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The
University's
Concern
for the
Individual
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REPORT OF THE PRESIDENT
THE OHIO STATE UNIVERSITY

1964-65



The Ohio State University's
faculty and staff
have a deep concern for the welfare
of each student
and the problems he faces
as he seeks to prepare himself
for a
purposeful existence
in a complex, technological society.

This report
describes some of the exciting ways
in which a large university
was able
to serve its students
during the exceedingly active
and
productive year just past.

Novice G. Fawcett, *President*
The Ohio State University





AND VOICE

"I had to wait seven years to come to the United States of America," one of our international students said upon graduation. "When it was time to come, my choice of Ohio State University was deliberate. I am glad to say that today I regret neither my waiting nor my choice. Ohio State is a truly great university. The more I learn from it, the more it challenges me. The more I gain from it, the more it has to offer me. I know that every student — national or international — who has passed through its portals is proud of having done so."

This young man is particularly gracious when he says that the more he gains from the University, the more it has to offer him. The Ohio State University faculty and administrative staff members do offer more — far more concern than one might normally expect from a complex university for the development of an individual's intellect and leadership abilities, for a student's well-being, and for his life beyond graduation.

Concern for the individual student is evidenced even as I write this report on a warm summer's afternoon. Just outside the administration building on the grass-covered oval of our central campus, 11 of our upperclass students, serving this year as student orientation leaders, are seen here and there, each with a small group of incoming students. Some groups are sitting under trees discussing what college life is all about. One group is going through front doors of the main library for a tour of stacks and reading rooms, while another is leaving to explore several of our science laboratories.

A few persons may be surprised to learn that every young person admitted to Ohio State begins life here as a member of one of these small, intimate groups of students. A student comes to the campus for two days during the summer prior to the opening of Autumn Quarter classes and has an unhurried, well organized period of time to ask questions and find answers talking with University professors and counselors about registration procedures, classes, careers, and residence hall living. And from those 11 orientation leaders he gets a glimpse of our typically fine Ohio State students. In addition to having





interesting personalities and exciting personal goals, our student orientation leaders this year have an average cumulative point-hour ratio of 3.65. Chosen for their scholarship and leadership, several of them will graduate cum laude.

Though the University has been called upon in recent years to open its doors to larger and larger enrollments, Ohio State, through hours of planning by dedicated faculty members, student leaders, and administrators, has continued to see and serve its students as individuals with abilities and problems, hopes and aspirations. Enrollment tabulations from the Autumn Quarter of the 1964-65 academic year just past indicate for us, therefore, not rooms filled with unknown students but rather with 36,820 individual students with whom we as a faculty and administrative staff have been privileged to spend a year studying and discussing important ideas. Of these, 2,755 have been students our faculty and staff members serving academic centers in Lakewood, Lima, Mansfield, Marion, and Newark have been happy to get to know. In 1963, the total enrollment was 33,284. Enrollment in the branches was 2,178.

The total enrollment of 36,820 included students from all 88 Ohio counties, all 50 states, the District of Columbia, and five U.S. territories. Six hundred and fifty-eight students came from 84 other countries and geographical areas.

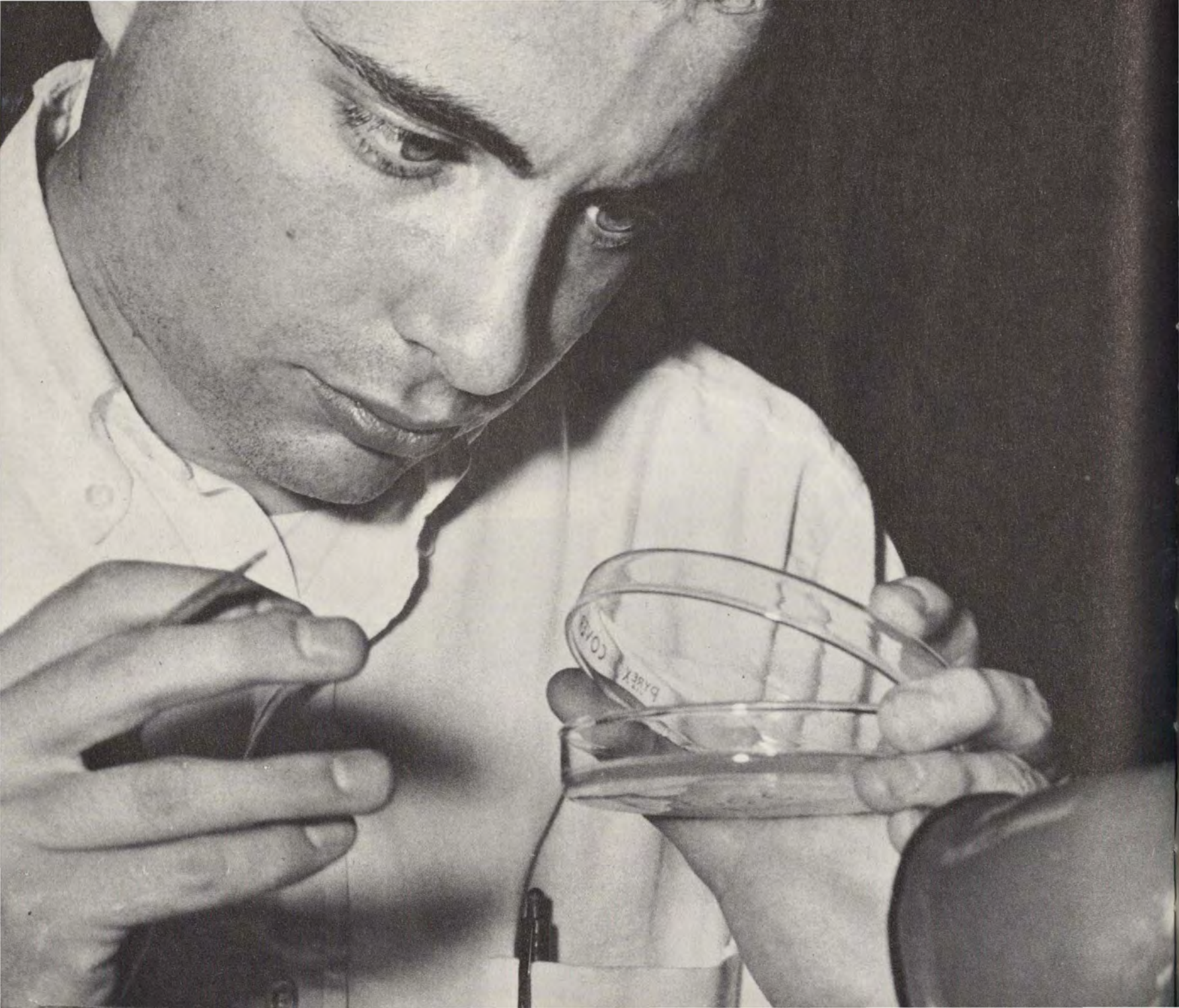
The professional colleges (Dentistry, Law, Medicine, Pharmacy, and Veterinary Medicine) had 2,608 students, comparing with 2,610 in 1963.

Graduate enrollment was up 13 per cent from a year before and was growing faster than the undergraduate enrollment. The official Autumn Quarter 1964 graduate count was 5,640, an increase of 660 over the 4,980 in 1963. Only two undergraduate colleges remained larger than the Graduate School — Arts and Sciences with 9,652 and Education with 6,983.

The largest graduate enrollments were in education (858), business organization (481), and electrical engineering (363).

It was a busy year for The Ohio State University, Ohio's primary center for graduate and professional education and one of the increasingly recognized, internationally significant seats of higher learning. It was far too busy a year to reflect in a few pages the scope and importance of all that happened. Yet, several items should be called to the attention of friends of the University. A number of new academic programs were introduced or approved during the year, the most extensive building program in the history of the University was launched, high-level committees began work on important matters, continuing education gained vitality, and the coordinated activities of the student relations area continued excellent attention to and concern for our rapidly increasing student body. It was a year in which a total of 4,327 baccalaureate degrees, 1,132 master's degrees, and 401 Ph.D. degrees were awarded.





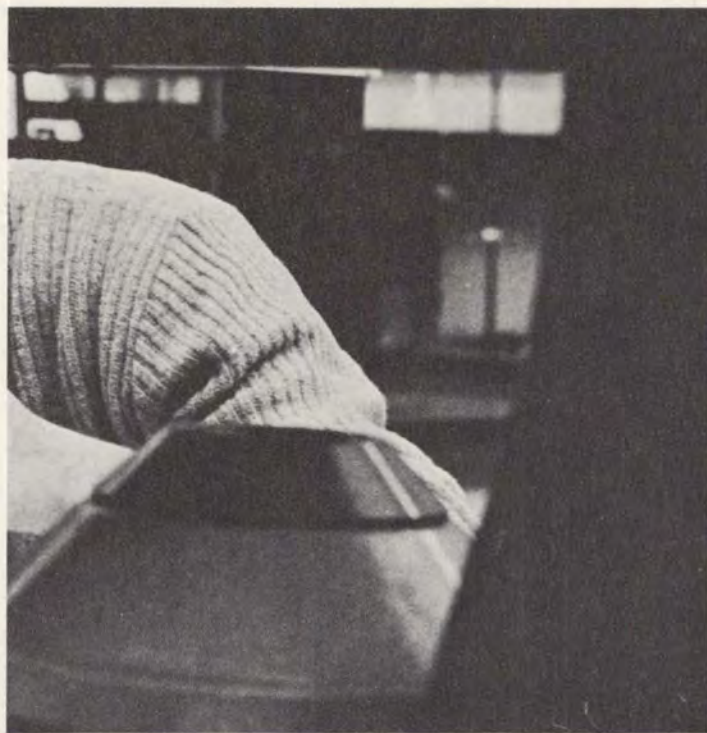
The University's Concern for the Student's Intellect

"I seek knowledge," one of our seniors said applying for an international scholarship. "I require it for my own personal well-being. I feel knowledge is a prerequisite to a person's truly understanding himself, his purpose in life, and his place in the world. It is also essential to his understanding the motives, the beliefs, and the position of other people in the world. I seek knowledge in order to acquire insights and ideas which will enable me to aid my fellow man in his attainment of a clearer vision of himself and his place in the world."

Those, in effect, are the words of today's University student, scholastically oriented as never before in our history. His preparation for college was deliberate. Now that he is on the campus, he devotes an increasing portion of his time to his books, and when he engages in extracurricular activities or athletics, he does not forget that he is, first of all, a student and only secondarily a student leader or an athlete. He speaks of his curriculum not just as political science or chemistry but also as pre-law or pre-medicine because to him the baccalaureate may appear only as a way station on the journey to a graduate or professional degree.

The University is proud of this student and his intellectual promise. The University welcomes him to the campus and wants to make it possible for him to have every opportunity to develop his keen intellect to the fullest extent.

The University expresses its concern for his intellectual development in a number of significant ways that come to mind in reviewing the past year: (1) by a concerted effort to improve teaching; (2) by furthering plans for widening educational opportunity for rapidly increasing enrollments by developing a two-year general college; (3) by introducing new academic programs and making innovations in others; (4) by expanding and improving facilities on campus; (5) by further developing the University's exciting research program; and (6) by recognition of President's Freshman Honor Scholars.





Special Faculty Committee Seeks Ways of Improving Teaching

It was in recognition of today's scholastically oriented student that the University took a step this year to upgrade teaching in Ohio State classrooms and laboratories. Dr. John C. Weaver, Vice President for Academic Affairs, appointed a University Committee for the Improvement of Teaching. In so doing, he told the campus community, "This committee will be asked to address its urgent attention to the difficult cluster of questions surrounding the effective identification and measurement of excellence in classroom teaching." The committee, under the chairmanship of Prof. Meno Lovenstein, has the challenge of focusing its most creative thinking on ways to increase the amount of effective teaching at all levels and in all areas of the University. Findings of the committee will be presented to other faculty bodies for consideration.

Two-Year General College to Provide for Students

And another faculty committee, our Committee for the Development of Educational Plans for a Two-Year General College at Ohio State, under the chairmanship of Prof. Richard Zimmerman, embarked on a project that could set the pace for the State of Ohio in providing high quality education for a large number of students. The college, to be located on the west campus, is to provide the best in teaching and learning opportunity, particularly for students from central Ohio.

