Indiana University Southeast
A brief, informal history
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by

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Indiana University Southeast
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## I. Prologue

Traditionally, an institution of higher learning—especially the university—has been a community of scholars, who work fearlessly in an atmosphere of free and rational inquiry and at various levels of scholarship and who, by their common bond and cooperative effort, seek to transmit and expand knowledge and understanding and thereby strive to better the condition of men everywhere.

This definition may not contain all the features of a traditional university; nevertheless, it describes most of the characteristics of any institution which, in the past, has been worthy of the name "university." This concept, however, has been changing in recent years because of the accelerated technological and social changes in American society. The concomitant results have been increased pressures and new demands upon public institutions by their various publics. Taxpayers, legislators, students, and others have been questioning the role and function of state universities, have been asking what they are getting for their money, and have been insisting on additional programs and services which will make the college experience more practical and relevant. Too often, this close scrutiny has created a lack of confidence in the whole process of higher education.

Simultaneously, university administrators and faculty members, faced with these challenges, have been turning their attention and energies toward the role and direction of their institutions. Institutional goals and missions have been reassessed; internal structure and the process of decision-making have been re-examined; programs and services have been re-evaluated. This self-examination is being continued, and hard decisions are being made with respect to priorities—priorities which will meet the cogent demands of the public and, at the same time, maintain the traditional concepts and sound values of the university; and priorities that must ensure the fullest utilization of and best results from the resources available.

Indiana University Southeast has not developed and is not existing in a vacuum. It too, as its sister institutions throughout the state and nation, is influenced by the winds of change. Although much progress has been made in recent years with respect to the number of degrees we are permitted to offer, IUS is still an "emerging" institution and must build a stronger core curriculum in the arts and sciences in order to have a better balance of degrees in those fundamental areas of learning. It must also strengthen its existing vocationally oriented programs and degrees. In addition, IUS must be receptive to the demands and pressures of its constituents and be willing, when proper funding is forthcoming, to determine the priorities necessary to inaugurate new courses of study that directly further the career goals of its students.

In our assessment of where IUS is today and as we attempt to establish a hierarchy of institutional goals and academic values, a fuller knowledge of our institution's past should be useful in helping us decide the priorities for the future. An institution needs a sense of its past in order to make the present comprehensible. This brief, informal history of IUS is intended to give us a better understanding of where we have been, where we are, and, hopefully, these historical and current bearings will give us a modicum of wisdom in helping us recognize the right direction for the years ahead. Numerous new items and short articles have been printed already about IUS's past. This history will be more complete than anything yet published; however, because of space limitations, it will still be brief in comparison to some histories which have been written about institutions that have been in existence much longer than ours. It also will be informal. I have tried to avoid the itemizing of events and the cataloguing of names—an approach which may offend some who have been associated with IUS and who feel their service should have recognition. A comprehensive, definitive history will have to wait for extensive financial
subsidy and institutional development. The half-century mark or the centennial anniversary, perhaps, will be the appropriate occasion to plan for such a history.

Indiana University Southeast has given almost a third of a century of service to the people of southern Indiana; and with this amount of time which has elapsed, the general story of what has happened can be pieced together with some perspective—a perspective which, I hope, reflects and emphasizes institutional development; relates the problems faced by administrators, faculty, and students; gives some assessment of the school's effectiveness; and suggests a few directions for the future. With the campus being moved from downtown Jeffersonville to the new one-hundred-eighty-acre site north of New Albany, it was deemed an appropriate time to write a brief, informal history of past development. Bricks and mortar do not a quality campus make; nevertheless, ample classroom space and facilities are essential to any sound educational program. And, what is more important, the site offers room for future expansion. The move to New Albany undoubtedly will be viewed as a highlight in the history of IUS and one of the most optimistic periods in the decades ahead.

This brief, informal story of IUS is local history, and local history is fraught with danger for the writer. For one thing, he is confronted with the numerous history buffs who may be more knowledgeable about events than he is. In this case, they descend upon his finished product and, in the role of "nooble critics," tear it to shreds. In order to prevent such decimation, I have checked carefully the extant sources and have twisted the arms of several of my longtime colleagues to read the manuscript before publication.

Another danger and source of worry for the writer of local history is his own objectivity. Because of my association with IUS since 1950, or during all of its years of service except the first nine, objectivity has been a primary concern for me. There is a real danger of having been too close to the trees to see the forest. It was a humiliating experience to read through the records and discover that you were not aware of certain events that took place although you were on the spot and working all the time. In the prologue and epilogue, I have expressed personal points of view because prologues and epilogues are designed to give the writer such latitude. In the three main chapters, however, I have attempted to honestly and objectively record the events as they occurred. Yet, in spite of my efforts in these chapters, the reader must understand that history is not a pure science. It is largely the writer's interpretation of what the records tell him happened. The infinite details of a specific occasion cannot be re-created simply because many of the details have not been recorded and preserved. The writing of history, therefore, is largely a matter of selectivity of the available material, plus the historian's sound judgment and sagacious evaluation. Despite his attempts at being as scientific as possible in his methodology, the historian is usually regarded as one of the species Homo sapiens, and he is writing about other human beings; thus biases unconsciously may creep in as he selects the important data to discuss, and errors in judgment may lurk in the historian's cleverly worded evasions. History, then, is the historian's cameo—the raised carving or sculpture of his impression and interpretation of past events. Those events must constantly be reappraised in order to make the cameo more lifelike and significant to readers. As a consequence of the limitations placed upon him and his fallibility, the writer of history can never retell the complete story of what happened and can never attain total objectivity. Readers should understand the nature of history in general and local history in particular. Readers should also be aware that when the historian brings all of his skill and insight to bear upon a subject, the result, in many respects, is as good or poor as the sources available.

Sources and Acknowledgements

Fortunately, the sources for this history are far better than I supposed they would be. There had been some thought and effort toward preserving the records of IUS; however, no concerted plan had been devised to gather, arrange, and make accessible the archival materials. One result of the writing of this brief history has been a better arrangement and systematic preservation of the archives.

This work has been based upon the sources preserved in the IUS library, records in our administrative offices, the files of the Regional Campus Administration, and the author's personal papers. Of particular value have been the class schedules, yearly bulletins, clippings from local newspapers, IUS Faculty Manuals, and the myriad of memos and documents which have emanated locally and elsewhere. Although student newspapers may not be the best and most accurate source of information, The Southeast Student, whose file is fairly complete, has been an invaluable reflection of our past. Personal interviews have been conducted; however, in most instances, the information gathered has been used to clarify data previously or partially documented.

Every author is indebted to those who have assisted him in his project. I wish to acknowledge the encouragement and assistance of Dr. Edwin W. Crooks, Chancellor of IUS. He was the first to suggest that this brief history be written, and he has supported wholeheartedly my efforts from the initial planning to the final proofreading. Dr. Ronald E. Bryson and his library staff have gone out of their way to make material available. Dr. Alex F. Schutt, Dr. William B. Helbard, and Mr. David L. Robbins have given me advice about student, faculty, and financial matters. Mrs. Carolyn Laird carefully checked enrollment figures for accuracy during the years from 1956 to 1965. Mr. Floyd I. McMurray, Director during the early years 1941 to 1956, provided a wealth of information that filled gaps not covered by extant records. To Mr. Charles M. Coffey goes the credit of putting together the pictorial side of the story. Drs. Billy Joe Harbin and Wilbert C. G reckel prepared the information about the dramatic and musical performances at IUS during the last few years. Mrs. Mary B. Craig, Archivist at IU, and Mr. Charles E. Harrell, Secretary of the Board of Trustees, searched for and verified some very significant dates and figures. Drs. David Shusterman, Richard L. Brengle, T. Philip Wolf, and the administrative staff read the manuscript. Their suggestions, criticisms, and editorial assistance helped me avoid several mistakes. And to the typists, Mrs. Lee Doris Butcher, Mrs. Teresa L. Harrell, Mrs. Joyce H. Arnold, and Mrs. Rita J. McCarty, this manuscript would have never been completed without your meticulous and painstaking efforts.

Eventually a writer has to face up to his final obligation. Thus, despite the assistance rendered—for which I am deeply grateful to those who have helped in any way—I must assume full responsibility for all the errors of commission and omission. This, I do now.
General and Specific Background for Local History

The story of IUS is local history. For better understanding and appreciation the author should write and the reader should study local history as a part of and in relation to state, national, and world events. The interrelationship is too significant to be omitted; hence, the following resume of general history and brief comments about the specific background from which IUS evolved.

Indiana University Southeast is a part of Indiana University’s state-wide system of higher education—a system which is the eighth largest in total enrollment among the nation’s colleges and universities. The parent institution, IU at Bloomington, was created in 1820; whereas, IUS was established in 1941 and is an outgrowth of university extension—a twentieth-century development. What happened at IUS did not occur in a cultural vacuum; thus, the history of university extension and IUS can best be understood in reference to the general background of national and world events from 1900 to 1973.

When the century began, the Census Bureau reported that 31.1% of the U.S.A. of which 2,516,462 belonged to Hoosiers. The count in 1900 had risen to 203,184,772, including 5,193,669 in Indiana. In 1920, Indiana had become slightly more urban than rural; and that urbanization has continued, but it is decentralized throughout the state rather than having the characteristics of a megalopolis.

President William McKinley helped usher in the new century; but he was shot; and in the words of Marc Hanna that “damned coward” was President of the United States. Standing for a “Square Deal,” Teddy Roosevelt carried a “big stick” and spoke none too softly. Willard and Orville Wright on December 17, 1903, at Kitty Hawk, North Carolina, got a heavier-than-air machine off the ground and inaugurated an age which has gone from the two-seater open cockpits to the jumbo jets. A tranquil William Howard Taft was followed in the White House by a college professor who received a promotion.

While Americans were humming “Alexander’s Ragtime Band,” new slang expressions became distinctly audible—for example, “What do you know about that?”; “Beat it!”; “Peachy”; “Nutty”; and “Getting your goal.” And across the seas the great powers of Europe, like geese, were chewing the rag—a process which went on until an incident in little-known Sarajevo, Bosnia, during 1914 escalated into World War I.

At home, the professor-politician, Woodrow Wilson, tried to make the tenets of democracy more applicable for a highly industrialized and urbanized nation. An Indiana-born Vice-President, Thomas R. Marshall, presiding over the tedious debates in the Senate, pontificated this bit of cogent advice: “What this country really needs is a good five-cent cigar.” Many during the first two decades of the twentieth century told us what was wrong and what was needed. We had a sensitive generation filled with muckrakers and political reformers, called Progressives. We even crusaded overseas to make the world “safe for democracy.” With cowboys made into “doughboys,” the A.E.F. headed “Over There,” singling “Keep Your Head Down Fritzie Boy.” When the “Guns of August” coughed out the last of their deadly shells in November of 1918, the American disenchantment prevented participation in the League of Nations.

There had been trouble and tears; yet there had been progress in those troubled years. The first cross-country flight had been made with a flying time of 82 hours 4 minutes. For the little woman, there was a new mechanized washing machine powered by an auxiliary gasoline engine. New York City was rapidly becoming a city of skyscrapers. Closer to ground level, the horses were running at the Kentucky Derby. And at the Motor Speedway in Indianapolis a voice was heard to say, “Gentlemen, start your motors.” The electric self-starter for cars was perfected, and a new automobile era began. Americans were listening to W. C. Handy’s “Memphis Blues,” laughing at Charlie Chaplin’s antics on the silver screen, and reading about the fights of the great boxers Jack Dempsey. Even during the 1910’s some evidence showed up that the ground-dragging skirts would soon be shortened. In fact, a few of the more daring women had already emancipated their ankles.

It was in the twenties that women’s legs came in view for the first time. This was the “Age of the Flivver and Flapper.” The flivver—one of the models, a Model T roadster could be bought for $290. The powdered, painted, and bobbed-haired flapper who rode in the flivver was, perhaps, a little more expensive. This was a fast-pacing decade! The former front parlor was now on wheels. “Neckin’ and pettin’” were now associated with gasoline and gin. Yes, the drink was gin — bootleg gin; the music, jazz; and the dance, the Charleston. And while some were singing, “How Dry I Am,” several farmers did not use all their grapes for jelly and jams. Prohibition and politics, women and the right to vote, radio and talking pictures, a “romantic World Series,” Lindbergh’s flight to Paris, and slang which went like this: “It’s the cat’s pajamas”; “Oh, you kid!”; “23-Skiddoo” — all of these features seemed to say to some that the 1920’s were the “Golden Twenties,” but to others it was a time when the “skirts were high and the morals were low.”

Warren G. Harding captured the presidency by a promise of “back to normalcy.” His term was short but long on “Teapot Dome” and other misdeeds. While whistling “Margie” and “Yes, We Have No Bananas,” the country tried to “Keep Cool with Coolidge,” who proclaimed that the “business of America is business.” We “fox-trotted” from social kininess to financial disaster. A great engineer, Herbert Hoover, sitting in the White House promising prosperity “around the corner,” presided over the ever-deepening “Great Depression.”

