Before any fiscal year is allowed to become history, it is essential that those associated with the University subject its educational achievement and desires for progress to a rigorous evaluation. Such self-scrutiny is imperative if this University is to achieve its long-range goals, leading to an outstanding University of Missouri.

In order to illustrate such progress, this report contains information about selected programs and activities which are essential to effective service and maintenance of quality. We must continue to provide an increasing breadth of education as well, in order that each student may have access to the full range of knowledge.

The University of Missouri is one of the nation's largest and most comprehensive institutions of higher learning. The quality of its student body, faculty and its programs is moving steadily forward.

New levels of achievement have been reached during the year in the coordination of a state-wide University which has an administrative team seeking common goals within which each campus can establish and strengthen its own unique capabilities.

The welfare of the people of Missouri and the economy of this state demand a first-class university. The dollars spent on its operation and growth are the Commonwealth's finest investment in the future.

This booklet is designed for those concerned with public higher education in Missouri. Your questions are solicited and welcomed.

John C. Weaver
President
Board of Curators

Standing, Left
- William H. Billings
  Kennett
- Robert Neill
  St. Louis
- G. Fred Kling Jr.
  Albany
- Doyle Patterson
  Kansas City
- Pleasant R. Smith
  Mexico
- Robert G. Brady
  St. Louis

Seated, Left
- Mrs. William C. Tucker
  Warrensburg
- Dr. John C. Weaver
  University President
- Oliver B. Ferguson
  President
  Fredericktown
- William C. Myers Jr.
  Vice President
  Webb City
One University... Four Campuses

At no time has the University of Missouri faced such challenges as it does today. Traditionally, the University’s role has been one of educating our youth, pursuing quality research and serving the public with its acquired knowledge.

These tasks continue today, but an awesome list of new responsibilities has emerged in each of these areas of teaching, research and service. Along with other schools, this University with its unique organization of four campuses, must continue to provide a restless and excited society with answers to extremely complex issues, some of which have plagued man for centuries. It also must continue to offer guidance to the manifold problems of the present as well.

Such responsibilities must be met during a period when universities are being threatened by numbers; an endless flow of new students is seeking the benefits afforded by higher education.

If this University is to achieve distinction, it must—
- have the mechanism to adapt and innovate continuously, else it will be swamped by the greatest threat of all—obsolescence,
- share with other institutions programs of continuing education and help all individuals abandon the misconception that education ends with high school, college or even post-graduate work,
- become oriented more closely to the dilemmas of society—its urbanization problems, its aims to eliminate ignorance and poverty, its scientific and technological goals and its own changing nature,
- inject into all University programs the knowledge and the perception so essential for today’s students who will reach the peak of their careers in the next century, and
- be certain that it does not debase education because of the overwhelming numbers.

Quality educational programs influence all areas of endeavor. Yesterday, for instance, industry was attracted to states on the basis of available raw materials and available labor force. In the future new industries will study educational levels of the labor force and the availability of continuing education programs.

Our state economy in the future will be centered on our educational programs. As railroads and automobiles spirited growth of this nation in the past, education will be the necessary force in the future.
Full-Time Equivalent Enrollment*
(Ten-Year Projection)

*Includes full-time undergraduate and primary professional students enrolled for 12 or more hours per semester or 8 or more semester hours per quarter, full-time graduate and advanced professional students enrolled for 9 or more hours per semester or six or more semester hours per quarter.

Fall 1967
Enrollment by Classes:
"Head Count"

---

Fall 1967
Enrollment Increase by Campus:
"Head Count"
The 1967 fall enrollment of the four-campus University of Missouri of 40,337 reflects a national trend of a steady increase in enrollment expected to continue into the future. The total count of individual students showed an increase of 3,127 from the previous year. Actual enrollment exceeded the estimation for 1967 by several hundred.