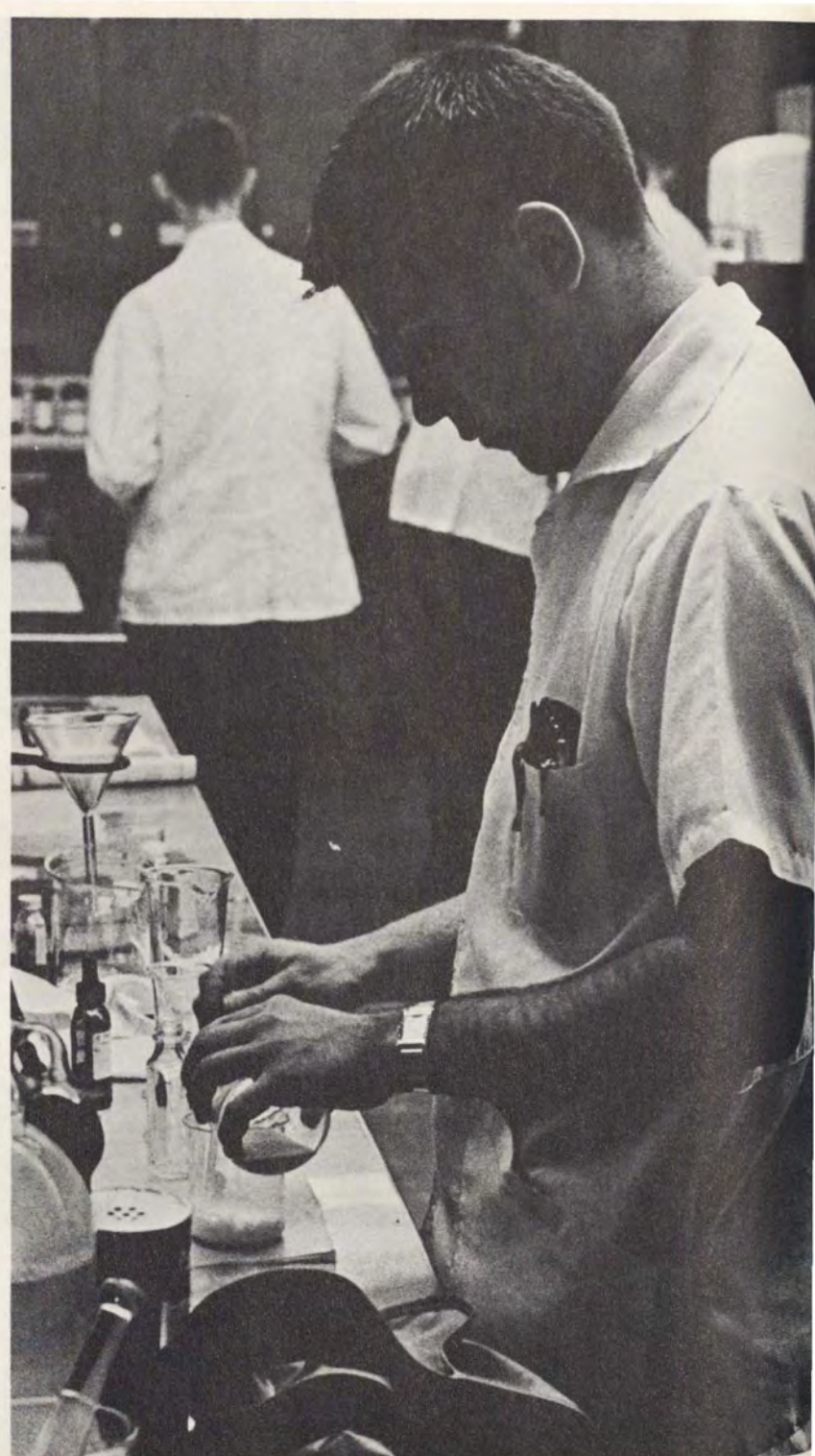
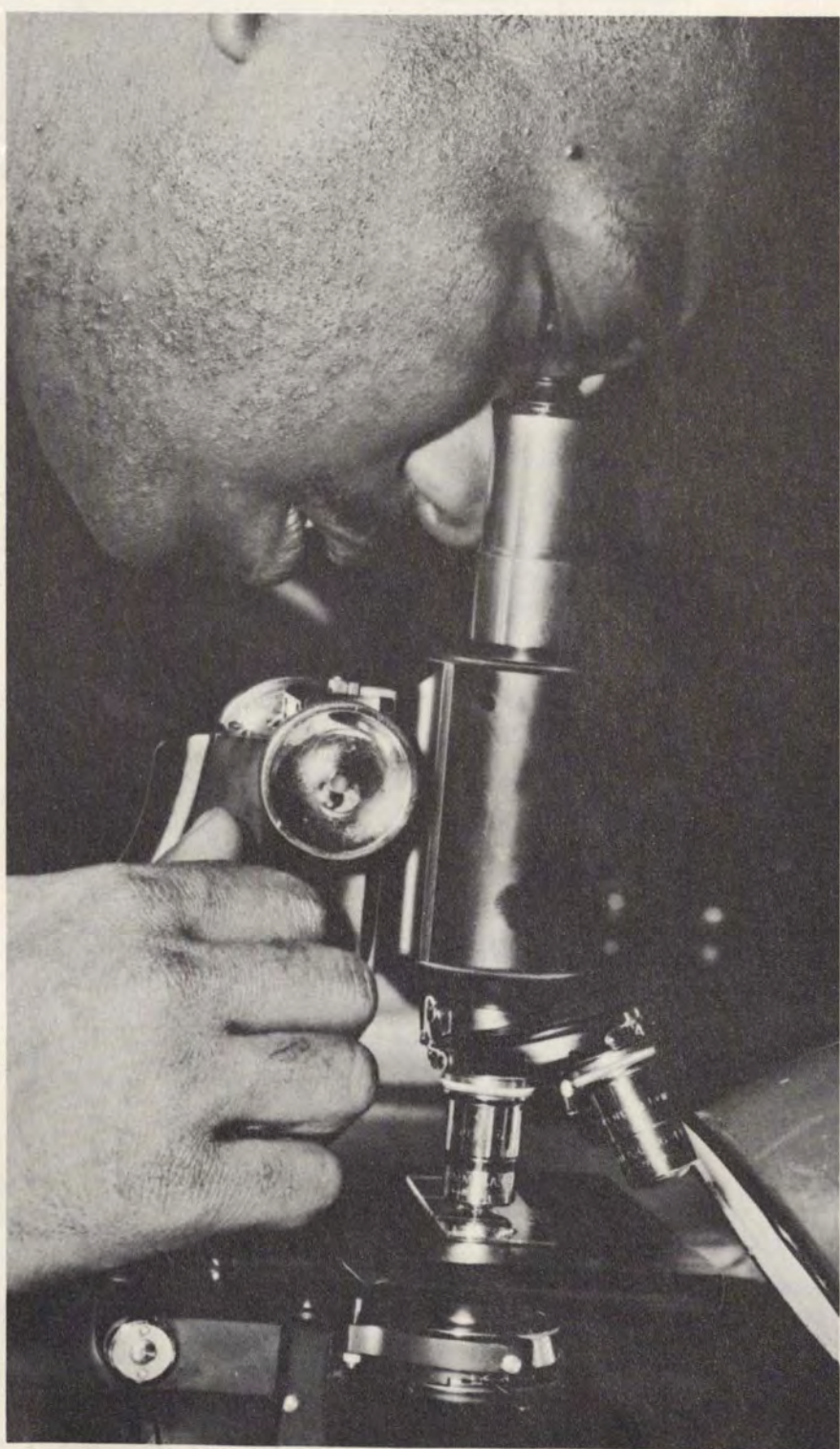
Innovations, New Programs Strengthen Instruction

Enumeration of a few of the new programs and innovations made this past year at Ohio State will indicate how opportunities for study in various areas were enhanced.

A new program was introduced, for example, to prepare teachers of earth science for secondary schools, a field expected to expand ten-fold in Ohio by 1970. The program will concentrate on geology but will emphasize astronomy, meteorology, and geography. Ohio State expects to prepare the first full-scale graduates in this teacher-preparation program after the summer of 1966, although a few will probably finish before then.

As another example, a Spanish course was taught this past year primarily through conversation. The course was taught by an Argentina-born instructor, who compared progress of students in his two experimental classes with that of regular Spanish classes. This interesting approach is based on a theory that the ability to read and write comes more easily after learning to speak.





First-year students in the College of Medicine participated in an experimental course of instruction with similar groups from the University of Illinois and Hahnemann Medical College, Philadelphia. Physiological chemistry was taught in three sections: one used a programmed book; another used special teaching machines; and the third used the more conventional and traditional lecture method. The program was to help students find the most efficient and effective methods of learning complex material. It was also designed to determine what teaching techniques provide maximum retention of knowledge by students.

Also in medicine, completion of a new self-teaching center known as an autodidactic laboratory — the first of its kind in an American medical school — enabled many students individually or collectively to hear and re-hear taped heart beats of various kinds without the usual limitations of having to hover over tiring patients. Development of the laboratory is intended as one answer to the vast amount of knowledge a medical student must assimilate.

In another part of the campus, the History Department readied a program to help college science majors gain a historical perspective in their individual disciplines.

A new Undergraduate and Area Center for Slavic and East European Studies was readied which will become operative in the Autumn Quarter 1965. The new center, one of 44 being set up in the nation under Title VI of the National Defense Education Act, will provide for a major expansion in faculty, courses, Slavic library, tape instructional facilities, and services of native speakers as drill-masters for intensive courses.

Graduate study in city and regional planning also took on a new look. Now all first-year graduate students begin their study using one selected city as a focal point. All planning courses and projects during the two years of work leading toward the master's degree center on problems of this one city.

Building Program Expands and Improves Facilities

The University embarked during the year upon the greatest building program in its history — a \$100 million program to make it possible to cope with rapidly expanding enrollments and vastly improve many existing programs of instruction and research.

Construction began on a five-story Pharmacy Building to relocate the college in the University Hospitals area. To cost \$3.4 million, this new building is being financed by legislative appropriation and National Institutes of Health funds.





A five-story addition to the present Evans Laboratory was started. This addition will provide chemical research facilities and house a 3-million electron volt Van de Graaff Accelerator. The cost will be approximately \$1.6 million.

Other additions begun include an addition to the College of Dentistry Building to provide laboratory space, \$854,500; an addition to the Civil-Aeronautical Engineering Building to make available both classroom and laboratory space, \$2.6 million; a Materials Engineering and Science Building and addition to the Chemical Engineering Building, \$2.3 million; and an addition to the Physics and Astronomy Building, \$3.9 million. An addition to Caldwell Laboratory for electrical engineering research, costing \$599,440, neared completion, and an addition to the International Student Center, costing \$45,000, was completed.

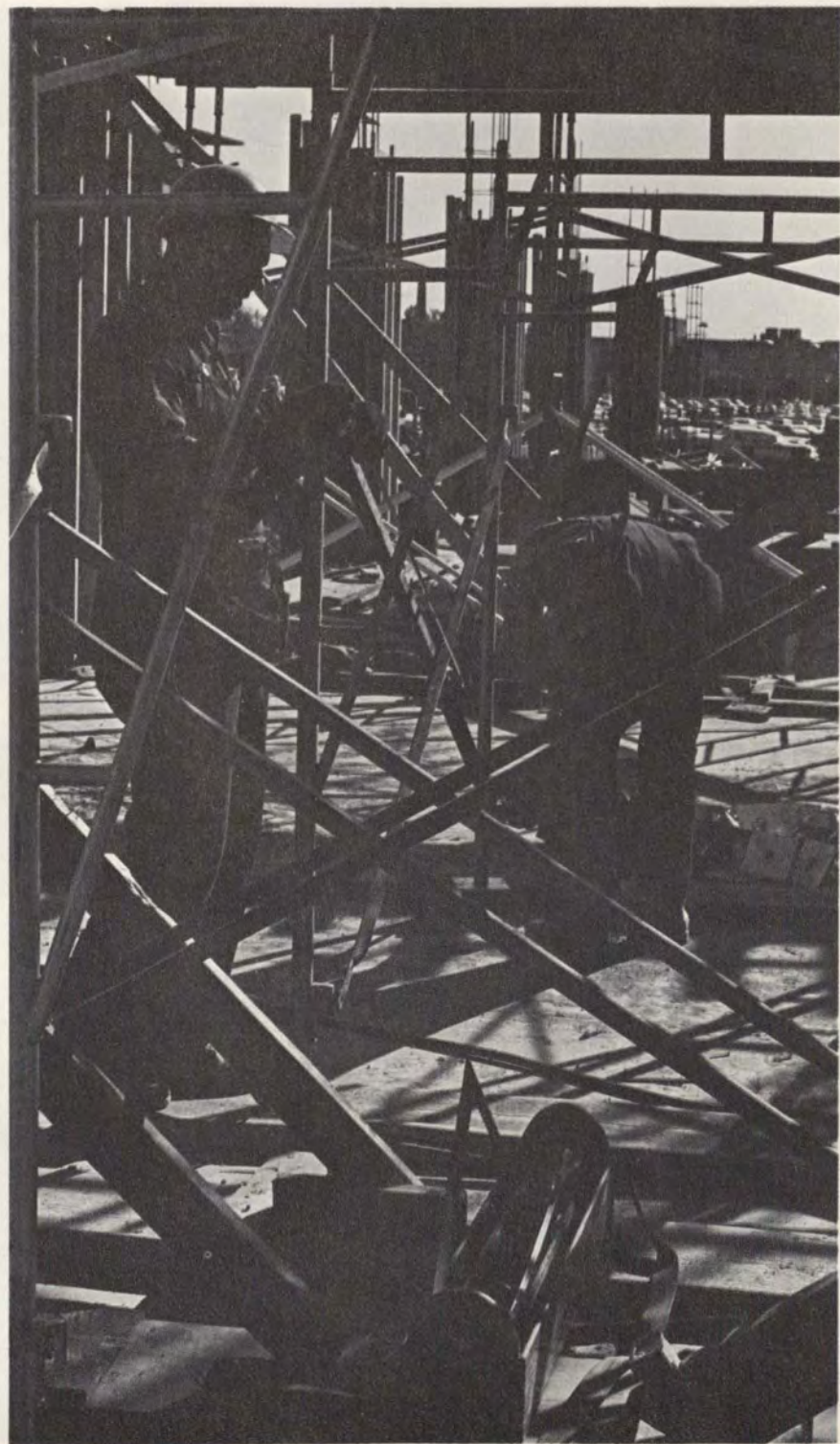
Among major renovation projects begun were College of Commerce and Administration improvements in Page and Hagerty Halls, \$452,000; modernization of facilities in Orton Hall and Mendenhall Laboratory for geology, \$330,500; improvements in various University Hospital areas, \$221,850; addition to the south wing of Ohio Union and extension of Ohio Union Terrace Dining Room, \$645,400; extension of research space under the east side of Ohio Stadium, \$120,000; and a motor pool garage costing some \$621,000 and which will be used temporarily for the Veterinary Clinic Hospital.