If we danced in the gay twenties, we paid the fiddler in the terrible thirties. Men were out of work. Farmers were out of corn for 51c a bushel. History professors peddled apples on street corners, Franklin D. Roosevelt, advocating a “New Deal,” told us that the “only thing we have to fear is fear itself.” A plethora of governmental agencies arose to hasten economic recovery — F.H.A., N.Y.A., A.A.A., C.C.C. and, yes, Social Security. While F.D.R.’s “Brain Trust” was attempting to solve the economic problems, the European war clouds were looming once again. Germany, Italy, and Japan were getting out of hand. American ambivalence of wanting to help but not wanting to get involved was shattered by Japanese bombs at Pearl Harbor. Sobered by the long night of World War II ahead of us, we did the job. F.D.R. was “Safe on 3rd” against the Hoosier, Wendell L. Willkie in 1940 and was re-elected once more in 1944. But it was Harry S. Truman who gave the nod to obliterate Hiroshima and Nagasaki. The Atomic Age was upon us.

After V-J day, the U.S.A. joined the U.N. and Truman struggled with a “Cold War” and post-war readjustments throughout the world. At home, we glibly turned to TV days — viewing Georges George in the wrestler’s ring and Dagmar and those “little things” of television that became more pleasurable as we enlarged our sets from seven-teen to twenty-one inch screens. Some did not sit all the time in their TV screens; they went to college under the Servicemen’s Readjustment Act or the “GI Bill of Rights.”

With most of the sounds from “Red Silk Stockings and Green Perfume” and “Good Night Irene” fading into the background, the “Fateful Fifities” came with the Korean War, McCarthyite witch hunts, summit conferences, ranch houses, Thun- derbirds, automatic washing machines, and “you can be sure if it’s Westinghouse.” We started to span the U.S.A. with an interstate version of the Appian Way. We developed a convertible, tail-fin society with Beatniks and beards, with Elvis Presley and “rock’n’roll,” and with Liberace oozing sugary sentiments while brother George basked in the shadows of a candelabra. The Republicans had a two-time winner in Dwight D. Eisenhower; whereas, the Democrats named a two-time loser, Adlai E. Stevenson.

When the musical strains of the “Little Big Bit, Territory Line” was heard on “Polka-Dot Bikini” began the sixties to resound through the land, women’s hemlines would vacillate through maxi, mini, and mini lengths. John F. Kennedy’s “New Frontier” was abruptly snuffed out in Dallas. The
"Great Society" produced Medicare, Civil Rights, and other domestic legislation; but Lyndon B. Johnson got bogged down in Vietnam. Escalating the war caused burning of draft cards, anti-war demonstrations, and a crisis of conscience. Black militancy, campus riots, LSD, folk-rock festivals, pant suits, birth control pills, pornography, and x-rated movies were all in the scene of the 'sixties. Richard M. Nixon, elected in '68 and again in '72, put forth his "New Federalism"; but Vietnam dominated the landscape until the cease-fire on January 27, 1973.

On July 20, 1969, Neil A. Armstrong set foot on the moon and made "one giant leap for mankind." Dr. David Reuben in 1970 introduced everything you always wanted to know about sex but were afraid to ask. Campus unrest culminated in the Kent State killings. Short-shorts were redubbed "hot pants." Dress design turned to a naked, girde-less, bra-less look. Women's liberation, Ralph Nader, the Rolling Stones, generation gap, Archie Bunker, Amtrak, Nixon's visits to China and Russia, the Pentagon Papers, Watergate, and the greedy look were topics of the 'seventies.

Recent years have produced a sensitive generation. Young people are concerned with pollution, ecology, social justice, political morality, and finding a meaningful way of life for themselves and their fellow beings. We have split the atom, computerized life, made six lunar landings, and progressed scientifically and technologically beyond all earlier stretches of the imagination. But is man's technology to be his master? The exploration of outer space has demonstrated how finite the mind of man is and how small and fragile the planet is upon which he lives. Our recent experiences at home and abroad have illustrated the need to strengthen our humanity and re-evaluate our purpose in life. To meet the challenge of the 'seventies and the decades ahead requires the enlightenment of men's minds and a revitalization of the human spirit.

The specific background of IUS is intertwined with the presidential leadership of IU. The following have held the position of president during the twentieth century: William Lowe Bryan (1902-37), Herman B Wells (1937-62) and an interim term 1968-69, Elvis Jacob Stahr (1962-68), Joseph Lee Sutton (1969-71), and John William Ryan (1971 to present).

In 1891, two decades prior to establishing any formal direction, professors at IU began to offer lectures to alumni and other groups at different classifications around the state. IU, in Indianapolis were given occasionally. These first efforts at university extension, however, were sporadic because of the lack of financial support and structural organization. This situation changed in 1912 with the establishment of the Extension Division, with a director in charge. Since that time numerous organizational changes have occurred. The Extension Division in 1946 became the Division of Adult Education and Public Services, with a dean heading the efforts. In 1957, the name was once again altered to Division of University Extension. The 1960's saw organizational changes throughout IU. Thus, in accordance with that reorganization, the regional campuses early in 1966 were separated from the Division of University Extension and were placed in the newly created Division of Regional Campuses. During 1969, a chancellor was named to oversee the regional campuses. The Division of Regional Campuses is now called the Regional Campus Administration and has its offices centrally located in Indianapolis.

In the meantime, the Division of University Extension in Bloomington became during 1970 the Division of Continuing Education with the Bureau of Public Discussion, Independent Study Division, Conference Bureau, and Labor Education and Research Center under its jurisdiction. The Audio-Visual Center, for years a part of extension service, is now in the Office for Academic Affairs. The Regional Campus Administration, with this restructure, gives the thrust and coordination for all regional campuses. By this arrangement, the former extension centers, now called regional campuses, have been elevated to a place of portance which they have become within IU's statewide system. Thus, today, the major divisions of IU are the Bloomington campus, Indiana University-Purdue University at Indianapolis (IUPUI), and the six regional campuses located in densely populated centers over the state.

The University frequently offered classes at these centers for varying lengths of time before extension centers were established. Local assistance and cooperation played significant roles in the location of an extension center. The regional campuses which have developed through the years are the following: Indianapolis was established in 1916; but since this campus is now a part of IUPUI, it is not today under the Regional Campus Administration; IU at Fort Wayne (1917); IU Northwest in Gary (1932 East Chicago, 1948 Gary, 1963 consolidated); IU at South Bend (1940); IU Southeast at Jeffersonville-New Albany (1941); IU at Kokomo (1945); and IU East at Richmond (1971). Those who have guided these regional operations have been designated variously as officer-in-charge, executive secretary, director, dean, and, finally, chancellor titles that reflect the growing development and significance of our regional campuses.

Through the years the following persons have provided the leadership necessary for the steady growth and development of IU's extension centers and regional campuses: W. A. Rawles (1912-14) until a full-time director and staff were appointed; John J. Pettijohn (1914-21); Robert E. Cavanagh (1921-46); Ford P. Hall (1946-51); Hugh W. Newman (1951-60); Smith Higgins (1960-68); John W. Ryan (1968-71); and Sylvia E. Bowman (1972 to present).

At IU's the leadership has come from Floyd I. McMurray, who was director from 1941 to his retirement in 1956; Byron F. Laird, director from 1956 to his untimely death in 1965; Danilo Orescanin, acting director from April to September, 1965; W. Brian Hill, acting director from September, 1965 to February, 1966; and Edwin W. Crooks, who has served in the capacities of director, dean, and chancellor from 1966 to the present.

The three main chapters of this brief, informal history are arranged around the time spans during which McMurray, Laird, and Crooks have guided our institutional growth—a period in excess of three decades, during which our school has been identified as Falls City Area Center (1941-45); Southeastern Center (1945-62); Southeastern Campus (1962-68); and IU Southeast (1968 to present).
II. Beginning With a Desk and Typewriter (1941-56)

A Wartime Beginning

In the beginning, one man, Floyd I. McMurray, came to southern Indiana to establish an extension center for the Extension Division of Indiana University. Although a few extra supplies were furnished, a desk and typewriter were the principal items of equipment thought necessary to bring higher education to the people along the north bank of the Ohio River.

Indiana University had offered a few classes in New Albany and Jeffersonville for teachers prior to Mr. McMurray’s arrival in the summer of 1941. His arrival was prompted by the needs of the time. The Ohio Valley was teeming with pre-war construction and was beginning to take on a war-like hue. Up the river from Jeffersonville, the huge Indiana Ordnance Plant was being constructed. Charlestown was rapidly becoming a boom town. As a result of war contracts, the Jeffersonville Boat and Machine Company was planning for tremendous expansion. The Colgate-Palmolive-Perkin Company was increasing its production. Across the river, Louisville was experiencing the same industrial growth. The country was not at war yet — this would not come until the bombing of Pearl Harbor in December. It was, however, bolstering its defense posture, and many transients were coming into the entire region to help in these defense efforts. Consequently, war training courses were encouraged. The IU Extension could offer those courses, provide additional collegiate training and, in short, render to the people of southern Indiana a genuine service in time of need.

Mr. Robert E. Cavanaugh, Director of the IU Extension Division, surveyed the needs of the Falls City region. It was decided that a major expansion of the Extension Division into the area be undertaken. The next task was to find the right location for the extension center and adequate facilities from which to operate. Decisions of this nature are invariably difficult to make. Jeffersonville, being blessed with the convergence of major busines, lines and highways plus easy access to downtown Louisville, was ultimately selected.

The IU Board of Trustees gave its formal approval for this new extension center in July of 1941. The Jeffersonville City Schools, through the splendid efforts and invaluable assistance of Superintendent William F. Vogel and the City School Board, furnished a room, "including all services without cost," for the headquarters of the new extension center. Some earlier accounts have indicated that classroom space was rented during this period. To the contrary, Mr. McMurray did not have to rent a single classroom at Jeffersonville. New Albany, Madison, or any of the other locations where extension classes were held. At some of the schools, the University assisted in paying the cost for extra janitorial services. The public schools used their rooms during the daytime and generously opened their doors during the after-noon and evening to the University. When Mr. McMurray opened his office in Room 33 (moved to Room 305 two years later) in the Jeffersonville High School during the latter part of July, 1941, the task ahead was one of putting a fall schedule of classes together and arranging all the necessary details pertaining to opening a new school. In addition, he had to let the public know that a new extension center was located in southern Indiana and would be ready to start classes in September. The new center would be known as the Falls City Area Center, a name selected by Herman B. Wells, President of Indiana University.

When the University selected Floyd I. McMurray as Executive Secretary of the Falls City Area Center, it had chosen a man who was no stranger in educational circles. Born on the flat farm lands of Boone County, Indiana, he came to the southern hill country with wide and varied experience in education. He had earned his B. and M. degrees at I.U.; Taylor University and Anderson College had bestowed honorary degrees upon him. As a professional educator, he had spent nine years as school principal in Montgomery, Clinton, and Boone counties. Four and one-half years followed during which he was Superintendent of Schools in Boone County. In 1934 he was elected State Superintendent of Public Instruction — a position he held by re-election every two years until 1941. "Mr. Mac," as he is affectionately called by everyone who knows him any length of time, had other attributes that were invaluable to the new extension center. He knew how to publicize this new endeavor. By knowing how to meet people, he soon was in demand for local community meetings, toastmaster for banquets, speaker for commencements, and the like. At all of these gatherings, neither did he have in his pocket a handful of enrolment cards nor did he talk exclusively about the new Falls City Area Center; nevertheless, the public was learning about what he was doing and what he represented.

Back at his office in Room 33, what resources did Mr. Mac have to work with to start the new center? By today’s standards, the first year’s budget was not excessive. But to a man who had guided the public schools through so many of the years during the depression of the 1930’s, he had learned to work with the available resources. Although the dollar in 1941 had so much more purchasing power in goods and services than it does now, Illustration A of the 1941-42 budget tells the story better than this Indiana car.

With the help of his office secretary and the Extension Division at Bloomington, Mr. Mac prepared a bulletin to place in the hands of prospective students. This bulletin announced that registration would be held September 15, 16, and 17, and classes would begin on September 18, 1941. Most classes would be held respectively in the Senior High School and Junior High School in Jeffersonville and New Albany. It also stated that additional classes might be scheduled for Madison. What kind of courses and schedule did the new center offer for the fall of 1941? Illustration B answers that question and presents all of the particulars.

A perusal of this fall schedule indicates that fifteen credit courses and a noncredit series were offered. It included: several basic freshman courses in the arts and sciences, a sophomore-level course, some graduate work for teachers, and
a limited offering for those interested in business. The noncredit, special lecture course—a series of eight lectures to be given weekly by IU professors traveling from Bloomington—was to begin November 6 and was entitled “The New World Setup.” This series was representative of how the IU Extension Division was trying to reach interested adults. This first series of lectures sponsored by the new center was designed to deal with “problems vital in the new world situation.” The lecture for November 13 was on “International Trade” and was given by Samuel E. Braden, Instructor in Economics, Dr. Braden is with IU today. Before this series was over (January 15, 1942), the “new world situation” had changed tremendously. The U.S.A. was at war with Japan, Germany, and Italy.

In the meantime, how many students had Mr. Mac enrolled for the first semester? In spite of a slight variation the number quoted most frequently is “791 students” of whom 266 are full-time students. Eight years later, Mr. Mac tried to verify the records pertaining to the first enrollment. It appears that Mrs. Lydia Jeannetta Reed, of Louisville, Kentucky, who enrolled during the last afternoon of September 12, 1941, was the first student. She enrolled for two courses.