A breakdown by campuses shows that Columbia has 20,124, an increase from 18,669 a year ago; Kansas City, 8,418, an increase from 7,891 a year ago; St. Louis, 6,550, an increase from 5,803 a year ago; and Rolla, 5,245, an increase from 4,847 a year ago.

All divisions on the Columbia campus showed a numerical increase over a year ago. The Graduate School led all others with an increase from 3,816 to 4,299.

Rolla campus divisions also showed numerical increases with the School of Engineering leading the list with an enrollment of 3,361 compared to 3,139 last year.

All divisions except two resident centers on the Kansas City campus showed increases. The largest was in the School of Administration with 657 students compared to 501 last year.

At St. Louis, enrollment totals showed an increase of 747 over last year’s figures. This year’s total includes 4,236 enrolled in the Day Division, an increase of 614, and 2,314 enrolled in the Evening College, an increase of 33.

The four-campus figures were based on a “head count” of students made at the end of four weeks of classes. The figures show the number of full-time and part-time students regularly enrolled on the four campuses, but do not include large numbers of students who are enrolled in off-campus extension courses for credit or those taking correspondence courses.

Data collected also shows that 26,748 of the students are men and 13,589 are women. Approximately 22 per cent of the students are married. A total of 7,464 are first-time college students and 4,079 pay out-of-state fees.

The enrollment increases result from several factors: a rise in the nation’s population of college-age youth; more and more young people are seeking a higher education than ever before; and more and more are realizing the need for advanced professional and graduate education.
As the student population continues to increase at an unprecedented rate at the University of Missouri's four campuses, the University's administration has not been diverted from its assigned task of maintaining a first-line faculty and staff.

During the 1966-67 academic year, the University continued to enlist many nationally-recognized scholars and a sizable number of promising younger teachers. They joined an already outstanding faculty, many of whom enjoy international prominence.

But as the enrollments here and elsewhere continue to accelerate, the competition from other colleges and universities for eminent scholars and teachers becomes more acute. The University of Missouri alone must add 300 to 400 additional faculty at its four campuses in the immediate future. Nationwide, the number of college and university teachers being produced is falling behind the student enrollment pace.

The University of Missouri must continue to improve its competitive position, else the qualitative gains may quickly diminish. Much time and effort devoted to retaining key faculty members and to adding new persons of great promise will otherwise be lost.

Part of the instructional efficiency has been made possible by having an adequate number of graduate students available to serve as laboratory instructors, group leaders and in other roles as teaching assistants.

In addition, faculty support personnel are needed to handle the undergirding tasks involved with instructional and research programs at the different campuses. Faculty members will have fewer hours to waste on routine duties if they hope to adjust to the stringent educational demands of the future.

The role of the teacher cannot be overemphasized. He is the interpreter in the house of learning. His effectiveness is generally measured by his ability to awaken and to stimulate the minds of others.

His academic credentials may be overemphasized. A university president recently warned, “The faculty member who believes that his knowledge of the subject is the critical factor in his role as a teacher and that his appointment certifies him as an adequate teacher is not yet ready for a faculty position.”

Thus, the University must continue to strengthen and enrich the teaching on each of its campuses, not only through the recruitment and retention of eminent members but also through closer coordination of the related area of research. Neither teaching nor research has much force without the other.
Improvement of Facilities

Any institution of higher learning must have as its nucleus an excellent faculty and student body in order to achieve greatness. It is, of course, imperative that our expanding multi-campus University of Missouri have adequate physical facilities in order to meet its goals.

Much progress has been made in this direction during recent years. However, constantly increasing demands make it mandatory that the University continue to increase its facilities at a pace which will assure the quality and quantity of our educational services.

Though the total University is expanding and this expansion will continue at an accelerated rate, the urban campuses at Kansas City and St. Louis will experience the most dynamic growth.

Major capital improvement projects under construction or recently completed as of June 30, 1967, are the following:

Columbia: Crowder Hall Additions; Livestock Pavilion; Mathematics and Computer Building; Medical School Addition; Space Sciences Research Center; Physics Building; Deep Well West.