Other renovations begun in 1964 and scheduled for completion in 1965 include remodeling of the former Highway Testing Laboratory for use by the Department of Engineering Mechanics, \$379,000, and repairs in the Ohio Stadium southeast tower for the Athletic Department, \$187,600. The Mental Health Clinic was relocated in Upham Hall, with renovations costing approximately \$20,000.

Financing of all classroom and laboratory projects comes primarily from state bond issue funds. Some projects receive partial federal support from the National Science Foundation, the National Institutes of Health, or as a result of the Higher Education Facilities Act.

Major construction work was underway this past year on residence halls, dining halls, and a central food facility of this report.

Other construction projects on schedule include an Aeronautical and Astronautical Research Laboratory and an Emergency Vehicle Building to be constructed at the University Airport at costs of \$853,000 and \$124,650; and an Antenna Laboratory Control Facility for Saucer Laboratory, costing \$140,000.





Construction projects in the planning stages include a "Center for Tomorrow," which will house four separate but related areas — Continuing Education, Telecommunications, Education in National Security, and Alumni Activities including Alumni Records, the OSU Development Fund, and the Alumni Association. Also being planned is a veterinary hospital which will adjoin Goss Laboratory and centralize all units of the College of Veterinary Medicine in a single area.

On the branch campuses, general academic facilities are to be built at Mansfield, Lima, Marion, and Newark to house the branch undergraduate teaching programs now carried on by Ohio State in high school buildings in those cities. Also to be completed is a Science Building at the Miami-Ohio State University Dayton campus. A second Science Building now is in a planning stage.

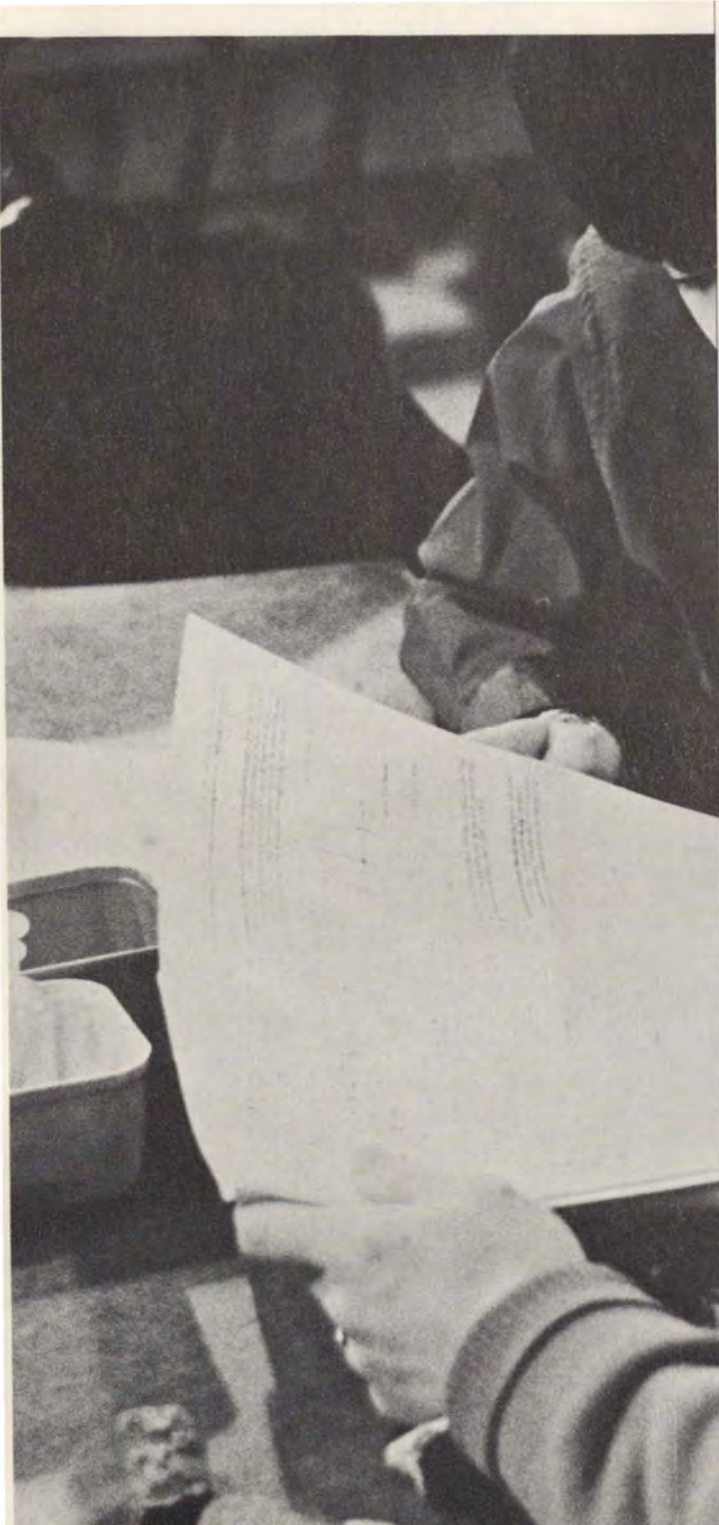
Student Is Important in Cycle of Research

It is the student who is the primary beneficiary of the University's devotion to scholarly research. It awakens his inquiring mind, stimulates his own research efforts, and permits him to participate in the exhilarating pursuit of new facts and ideas. Yesterday's discoveries in the library or laboratory become today's lecture topics. Tonight, they will reverberate through our residence halls and rooming houses in countless student discussions. Tomorrow, the professor will have new questions to answer, new evidence to uncover, and new proofs to obtain. This will send him back to his laboratory or library where the thrilling cycle of research will begin again.

The Ohio State University undertakes research programs, for the most part, for the direct benefit of students, particularly for the graduate student. The programs are, almost without exception, tied closely to instructional programs, sharpening instruction and offering considerable opportunity for students to become closely and intimately involved with scholarly research. This is essential and the heart of graduate education.

Among interesting developments in research at the University this past year, Ohio State's Behavioral Sciences Laboratory was opened. Described as one of the most modern "small groups" laboratories for social science research in the country, the \$238,000 electronically-equipped facility consists of conference and interview rooms, test cubicles, offices, and a reference room. Research in the Behavioral Sciences Laboratory is in progress in organizational stress, conflict and values, including organizational behavior under disaster conditions.





The largest project underway at the Laboratory, that of the Disaster Research Center, sent research teams during the year to both domestic and foreign disaster areas, such as the Minnesota flood area and the scene of the Chilean earthquake.

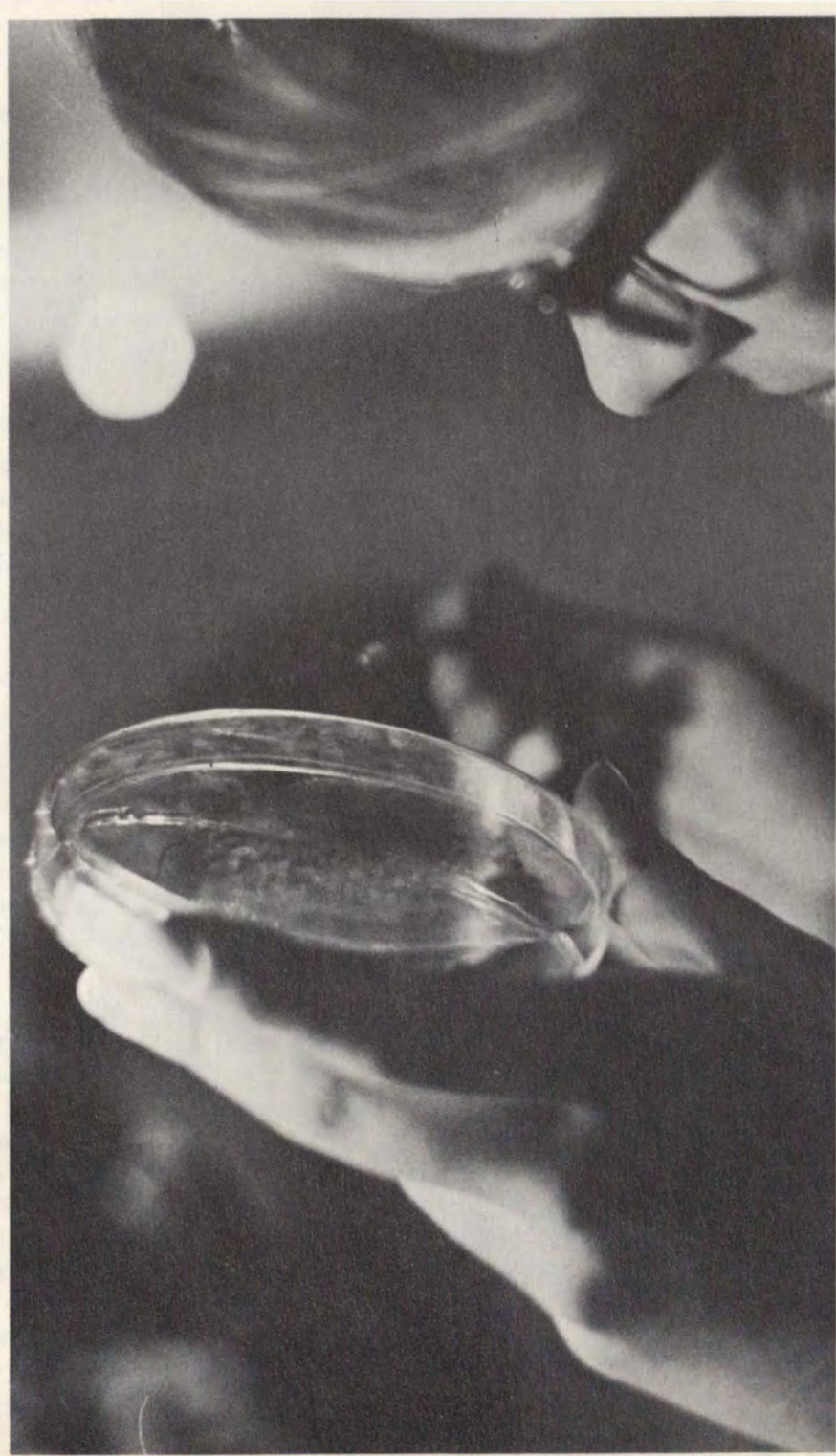
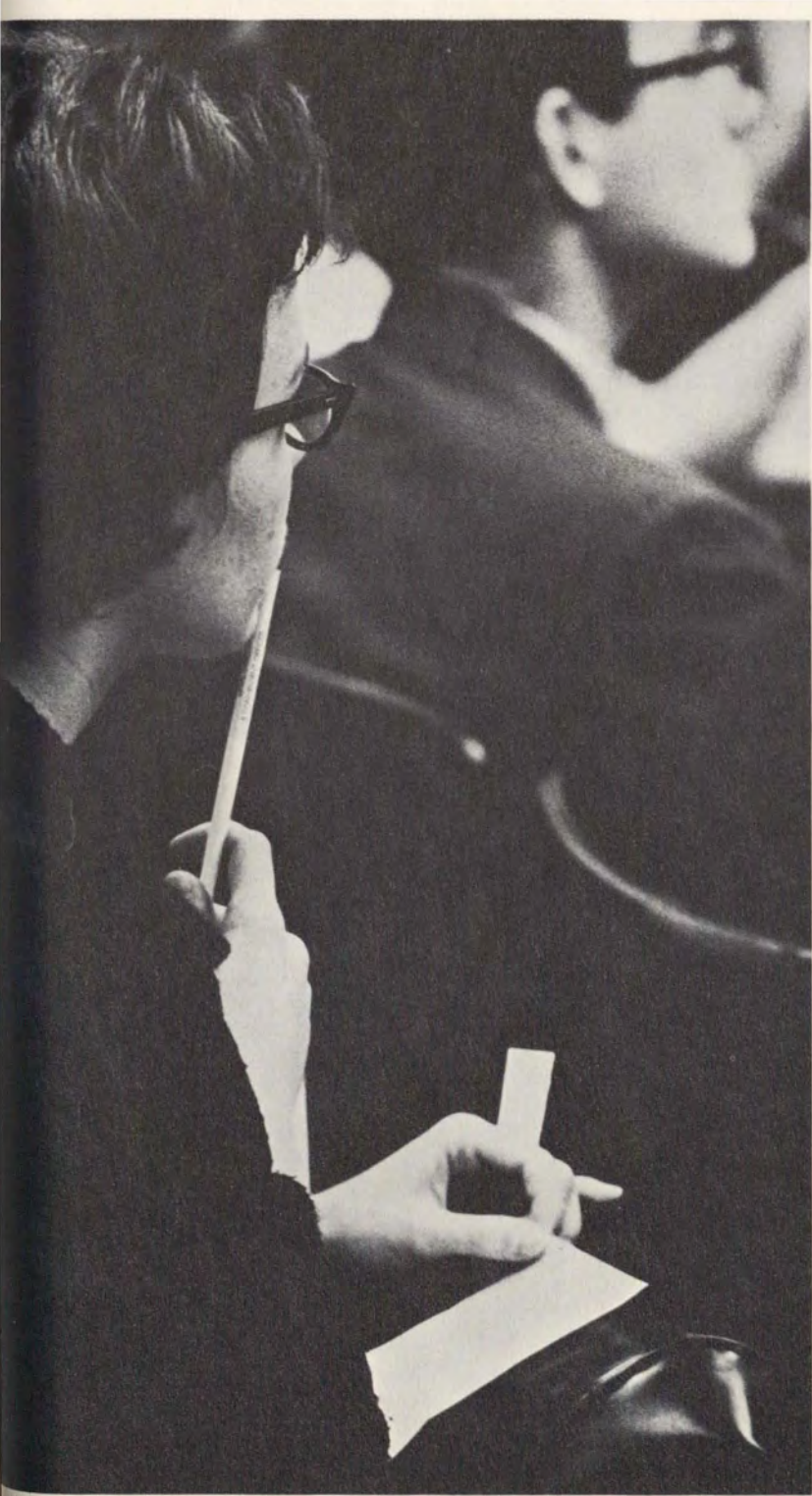
Underway in the Department of Aviation was a nine-month test program in which ground trainers were being used in a flight training course to see if it is possible to reduce the number of flight hours needed for a pilot certificate. The department is conducting the study under a \$30,154 grant from the Federal Aviation Agency.