What did she have to pay per credit hour? And what were the general regulations and conditions under which the first year’s students enrolled? The 1941-42 first semester bulletin announced that the cost was $5 a credit hour for undergraduate students and $6 a credit hour for graduate students. Thus, for an undergraduate who took 15 hours in the fall and in the spring, tuition came to $150 for 30 hours or a full year of collegiate study. Evidently, no distinction was made between in- and out-of-state fees. (The fee for the special lecture course, “The New World Setup,” was $3 for the series or 15 cents per session.) An additional fee of $1 was charged for late enrollment. All fees had to be paid at the time of registration and enrollment if arrangements had not been made for deferred payment. There was an extra fee of $1 for deferred payment, and the students were expected to meet their financial obligations so that all their fees would be paid in full by the end of the ninth week. If a student missed an examination in one of his classes, $1 was charged for the make-up exam, regardless of what the excuse was for the absence. If a student wanted to withdraw from class, he had to give the office written notification. If he complied, he would get a refund in proportion to the elapsed fraction of the first ten weeks. No refunds were made after the tenth week of a semester.

The maximum credit load was 15 hours. Persons who were employed full time in the workaday world were “not encouraged to take more than two courses at a time.” Employed teachers, in full-time positions, could “not take more than five hours’ work in any one semester.” These admonitions about the proper balance between daily employment and course work indicate the recognition of a perennial problem. How to get students to recognize this is another matter. Working full time and attempting a fifteen-hour course load has been the nemesis of many. Often they have been forced to withdraw from some of their classes. Here, again, the full-time teacher’s explicit, students immediately had to notify the office concerning any withdrawal from classes, “otherwise the record will be marked ‘failed.’”

Students were expected to attend classes regularly. “Credit may not be given to any student who has not attended three-fourths of the class meetings unless arrangements can be made with the instructor for making up the work of the lost meetings.” This regulation need not have been arbitrary; yet, it implies that the instructor had the final say about the quality of work for the course. The instructors were “regular members of the Faculty of Indiana University or specially qualified business and professional men and women who have been formally approved as Extension lecturers by the University.” Herein lies the secret for quality instruction offered to students from the start by the Falls City Area Center. The first bulletin listed ten part-time instructors, many of whom were from the Bloomington campus and came down one night a week to teach their classes. The Falls City Area Center in the beginning had only one full-time person, and he was Mr. Mac. Many news items have listed Andrew J. Beeler as the first full-time instructor who taught the students of ’41. This was not the case. Mr. Beeler has verified in a recent telephone conversation that he did not come to the center until one and a half years after it started. Then he began teaching some English composition classes on a part-time basis before he became a full-time employee.

Instructors seemingly consider books to be essential for college work. Textbooks were bought at the Center’s office. If the supply ran out, the students left with the office their individual orders which were immediately telephoned to the various book companies. Since there was no library, the first bulletin stated that a reference library, “consisting of books owned by the Extension Division and on deposit at the Extension office, is available to students.”

The second semester saw classes begin on February 2, 1942. The class schedule, preserved in the archives, shows that 29 credit classes and one noncredit class in “Interior Decoration” were offered. It also indicated that many of the first semester’s part-time instructors continued during the second semester, plus several new part-time people. The general spread of academic disciplines continued with more emphasis on courses in the field of business. The second semester, therefore, offered about twice the number of courses in comparison to the count for the first semester. Curriculum expansion was already under way. And with a modest schedule of classes offered during the summer of 1942, the Falls City Area Center completed its first year of operation. How did it withstand the pangs of birth? The statistics for the first and all the early years are not too reliable, if one strives for exactness. Ray W. Arnamen, resident Instructor in Business, in the spring of 1950, after going through the office records, prepared a study of the school’s development between 1941 and 1950. He lumped all of his figures into a yearly period, thus obscuring somewhat each semester’s growth. The annual bulletins did the same thing—that is, incorporating the fall, spring, summer sessions into total figures; consequently, the author had to work with the totals available. The figures, therefore, reveal that there were 52 classes offered to 531 different students. The number of class enrollments were 900, and the average enrollment per class was 17. Total hours enrolled were 1,727. For 1941-42, the student fees collected amounted to $10,508.81 and the profit from the bookstore came to $1,310.62. Recall the budget of $6,918 for 1941-42. The income represented $4,901.43 above the initial budget. Although the budget contained $750 travel expense for instructors and $500 extra for instructional costs over anticipated fees, the local income could not have paid for all the cost of instruction. If an instructor was paid $210 for a 3-credit course (all courses were not 3 credits), an approximate figure for instruction would be $10,920. The excess income of $4,001.43, when one adds the instructional costs, would turn into a deficit of $6,918.37. Thus, with the above cost of instruction being a rough estimate based on figures available for the average cost per credit hour, Bloomington had to subsidize the first year’s operation by approximately $4,750 to $5,000 ($6,018 minus $1,260 built into the original budget for travel and extra instructional costs). Looking at it another way, the income from student fees and bookstore sales more than covered the cost of instruction for the first year but did not pay for all the administrative expenses and setting up an office and its equipment. Compared to the history of fledging institutions, however, this was not a bad record.
Further Academic Development

The war affected the Falls City Area Center as it did other institutions. Because of gasoline rationing which restricted travel, the Center held classes not only in Jeffersonville and New Albany but also in Madison, Seymour, Charlestown, New Washington, and Scottsburg. The principals of the public schools in these locations were designated as class agents, and they handled the registration details, collected tuition fees, and sold textbooks. The Center usually paid the class agents $10 per class for their services, which was evidently good economy. An added benefit, however, was derived from the school's publicity. It helped the Center to gain publicity and standing in the entire area. Before the McMurray administration was over, the Center had held classes in these additional towns: Salem, Brownstown, Versailles, North Vernon, Cordyn, and Paoli.

Another effect which the war had upon the Center was a leave for less than a year by Captain Floyd I. McMurray. While McMurray was serving in the military, Robert L. Campbell, an English instructor at the Indianapolis Center, became the acting executive secretary in Jeffersonville. For his temporary successor, Mr. Mac on September 15, 1943, left four pages of historical review, facts about the Center's operation, and recommendations.

He wrote about the different geographical locations at which classes were scheduled for the fall of 1943. He referred to the cooperation of the USO clubs in Charlestown and Jeffersonville. These clubs did much to underwrite the costs for adult lecture courses in both locations.

In regard to graduate courses in education, he mentioned the increased number of black teachers from Louisville, who, not finding available what they needed there, were crossing over the bridge to pursue graduate degrees. "Classes should always be planned to interest this certain enrollment of approximately 50 students." Then followed these words of caution: "The executive should avoid a class vote on future classes as there is a 'color line' and white students watch this closely. A safe plan is to consult the Dean of the graduate school and announce the course in advance, repeating classes about every four years." [JU had no color line; what color line there was had to be reflected in the attitude of the students.]

With respect to New Albany, Mr. Mac commented: "There is a friendly rivalry between Jeffersonville and New Albany which is not always friendly," so the executive must be aware of this. If in the future, classes are withdrawn from New Albany and established at Jeffersonville, the move should come about over a period of time and without commotion.

Obviously the withdrawal of classes from New Albany was a reference to the acquisition of new quarters for the Falls City Area Center, because, at the time of Mr. Mac's recommendation to his successor, the City of Jeffersonville had offered the Youth Center Building, built by the National Youth Administration, to the University. The successor, therefore, was advised to give continuous attention to the alterations necessary for the NYA building. The plan to move immediately into the NYA building, however, proved to be premature. The Jeffersonville Boat and Machine Company got the use of the building for the war's duration.

It is understandable, as Mr. Mac was getting ready to go to war, that there were plans astray for the Center; yet some doubt about its future was reflected when he wrote to his successor the following: "It is my belief that continuous and careful cultivation will enable us to retain this place." He also related the essence of the new Center's strength by these comments: "All instructors (if possible) should be drawn from the campus or some other standard institution. Students prefer to take work with instructors who have university connections. This practice gives quality to our work and we must always keep in mind that this is Indiana University." Even though Robert E. Cavanaugh, Director of the Extension Division, was cautioning that the "future of the Falls City Area Center of Indiana University is up to the citizens of New Albany, Jeffersonville, and the whole surrounding area," the Center made it through the middle-war years. Its bulletins advertised "Education for Today and Tomorrow" and "Higher Training for War and Peace." Mr. Robert L. Campbell, as acting executive secretary, and Mrs. Mabel C. Vogel, as office secretary, carried on in spite of some slump in the "twilight classes." On July 26, 1944, Mr. Campbell, who indicated that Mr. McMurray had returned from service, wrote a report about the "war activities" of the Center. The usual courses in English literature, psychology, American history, geography, and economics continued to be popular. Noncredit classes and lecture series—some in conjunction with the USO centers—drew recruits "from among the recent influx of war workers." Business courses, such as shorthand, typing, and accounting, were in demand and aided in "training competent office help for the new plants."

Algebra and trigonometry provided review or additional training for those who needed these courses to improve their vocational capabilities. The courses in chemistry prepared laboratory technicians who were needed in local plants. In addition, and under the auspices of the U.S. Office of Education, courses in business management were offered and were well received. Many obtained training in accounting, personnel management, office management, and foremanship—training undoubtedly beneficial to the war effort. Campbell summarized the war's effect as follows: "A conservative estimate of students enrolled at this Center from September 15, 1943 to the present time [July, 1944] would indicate that more than 50 percent have been connected with war industries."

The war was not over when Mr. Mac resumed leadership; yet the fall bulletin of 1944 contained a little information for the returning servicemen who wanted to further their education under the G.I. Bill of Rights. The spring bulletin of 1945 told the veteran that if he had not already been approved by the Veterans Administration he should bring his discharge papers with him at the time of enrollment. The Center would "enroll the veteran and defer the fee payments pending final approval of his case by the Veterans Administration."

No one knew what effect the returning G.I.'s would have upon the Center; nevertheless, the Center tried to ready itself. And the veterans came in increasing numbers until the peak year, 1949-50, when 392 of them were enrolled. They changed drastically the sex ratio of the student body. Only 17 percent of the students during 1944-45 were males. The next year, with the war's end, the percentage rose to 32 percent for males. By 1949-50, men constituted 60 percent of the students. The G.I. Bill had been an enormous boost to the institution.

The veterans from World War II were not the only factors of increased enrollment during the post-war period. According to the Arensman study, the number of women practically doubled from 1946 to 1949, and very little of this growth was "attributable to the influx of female veterans." As the total enrollment continued to expand, the veterans were replaced by non-veterans. The number of out-of-state enrollees— principally from Kentucky, taking graduate education classes—kept coming, so that by the last year of the "lateral forties," they represented 42 percent of the student body. As the Center went into the 1950's, those who fought in the Korean War had educational benefits bestowed upon them, too. These veterans were almost reaching their peak of enrollment by the time of Mr. McMurray's retirement as an administrator on July 1, 1956. (Mr. Mac retired from teaching on January 1, 1961.)

This growth in enrollment by fall semester count from 291 (no distinction between credit and noncredit), four of whom were full time, in 1941 to 1,098 (863 credit and 235 noncredit), ninety-one of who were full time in 1955, more than justified Mr. Mac's words of greeting to one incoming freshman class: "This is a permanent establishment. The continuous growth and increasing enrollment insure a future, and each semester will show additional advantages."

The steady growth increased the Center's intake of fees from tuition and bookstore sales. It should be kept in mind that during the early years the Center had to be largely self-supporting. Because of the post-war inflation with a concomitant increased cost for education, the tuition per credit hour rose from $5 for undergraduate and $6 for graduate work (no distinction between in- and-
out-of-state fees) in 1941 to $10 for undergraduate and $15 for graduate work (an earlier distinction had been made for out-of-state students, but there was none for this latest increase) in 1955.

The instructional and office work loads necessitated the hiring of more resident instructors and staff members. Beginning in 1941, and to 1946, the Center's office had a clerical staff of one, in the latter year, it began to employ more office help until five were employed, which was the number being maintained in the fall of 1955. Of those who worked in the front office, Mrs. Mabel C. Vogel and Mrs. Margaret Ruck served diligently year in and year out.

The bulletin of 1941 shows one full-time person and ten part-time instructors. The Center continued with one full-time person throughout the war years. Then beginning in 1945, the number of full-time instructors began to increase slowly. By 1955, the resident staff consisted of eight and the part-time instructional numbered thirty-two. Actually, of the eight listed as resident staff, six were full-time instructors; the other two had much of their time involved with administrative details. With an apology to the many who taught at the Center (either full-time or part-time), space limitation compels us to mention those who served about five years or more. Mr. Lester L. Dittman signed on as a part-time instructor and then became the first resident instructor in business. Mr. Andrew J. Beeler also at first taught part-time the courses in English composition and literature until he joined the resident staff as Assistant Director — a position which took up much of his work load.