Kansas City: Library; Campus Lighting Project; Heating and Electric Distribution System Improvements.

Rolla: Library; Materials Research Building; Mechanical Engineering Building; Addition to Physics Building.

St. Louis: Library Building; Mathematics and Language Building; Life Sciences Building.
## Sources of Operating Funds

*(For the fiscal year)*

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Source Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.6%</td>
<td><strong>STATE OF MISSOURI APPROPRIATIONS</strong>&lt;br&gt;For instruction, research and for service programs for the benefit of the citizens of the State.</td>
<td>$49,304,386</td>
</tr>
<tr>
<td>13.4%</td>
<td><strong>STUDENT FEES</strong>&lt;br&gt;Incidental fees, non-resident tuition and other miscellaneous fees.</td>
<td>$14,508,604</td>
</tr>
<tr>
<td>4.9%</td>
<td><strong>FEDERAL APPROPRIATIONS</strong>&lt;br&gt;For instruction in agriculture, the mechanic arts and related fields; for agricultural research, for extension service, for crippled children's service, for vocational education.</td>
<td>$5,272,801</td>
</tr>
<tr>
<td>13.1%</td>
<td><strong>SPONSORED PROGRAMS</strong>&lt;br&gt;Funds provided by individuals, corporations, organizations and governmental agencies for research, summer institutes, teaching and training.</td>
<td>$14,139,312</td>
</tr>
<tr>
<td>1.7%</td>
<td><strong>ENDOWMENT INCOME AND OTHER SOURCES</strong>&lt;br&gt;From gifts and other income for scholarships, fellowships and prizes; income from invested endowment funds.</td>
<td>$1,874,186</td>
</tr>
<tr>
<td>8.9%</td>
<td><strong>SALES AND OTHER ACTIVITIES</strong>&lt;br&gt;Income generated by instructional departments such as dentistry, hospital, dairy, veterinary clinic and other activities.</td>
<td>$9,657,371</td>
</tr>
<tr>
<td>12.4%</td>
<td><strong>AUXILIARY ENTERPRISES</strong>&lt;br&gt;Self-supporting activities such as housing, athletics, student union, television station and bookstore.</td>
<td>$13,363,807</td>
</tr>
</tbody>
</table>

**TOTAL** $108,120,467
# Uses of Operating Funds

(ended June 30, 1967)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.6%</td>
<td><strong>INSTRUCTION AND DEPARTMENTAL RESEARCH</strong></td>
<td>$26,804,294</td>
</tr>
<tr>
<td></td>
<td>Teaching and research programs and related activities, including summer session.</td>
<td></td>
</tr>
<tr>
<td>21.5%</td>
<td><strong>RESEARCH AND OTHER SPONSORED PROGRAMS</strong></td>
<td>$22,441,243</td>
</tr>
<tr>
<td></td>
<td>Research carried on in departments from University budgeted funds and other programs from sponsored funds.</td>
<td></td>
</tr>
<tr>
<td>16.8%</td>
<td><strong>PUBLIC SERVICES—HOSPITAL, EXTENSION, ETC.</strong></td>
<td>$17,590,072</td>
</tr>
<tr>
<td></td>
<td>The University's Teaching Hospital and Administration of the State Crippled Children's Service, University Cooperative Extension Services.</td>
<td></td>
</tr>
<tr>
<td>7.1%</td>
<td><strong>PHYSICAL PLANT—OPERATION AND MAINTENANCE</strong></td>
<td>$7,452,040</td>
</tr>
<tr>
<td></td>
<td>Maintaining buildings and grounds of the University, including cost of power plant operations.</td>
<td></td>
</tr>
<tr>
<td>2.7%</td>
<td><strong>ADMINISTRATION OF THE UNIVERSITY</strong></td>
<td>$2,787,345</td>
</tr>
<tr>
<td></td>
<td>General administrative services for operating the University.</td>
<td></td>
</tr>
<tr>
<td>11.2%</td>
<td><strong>GENERAL EXPENSE, INCLUDING STUDENT SERVICES</strong></td>
<td>$11,733,001</td>
</tr>
<tr>
<td></td>
<td>Student services, libraries, and general institutional expense, staff benefits, scholarships, fellowships and prizes.</td>
<td></td>
</tr>
<tr>
<td>4.9%</td>
<td><strong>BOND PAYMENTS AND PLANT IMPROVEMENTS</strong></td>
<td>$5,081,358</td>
</tr>
<tr>
<td></td>
<td>Principal and interest on outstanding revenue bonds; also improvements and replacements of physical properties.</td>
<td></td>
</tr>
<tr>
<td>10.2%</td>
<td><strong>AUXILIARY ENTERPRISES</strong></td>
<td>$10,671,474</td>
</tr>
<tr>
<td></td>
<td>Self-supporting activities such as housing, athletics, student union, television station and bookstore.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase in current commitments, working capital and restricted funds.</td>
<td>$104,560,827</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$3,559,640</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>$108,120,467</strong></td>
</tr>
</tbody>
</table>
"If this state is to have a future, it must be clear that the University must help to find relevance and usefulness in the urban setting."—President John C. Weaver