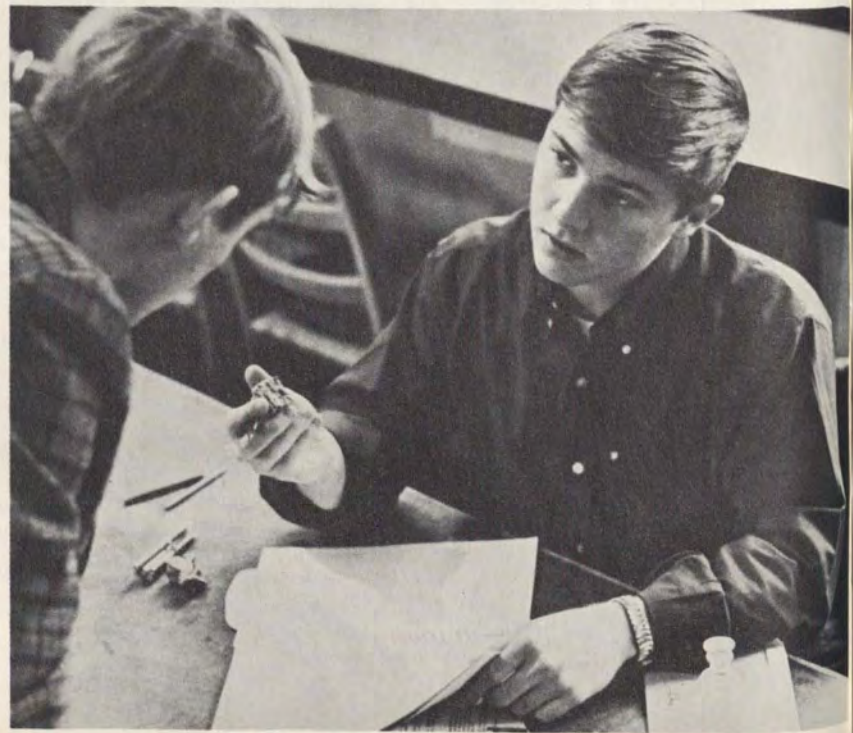
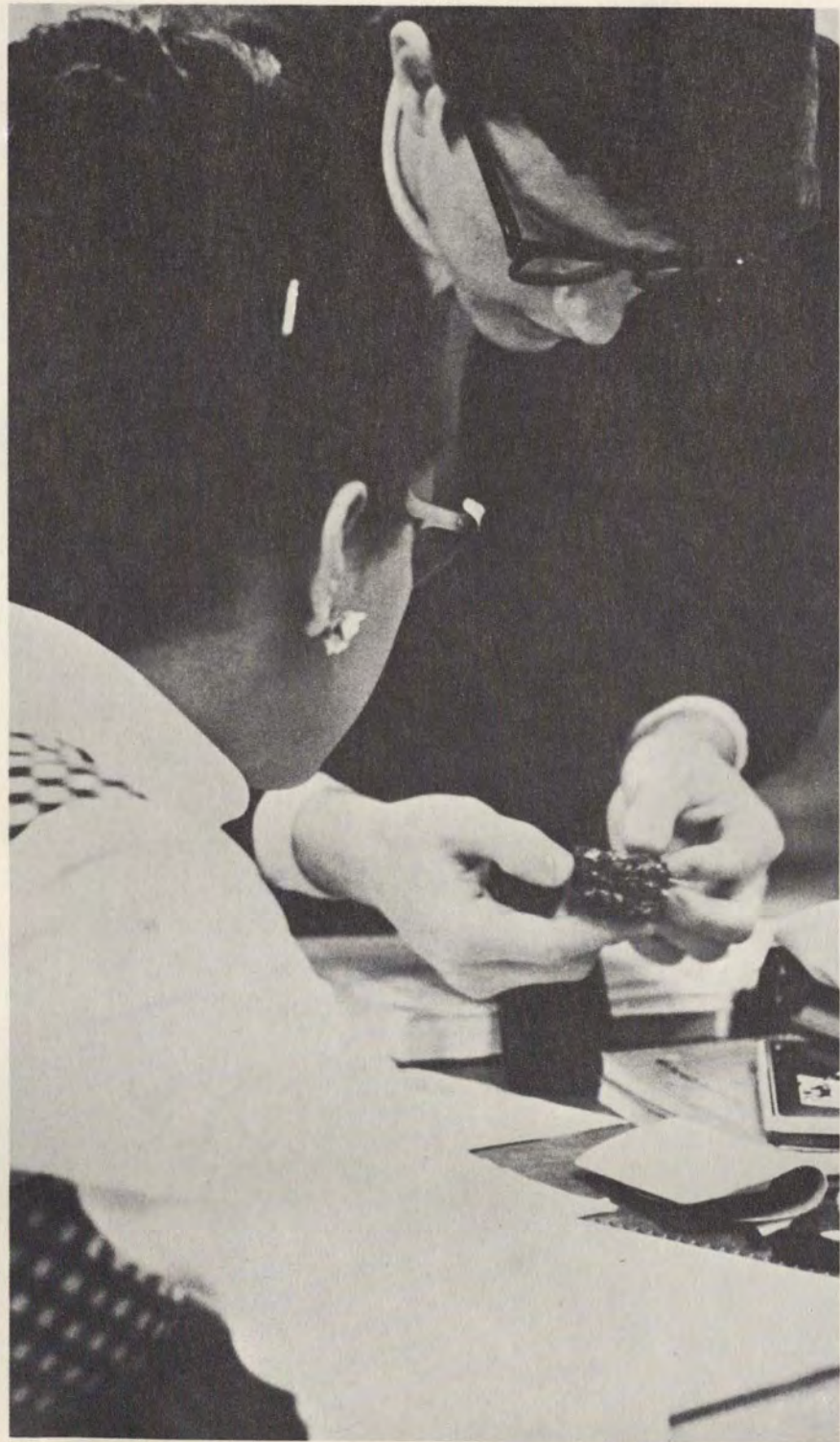
Under a \$5,755 U.S. Office of Education contract with Ohio State, a study of the language of the Komi Autonomous Republic of the Soviet Union was being directed. From studies by other scholars and tape recordings made of native speakers during a 1962-63 visit to Russia, Ohio State researchers worked to develop a systematic description of the sounds, forms, and syntax of the Komi language. The study is expected to serve as another step toward the ultimate goal of linguists to produce a scientific understanding of all languages.

During the year, Ohio State sociologists added a dash of something extra to the usual school room ingredients and found it helps to steer delinquency-prone boys on a straight course. The extras — special curriculum, remedial reading, the practice of showing mutual respect between teacher and pupil — were added to the regular classroom schedule of some 240 seventh-grade boys considered likely to get into trouble.

Also during the year, Ohio State scientists climaxed one of the principal Antarctic projects by linking up the geology of the Transantarctic Mountains for a fresh evaluation of Antarctica's history. An eight-man team worked at a base camp 250 miles from the pole and midway between the Institute of Polar Studies' Camp Ohio of 1961-62 in the Ohio Range, and Camp Weaver of 1962-64 on the Robert Scott Glacier. They tied together the work of Ohio State parties of two previous seasons in the Ohio Range of the western Horlicks and the Mt. Weaver area of the Queen Maud Mountains.

A Refractories Industry Research and Testing Center was established at Ohio State as the result of an agreement between the University and the Refractories Institute, Pittsburgh, Pennsylvania. Refractories are non-metallic materials which can withstand severe or destructive service conditions at high temperatures.





Ohio State engineers and scientists this year were experimenting, too, with radar as a means to explore the surface of the earth from orbiting satellites. Eventually, it is hoped that methods developed can be applied to space exploration.

These satellites contain remote sensing devices designed to receive a broad band of the electromagnetic spectrum including radar and other microwave, ultraviolet, visible (optical photography), and infrared radiation.

Ohio State Has Role in New CIC Study

The Committee on Institutional Cooperation, significant academic common market of 11 midwestern universities, including Ohio State, began a comprehensive study and analysis of agricultural education and research programs abroad under a research contract awarded by the Agency for International Development.

Ohio State Faculty Members Continue Four AID Projects

The Ohio State College of Agriculture and Home Economics currently conducts four such AID projects. Since 1955, faculty members have been stationed as advisers in India at Punjab Agricultural University, Ludhiana, and at Udaipur University in the State of Rajasthan. Another project has the College of Agriculture and Home Economics advising and assisting the University of Sao Paulo, Brazil. In the area of research, the Department of Agricultural Economics and Rural Sociology has an AID contract for an analysis of programs for the development and improvement of agricultural credit institutions and services in Latin America.

University Engaged in Political Process Research

Meanwhile, Ohio State joined some 31 other leading graduate institutions in a two-year project "to promote the conduct of research on selected phases of the political process." The Inter-University Consortium for Political Research is a partnership between the University of Michigan Survey Research Center and the member universities.

Membership in the consortium will make available to Ohio State data collections useful to several University departments. As a repository for data, the center has computers that store information on magnetic tapes or programmed cards. A member university may call on the center for any of this data, which can be analyzed on the center's computers or on computers at the member university.