Mrs. Virginia Wallace, Instructor in English, served on the resident staff several years and has continued to the present on a part-time basis. Byron F. Laird came in 1947 to teach classes in education and to become the first counselor. With him on the scene, orientation tests, better counseling, more exact enrollment figures, midterm evaluations, and "smoke-ups" for those who were notified about "D" or "F" performance became features of student life. James D. Turner and the author, respectively, were the first full-time instructors in sociology and history. The latter, who came in 1956, obtained his Ph.D. degree in June of 1952 and, thus, became the first resident instructor with an earned doctorate. Paul R. Smith, Instructor in English, arrived late in the McCormack period but was on the resident staff for years. As for those who have been solely part-time instructors (and there are so many who should be mentioned), Magnus Heubl, Dorothy Hoehn, Ed Hadley, in the past, and Charles E. Patterson, even to the present, have labored long and hard in the vineyard.

When the Center opened in the fall of 1941, it had fifteen credit courses to offer to prospective students living in twelve southern Indiana counties and several nearby communities in Kentucky. By the fall semester of 1955, the curriculum had been expanded to 79 sections, of which there were 80 credit courses. That year's bulletin emphasized that most of the freshman and sophomore courses for liberal arts, business, and education degrees could be obtained at the Center. In addition, there were certificate programs, of sixty hours each, in accounting and secretarial science. Graduate courses were offered in the School of Education, and the School of Health, Physical Education, and Recreation were offered. In cooperation with Purdue University professional foremanship and freshman engineering programs were available. Most of the classes were held in Jeffersonville, but instructors were still traveling to seven additional southern Indiana communities to hold classes. The trend toward daytime classes also had developed during these years. As early as 1947-48 the Center had offered a number of daytime freshman classes in the Administration Building of the Indiana Ordinance Plant. The summer class schedule of 1950 announced a full, daytime schedule for freshmen beginning in the fall. Ten such courses were started in September, and that trend has continued to the present. Also, adult learning classes, so essential to the extension philosophy, naturally continued.

Throughout the administration of Mr. McMurray, the following represents the variety given in non-credit work:

- New World Setup
- Post-War Plans
- Ideologies of the People
- International Peace
- Review English
- Labor Law
- Nutrition
- Income Tax Returns

Weaving for Fun
Interior Decoration and Home Planning
Marriage and Family Relations
Vegetables and Gardening
Radio Workshop
Technique of Singing
High School G.I. Courses
Casualty Insurance
Descriptive Geology
Let's Explore the Arctic
Religions of Mankind
Evenings with Literature
Evenings with Shakespeare
Studio Art Courses

Facilities

Parliamentary Procedure
Review Shorthand
Review Typewriting
Appreciation of Music
Everyday Law
Personal Finance
Evenings with the Bible
School for Parents
Living with Science
Fundamentals of Photography
The Travel Club
Let's Talk about Books
Descriptive Astronomy
Concert Series

By late spring of 1945, through the efforts of community leaders and city officials, the National Youth Administration Building in Warder Park became available. For the first time, the Center would have its own facilities. Mr. McMurray's correspondence is filled with details about blackboards, chairs, tables, office fixtures, lounge furniture, painting, heating pipes, partitions, and crushed stone for the parking lot. The new quarters would require the service of a custodian. Another problem was how to keep the looters in Warder Park from using the rest rooms as a public latrine. Regardless of the innumerable problems, the move was made in June. The Falls City Area Center had made a giant leap forward. It had about 5,000 usable square feet for classrooms plus some additional space for other uses. And with a neon sign on its front, the Center in its new location was ready for business.

The structure had been built by NYA labor at a cost of $60,000 to $70,000. The walls were poured concrete twelve inches thick and reinforced by steel bars. Those concrete walls during the summer kept the building fairly cool until the sun had them thoroughly heated. When late afternoon and early evening classes began, the building was a veritable bake oven. One of my colleagues in the early 1950's on a scorching night took a thermometer to class. It reached 116 de-
Valley Extension Center" as the new designation. Eventually the name was suggested by Ward G. Biddle (University Comptroller) was accepted. Thus, on December 4, 1945, the extension center was officially renamed Southeastern Center to avoid the connotation associated with Falls City.

As mentioned previously, the Southeastern Center was swamped with returning war veterans and non-veterans. The new facility in Warder Park could not accommodate the increased numbers. Extra classroom space was provided for at Jeff High again, in a local arts and crafts center, and in the basement of the Jeffersonville Township Library. It was clear that more permanent space had to be provided. The student newspaper in 1951 stated that the IU Building advisers in Bloomington were "busily engaged in drawing up plans for a proposed second story for the entire Southeastern Center building." A hint of these plans came through the news item: they "tentatively call for at least four more classrooms, an auditorium, a seminar room, and additional restroom facilities." The former NYA structure was solid enough to accommodate a second story; but as the University pursued the plans for more space, the decision was made to build a new three-story building for the Southeastern Center. An area architectural firm was employed; and by the fall of 1955, the architects were drawing up plans for the new building.

Those plans would include space for a library. What library books the Center had available for students at first were those borrowed from the IU Extension Division. These books were returned when the move was made to the NYA building. The Center evidently began to buy a few books as meager funds came forth. Andrew J. Beeler had charge of loaning the books out of the Center's office and, thereby, has the credit of organizing in 1946 the school's first library. In addition, the Jeffersonville Township Library graciously permitted university students to use its facilities. Then, during the spring of 1947, university officials made arrangements with the local library board to house the Center's books in the main reading room of the township library. Students, by this arrangement, had not only access to the Center's books but also to the entire collection of the Jeffersonville library. Books belonging to the Jeff library could not be checked out unless the student was a resident of the Jeffersonville Township.

There was never any accusation that the Center's infant library was overfed with funds. The arrival of new library books was a newsworthy occurrence. When a hundred new books were received in the fall of 1947, The Southeastern Student proudly announced the fact and said that the books would soon be on the shelves in the library next door. The author, upon his arrival in 1950, was given permission to order ten new library books in history. He handed in his request, and the prices ranged from two to five dollars per book. Eventually seven of the ten requested came.

The Southeastern books were moved in the fall of 1954 from the first floor to the basement of the Jeff library. That room, with its outside door for easy access, had been used for about four years as a classroom. With the new library established in this room and completely separate from the township's operation, its supervision became a part of the school's daily routine. The collection had grown at a snail's pace; but what books it contained were of great value to college students, because there was hardly any "dead wood" on the shelves.

The slow growth of the library can be succinctly summarized: the Center, after fifteen years of existence, had no more than 4,000 volumes in its collection. This inadequacy would have to be corrected in the years after 1956.

There is — or should be — more to campus life than pounding the books. For young students, it is the time of life during which they are becoming adults. Their non-curricular experience should be one of enrichment. And if educational institutions consider the total maturity of their students, programs must be created to expose students to the finer cultural and esthetic aspects of life. A nimble mind housed in a flabby body lacks the energy for even higher intellectual accomplishment. Accordingly, institutions also should have athletic and recreational facilities and programs if their students are to participate in a well-rounded campus life.

During these early years, what were the non-curricular experiences of our students? Regrettably, the Falls City Area Center could not afford much during the time it was struggling to become established. In fact, an enriched campus life — other than what students could generate — was non-existent. Students, however, are resourceful. No doubt as they went to and from twilight classes plenty of situations arose where boy could meet girl and the academic chatter gradually turned to moonlight cooling. The "first attempt to provide some campus activities and atmosphere at the Center" was a holiday ball held Saturday evening, November 29, 1947. This dance was held at Charlestown. Johnny Burkhart and his orchestra furnished the music. A floor show was included. The cost: $2.40 a ticket on the evening of the dance or $1.60 if purchased earlier.

Cognizant that the Center needed a newspaper, Andrew J. Beeler and students in a writing course began The Southeastern Student. The paper's name was suggested by Mr. McMurray. The first issue, which consisted of two 8½ x 11 mimeographed sheets, appeared on March 12, 1947. It contained some statistics about enrollment, announcement about testing and counseling, news relative to the library and educational films, and personal items. There was the promise that the paper would be "issued periodically." Three years later a newsprint took the place of a mimeograph edition; and an announcement was made that two issues were planned for each regular semester and one for the summer session. As time passed, Mrs. Virginia Wallace assumed the sponsorship of the paper. Then in the fall of 1953, Ed Hadley became the paper's publisher — a role which he assiduously shouldered for ten years. The "newspaper staff was recruited from members of the journalism class; writing stories for the paper was part of the required work of the class." The paper still came out about three or four times a year. It, however, had developed some regular columns, such as "The Counselor's Corner," "People You Know," and "The Roving Reporter."

It is through the extant copies of The Southeastern Student that one can get a glimpse of campus life. For instance, editorials about the lack of social activities, pre-Thanksgiving and Christmas parties, hayrides, steak fries, Friday-night mixers, and springtime proms were held. Variety shows were occasionally presented and were a means of student-faculty fellowship. One such show featured a male student dressed in a "steak, black gown, a red turban and blonde hair," impersonating Sophia Tucker, and four faculty members, clothed in sartorial splendor stretching their vocal chords to an original song about the "sorrows of teachers."

An annual banquet for students began on May 26, 1951, and continued as a notable feature for fifteen years. It began as an occasion to honor scholastic achievement and evolved finally into an "Annual Student Banquet and Founder's Day Banquet and Spring Dance."

Student organizations — for example, Phi Eta Sigma (honoray fraternity) and Alpha Lambda Delta (honorary sorority) — were a part of the
permanent staff member of Southeastern Center. And since he held tenure and the rank of full professor, some were inclined to expect a higher level of performance from him in the areas of service and research, because the new building was designed to give more space and better conditions for work.

The Southeastern Student reflected the spirit of the times—for instance, the nation's involvement in the Korean War, the impact of Kinsey's studies about sexual behavior, and the effect of McCarthyism upon academic freedom. On less profound subjects, the paper dealt with the perennial parking problem, the wearing of Bermuda shorts to class, and the looting of the Center's safe. Students' attitudes came through in print too, as illustrated by the following "Student's Prayer":

Now I lay me down to sleep;
The teacher's dull, the subject's deep.
If he should stop before I wake,
Poke me hard, for goodness' sake.

The newspaper began to show an affinity toward opinion polls. The "Roving Reporter" queried students about the desirability of Southeastern Center becoming a four-year college. All who were asked were in favor of a degree-granting institution. One student remarked: "There is need for a four-year college in this part of Indiana. I think it will come." His remarks were made in March of 1956, a few months before Mr. McMurray's retirement as director. The idea of a four-year institution was but a dream then; but today, those who were associated with the Center during its early growth realize that they lived with their hope and dreams.

They also lived with romance and love. The newspaper—and, especially, the column by the "Roving Reporter"—reported the engagements and marriages. It appears that Cupid's success among students was fairly high. And it was no idle rumor that the bow-and-arrow artist did pretty well among the instructors. So as the Center built a new building and prepared to move into it, Cupid also got ready to move in, too. True, he might not have office space, but he could use the new lounge and hallways for his bow-pulling capers. By July 1, 1956, Cupid already had become a

After a permanent center had been established in Jeffersonville in 1941, classes were often held in area high schools, including Jeffersonville High School. The IU center did not have a home of its own until 1945.

In 1951 the first academic honors banquet was held. The event was conducted in the basement of the Masonic Hall in Jeffersonville.
While East Hall was undergoing renovation in 1957, classes were held in this building at 238 East Court Avenue in Jeffersonville.

The first and second chief executives of IU are pictured in front of East Hall. On the left is Mr. Floyd McMurray. Dr. Byron Laird is to the right.

University dignitaries were in attendance as East Hall was dedicated in April 1950. Hugh W. Norman, (left) Director of IU Extension, is pictured conversing with IU President Herman B. Wells.

Dr. Byron F. Laird served as Director of the Southeastern Center from 1956 until his untimely death in 1965.

President Wells (center) was a frequent visitor to the Jeffersonville campus. Here, he is pictured with Floyd McMurray (left) and Byron Laird (right).
The commuter nature of the Jeffersonville campus is clearly demonstrated in this photo taken in 1967. In the upper center of the picture is the Faculty Building, which was occupied in 1967.

For many years more than half the courses were offered during the evening. Classes met on the campus throughout the day and evening hours. The campus was in use from 8 a.m. until 11 p.m. on week days.

The three main buildings on the Warder Park campus. East Hall (right) was the largest structure and served as administrative headquarters. Also pictured are Center and West Halls.

IUS conducted its first commencement exercise in the spring of 1969. Prior to that time, students went to Bloomington for the conferring of degrees.

Warder Park became a classroom without walls on warm afternoons in the spring or early fall.
Academic affairs occupied the attention of the faculty members and administra-
tors attending this meet-
ing in 1962. Pictured from
left to right are Dr. Cre-
ence Davis, counselor; Dr.
Stella Smith, Assistant Pro-
fessor of English; Dr. By-
ron F. Laird, Director; Dr.
Paul Smith, Assistant Pro-
fessor of English; and Dr.
Gerald Haffner, Assistant
Professor of History.

Students conducted a referendum to see who would be hung in
effigy at this Christmas Party at Eastown School in 1962. The
students voted for the professor of their choice to be so honored.

The Prentice Building, 200 block of East Court Avenue, was
leased by the University in 1968 and housed the Division of
Purdue Programs until 1975.

Art in the Park became an an-
nual event in Warner Park. The
springtime art festival began in
1969.