The mission of the Extension Division is to relate the University to citizens, institutions, organizations and agencies of the State and help them keep abreast of current developments.

Specifically, the Extension Division is in charge of all University credit work off campus and all non-credit work on or off campus. There are 410 professional personnel located in 115 county centers providing resident teaching or research in addition to extension responsibilities. Each center is operated jointly by the University and the local Extension Council. These Councils, composed of elected members, are units of local government.

In accomplishing its mission, the Extension Division increased emphasis on Continuing Education for Women, accelerated training for local government officials, continued expansion of the Community Development areas and their staffing, expanded services to the metropolitan areas of St. Louis and Kansas City, continued the professional growth of the staff and implemented the Technical Services Act for the benefit of Missouri's industry.

Achievement in these areas was realized as a result of greater financial support during the 1966-67 fiscal year. The Extension Division received $11,682,089 in support during the past year. This was an increase of $1,840,018 over the previous year. The availability of University funds to match federal grants was a contributing factor in securing $5,923,364 of the total in federal support and more than $1.5 million from the county courts.

Another facet of progress in the program was in enrollment in Extension credit courses. Enrollment jumped especially at Rolla and St. Louis. In 1965-66 St. Louis' Extension courses enrolled 589, which
rose to 1,251 last year. Similarly, Rolla's enrollment increased from 829 to 1,253.

Schools and colleges on all four University campuses participated in the 1966-67 Extension program. They included: Arts and Sciences, Education, Engineering, Agriculture, Medicine, Social and Community Services, Home Economics, Business and Public Administration, Journalism, Veterinary Medicine, Law, Pharmacy, Dentistry, Conservatory of Music, Mines and Metallurgy, Science and Center for Metropolitan Studies.

The future aspirations of this State are tied more intimately to its colleges and universities than ever before. Today's employed citizens, with or without university credentials, will need re-education several times during their careers if they are to maintain productivity in a society rushing forward with rapid change.

Traditionally, a primary concern of the landgrant university such as the University of Missouri has been to carry its educational programs to the people of the State in order to enrich the knowledge of those unable to participate in resident instruction. Agriculture and home economics were the fields emphasized for years.

As society has changed, so has the role of the University's Extension Division, and the future will demand additional adjustments in order to cope with these complex changes in the social, cultural and economic environment of the State.

