixth, that he shall be acquainted with the more significant structures and laws of the physical and biological worlds, including human behavior; that he shall have a general understanding of the scientific method as an instrument for the establishment of truth in all phases of life; and that he shall have an appreciation of the part played in modern life by science.
Seventh, that through a training in bodily skills and knowledge of physiological laws he shall recognize the contribution of the physical to personal and social integration.

Ohio Wesleyan also aims to train students to be productive in the economic and professional world. Recognizing that the complex techniques and organizations which underlie modern society and social progress require specialized preparation, she proposes to give all who elect it vocational and pre-professional training through advanced study in the aforementioned areas and related fields. But in addition, through providing for the acquisition of such specialization with the broader context of a general liberal education, the University aims to effect in her graduates a use of their abilities not merely for personal aggrandizement but also for the advancement of the common good.¹

APPENDIX B

THE PRESENT PHYSICAL PLANT AT OHIO WESLEYAN

Ohio Wesleyan University is a privately endowed, church-related, coeducational, liberal arts college with an enrollment of approximately 2,100 full-time resident students. The thirty-one buildings that house the University are located on 128 acres of campus. The total value of the physical plant amounts to $6,689,000. The age of the buildings ranges from the original structure (Elliott Hall) which housed the University in 1841, the first year of instruction, to a modern structure (Mills' Nursery School) which was completed and placed in full operation in 1961.

Growth in the number of University buildings is indicated chronologically in the construction schedule shown on the following page. Buildings for which the major use may not be identified readily by the names are marked (c) if used for classrooms and (d) if for dormitory.
GROWTH IN THE PHYSICAL PLANT OF OHIO WESLEYAN UNIVERSITY 1840-1961

<table>
<thead>
<tr>
<th>Period</th>
<th>Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>1840-1859</td>
<td>(c) Elliott Hall</td>
</tr>
<tr>
<td></td>
<td>(c) Sturges Hall</td>
</tr>
<tr>
<td>1860-1879</td>
<td>(d) Monnett Hall</td>
</tr>
<tr>
<td></td>
<td>(c) Merrick Hall</td>
</tr>
<tr>
<td>1880-1899</td>
<td>Psychology Building</td>
</tr>
<tr>
<td></td>
<td>Art Hall</td>
</tr>
<tr>
<td></td>
<td>(c) University Hall</td>
</tr>
<tr>
<td></td>
<td>Gray Chapel</td>
</tr>
<tr>
<td></td>
<td>(c) Student Observatory</td>
</tr>
<tr>
<td></td>
<td>Slocum Library</td>
</tr>
<tr>
<td>1900-1919</td>
<td>Edwards Gymnasium</td>
</tr>
<tr>
<td></td>
<td>(c) Sanborn Hall</td>
</tr>
<tr>
<td>1920-1939</td>
<td>(d) Austin Hall</td>
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<tr>
<td></td>
<td>(c) Edgar Hall</td>
</tr>
<tr>
<td></td>
<td>Selby Stadium</td>
</tr>
<tr>
<td></td>
<td>Perkins Observatory</td>
</tr>
<tr>
<td></td>
<td>Power Plant</td>
</tr>
<tr>
<td></td>
<td>(d) Stuyvesant Hall</td>
</tr>
<tr>
<td>1940-1959</td>
<td>ROTC Building</td>
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<tr>
<td></td>
<td>Memorial Union Building</td>
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<tr>
<td></td>
<td>Pfieffer Natatorium</td>
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<tr>
<td></td>
<td>Men's Dormitory I</td>
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<tr>
<td></td>
<td>Men's Dormitory II</td>
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<tr>
<td></td>
<td>(c) Phillips' Hall</td>
</tr>
<tr>
<td>1960-61</td>
<td>President's Home</td>
</tr>
<tr>
<td></td>
<td>Mills' Nursery School</td>
</tr>
</tbody>
</table>
It might be well to note that the schedule of construction does not include the conversion of the present Radio Building from the former R.O.T.C. structure. Nor does it include the erection of a radio tower for the FM campus station, WSLN. Moreover, the schedule does not include two faculty housing developments, one on Westgate Drive and the other at Butler Farm, both of which were underwritten by the University. These two developments provide housing for twenty-five faculty families. All units in these two developments are completed and occupied. The schedule of buildings presents major plant facilities and does not include such relatively minor (although educationally useful) units as a few quonset huts, three dwellings utilized for student cooperative living for women, a home-management house for the use of the home economics department, and similar small structures. In the presentation of the schedule of buildings no attempt is made to indicate alterations, additions, or conversions of the several buildings. The schedule reflects, by name or letter key, the current use made of the buildings now constituting the campus.
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"Student Housing at Ohio Wesleyan." Mimeographed report of a special faculty committee, Ohio Wesleyan University, 1957.
AUTOBIOGRAPHY

I, Charles Francis Alter, was born in Danville, Illinois, January 21, 1907. I received my secondary-school education at Lash High School in Zanesville, Ohio. I received my undergraduate training at Oberlin College, which granted me the Bachelor of Arts degree in 1929. In 1935 I received the Master of Arts degree from The Ohio State University. In 1929-30 I taught English and foreign languages in the high school at Frazeyburg, Ohio. I taught at Oberlin High School from 1930 to 1937 and was principal there from 1937 to 1949. From 1949 to the present time I have been a member of the faculty of Ohio Wesleyan University. Since 1959 I have been chairman of the Department of Education.