Beginning in 1970, IUS com-
peted in intercollegiate basket-
ball. In 1973, under the leader-
ship of Coach Ron Fisher (right)
and Assistant Coach Jay Apple-
gate (left) the IUS Grenadiers
won the State Championship
for Regional Campuses in Indi-
a

24
Ground was broken on the new IUS campus at New Albany during ceremonies on Sunday afternoon, April 4, 1971. Slightly more than two years later, IUS occupied its new campus.

In October, 1972, IUS Chancellor Edwin W. Crocks conducted a tour of the New Albany construction site for IU President John W. Ryan (right). The two are pictured inspecting a portion of the new library.

In May, 1973, most operations were transferred to the new IUS campus at New Albany. A truck caravan was formed to transport acids and other potentially dangerous materials. State and local police officers escorted the caravan which included a fire truck.

The Library Building is the largest structure built during the first phase of construction on the new campus. The building serves as administrative headquarters and houses the library collection.

The Physical Sciences Building contains research and instructional laboratories, including physics, chemistry, biology, and earth-sciences labs.
III. Getting a New Building (1956-65)

The new building (now East Hall) in many respects dominated the administration of Dr. Byron F. Laird. He came to Southeastern Center in 1947 as counselor and assistant professor of education and remained in that capacity (except for a short leave in the early 1950’s to complete his doctorate in education) until he became director on July 1, 1956. From the time he assumed the directorship until that of his untimely death on April 4, 1965, Dr. Laird and his limited staff were confronted with more and more responsibilities. The new building and curricular expansion brought an increase in enrollments and administrative work. Dr. Laird met these added responsibilities by working longer hours — in fact, he worked day and night. Anyone who knew him would have to admit that Dr. Laird was completely dedicated to Southeastern Center in particular and to education in general.

Dr. Laird was a native of Bourbon in northern Indiana. He received his A.B. at DePauw University, and his scholastic record was recognized by Phi Beta Kappa. His A.M. was earned at the University of Illinois, and his Ed.D. at Indiana University. Before he came to the Southeastern Center he had taught in a small high school in northern Indiana and had been principal of Wheatfield High School. He came to New Albany in 1946 to be the head of the social studies department at the high school. It was from this last position that he came in 1947 to Southeastern Center. The years of counseling and teaching at the Center had prepared him for the directorship.

The fall of 1956 was a busy time for the Center. Students were registered and enrolled at the cramped, temporary office; preparations were made for the ground-breaking ceremonies. Ground was broken for the new building on October 13, 1956. This was a gala occasion: speeches were given, dirt spaded up, and pictures taken — all in front of the already gutted NYA structure. To some of us, however, an added highlight of the day was a luncheon at the Pendennis Club in Louisville, hosted by the architects. University officials, headed by President Herman B. Wells, local dignitaries, and those from the Center found the food and refreshments quite uplifting after being thoroughly fatigued from their exertion at the ground-breaking ceremony.

When the instructors returned to their offices after the luncheon, the let-down was indescribable. The Center’s temporary quarters at 228 East Court Avenue and the high school classrooms across the street were unoccupied sand dunes compared to that cultivated oasis in downtown Louisville. The director’s and counselor’s offices were upstairs in what had been small bedrooms. Two instructors were in a former kitchen, along with the ditto machine and office supplies. The rest of the second floor had the same crowded conditions for six resident instructors. The first floor was no better; it was divided into two areas by a thin partition. One side was made into the main office and the other a small classroom. That classroom was next to a gasoline station. The gas fumes somehow found their way into the classroom. If a match had been struck, it would not have set back higher education for a century, but it could have blown those temporary quarters to kingdom come.

While those at 228 East Court were fearful of being blown sky-high, construction workers in Warder Park at the corner of Wall Street and Federal Avenue (an euphemism for alley) were inching the new building four stories high. The architectural firm was Walker, Applegate, Oakes, and Ritz of New Albany; the engineering firm was the Southern Engineering Company of Louisville. The general contractor, J. D. Jennings Company, was also from Louisville. The construction was finished at the end of 1957. School personnel moved during the holidays, and university classes were first held in the new building on January 6, 1958.

Actually, the new facility was not a new building in the strictest sense. A better descriptive term
as to what had been done would be "extensive remodeling." The architects discovered that demolition costs for those thick, steel-reinforced, concrete walls would be exorbitant; so, most of the work was condensing and the building became a part of the new structure — much to the chagrin of telephone installers who later attempted to drill through some of the walls.

The new structure more than quadrupled the floor space of the old NYA building and has served the Center well. It contains 33,668 gross square feet and 18,048 usable square feet for academic purposes. Comprised of four floors and when first constructed, it provided for laboratories in physics, biology, and chemistry; fifteen standard classrooms; a bookstore; a student lounge; a library; and faculty and administrative offices.

The exterior is of stone (naturally, Bedford) and concrete. About 10 percent of the stone blocks were stained with iron oxide to give color and to emphasize the structure's solidarity. At first, some Bloomington officials felt there was too much color; so with wire brushes in hand, they rubbed away with little effect upon the dye's vividness. Time and the elements have toned down the appearance of the stone.

When built, the style was called contemporary. It was, and still is, a bold, dramatic structure. The front, facing Warder Park, has a large walled terrace. Over the main entrance, a free-standing canopy of poured concrete protects and beautifies the traffic area. Two rows of louvers, turned at an angle to screen the third and fourth floors, line the front of the building. Each louver, weighing 750 pounds and cut from a single piece of limestone, is held in place by four steel pins. Similar louvers could have been added at the rear along the outside of the same top floors, but this was not done during the construction because of cost; and nothing since has been changed.

The building was designed for 1,500 credit and 500 non-credit students. It was the first fully air-conditioned structure built for Indiana University. The cost: more than $600,000, of which about two-thirds was borrowed from banks in the area. Fourteen banks in Bloomington, Indiana, and Louisville banks bought $75,000 worth of bonds issued by the University — the first time any expansion financing was financed by this method.

The bonds were to be retired out of the earnings of Southern Center, which meant from the fees paid by students. Accordingly, when each student paid his tuition, a percentage of the cost per credit hour went toward the retirement of these bonds.

Festivities associated with the building's dedication were held on April 25 and 26, 1958. The IU Symphony Band gave a concert for the pupils of Jeffersonville Elementary Schools on the afternoon of the 25th. That night, at the high school auditorium, a convocation-dedication was held. Indiana University officials, faculty council, and local faculty members who were all dressed in full academic regalia heard and participated in at least six speeches, including the ones of presentation and acceptance of the new building. There also had been on that day a reception, dinner, and conducted tours. On the morning of the 26th, the Board of Trustees and University Extension officials met in the Center building. These meetings were followed by a coffee hour. The afternoon was devoted to more conducted tours for the public. The new building seemed to be a perfect showcase to tell the public what higher education was doing in southern Indiana, and the public's acceptance was not less than exuberant.

The library in the basement of the new building had been completed about April 1, 1958. The Center's books were transferred to the new facility from the room in the Jeffersonville Township Library. Built to accommodate approximately 6,000 volumes, the library when opened for use contained between 4,000 and 5,000 volumes. William E. Wilson, Superintendent of Clark County Schools and later State Superintendent, gave the Center a large collection of bound periodicals, some of which were sent to the library in Bloomington and some were kept and nearly added immensely to the Center's reference section. At the same time, the Center began to build its microfilm collection and started gradually to increase its entire collection. The Center allotted $1,200 to the library for 1956-57. The 1957-58 school year saw that appropriation increased to $2,000. The local library committee determined the allocation of this amount among twelve disciplines and set aside a lump sum for general reference works. The amount each discipline received ranged from $17 to $200. History obtained $125, from which 25 books were purchased. A little progress was being made, but true library expansion was for the future.

In 1960 better library service was forthcoming. Southeastern Center employed its first trained librarian, Mrs. Nancy Davila. Full-time faculty members were extended the same privileges that faculty members on the main campus enjoyed — that is, getting books on a semester-long basis from the IU library. Through Bloomington cooperation and Mrs. Davila's efforts, the inter-library loan service was immeasurably improved for local instructors. The local library committee, under the chairmanship of Dr. Paul Smith, began to press for improvement in library facilities. An assistant librarian was added during 1962-63. President Elvis J. Stahr, who was inaugurated on November 19, 1962, expressed a great interest in the libraries on the regional campuses. Nineteen more funds were allocated, and the library at Southeastern Campus began to grow appreciably. The regional campus libraries were organized into "one cooperative system." The filing order for books in the library was changed from the Dewey Decimal to the Library of Congress system. Thus, by the end of Dr. Laird's administration (1965), the library at Southeastern Campus had begun to show improvement, and Mrs. Davila was able to report that the collection consisted of 12,000 books and bound periodicals.

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Campus Life

While many instructors concerned themselves with library improvement and filing cabinets for their offices and some students interested themselves in sex and snap courses, both found a common, colossal irritant in the mere fifteen parking spaces for a new $600,000 building. The west lot with seven places for parking at the rear of the building was reserved for faculty and staff, the east lot with eight spots was for students. Parking was the proverbial thorn in Southeastern's side. "Town" and "gown" usually were congenial; however, the lack of parking spaces at the Center contributed nothing toward that congeniality. The public library, post office, and nearby places of business were inundated with students' cars. The Southeastern Student was filled with comments about the parking problem. The Student Council started to work for more parking facilities. Eventually, enough land — belonging to the Pennsylvania Railroad and facing Wall Street across from the Center building — was leased during the fall of 1961 to park one-hundred cars. Court Avenue merchants for a time contributed $100 a month toward the cost of the lease. The City of Jeffersonville assisted with its equipment and manpower in leveling and surfacing the area. Twelve hundred dollars came to help pay for the lot's improvement. Floodlights were erected and were financed by the sale of parking decals to students.

Twenty years after its inception, the Center and the University began to do something about parking. What was done in 1961 was not enough, but it was the beginning. The lease of the railroad land for parking was paid out of university funds. The parking lot was enlarged to accommodate thirty additional cars, and $3700 was spent on lighting, paving, and fencing the area. But these efforts did not keep pace with the number of students enrolled. The old concept of extension centers located in the heart of a town so that students could get to them by public transportation did not hold for Southeastern Center. More and more students "rolled up" to the Center in their cars — often in a one-to-one ratio. The vehicular traffic through the parking lot caused chuck holes galore. In spite of everything the Laird administration could do between 1956 and 1965, the parking problem at the Center was still a critical one; and the student newspaper by its editorials and student comments constantly called everyone's attention to a well-known fact of campus life.

The Southeastern Student became an ever-increasing reflection of campus life. The popularly Quinn's "The Pimping Reporter" asked about "rock 'n' roll" music, one student emoted, "Man, is it cool!" Another boldly asserted: "In my opinion, rock 'n' roll music is the
most overrated... nonsense that has ever
tempted my ears." In a more serious vein during
the presidential election of 1964, the paper re-
ported that its survey among students revealed
Lyndon B. Johnson as a two-to-one favorite over
Barry Goldwater.

One little news item during 1964, which would
become a permanent requirement, was printed for
all students. Henceforth, they would need to have
their social security numbers in order to complete
registration. News about personnel changes, the
addition of new courses, enrollment figures, van-
dalism to parked cars and the building, and new
student organizations were all dutifully reported
in the paper.

Student organizations increased remarkably
during the late 1950's and early 1960's. The follow-
ing list represents, perhaps, the bulk of new or-
goanizations:

<table>
<thead>
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<th>Organization</th>
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<tr>
<td>German Club</td>
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<tr>
<td>Circle K</td>
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<td>Phi Sigma Tau</td>
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<td>Delta Kappa Gamma</td>
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<tr>
<td>Sigma Tau Epsilon</td>
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<tr>
<td>Press (Journalism) Club</td>
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<td>Choral Club</td>
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<td>Psychology Club</td>
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<td>Alpha Delta Omega</td>
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<td>Folkinger Club</td>
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<td>Sigma Phi Gamma</td>
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<td>Alpha Phi Tau</td>
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<tr>
<td>Chess Club</td>
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<tr>
<td>Southeastern Campus</td>
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<td>State University of S.N.E.A.</td>
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</tbody>
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Students participated in campus croons, patio
dances, honor banquets, fall flings, talent shows,
campus queen contests, and yes, even a "hoot-
eenary." Some attended the concert series that was
given a number of years, but the series had to be
abandoned because of inadequate student and
public support.

The bane of campus life, according to The
Southeastern Student, was student apathy. How
to make the atmosphere of a commuter-type in-
stitution as vibrant and scintillating as that of a
resident campus has always been a problem.
When some complaints appeared about the pro-
posed student activities fees of $1, $2, and $3
pro-rated according to number of undergraduate
tours taken, the newspaper justified the move as
a means of overcoming student indifference.
These special activities fees were first applied in
the fall of 1964; and although they did not have a
drastic effect on credit courses, they began to build the funds necessary to sponsor
those extracurricular activities associated with a
better life on campus.

Because of insufficient funds during the middle
years of development, sports had to be self-gen-
erated. In addition, there was no space for the
usual pitching of a baseball or a quick game of
touch football. All instructors were urged to read
the following to their classes: "The Jeffersonville
Park Commission Board requests that there be
no ball playing in Warder Park. Violators will
be arrested and prosecuted."