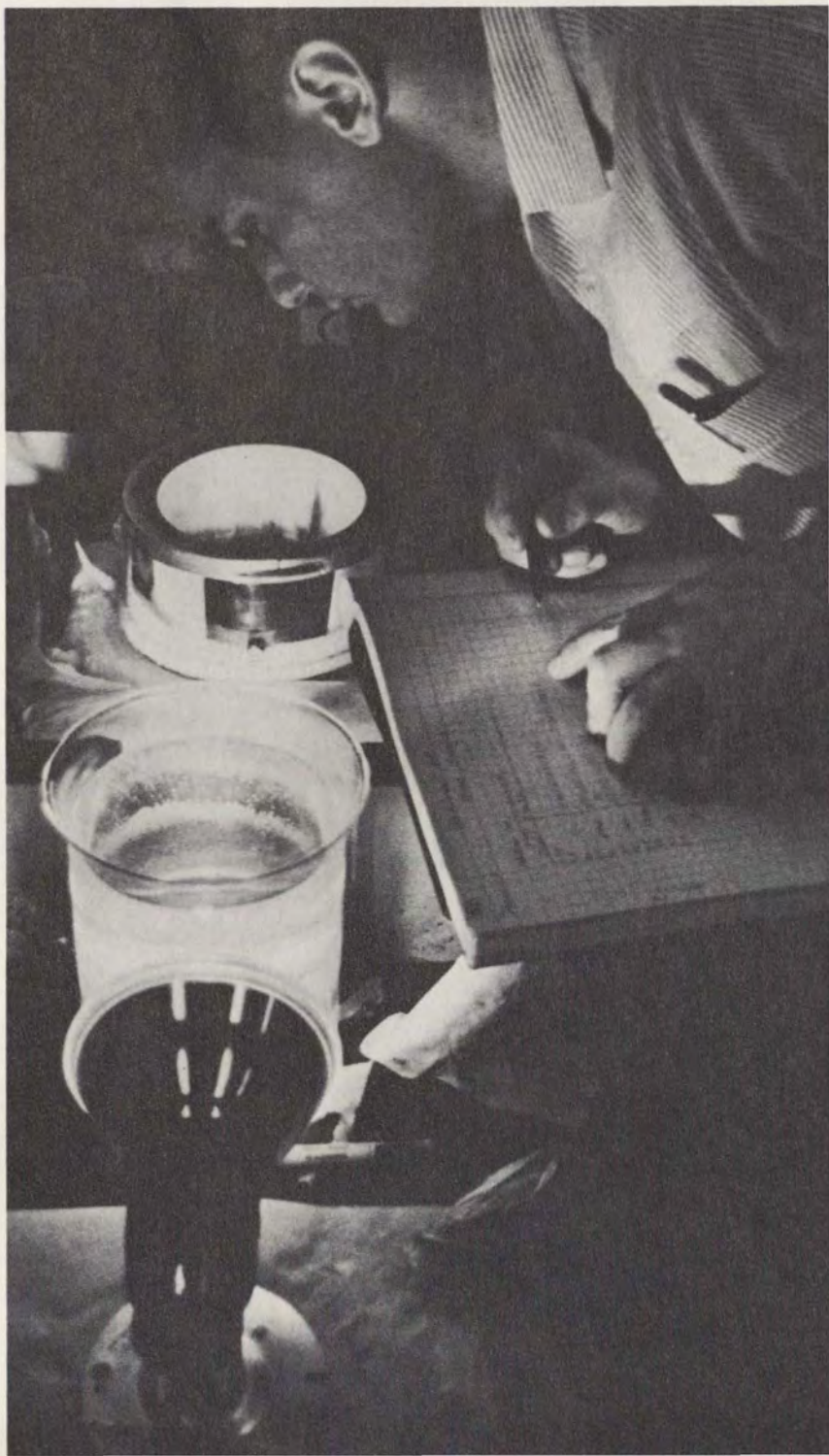
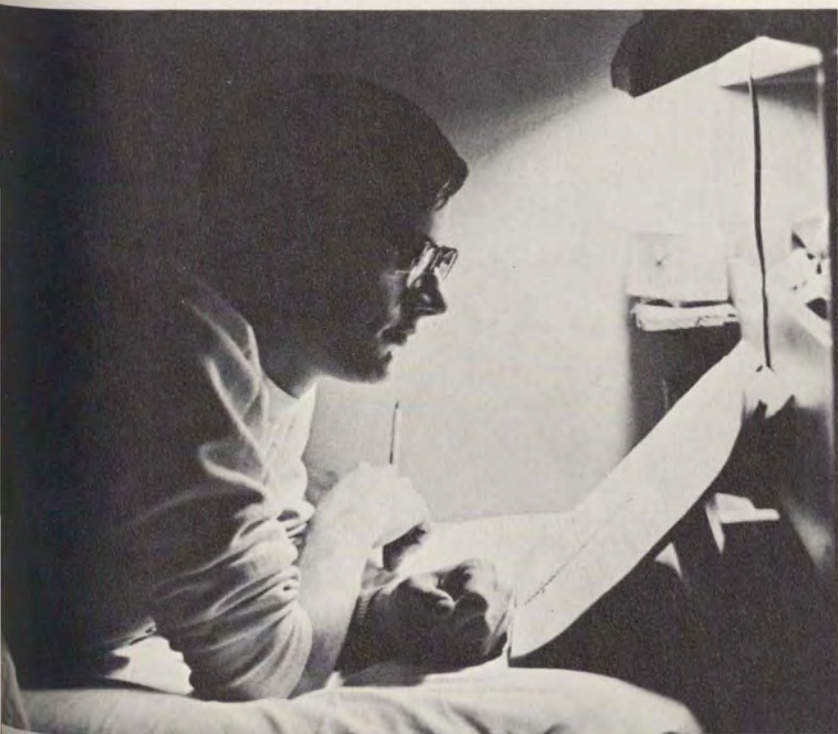


Ohio State Joins Argonne Research Group

During the year, the Trustees also authorized the University to join the non-profit Governing Board of the Argonne Atomic Energy National Laboratory, designed for research in nuclear chemistry and physics.

President's Honor Scholars Receive Special Opportunities

It also was in recognition of today's student and his serious scholastic preparation and intent that the University this year designated its first group of President's Freshman Honor Scholars, 86 exceptionally outstanding high school graduates. This program for naming President's Freshman Honor Scholars — students at the top of their high school classes, first or second in classes of less than 200 or in the upper one per cent of larger classes, and also in the upper five per cent nationally on the American College Test — now makes it possible for us at Ohio State to extend to a few of our superior incoming young men and women additional opportunities. These students receive special library privileges, preference for scholarship assistance, housing privileges, and special curricular offerings. Interestingly, the first group of these honor students continued high scholarship at the college level, the 86 averaging 3.23 in academic work for their first Autumn Quarter on campus.





The University's Concern for the Student's Well-Being

"I had been warned about the size and unfriendliness of a large campus, but this was definitely not the atmosphere which was presented to me here."

This was the reaction of a Springfield, Ohio, freshman after she had attended a two-day program of campus orientation. Although she was among the more than 8,150 new students processed during the summer by the Orientation and Testing Center, she discovered that a large campus doesn't necessarily mean unfriendliness and impersonal treatment. She found that The Ohio State University does express concern for the well-being of its students.

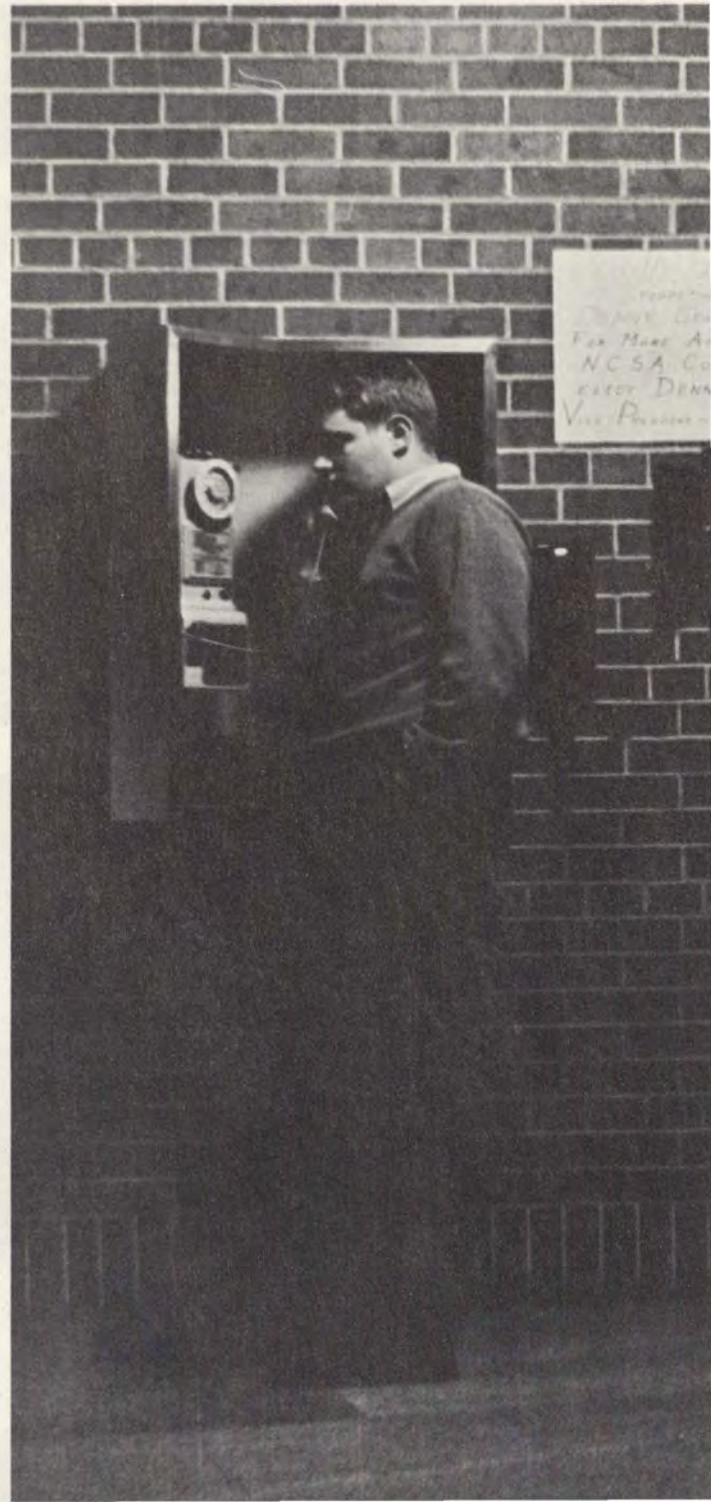
Ohio State faculty and administrative personnel are proud of the coordinated effort the University is making to work for the student's well-being. To illustrate the University's concern, one need only look briefly at such activities and procedures as (1) an increasing emphasis being placed on academic counseling by the University's 10 colleges, (2) the two-day summer Orientation and Testing program, (3) the Welcome Week program, (4) the residence hall program, (5) the food service, (6) intramural athletics, (7) the Student Health Service, (8) the University Counseling Center, and (9) the Financial Aids Office, the last eight programs being under the direction of Dr. John T. Bonner, Jr., Executive Dean for Student Relations.