Approximately two-thirds or 135 million persons now live in 140 metropolitan areas of this nation. In the next 50 years, this urban population will increase two and one-half times and by 1980, 30 million will be added to these urban areas. Missouri is part of this changing society and the University is preparing itself to meet the future needs of this increased urban population.
### Funding from Outside Sources

Distribution of Research Funds, 1966

<table>
<thead>
<tr>
<th>Field</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRICULTURAL SCIENCES</td>
<td>$6,036,403</td>
</tr>
<tr>
<td>MEDICAL SCIENCES</td>
<td>$4,089,176</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>$2,920,840</td>
</tr>
<tr>
<td>PHYSICAL SCIENCES</td>
<td>$2,726,118</td>
</tr>
<tr>
<td>BIOLOGICAL SCIENCES</td>
<td>$1,947,228</td>
</tr>
<tr>
<td>SOCIAL SCIENCES &amp; HUMANITIES</td>
<td>$1,752,504</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$19,472,269</strong></td>
</tr>
</tbody>
</table>

### Funds, 1962-1966

[Graph showing the trend of funds over the years 1962-1967]
Today's complex, rapidly-changing society is increasing the demands for highly trained, educated men and women—men and women who have reached the outer limits of understanding in specialized fields of knowledge and who can handle tools of research to move into the unknown to bring new knowledge into existence. Recognizing these demands, the University of Missouri and the Missouri Commission on Higher Education have placed high priority on long-range planning that strives for new levels of achievement in education and research on the four campuses of the University of Missouri.

Within the past few years the University has made substantial gains in research, made possible by the support of the Missouri General Assembly and the people of Missouri and augmented by grants from the federal government and other outside sources. (See charts, opposite page.) There are major research programs in agricultural sciences, biological sciences, business and public administration, education, educational media, engineering, informational science, journalism, medicine, physical sciences, the social sciences and humanities, urban studies and other broad areas of study on the University's campuses at Columbia, Kansas City, Rolla and St. Louis. Many of these projects are associated with graduate and undergraduate training in the various disciplines and subdisciplines. There are University-wide programs in water resources, health-related problems, industrial development and extension, sciences applicable to space exploration and fields involving use of the nuclear reactor.

Several large and significant state- and federally-financed programs are associated with the University; these include mental health, rehabilitation of the handicapped and regional medical programs. In addition, several federal agencies operate their own research programs on University campuses; these programs include research in entomology, fish pesticides, topographic mapping, metallurgy and water pollution. The University of Missouri is moving rapidly toward becoming an outstanding research center.

Comparative statistics indicate that the University is improving its position as an institution of higher learning. For example, among the 100 universities receiving the most federal support of academic science, the University of Missouri advanced from 46th place in 1964 to 36th in 1966.

The University is continually striving to increase its competency in education and research and its service to society. Present plans are directed toward achieving and maintaining a distinguished and distinctive public institution of higher learning that will provide the individual student an education relevant to the needs of the last third of the 20th Century and that will be so structured as to reflect the uniqueness of Missouri.

At right is preparation for radiograph for diagnostic studies of skeletal maturation in Macaca mulatta.
Development at the University of Missouri relies heavily upon the support of alumni, friends, and public citizens. It is becoming increasingly clear that only a partnership of private money and public capital and encouragement of experimentation can build the kind of university its people need. No state alone can provide fully for a truly great university, especially one with the magnitude of the University of Missouri. Former students and friends of the University provided $1.7 million in gifts during the 1966-67 year and the University is already realizing advances of greater distinction as a result of this support.

Many areas of teaching and research have been upgraded by this sizable contribution. But regardless of its goals, any organization is judged according to the qualifications of its product. The professional contributions of the Missouri graduates to educational institutions are no exception. The product of the qualifications of its product. The product of the University of Missouri.

A list of distinguished alumni would be much too lengthy for this report, but such a roster would include 97 major corporation presidents, 38 college and university presidents, 48 magazine editors, and innumerable professional men and women. The University of Missouri is world renowned for its educational achievements and its contributions to the betterment of mankind.
university presidents and numerous prominent leaders of all professional endeavors.

One of the less discussed aspects of this alumni-university relationship is the reciprocal benefits realized by the alumni. First—perhaps the most obvious—the alumnus gains financially. It is easy to measure the average value of a degree in dollars and cents. The Internal Revenue Service and Census Bureau figures reveal that the average college graduate earns $170,000 more during his lifetime than the average non-graduate.