The old, raucous days of gambling along Court
Avenue and winebibbing in Warder Park were
gone by the time East Hall was built. The marriage
parlors, which lined Court Avenue in great pro-
fusion in the time of the N.YA building, were about
all closed. No more would the students and in-
structors run to Warder Park and yell "sucker" to
the couples who had commenced their "big
gamble" and who were going up and down the
avenue in anticipation of cornelian bids. One
couple from the hills of Kentucky spent the blissful
days and nights of their honeymoon in Warder
Park. Even the old bandstand which stood a few
feet from the school's entrance had been torn
down. There would be no preaching in the park
on sultry summer evenings such as occurred dur-
ing the early 1950's. The town permitted an ille-
agrant gospel spellbinder to use the bandstand
while classes were held. While this preacher, with
his slicked down hair and two-tone shoes, was at-
tempting through a loudspeaker to win souls to
Heaven, one earthly history instructor found it
difficult to compete with the exhortations in the
park night after night and, in a mood of unchar-
ablness, very nearly consigned that man of cloth
to Hell. Gone were the so-called "good old days"
of Warder Park, and the park board was going to
see that it remained that way clean and creditable.
Credit could stroll in the quietness of the area, but
students would have to find another arena for
organized sports.

Dr. W. Brian Hill organized during 1958-59 the
first basketball team. The players were his chem-
istry students who played for sheer fun; and for
two years, they played various teams from sur-
rrounding towns. Next came student participation
in the Jeffersonville Industrial League. This recre-
ational group played its games, about once a
week, in the Jeff Field House. Dr. Hill was a
player-coach for the team. By the 1964-65
season, a coach was hired and new uniforms pur-
chased from student activities funds. In addition
to basketball, students organized softball teams
and participated in the Jeffersonville City recre-
ational League.

Gradually a few more funds were available to
make student life better. The Student Council
worked for and got more bulletin boards, a hi-fi,
a coin-changer set beside the vending machines,
and combination shelves and coat hangers for the
hallway outside the lounge. More money also was
allotted to The Southeastern Student. The paper
announced in its issue of October, 1964, that it was
doubling its size and in the future would be
published monthly instead of quarterly. That same
issue contained the following invitation to stu-
dents: "Letters of opinion are especially wel-
comed. There is no restriction on subject matter
within the bounds of good taste." The males,
whose hair style had been changed from crew cut
to beanie, and females, whose clothes had been
altered from pleated skirts to "baby doll" dresses,
would accept that invitation; for by the mid-sixties,
they already had become more vocal about all
facets of campus life, including academic affairs.

Academic Affairs

By comparing the first and last fall figures of the
Laird administration, the growth in enrollment
can be demonstrated in a general way. The figures
for September of 1956 were 906 credit students,
while 78 were full-time and 628 were part-time.
The noncredit courses and lectures added 271,
and this made a total of 1,177 credit and non-
credit students. The credit count for the fall se-
semester of 1964 was 1,557, of which 294 were
full-time and 1,263 were part-time. By the latter
date, emphasis was placed on the credit-stu-
dent tally; thus, the credit enrollment had jumped
from 906 to 1,557 — an increase of 651, or an in-
crease of about 70 percent for the nine-semester
tabulation. A comparison of the full-time students —
78 to 294 — shows a difference of 216 or a
growth of 277 percent.

Because of the inflation and increased instruc-
tional costs, student fees increased from $12 and
$15 a semester hour for undergraduate and gradu-
ate courses in 1956 to $15 and $18 a credit hour
for undergraduate and graduate work in 1964. No
distinction was made in tuition costs between in-
state and out-of-state students.

The veterans from the Korean War had to be
provided for. This added extra record keeping for
the front office. The peak year for Korean veterans
(170) was 1956-57. Korean veterans had an impact
on the Center, but filling the numerous classes was
not dependent on them.

The first-semester schedule for 1956 indicated
that 70 different credit courses were offered. Multi-
ple sections made 83 classes, of which 11
were given during the day. The noncredit,
adult learning classes showed 16 subject areas,
including the IU Concert Series and a one-day
Parliamentary Procedure Workshop. The same
semester for 1964 had 80 different credit courses;
the special lecture courses which carried no uni-
versity credit had been reduced to 10, plus 1
three-hour Parliamentary Procedure Workshop.
Multiple sections of some credit courses made a
total of 129 classes, of which 45 were during the
day. The number of credit sections had increased
from 83 to 129 — an increase of 46, or an increase
of 55 percent during the years 1956 through 1964.
The increase of daytime sections was even more
striking — from 11 to 45, or a growth of 309 per-
cent.

The statistical growth may be summarized as
follows: the number of credit sections had been
increased by 55 percent; the daytime sections by
309 percent; credit students by 70 percent; and
full-time students by 277 percent. The new build-
ing and an expansion of the curriculum were
largely responsible for this academic growth.

As a consequence of this growth, Dr. Laird was
in an administrative bind. For counseling credit
students, handling the adult learning program,
and supervising the general day-by-day details,
he never had enough help in spite of some at-
tempts to provide an assistant director and a co-
nor of student activities. Douglas Carmichael,
Clarence G. Davis, and Edward D. Quinn were the
coordinators during the period. The first had his
doctorate in philosophy when he came; the other
two, in philosophy and educational psychology
respectively, received their terminal degrees after
they came. Dr. Kenneth W. Clarke, assistant direc-
tor for a brief time, was in folklore. All of these
men, by their diversified disciplines, added
strength to the curriculum as well as assistance
toward administration. For most of the time, the
secretarial staff remained at about the level that it
had reached at the close of the McMurray years. If
it increased somewhat toward the middle 1960's,
What did help relieve the work load was a heavy
reliance on instructors at the time of registration
and the use of more work-schools, (later called
work-study) students throughout the semesters.
Anita Schelhorn, Rita McCartin, and Maxine Merk
began their service during these years and have
continued to the present. Geraldine Conlon started
at that time, left for other employment, but re-
turned and is with us today.
The quality of the faculty was maintained
throughout the period. This was shown by the
instructors who arrived at Southeastern Center,
some of whom are still here. The Division of
Adult Education and Public Services and the
various departments at Bloomington insisted that
new faculty meet the high standards of Indiana
University. Dr. Donald F. Carmony supervised
academic development in the extension centers;
and through his efforts during the last years of
MacMurray's administration and for several of
Laird's, the standards — as they should have been
were very exacting. No one could say that
Southeastern Center was not qualitatively Indiana
University.
The resident teaching staff in the fall of 1956
consisted of ten people. Actually, eight were en-
gaged in full-time teaching, whereas the other
two were involved in administrative and instruc-
tional duties. The part-time instructional staff num-
bered three. The first day of July, 1964, showed
eighteen, of whom fourteen could be classified as
full-time instructors and four primarily as administra-
tors. No exact record was kept of the number of part-time instructors; but
the count had to be between forty and fifty and,
perhaps, even more.
Of the many resident instructors who came be-
tween 1956 and 1964 and have served to the pres-
ent are: David Shusterman, William Brian, Billy Joe
Harbin (leaving at the end of the 1972-73 year) and
Calvin E. Young. Dr. David Shusterman's and
Dr. W. Brian Hill's services date from 1956 and
1958 respectively; thus, they and the author have
longer records of teaching at IUS than any on the
present staff. Donald T. Fagle, Stella T. Smith,
Konneth Camp, Margarete Mitchell, Kurt R. Durig,
Ernest W. Dainianopoulos, and others devoted their
talents to the school; however, they have moved
on to other institutions.
In addition to acquiring a full-time person in
chemistry (Dr. Hill), the center during this time
added new full-time positions in economics, for-
ign fuanages, mathematics, psychology, and
speech and theater. As the various disciplines
had a full-time instructor, reliance upon part-time
people became less. University standards pro-
vided quality control by hiring persons with termi-
nal degrees or by insisting that those hired were
well on their way toward completion of their work.
The curriculum was enriched; the arts and
science courses grew at both the lower and upper
class levels; business and education classes
were strong, especially graduate education; and
the technical courses with Purdue were strength-
ened. In 1962 the host-guest agreement, which
was pioneered at IU Southeastern, formalized a
way by which the State's two major universities
could better fill the educational needs of a locale.
This arrangement "enables the institution to bring
courses and in some cases whole pro-
gramps to the campus administered by the host
institution." Rapid implementation of the agree-
ment followed, and Purdue began to offer the first
year of its engineering program. An extension
of the agreement was soon made, and the freshman
year of Purdue's mechanical engineering tech-
ology program was offered at the Southeastern
Center (named Southeastern Campus as of July 1,
1962, when the extension centers became regional
universities). This marked the institution's anticip-
ated later developments — namely, the incorpo-
ration of Purdue technical programs into
Southeastern Campus' two-year associate degree
curriculum.

The two-year certificate programs in account-
ing and secretarial science continued but did not
reach the status of associate degrees. As previ-
ously demonstrated, the Adult Learning classes
also were perpetuated, but in diminishing num-
bers. The tight room space to accommodate these
classes began to have its effect.

One lecture series, which began in the spring
of 1960 and continued to 1966 (the sesquicen-
tennial year of Indiana), created much interest. The
various historical societies and Southeastern
Campus sponsored three lectures each year, and
the series covered the Hoosier heritage from pre-
historic to contemporary times. Dr. Laird worked
tirelessly to promote the series; and, on the night
President Herman B Wells spoke about early
education in reference to the beginning of IU, the
lecture hall did not begin to accommodate the
crowd. Loudspeakers were placed in adjoining
classrooms. His lecture illustrated that he had
done meticulous research on his topic.
Faculty research became increasingly impor-
tant. Promotions were given through the various depart-
ments in Bloomington. These departments usually
said, "produce or else." Reduced teaching loads
for research began on a one-semester basis dur-
ing 1962-63 and 1963-64. Starting with the fall of
1964, the teaching load of nine instead of twelve
hours for both semesters of the year became the
procedure to encourage research. Even earlier,
encouragement had been given to research; in
fact, one had to publish to be promoted from in-
structor to assistant professor; but after 1964,
greater expectations for published results of scho-
larly research were the natural outcome of the
released time from teaching. The space limitation
of this brief history prevents the listing of all the
articles, books reviews, and books that Southeast-
ern faculty members have produced. Introducing
Folklore (1962) by Drs. Kenneth W. and Mary W.
Clarke and The Quest for Certitude in E. M.
Forster's Fiction (1965) by Dr. David Shusterman
are examples of how Southeastern's reputation
was enhanced by research and publication.
The long tradition of faculty input to the deci-
sion-making process has enhanced the reputation
of Indiana University. During Dr. Laird's adminis-
tration, the faculty increasingly participated in
the school's governance through academic affairs,
course offerings, student activities, library, and
scholarships and awards committees. The faculty
also was encouraged to form its own faculty coun-
cil or assembly. A constitution for an assembly
was drawn up by the faculty, adopted, and put
into operation early in the spring semester of
1964.
The new building had been sufficient for the
enrollment from January of 1958 to September of
1962 when extra room space had to be leased
from Jeff High. In his last annual report, Dr. Laird
noted that the "present building is being utilized
to capacity:" Even if the Post Office building could
be acquired, it would provide for short-term ex-
ansion only. "The pressing problem facing the
Southeastern Campus," continued Dr. Laird, "is
the securing of additional land for expansion
needed to meet the needs of its present enroll-
ment and a projected increase in enrollment."
During Floyd I. McMurray's leadership, South-
eastern Center had developed to an extent that a
new building was required; throughout barren F.
Laird's leadership, Southeastern Campus had
grown so extensively that a new campus was
needed.
IV. Looking Toward a New Campus (1965-73)

Academic Affairs

Much of Dr. Edwin W. Crooks' time between 1966 and 1973 was spent planning for a new campus; and in a way, the anticipation of a new campus somewhat set the tone of those years. A multidimensional array of academic and administrative problems also confronted Dr. Crooks when he arrived at Southeastern Campus in February of 1966.

During the interim between Dr. Laird's death in April of 1965 and Dr. Crooks' arrival, the responsibility for leadership of the campus was carried by two persons. Dr. Dario Orsaciani, Assistant Dean of the Division, served as acting director from July to September of 1965. Dr. W. Brian Hill then assumed the acting directorship from September to the time of Dr. Crooks' arrival.

This interim period saw one significant document produced at Southeastern Campus. Indiana University conducted a self-study survey of all aspects of its activities, including regional campuses. In its report, submitted July 31, 1965, the committee conducted the Division of Southeastern Campus emphasized that "the most critical problem which confronts Indiana University is that of the regional campuses, their future development, and their position within the total framework of our institution." The committee urged that the "Division of University Extension should be renamed the Division of Regional Campuses." And, more important, the committee recommended a "state-wide university structure with equal component campuses"; that is, IU should have an organizational structure so that its various campuses would enjoy "equal statehood within the federal union." These ideas may not have originated at Southeastern Campus, but the local self-study report helped in their germination. Much more attention has been given to regional campuses since 1965 than ever before.

Dr. Crooks' arrival coincided with that accelerated attention. His prominent background and training would serve him well for the busy years ahead. He was born in Parkersburg, West Virginia. His undergraduate work was done at West Virginia University. He obtained a B.S. degree with honors and a Phi Beta Kappa key. He continued at the same institution and completed an A.M. degree in economics. Dr. Crooks was in the U.S. Navy during World War II and, as an officer, gained much administrative experience.