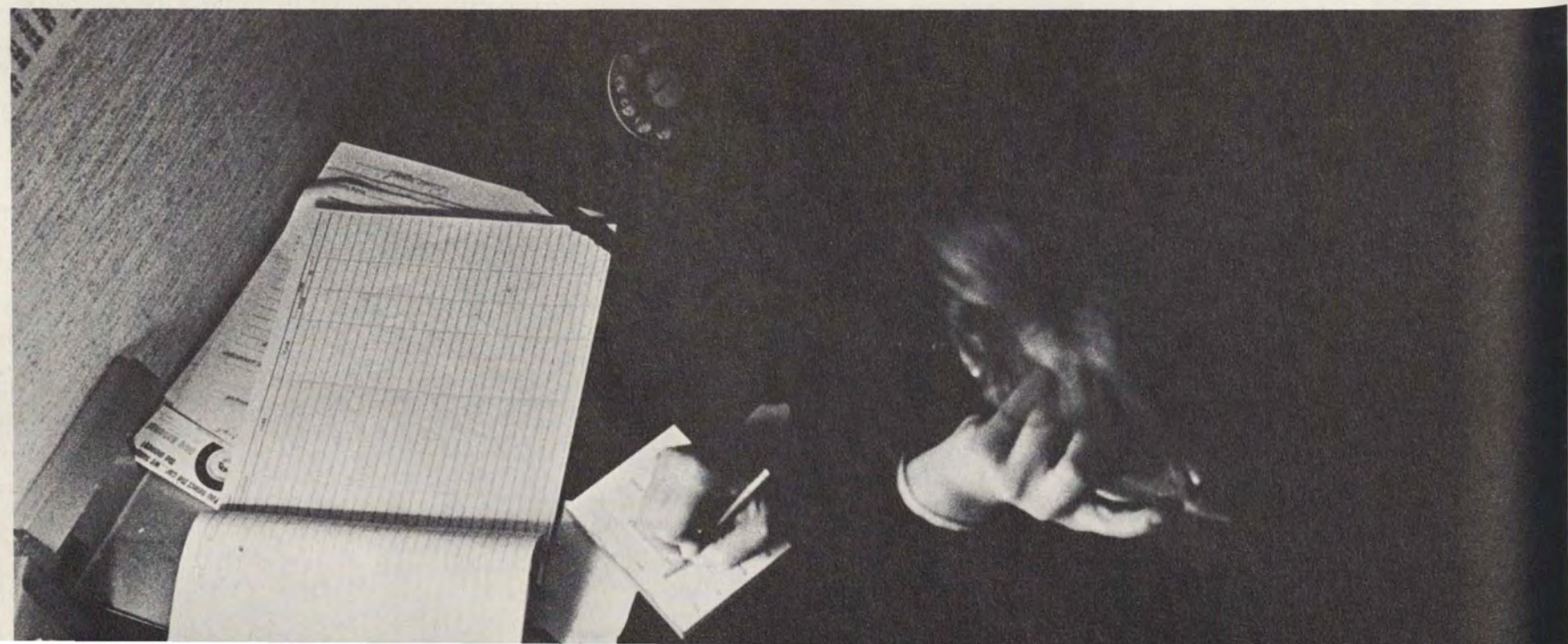
Faculty Advising Is at the Heart of University Counseling

Ohio State's teaching faculty has the central advising role on our campus. These members of the several colleges get to know their students well and are again and again able to give the kind of help that carries a student successfully to a career goal. These dedicated people repeatedly as counselors are able to recognize student leadership ability and manage to kindle the spark of creativity.

Students Meet Advisers, Take Placement and Proficiency Tests

The summer orientation and testing program has gone a long way toward helping new students feel at home on the campus.





New students use the two days of orientation to meet advisers and register for fall courses. This minimizes confusion in the fall and gives each student personal attention while going through the new and rather strange procedure of registering for University courses.

The summer orientation period also gets basic tests out of the way — tests useful in placing qualified students in advanced classes.

At the same time and of considerable importance to today's serious student, optional proficiency tests are made available in such areas as language, health education, chemistry, and other subjects. Last year, nearly 3,500 proficiency tests were given in 27 subjects. The purpose of these tests is to insure that a student does not have to take courses in which he is already proficient. A student can be placed in classes tailored to his intellectual capacity.

Course credit can be given, furthermore, to a student who passes a proficiency test. A student can earn up to 45 hours of credit at the University merely by passing tests which measure his proficiency in various subjects.

Students Become Familiar With Campus During Welcome Week

Again this year, individual students entering Ohio State had successful and enjoyable orientation time during Welcome Week. The purpose of this special program is to help students meet each other and become more familiar with the campus.

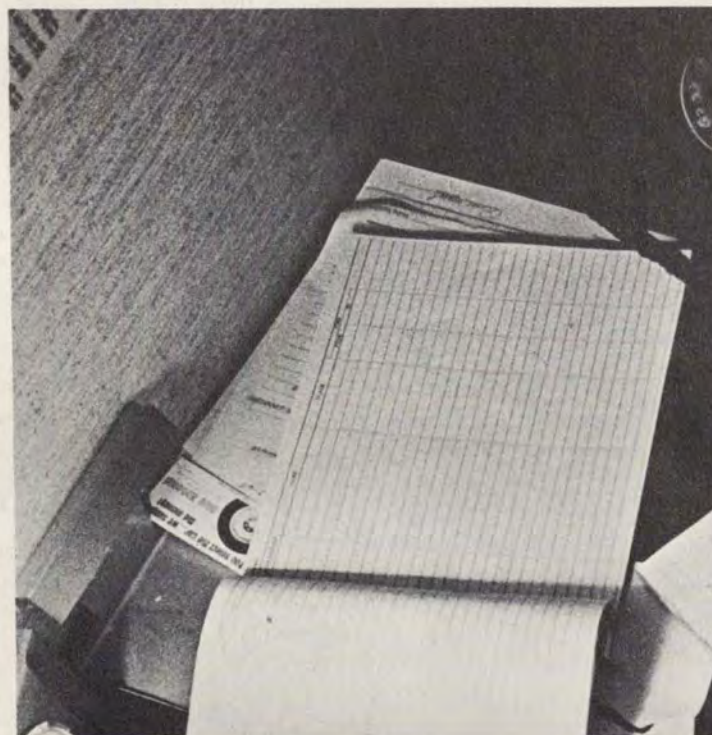
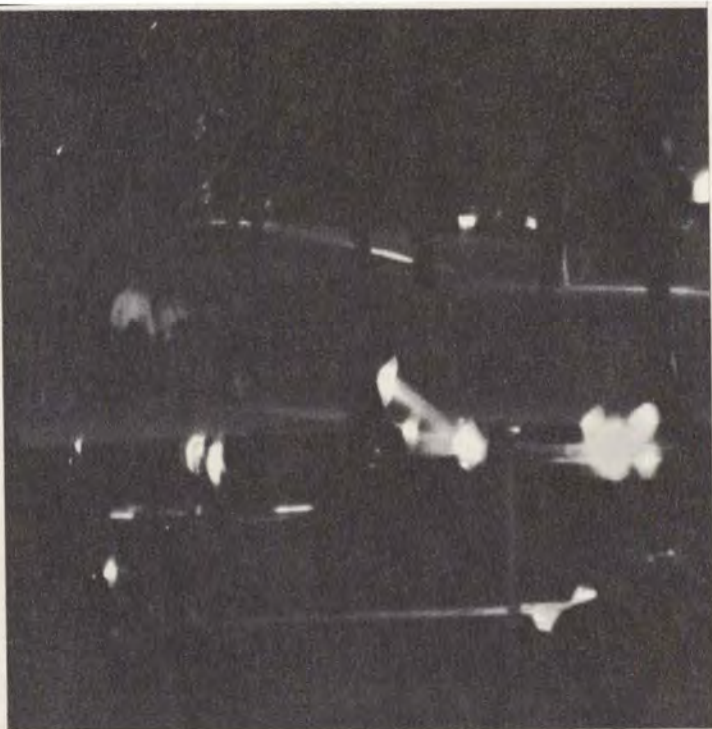
The various colleges on campus hold convocations for new students, and there are meetings especially for those enrolling in military science, Ohio Union activities, and a most interesting schedule of activities for international students. Receptions are sponsored by religious groups, residence halls, and theatre groups. There are musical tryouts, fashion shows, and sports events.

Individual Rapidly Develops Core of Friends in Residence Halls

The University's concern for the well-being of students was clearly evident also in the residence hall program for approximately 4,500 men and 4,000 coeds who made their home during this past academic year in Ohio State's residence halls.

These halls, 12 for men and 12 for women, become centers of campus life for these students. Here the students make the most of their college friendships, participate in student government, study, relax, and discuss the world of ideas with other members of their peer group.





Every residence hall at Ohio State is designed for the individual student. There are lounges, recreation rooms, libraries, laundry facilities, and study areas. Dining rooms are nearby.

Many activities are emphasized. Art shows, poetry contests, buffet dinners, glee clubs, magazine projects, chess matches, intramural athletics, and scholarship awards are organized. Faculty members often are invited to the halls for an evening of informal discussion with the students. Special events such as Homecoming or Dad's Day give an outlet for creative students interested in designing decorations or composing skits. Every year, dozens of parties are held by students for children who are retarded, handicapped, and orphaned.

While a new freshman may at first think the residence halls look like large and impersonal hotels, such an image is lost after just a few days of living in a residence hall. He finds that all our halls are decentralized with a maximum of 50 students in each unit. The smaller unit allows the freshman to meet everyone and he rapidly develops a core of friends.

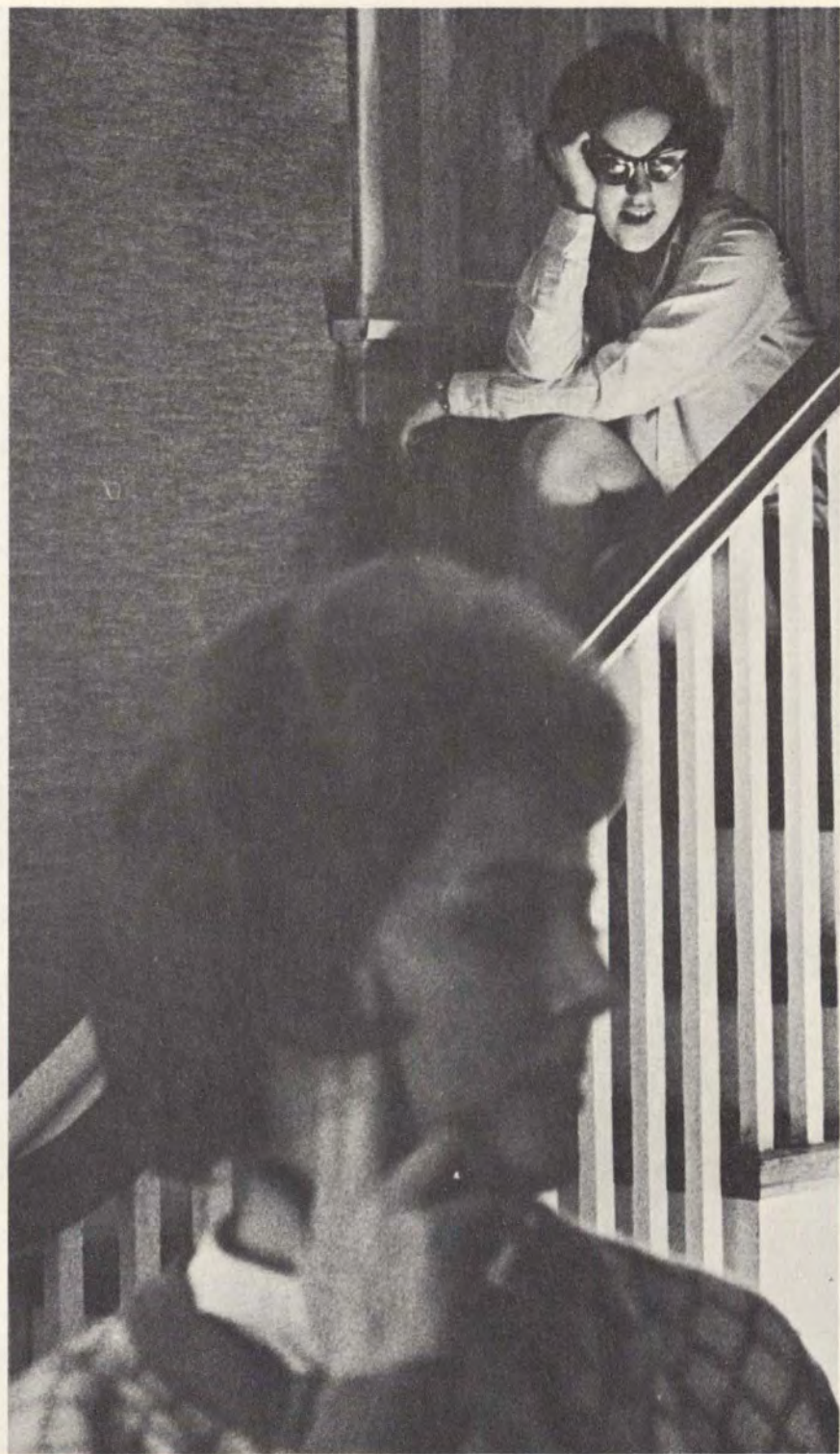
Every residence hall at Ohio State houses freshmen and upperclassmen. Older students can effectively advise freshmen on class schedules and campus activities, and they can help set a desirable standard of conduct.

The director of each of our residence halls is a professional person who has received a graduate degree in some phase of student personnel work.

Assisting each director are graduate students enrolled in the University's two-year program of student personnel work, offered under the Department of Psychology and the School of Education.

In addition, there are undergraduate student assistants living in direct contact with students in the residence halls. These assistants serve as a source of information about the University and help students solve minor problems. During Welcome Week in the autumn, both men and women student assistants are themselves given orientation sessions on such subjects as freshman problems, group advisement, discipline, study skill, and the role of a student counselor.