Among other direct benefits are the help the graduate gets in job placement both as a senior and as an alumnus. Also the lustre and value of a graduate’s degree depend a great deal upon the reputation of the institution from which it was granted.

The alumni of this University are keenly aware of the important role they can play in the years ahead. This has been demonstrated by the currently expanding activities and by the enthusiasm shown by the Alumni Associations in planning future programs of participation and support.

Such preparations reflect the need for greater coordination and cooperation of alumni groups at each of the four campuses toward a unified goal of providing for the University’s programs of excellence.
Today’s college students are the products of an improved educational system. They are better equipped to carry forward their academic goals at the university level. They are urged to achieve educational goals beyond those realized by their parents.

A major share of the entering freshmen at the University of Missouri are from the upper one-third of their high school graduating class, which is an indication that they would not be out of place at any other of the nation’s best schools of higher learning. They are considerably above the national average scholastically.

Most of the University’s students are from large secondary schools and possess sophisticated knowledge in many areas, but some also are from small schools with limited academic programs. With few exceptions, however, they all possess the desire and innate ability to succeed.
The Upward Reach

(Remarks by President John C. Weaver during the academic year)

- "The foundations of our University of Missouri rest squarely on the distinctly American dream that young people should not . . . be excluded from the benefits of higher education by barriers of status or economic privilege."

- "The truth of the Twentieth Century is that machines can, and will increasingly, reduce not only the hands, but the minds of men to useless or at best trivial instruments, unless we can tend effectively to the business of unlocking the potentials of intellect at new levels of capacity and insight."

- "The frontiers of today and tomorrow are the frontiers of the mind, and the mind is our university business."

- "And we of Missouri had better raise our sights and demand something better than we have been demanding. The future belongs to those who believe in it enough to sacrifice for it and to invest in it, and where is society to find more certain returns than in high quality education? Where is economic and social stagnation more certain than among the people willing to settle for second class education?"

- "I believe in the State of Missouri and in her future and I covet mounting success for her people."

- "... may I express my fondest hope of all: The hope that in unison we may carry this fine University forward to its rightful destiny. Archimedes, the great Greek mathematician, studying and restudying his levers and pulleys and screws, said that if he had a place to stand he could move the world. We of this University can find a place to stand. We of this University can at the very least move Missouri!"

- "Let us strive for excellence . . . Let one of our proudest expectations be that the University faculty shall build new levels of scholarly accomplishment on each of its campuses."

- "First and foremost is the basic reality of a consolidated, state-wide, multi-campus university. This is a design in coordinated cohesion and efficiency to be found in only a handful of other states. My reading of the intent of Missouri is that this multi-campus University is not to be managed as a loose federation of quasi-independent institutions, but rather as a strongly united and single entity."

- "We must not only lead young people to a competence to handle today, but we have desperate need for intellectual radar capable of sensing enough of what lies ahead to be able to fulfill the rightful expectation of youth that they be handed an effective 'hot line to tomorrow.'"
"I like to think that the 'upward reach' of this University is inseparable from the aspirations and goals of our State. I believe both reflect and compliment each other. Most informed observers tell us that it is more and more a fact that the economic and cultural progress of our State and nation depend upon the strength of our institutions of higher learning."—Governor Warren E. Hearnes, from speech at the inauguration of Dr. Weaver, 1967.
Information for The President’s Report 1967

Local identifier
PR1967

Source information
Format
Book
Content type
Text

Capture information
Date captured
October 2017, March 2018
Scanner manufacturer
Ricoh
Scanner model
MFC4503
Scanning system software
Optical resolution
600 dpi
Color settings
color
File types
tiff

Derivatives - Access copy
Compression
Editing software
Adobe Photoshop CC 2017
Resolution
600 dpi
Color
color
File types
tiff
Notes