After the war, he went to Harvard University to do further graduate work in economics and business administration. He came out of Harvard with an M.B.A. degree. Then followed a period in Cleveland, Ohio, where he taught part-time at Case Western Reserve University and saw how the theory and practice of business came together in everyday life. He returned to West Virginia University to enter the teaching profession on a full-time basis. His terminal degree, a doctorate in business administration (D.B.A.), was acquired at IU. Returning to West Virginia University, he was professor of marketing and assistant dean of the College of Business Administration when he left to come to Southeastern Campus. He came as director on February 1, 1966. The title was soon changed to dean. Subsequent reorganization within the University has transferred the position of dean to that of chancellor.

The development of the campus by 1966 necessitated a reorganization of the administrative structure. Reorganization is frequently a slow process—one generating much discussion, painful decision, and then, waiting for funds to implement the changes. Another factor in local reorganization was what happened in Bloomington. In 1968, a major realignment of the central administration occurred; thus, today, the principal divisions are IU at Bloomington, IUPUI at Indianapolis, and the six regional campuses through the 1970s. For years prior to this latter appointment, Mrs. Margaret Ruck had carried the burden of the monetary, housekeeping details. Before her death, Mrs. Ruck was awarded a twenty-five year pin for faithful service. Service to IU has been recognized; but, too often, there is not a full realization of how much the day-by-day operation depends upon the work of the "unsung heroes"—the secretaries and custodians, as, for example, Ed Smith who pushed a mop in the basement of the East Hall and the other buildings were kept spic and span, and Paul J. Poff and his men who are currently on the job and who will have a greater task taking care of the buildings and grounds on the new campus. These people are frequently an excellent source of information, and anyone who has been around a school recognizes that the custodians and secretaries usually can tell you what is going on (see Appendix IV). The bookstore is another important aspect of IU, Mrs. Lenora Kopefer, the present manager, has instilled another "first." In January of 1973, the bookstore started handling used books for students. Indiana University Southeast had been thirty-two years bringing this moneysaving service to its students.

Sewing money is a concern of students. The inflationary trends of recent years have increased the cost of going to college. Increased prices in books, clothes, transportation, and tuition have been felt. Tuition in Indiana costs students as follows: $15 per credit hour for undergraduate and $18 per credit hour for graduate courses in Indiana residents, and $18 per credit hour for undergraduate and $25 per credit hour for graduate courses to out-of-state students. The schedule of fees for the fall of 1972 shows the following rates per credit hour: in-state students, $20 for undergraduate and $25 for graduate courses; out-of-state students, $40 for undergraduate and $50 for graduate courses. Thus, the current, undergraduate, basic costs (tuition, other fees, books, and supplies) for a Hoosier resident amounts to approximately $750 for an academic year. By special permission some deferment of fees is possible. Also, Master Charge, BankAmericard, or any card affiliated with the interbank system may be used to pay fees.

Following the pattern set in earlier years, more and more students came to IU, and paid their fees. The growth in enrollment has been remarkable during the years of Dr. Crooks' administr-
A statistician could analyze these figures. A non-statistically-minded historian can merely point out that, although the total enrollment did not quite double during this period, the growth of approximately twelve hundred bodies exerted all the pressure that the physical plant in Jeffersonville could bear. The part-time students increased by about five hundred; but it was the full-time growth—a little less than seven hundred—that was truly striking. This full-time difference is very close to a 14% increase—an increase made possible by the degree programs started during the period.

The General Assembly of Indiana in 1965 made its first direct appropriations for regional campuses. From its beginning in 1941, IUS had waited twenty-four years for the State of Indiana to recognize the importance of regional campuses. An expansion of academic programs and full-time faculty came as a result of this funding by the legislature. This expansion put IUS in a position to become a degree-granting institution.

The first degree was approved in 1966. It was an associate degree in nursing, a two-year program with classes on campus and the practical training given at Clark County Memorial Hospital and Floyd County Memorial Hospital. Another associate degree came in 1968, a two-year course of study in Mechanical Drafting-Design Technology (a Purdue program). Shortly before the latter was approved, IUS got the approval for a B.S. in Elementary Education. This was followed by a B.S. in Business Administration. Gradually, bachelor’s degrees in the arts and sciences were approved. Degree programs in Elementary Education and Business Administration were in accord with a ten-year master plan adopted in 1967. And when the first baccalaureate program (Elementary Education) was approved in 1968, IUS had been twenty-seven years arriving at a position where students living at home could begin and finish their bachelor’s degree without transferring elsewhere. The chart on page 30 shows the recent history of degree development—the associate, bachelor’s, and master’s degrees and the number of graduates in each.

The approval of degree programs necessitating the faculty to carry the course work. And, if the degrees had meaning and acceptance at other institutions, accreditation was essential. A team from the North Central Association visited IUS on April 20-22, 1969, and regional accreditation for bachelor’s degrees was obtained later in the year. Re-evaluation occurred on March 19-21, 1973. Full accreditation for bachelor’s and a limited range of master’s degrees is expected since the physical facilities, faculty, and curriculum have grown.

In addition to the growth of degree programs and the steady cooperation with Purdue University, the curriculum is enriched by IUS’s participation in a consortium with five Louisville institutions called the Kentuckiana Metrovesity and established in 1969. This worthwhile cooperative arrangement permits students at IUS to enroll as visiting students at all member institutions. The students pay the prevailing fees of their home institution, not those of the institution which they visit—a sizable saving for IUS students. One of the greatest advantages is that IUS students have access to all the libraries of the schools which are joined in the Metrovesity—an access to well over a million volumes. In addition, the curriculum is supported by the participation of IUS in a telecommunication network that serves the state-supported universities in Indiana. Also, the IUS Computer Center has a hookup with the IU data processing center in Bloomington—a decided benefit for registration, enrollment, grade processing, and faculty research.

With emphasis placed upon associate and bachelor’s degrees, the two-year certificate programs practically fell by the wayside between 1965 and 1972. The bulletin indicates that at the former date six certificates were offered: Accounting, Office Management, Management and Administration, Humanities, Sciences, and Social Sciences. There were merely two announced in the 1972-73 bulletin—one in Accounting and the other in Business Management. Even these two will be eliminated if a recent proposal to convert them to associate degrees is approved. With additional two-year courses of study currently in the planning stage, the trend is toward associate degrees for those programs.

Another traditional feature was dropped during recent years—that is, taking of credit classes to outlying communities. This was necessary in the early years; however, bringing the students to the campus where library and other facilities are at hand upgrades the quality of performance. Also, the noncredit adult learning classes had to be curtailed drastically between 1965 and 1972. Although some community groups were accommodated for meetings when rooms were available, the space limitations in Jeffersonville precluded any extensive offering in the noncredit area. In fact, the 1972 fall schedule of classes offered just one noncredit offering: "Basic Reading and Study Skills." The future development of the curriculum and degree programs depends much upon the Commission for Higher Education, a new state agency which was established by the General Assembly in 1971 to plan and coordinate a state-supported system of post-secondary education in Indiana. The Commission held public hearings throughout the State, including one at IUS on January 17, 1973. Henceforth, all proposals for new degrees must be approved by the Commission for Higher Education. Administrators and faculty members at IUS are naturally concerned about their proposals for additional degrees. These proposals are outlined in the lengthy "Master Plan for the
Future Development of Indiana University South- east, 1972-1982,” which has been written, debated, and approved locally during the current year (1972-73). Administrators and faculty “believe strongly that IUS should offer baccalaureate programs in the basic arts and sciences that are commonly found in good liberal arts colleges.”

With a comparatively small number added to our full-time teaching staff, additional degrees in the basic arts and sciences can now be offered. The resident faculty has more than tripled between 1965 and 1972. The schedule of classes for the fall of 1965 listed 137 sections, of which there were 88 different credit courses. The resident faculty (counting administrators and supporting officers who had faculty rank) consisted of twenty-three persons. The part-time faculty numbered about forty-five. The schedule of classes for the fall of 1972 announced 261 sections, of which there were 215 different credit courses. The resident faculty came to eighty, the associate faculty seventy-six. The present resident and associate faculty with a few additions can widen the degree offerings, provided approval to do so is forthcoming.

The number of resident faculty has increased during the years of Dr. Crooks’ administration because increased enrollment mandated an increase. The degree programs and state support to regional campuses aided in the thrust upward. A cursory glance at a summary of resident faculty and their rank (see Appendix V) shows that the largest increase (fifteen members) came in the fall of 1967. In the two years preceding this date, those who came and have stayed with IUS to the present are Archibald E. Irwin, Amir H. Ferdows, James H. Bowden, Jonas Howard, Helen C. Baumann, E. Carrie Craft, Henriette Snyder, and Harry D. Gutschneider (first full-time Purdue faculty member). For those who came in 1967 and after, space limitation regrettably precludes an enumeration in this chapter (see Appendix VI).

With the increase of resident faculty after 1965, a change in the mechanics was necessary for greater faculty input for the governance of IUS. The old faculty assembly, which had been effective since 1964, was disbanded. A faculty committee hammered out all minutiae and debated every jot and tittle as it wrote a new constitution for a faculty senate. The document, submitted to the entire faculty, was ratified on March 17, 1970. With greater clarification than ever before, the rights and responsibilities of faculty members in the decision-making processes were carefully delineated. The most salient feature of the new constitution is the provision for a Faculty Board of Review, which “shall express its judgment on issues of academic freedom, tenure, dismissal, promotion, salary adjustment, the nature of conditions of work, and professional conduct.”

The committee system was also perfected. For example, the Faculty Senate currently has ten standing committees covering all phases of faculty interest. In addition, there are twelve campus committees dealing with athletics, physical facilities, student life, public events, and other phases of campus life. The academic divisions have their various committees, such as, those making recommendations for promotion and tenure. Promotions and tenure, in general, follow the guidelines laid down by the American Association of University Professors. An IUS chapter of the AAUP has been active since October of 1970. Thus, in recent years, the input for and participation in governance by all segments within the institution have reached a high level; and, thereby, IUS is now following the best traditions in the governance of academic and campus life.

Certain guidelines for student life have been adopted by the Board of Trustees of Indiana University. These regulations include rules of conduct, procedures for cases of academic dishonesty, use of facilities, and matters concerning human rights and freedom of speech. These guidelines are “applicable to all students at all times in all parts of the University”; consequently, they are published annually in the IUS bulletin. Thus, IUS students know what their rights and their responsibilities are when they enter the institution.

And what are the characteristics of these entering students? The office of the Dean of Student Services has made a thorough study of those who entered in August of 1972 (see Appendix VII). Of the 2,745 enrolled, the 17-32 age group numbered 1,129 and those 23 years and over, 1,616. The conclusion: more than half the students, according to age, are adults and supposedly mature persons. The freshman class has the largest representation. About 97 percent are white, which means that black students in attendance are less than their ratio to the local population. Over half of the students reside in Clark and Floyd counties. The graduates of New Albany and Jeffersonville high schools entered in larger numbers than did those from other secondary schools. Males and females were about evenly divided. Two-thirds came from homes with yearly gross incomes less than $10,000. Not quite half are working full time. The figures also show that the bulk of them are “first generation” college students. Of the new students, 80 percent graduated in the upper half of their class, and their test scores indicate an average high enough for doing creditable college work. For all the 1972 students, job-preparation looms high in their educational goals.

Job-preparation is reflected in the preference for degrees or, perhaps, the degrees available. Degrees in education, business, and nursing seem to be the choice of most students. The figures indicating those preparing for degrees in the humanities, natural sciences, and social sciences are only a partial barometer of the strength within these areas of studies. The disciplines within these areas are the very foundation stones of college work — including the degree programs which are more vocationally oriented. More students will indicate their preference for degrees in the arts and sciences when the Commission for Higher Education and funding by the General Assembly permit more of these degrees to become a part of IUS’ curriculum.

Degree and nondegree students have found an instructional staff with diversified degrees and institutional backgrounds — recently, not only United States, but also Pakistan, Iran, Northern Ireland, France, and Korea; and earlier, Greece, India, Switzerland, and Germany. And, although instructors do not teach their individual religious beliefs, IUS has had representatives of Buddhism, Judaism, Islam, Jainism, Hinduism, Mormonism, Catholicism, and Protestantism. This diversity and blend of backgrounds has helped to overcome provincialism by exposing students to various ideas and cultures.

Another way by which students are exposed to new ideas, cultures, current issues, and, in general, an enrichment of mind and body, is the entire scope of student services, which are supported by activities fees (changed to student service fees during 1972-73). The old rate of fees, first applied in the fall of 1964, continued until the fall of 1970 when the Board of Trustees approved the following new service fees: $1 per credit hour from one through eleven semester hours and $12 per semester hour for twelve or more semester hours. (Summer students in 1973 were assessed student service fees for the first time; heretofore, the assessment had been for the fall and spring semesters.) The increased fees and enlarged enrollment provided more funds for student activities. During the first two years of Dr. Crooks’ administration student services had funds
The role of student government is described in the current bulletin in the following manner:

Student government at Indiana University Southeast includes a president and a vice-president of the student body, elected by popular vote of the entire student body, and a Student Senate of nine members, elected at large. The vice-president of the student body presides over Student Senate meetings. The president of the student body may approve or veto legislation of the Student Senate, and he nominates student members to serve on committees, subject to confirmation by the Student Senate and appointment by the Chancellor. The Student Senate provides a medium for communication between the student body and the administration and faculty. By resolution it makes recommendations to the administration and faculty for changes in policies and procedures. The constitution of the student body spells out the duties, responsibilities, and authority of the various officers of student government.