Special steps are taken to help freshmen become adjusted to campus life quickly. Student assistants in the women's residence halls write to new students during the summer before those students enter in the fall and then greet them when they arrive on campus. Each assistant is assigned about 10 students and is responsible for seeing that they meet other students, are taken to various orientation meetings, and become familiar with the residence hall system. Assistants in the men's residence halls perform many of the same duties.





Not every student lives in the same type of residence hall at Ohio State. We have several types in order to fit individual interests and needs.

There are scholarship dormitories for men and for women with above average grades. These are cooperative halls, and the residents usually work several hours a week in the maintenance of living quarters. For a student needing financial help, this is an excellent way to reduce the cost of room and board.

There are also international houses for both international and American students. Living in an international house gives the student maximum opportunity to live and talk with persons from a variety of backgrounds, countries, and cultures.

The men have a hall for engineering students, and the women have a hall primarily for coeds enrolled in the School of Nursing. The women also have French and Spanish houses which require residents to speak only in those languages. Living in one of these houses gives maximum practice to students majoring in language.

Soon we will have more residence halls at Ohio State, for construction was begun during the year on three new four-story residence halls, Houck House, Nosker House, and Archer House; a dining facility, North Commons; and a 13-story residence hall, Taylor Tower — these buildings to cost an estimated \$6 million. Preliminary work, furthermore, was begun on another four-story hall, Dennis House; on another 13-story hall, Jones Tower; and on a north-east dining facility, Raney Commons — these buildings to cost approximately \$4.8 million. And the largest single addition to student housing facilities in Ohio State's 95-year history, 12-story Drackett Tower, costing \$2.5 million was completed during the spring and has been opened to 856 students.

Ground, meanwhile, was broken on two 24-story Olentangy River residence halls to be located south of Ohio Stadium on the east side of the river. The River Towers, to cost approximately \$16.8 million, will house 3,840 students. Completion has been set for September 1966.

The River Towers will introduce a new concept in residence hall living to our campus. They will feature one tower for women and another for men. Each tower will offer the opportunity for development of personalized living. There will be four students to a suite comprised of a bedroom and a study room. For every 16 residents, there will be a lounge and bath. By decentralizing into units of 16 persons, we feel every student will have a more meaningful campus career.





Food Service Prepares Well-Balanced Meals

A full staff of trained dietitians and experienced food service personnel makes every effort to insure a balanced, high quality diet for each student.

There is a choice of items at every meal. This allows a student freedom in the selection of food and is particularly beneficial to students with dietary problems. And since the foodstuffs are purchased on a carload basis, it is possible to have balanced meals at reasonable prices.

In addition to six residence hall cafeterias preparing 22,550 meals a day for dormitory residents, there are facilities in the Ohio Union and in several other campus locations, the Ohio Union facility alone handling more than 3,000 customers daily.

A major improvement underway during the past year has been a Central Food Service facility being developed opposite the Research Center on Kinnear Road.

Students Participate in 17 Intramural Sports

Seventeen different sports this year were offered through the intramural program which encourages all Ohio State students to participate in some form of physical recreation. The men, for example, have a choice of everything from archery to wrestling.

Major areas of competition for men were represented by 208 football teams, 450 basketball teams, 200 softball teams, and 175 volleyball teams. Ohio State, in fact, had more teams in competition in its intramural program than any other college or university in the United States.

Because of its scope, the intramural program teaches students sportsmanship, team effort, and the importance of keeping fit. Also, a sport learned in college often becomes the basis for many years of pleasant recreation after graduation.

In addition to the intramural program, the campus now has a number of clubs catering to the individual student. Some of the sports include sailboating, ice skating, hiking, flying, horseback riding, weight lifting, cricket, and judo.

50 Per Cent of Students Visit Health Service in a Year

Keeping students fit and healthy is also a responsibility of the Student Health Service, a service which approximately half our students visit sometime during the course of an academic year.





There are 48 full-time or part-time physicians representing 12 different medical specialties who man this extensive out-patient clinic where a student can receive individual care and attention.

Their services are available without charge to the individual student.

If a student requires hospitalization, University Hospital facilities are available to him. The University has some of the best specialists in the United States.

During orientation, new students, who are required to have physical examinations before being officially admitted to the University, have the health service explained to them and have chest X-rays taken.

The health service works closely with other campus agencies to see that students with handicaps or health hazards are placed in special physical education classes. In some cases, students are advised to reduce class loads if they show signs of health deficiency.

Supplementing the health service, every women's residence hall has a registered nurse living in the building. One of her primary duties is in the area of health education.

Students Receive Assistance With Personal Problems

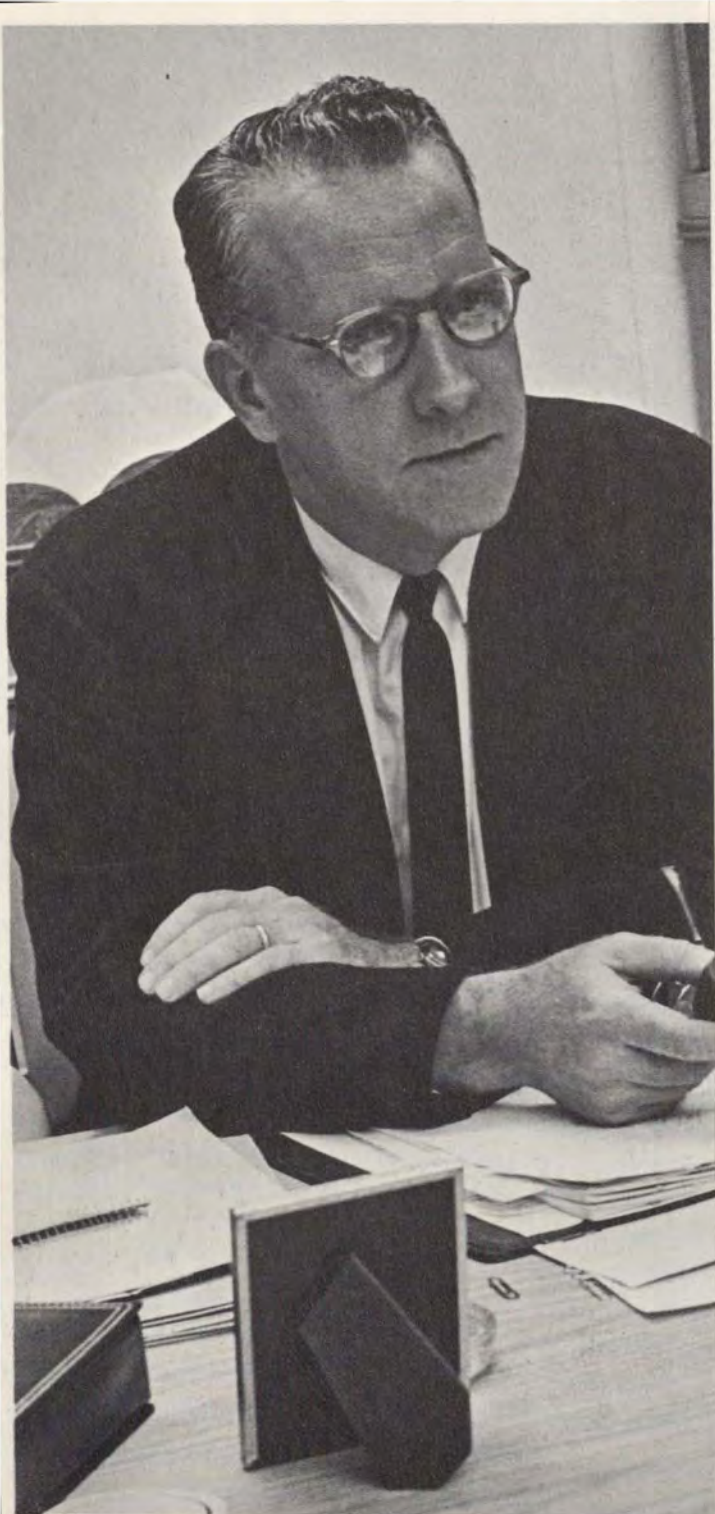
Many students visited the University Counseling Center last year to receive assistance with vocational, educational, social, and personal problems — many for the first time faced with problems of career selection and of learning to deal effectively with environmental pressures.

This center was created to assist and guide students so that they can take maximum advantage of their educational opportunities. The service is voluntary on the part of the student. There is no charge for professional counseling.

The importance of the counseling center is emphasized by the estimates that 75 per cent of all college students change their major at least once before graduation. Counselors at the center help many of these students assess their interests and capabilities through aptitude tests and personal conferences. Dr. George F. Wooster, Director of the University Counseling Center, also coordinates activities of the placement officers from the various colleges and schools.

Many students seek guidance in an effort to improve their study and reading skills. At the center, they can secure help from a professional counselor in assessing the adequacy of learning skills and in mapping out a program tailored to particular needs.





If a problem posed by a student calls for specialized counseling, the student can be referred to such other campus offices as the speech and hearing clinic, the health service, legal aid office, financial aids office, or the international students office.

The availability and the quality of the counseling at Ohio State is truly one of the plus values for the individual student attending the University today.

University Offers Financial Assistance to Qualified Students

A coed from Marion, Ohio, recently wrote the Student Financial Aids office saying, "As a senior in the College of Education, this scholarship will mean a great deal to me, as it will allow me to spend a greater majority of my time in studying and preparing to teach."

She and countless other qualified students are being helped as the University offers more programs of assistance to meet increasing college costs common throughout the country.

The distribution of funds to deserving students is primarily the responsibility of the Student Financial Aids office which gave out 2,200 scholarships last year representing \$800,000. These scholarships were 225 different types. In the same period, more than 4,000 loans totaling \$1.3 million were made. Approximately 6,000 students found part-time jobs through the services of the financial aids staff.

Increasing Federal financial aid resources in conjunction with matching University funds are providing even more money for the education of qualified students. The most widespread program is the national defense student loan fund. Last year, more than 1,000 students received \$686,000 from the fund. All University and Federal loans have low interest rates and are paid after the student has graduated from the University.

The new Federal programs initiated this past year included the Health Professions Student Loan program, the Nursing Student Loan program, and the College Work-Study program. The health professions legislation enables students in programs of medicine, dental surgery, and optometry to receive long-term loans whereas the work-study program provides employment opportunities for students from low-income families.





The University's Concern for Development of the Student's Leadership Abilities

"As the academic year draws to a close, my position as Student Body Representative on the Committee of Academic Misconduct terminates," said one of our student leaders. "I have considered serving on this committee to be a great privilege and a high honor. . . . We have been required to make many decisions that hopefully have given direction to misguided students."

Another major concern of the University is the development of leadership qualities in the individual student.

President Johnson has declared that the future of the United States as the leader of the free world depends largely on how well the leaders of tomorrow are trained today. Important training areas for these future leaders are the more than 400 student organizations on our University campus.

In these campus "laboratories," students apply what they have learned in the classroom. They gain experience working with people, become aware of their obligations to society, and develop a sense of fiscal responsibility. Within this framework, participation and leadership in selected activities enrich and enlarge an individual's total college experience.

Most Student Organizations Small — 50 or Fewer Members

At Ohio State, the student can find an organization that fits his particular interests whether it be religion, music, athletics, scholarship, politics, or publications. It is estimated that more than 90 per cent of these student organizations have 50 or fewer members — giving the individual maximum opportunity to participate.

Our emphasis at Ohio State is on using group membership as an educational tool and a supplement to classwork. All student organizations, therefore, have faculty advisers who help the group plan projects, programs, and other organizational activities. Yet students have an opportunity to participate in decision-making.

The University encourages students to hold office in student organizations, but it is pointed out that scholarship must hold first claim to a student's time.





In order to prove himself capable of holding office, we require that a student maintain a C-plus (2.25) cumulative grade average.

Though most of our organizations rarely receive page-one coverage in the daily press, they deserve public recognition for their many projects and programs that benefit each member and the entire University community.

Students Exercise Responsibility Through Student Government

The realm of student government at the University also offers individual students opportunities to exercise responsibility.

Student government is important for several reasons. It gives students an outlet to express themselves and seek change in an orderly fashion. A student in organizational work experiences a close working relationship with others and identity within his peer group.

The cornerstone of student government at OSU is the Student Senate composed of officers, major organizational representatives, and two senators from each of 20 geographical districts.

It is through the Student Senate, that students are selected to serve with faculty members on various University committees. Some of the bodies that utilize both students and faculty participation are the Council on Student Affairs, Athletic Board, Social Board, Publications Board, Ohio Union Council, Council on Religious Affairs, University Scholarships and Loans Committee, International Students Committee, Committee on Academic Misconduct, Commission on Traffic and Parking, and Advisory Committee on Cultural Program. Recommendations from these joint committees play an important role in formulation of official University policies.

A student judicial system also has an important role on campus, handling minor infractions of University rules by students. Students serving in judicial positions have opportunity to be judged by their peer group and opportunity to exercise responsibility and leadership.

Another major legislative body for the entire campus is the Women's Self Government Association. Every undergraduate coed registered at the University is automatically a member of this association.

The several colleges within the University likewise have their own student organizations. These groups seek to improve the academic climate of their own individual college by sponsoring faculty speakers, hosting scholarship receptions, improving faculty-student relationships, and awarding outstanding teaching honors.





The University's Concern for the Student Beyond Graduation

"Even though I have a college degree, the increased responsibilities in my employment require that I take additional college work," a 30-year-old woman employed in a downtown Columbus professional office said. "I'm happy that there is now to be a central University office to which I can go for assistance in registration."

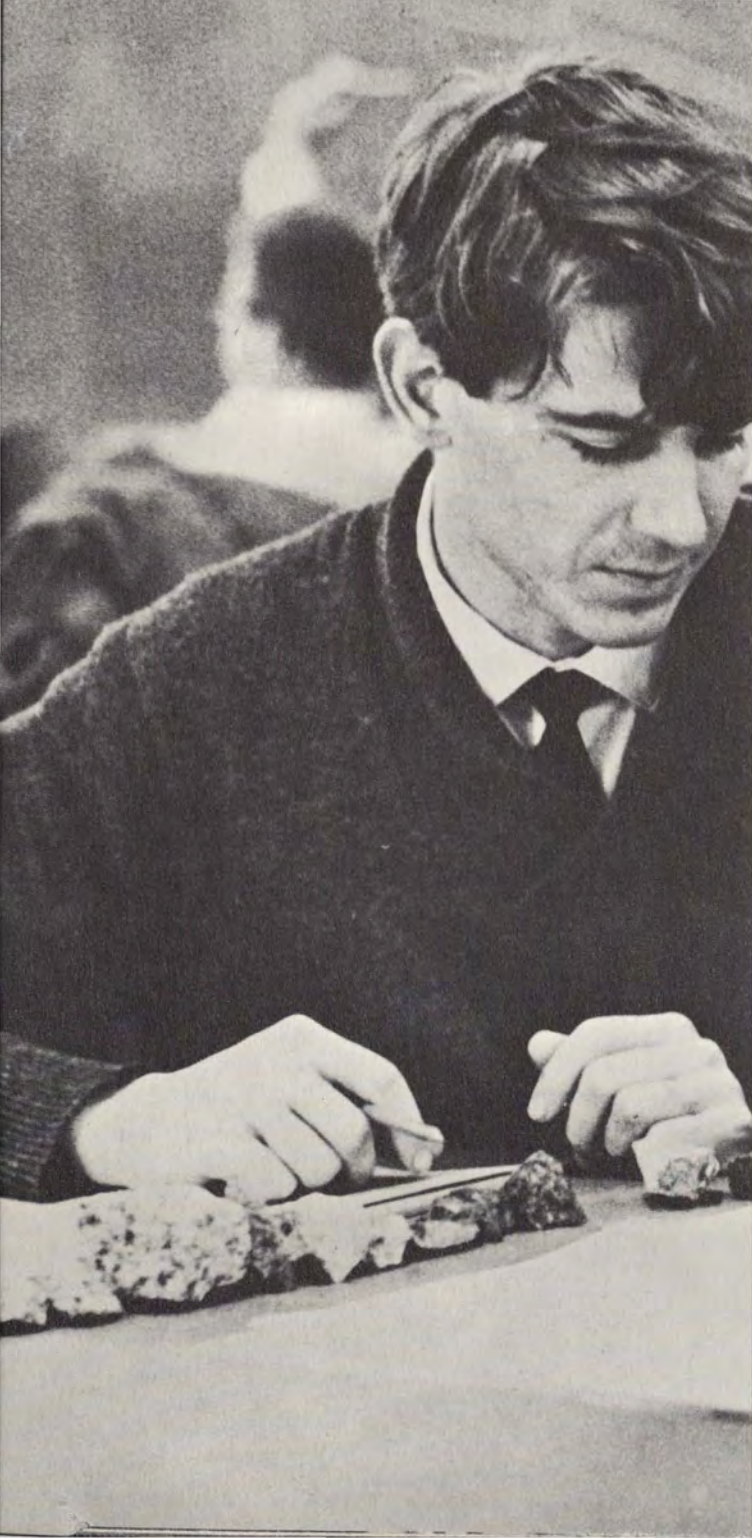
A central office has been needed for registration and counseling of adult students at Ohio State who are not seeking degrees. Most of these persons are employed on a full-time basis in Columbus and central Ohio business and industry and are enrolled in courses directly related to their professions or occupations. They need a counseling program and other student personnel services designed for mature adults.

To meet the need, action was taken this year on the matter so that in the Autumn Quarter 1965 such adult students are being admitted directly to the Division of Continuing Education.

In effect, the Division of Continuing Education will operate in much the same manner as do our five undergraduate colleges, except that the counseling and other services will be patterned for adults. It is expected that upwards of 300 students will be admitted to the Division in the Autumn Quarter.

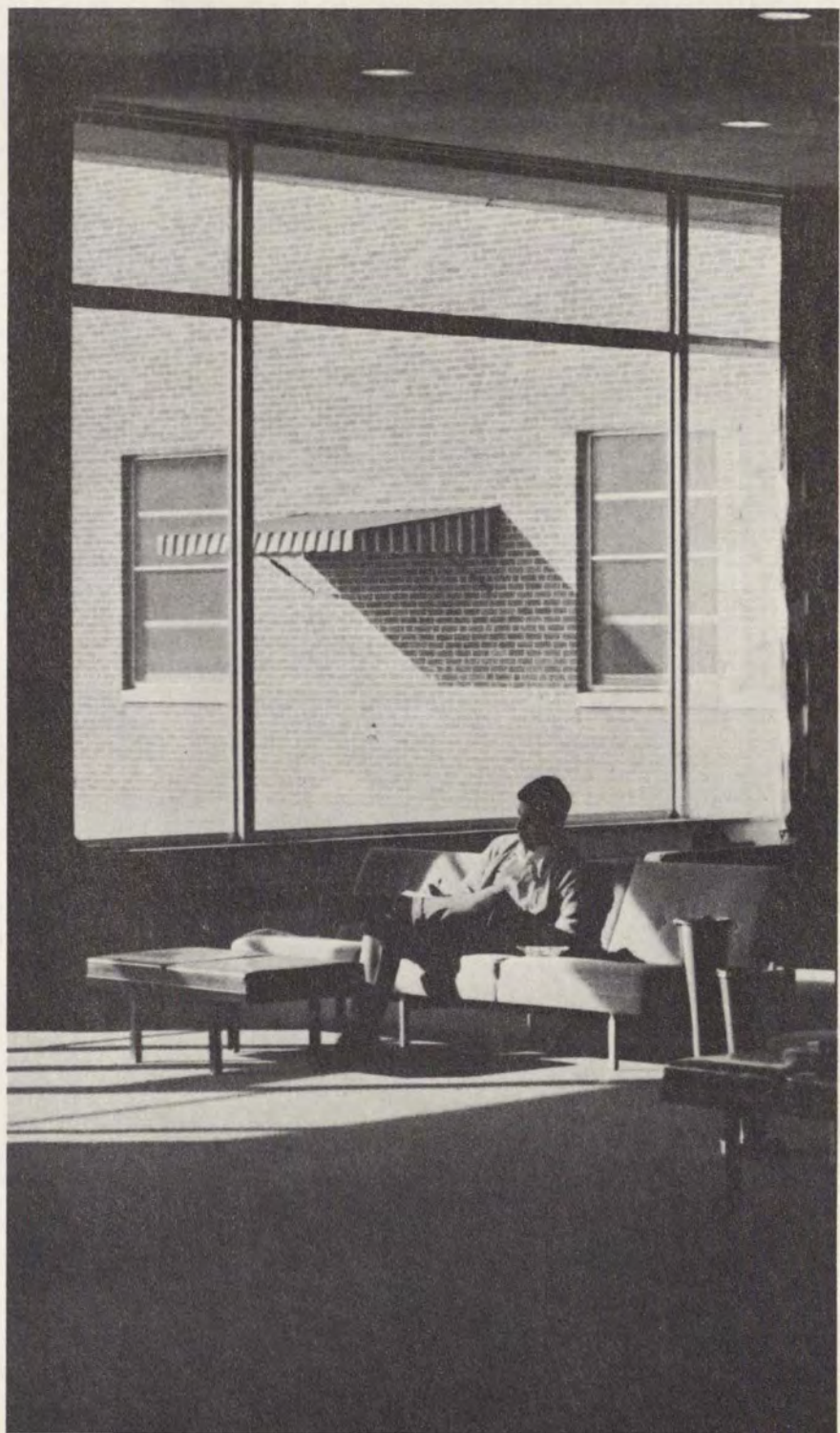
The University's program of Continuing Education for Women continues to expand. Dr. G. Robert Holsinger, Jr., Dean of Continuing and Part-Time Education, is giving personal direction to this program, which consists of three phases: (1) the counseling of mature women who are returning to the campus to complete degree work, or who are undertaking degree work for the first time; (2) the provision of selected programs for undergraduate women designed to make them aware of the fact that education can and should be a continuous process, even though their formal academic careers may be interrupted because of marriage or economic necessity; and (3) the development of a program of non-credit lecture-seminars open to all mature adults.





Two such lecture-seminar programs were offered during the past academic year — an evening program in “Modern Drama” which enrolled 150 persons and a morning seminar on “American Foreign Policy in the Nuclear Age,” conducted in cooperation with the Mershon Center, which enrolled 96 persons. These programs represent the first offerings of the University of non-credit liberal education for adults.

The University’s program of non-credit conferences, short courses, and workshops also continues to expand. A total of 121,579 persons were enrolled in formal programs of continuing education during the year ending June 30, 1965. Provision of adequate University facilities for these instructional efforts points up the pressing need for an adequate facility for continuing education such as that being planned in our “Center for Tomorrow.” This Center will include an auditorium, meeting rooms, dining facilities, and housing for participants attending workshops and conferences.





Summary Financial Report

Total Revenue/1964-65

During the year ended June 30, 1965, The Ohio State University received income in the amount of \$122,296,881 from the following sources:

General Revenue Fund (Taxes) Appropriated by the State of Ohio	\$ 35,264,237
Includes: The Ohio State University, \$29,610,890; University Hospitals, 4,480,360; Cooperative Extension, 1,172,987.	
Student Fees	15,722,818
Includes all charges to the student by the University as a requirement for attendance. Principal Items: incidental fees, out-of-state tuition, laboratory fees, student activities fees.	
Endowments	1,279,117
Includes return on endowment investments administered by OSU Treasurer or State of Ohio.	
Gifts And Grants	8,869,244
Represents income from Federal and State Government, as well as from private industry, foundations, and individuals for designated purposes.	
Research	14,354,470
Represents separately budgeted research of the Engineering Experiment Station, Research Division, and Research Foundation.	
Student Aids And Scholarships	1,426,675
Departmental Earnings	4,268,948
Represents income from University departments that perform a service for which they are reimbursed, such as University Publications Sales, Optometry Clinic, Cattle Blood Testing, etc., as well as income from temporary investments.	
University Hospitals	10,174,255
Excludes revenue from State appropriations. Includes income from patients, Federal Government and other sources.	
Cooperative Extension	4,045,303
Excludes revenue from State appropriations. Includes income from Federal Government, Smith-Lever Act, counties, and other sources.	
Auxiliary Enterprises	21,595,048
Represents income from the many activities necessary to support the educational process, such as the dormitories, dining halls, union, book store, print shop, parking facilities, etc.	
For Additions To Plant	4,932,766
Includes income from all sources designated to be used for the purchase of land or building and equipment.	
Total	\$122,296,881

Total Expenditures/1964-65

During the year ended June 30, 1965, The Ohio State University expended a total of \$121,605,902. These expenditures were used to support the following activities:

	1964-65	Percent Distribution
Departmental Instruction	\$ 42,994,131	38.7%
Library	1,857,604	1.7%
General Expenses	12,089,849	10.9%
Student Aid	1,800,863	1.6%
Total Instructional Expenses	58,742,447	52.9%
Research	14,264,442	12.8%
Cooperative Extension	5,125,694	4.6%
Hospital	13,618,975	12.3%
Auxiliary Enterprises	19,391,317	17.4%
Total Current Expenditures	\$111,142,875	100.0%
These Expenditures represent the following uses:		
Personal Expenditures	74,658,772	67.2%
Supplies, Utilities, Travel, etc.	32,404,666	29.1%
Equipment	4,079,437	3.7%
Total Current Expenditures	\$111,142,875	100.0%
Additions to Plant	10,463,027	
Total Expenditures	\$121,605,902	