Throughout the years the number of student organizations has varied; however, by the 1972-73 academic year the active student organizations were as follows:

- Alpha Delta Omega (service fraternity)
- Black Student Union
- Chi Omega
- Drama Club
- Indiana Public Interest Research Group
- IUS Chorus
- IUS Jazz Ensemble
- IUS Pop Singers
- IUS Theatre
- Junior Class Council
- Kappa Delta Pi (honor society in education)
- Music Club
- Phi Alpha Theta (honor society in history)
- Phi Sigma Tau (service sorority)
- Phi Lambda Theta (honor society in education)

In the $3,200-$4,000 range; whereas, during the last two years, the amount has risen to approximately the $40,000-$48,000 level. Student services include public events, athletics, student service office, student publications (newspaper, literary magazine, and yearbook), and student government.

IUS has its own facilities. Indiana University Southeast urgently needs a Physical Activities and Recreation Building, a "Grant Line Hall," or an Assembly Hall to accommodate the growing need for athletic events but also commencements, registration, and various public events. Local planning is being made and bonding authority was requested and granted during the 1973 legislative session; but such a facility, regardless of its future designation, is not on the drawing boards.

Student publications have reflected the thoughts, the concerns of the student body, and campus life in general. One hardcover yearbook, 1971 Collage, has been published, and one is planned for this year. (A smaller, paperback yearbook appeared in 1970. The first Collage was a beautifully done book. This quotation illustrates the concern and dedication of students: "It is up to us to do something worthwhile, to make a few people laugh, perhaps, and to make something better for the better in our little corner of the world.")

The Zephyr, another publication subsidized by student service fees, has had four issues. As a literary magazine it has grown in stature and acceptability. Recipient, and for the fifth volume, it has been renamed the IUS Literary Magazine. Concentrating on poetry, short stories, and, recently, photography, it provides an outlet for artistic moods, feelings, and the yearning to be heard — for example, "Somebody, listen. Somebody, care.

The inarticulate longing for peace is exciting. "Lord, let them be peace, and please, Lord, let it begin all over, starting in the hearts of people who care."

The [Southeastern] student reaches more readers than do the other student publications. With encouragement from Dr. Crooks, Archibald E. Irwin became the publisher and began to print a weekly edition on September 21, 1968. James H. Bowden was the publisher during the following year. The newspaper has continued as a weekly to the present, except for a short period when it was forced to be printed every other week because of the cost involved. Now, an associate faculty member in journalism is an adviser to the editor-in-chief and managing editor.

Indiana University Southeast was the first regional campus to establish a student newspaper, and since 1947 the paper has been a mirror of campus life. It has served the campus well and has received several citations for journalistic competence. From 1965 to the present, The Student has been vociferous toward student apathy and the ineffectiveness of student government. Although IUS has had the oldest Student Senate (earlier Student Council) in continuous existence among regional campuses, the huge number of our students who are working and who have their main interest centered on the family hearth prevents sustained enthusiasm among student government. The Chancellor has appointed recently a task force to study the problem and present recommendations for improvement.

In spite of the apathy toward student government, the students at IUS have not been insouciant individuals. The Student has reflected their concern about the Vietnam War, religion, evolution, women's liberation, evaluation of faculty, pollution, police brutality, poverty, and prayer in public schools. The draft worried many students. Should the draft boards call up girls? "No," remarked one very masculine sophomore, "but if they did, it would make me go quicker."

The subjects of the draft and drinking became intertwined in one student's personal slogan: "Draft beer not students." The Student was reported in depth the conclusions reached during the frequent convivial colloquies at the Circle Bar and Brown Derby and, unfortunately, these enlightening, metaphysical speculations are lost forever, because one of the local oases burned to the ground and the other has no equipment to record oral history.

The Student, however, dutifully reported the annual student recognition banquets, awards to instructors for excellence, student lobbying at the state legislature, symposia on sex and marriage, East Hall's first bomb scare, and IUS's participation in IUS's Sesquicentennial (1970). Free dom of the press, the shootings at Kent State, Black history, and baccalaureate services at a state school are topics which ran through the recent issues of the student newspaper. Coffee houses, Dialogues, and Earth Days made headlines. "Promaine Tavern" was the frequent reference to the vending machines in the Commons. Some students calling IUS "Warder Park High" did nothing to help erase the old extension center.
image. Blue jeans, hot pants, palazzo pants, hemlines, long hair, and double knit polyester jackets were the stylish trends of the day. Students asserted that their Volkswagen and Datsun classes were irretrievably lost in the bottomless holes of the parking lot. Fines for violation of the parking regulations did not always find a friendly reception. And lastly, love shined fulgently through the pages of The Student.

Two areas, drama and music, enhanced campus life. Theatrical and musical productions are supported from the general operating costs for academic training rather than from the student service fees. Dr. Billy Joe Harbin has prepared the following list and has directed all productions of the IUS Theatre since its inception in 1964.

**Plays**

1963-64 Waiting for LeRoy
1964-65 Green Grows the Libacs
1966-67 Little Mary Sunshine
1968-69 The Inspector General
1969-70 She Loves Me
1970-71 The Cracible
1971-72 Joan of Arc
1972-73 Seven Men on a Horse

**Author**

Clifford Odets
Lynn Riggs
Terrance Rattigan
Eugene Ionesco
Rick Bassayen
Gogol
James Thurber
Frank Loesser
Giraudoux
Bock and Harnick
Arthur Miller
Neil Simon
R. C. Sherriff
John Cecil Holm and George Abbott

Dr. Wilbert C. Greckel has directed the musical programs at IUS since 1967. He has prepared the following brief, historical sketch of music at IUS:

While two or three music courses had been offered at IUS by part-time instructors prior to 1967, this was the year that the first full-time instructor in music was appointed, and this marked the beginning of an expansion of the music program.

A chorus was formed in the fall semester of 1967, and the group performed a concert of Christmas music that December. A stage band was also formed that first semester of 1967, and this group of instrumentalists performed an informal concert in the IUS Commons in the closing week of the semester.

From these beginnings have developed the performing groups currently listed in the IUS Bulletin — The IUS Chorus, The IUS Pop Singers, The IUS Jazz Ensemble, and the cooperative participation arrangement with the Southern Indiana Symphony, all of which can be taken for credit. In addition to these activities, IUS student musicians have participated in the musical stage productions presented almost every year by the music and drama departments, most of the recent one of which was the production of the Broadway musical, "1776," in the spring semester of 1972.

Some of the outstanding concerts given by the IUS Chorus include "Thoughts and Songs of Christmas," December, 1971, a program which presented readings of poetry and prose on the subject of Christmas, together with the singing of Christmas choral works and carols, and "Birds of a Feather," a cantata scored for chorus, orchestra, soloists and dancers by the contemporary composer Jean Berger, performed in December of 1972. The IUS Jazz Ensemble has presented several outstanding performances, including a concert of original compositions by student members of the group (1969), and The IUS Pop Singers, first organized in the spring of 1971, has become one of the most popular groups of its kind in this area. This group of select singers fulfills numerous requests to perform for community organizations, and annually tours southern Indiana high schools. Many IUS students also perform with the Southern Indiana Symphony, which presents several concerts each year and which has earned a reputation as one of Indiana’s finest community orchestras.

Jonas A. Howard and his students in fine arts began "Art in the Park" in 1965. Since then this event has become an annual springtime showcase for students to display their works and talents. Another event, the IUS Art Fair, has become a tradition since 1966. Excellence in scholastic performance is recognized; it is the students’ day, what is IUS all about. Others, however, have been honored — professors for outstanding teaching and faculty members for years of service. The last Academic Honors Day in Jeffersonville was held April 12, 1973. On that occasion, the school’s first long, "IUS Alumna," composed by Drs. Wilbert and Fay Greckel, was introduced to the public. The zenith of each academic year is Commencement. The first was held on June 3, 1969. The fifth, and last, for the campus in Jeffersonville, was on May 18, 1973. Between the strains of "Hail to Old I.U." and "Auld Lang Syne," the degrees were conferred before audiences which, in recent years, have overflowed the auditoriums in which the commencements were held.

Students have been influenced by a few innovations. In order to encourage students to broaden their academic horizon, the "Pass-Fail Option" was adopted and went into effect in the fall of 1968. Any undergraduate in good scholastic standing could elect an additional four elective courses during his junior and senior years on a Pass-Fail basis. No more than two courses each year, including summer sessions, may be taken by those who are approved for this option.

By the time the main operation of IUS was moved to New Albany, the Jeffersonville Campus consisted of six buildings. East Hall had been altered so that it contained the major administrative offices, science laboratories, and class rooms. A ninety-nine year lease had been obtained for the site of East Hall in 1951, and at the time of dedication in 1958, many predicted that the building would be sufficient to hold the enrollment for twenty-five years. How wrong they were.

By the twenty-fifth anniversary in 1966, the number of students was increasing enough to fill West Hall, the former U.S. Post Office Building in Waver Park. During 1965-66 the Department of Health, Education, and Welfare transferred this building to the University. Walker, Applegate, Oakes, and Pilz were the architects for remodel ing. West Hall was completed in the summer of 1966 at a cost of $185,000. The basement in West Hall became the new location for the bookstore and the student lounge (Commons), the latter

Two summer sessions became a reality in 1970. Indiana University Southeast pioneered a change in the calendar year—a change which was eventually adopted by the IU System. Classes during the fall of 1969 were started early enough for the semester to be over before Christmas.

Students seem to enjoy having no final exams hanging over their heads during the holidays. Starting in January permits the spring semester to end in early May. Thus the time between the middle of May and August allows for two intensive summer sessions to be offered.

Starting during the spring of 1970, a few students began to see a slight alteration of academic life. A limited number of TV classes began to be piped into the campus. Instead of a flesh-and-blood professor, the students watched one come through the tube. East Hall became the building to receive the signals. The constant renovation of East Hall and the finding of additional space for squeezing of students into classrooms were features of campus life and were problems which confronted Dr. Crooks’ administration.

**Facilities**

By being furnished from money derived from vending machines. In time the student Commons and bookstore were moved again; and as a consequence, West Hall was then used for faculty offices, fine arts laboratory, and classrooms.

Jeffersonville Township Library built a new library, and the building vacated in Waver Park was purchased by the University for $22,000 in January of 1970. Costing three to four thousand dollars for modest modifications and painting of the interior, Center Hall was ready for occupancy for the fall semester. Planned as a student center, the basement became the bookstore and quiet lounge; the first floor, the Commons; and the second floor, the newspaper office and student government quarters.

Before Center Hall was acquired, the demands for more space necessitated additional accommodations. A "relocatable" building was purchased for $119,000 from a California firm and was
shipped by railroad to Jeffersonville. It arrived in October of 1967. By Christmas, it was ready to be occupied. Housing twenty-four private offices, one conference room, two larger rooms for associate faculty, a lounge, and two secretarial offices, the Faculty Building was located on a parking lot across Wall Street. The parking lots on the same side of the street were revamped and improved at a cost of $23,000. The Jeffersonville Campus, at last, had parking space for 565 cars.

The Prentice Building, at 234 East Court Avenue, was leased in 1968 and was ready for classes in the fall of 1968. The Prentice Building contained geology and drafting laboratories, a general purpose classroom, and one faculty office.

Meanwhile, the library had expanded from its original location covering half the space in the basement of East Hall to most of the basement area. The area, however, could not hold the expansion. A metal building was erected one block north on Tabor Park on Wall Street. At the cost of $197,000, the new library's shelving capacity was about 45,000 volumes. The rest of the building contained sixteen offices for faculty members and offices for two divisional chairmen and their secretaries. When moving time came, about one hundred students helped move 31,000 books by wheeling book carts back and forth from East Hall to the new building for three days, September 18-20, 1969. The move to the New Albany Campus entailed a transfer of approximately 60,000 volumes.

The six buildings on the Jeffersonville Campus provided a total of 75,000 square feet. With most of the academic divisions moved to the new campus, what happens to the physical plant in Jeffersonville? The Library Building and Faculty Building are to be sold. The lease on the Prentice Building was not renewed. The buildings facing Tabor Park and with 53,000 square feet — East Hall, Center Hall, and West Hall — are retained. For a time, the Purdue programs and the fine arts courses of IUS will utilize East Hall. When adequate funding becomes available, the Division of General and Technical Studies of IU is expected to use these buildings for its vocationally oriented programs.

As illustrated by enrollment figures throughout these pages, the growth at IUS clearly predicted a larger site was imperative; consequently, the University began a search for a new location. Several tracts were carefully considered. The officials of Jeffersonville, helpful as they always have been, tried to find a location along Interstate 65. An offer of land behind a shopping center in Clarksville being made. To the list of the most attractive features of the site and Floyds Knobs in the distance must not be impaired or distorted — this was the building committee’s adumbration to the site planners and architects.

Johnson, Johnson, and Roy of Ann Arbor, Michigan, during 1967-68 prepared the site plan. Taking advantage of the natural beauty of the land, this firm recommended — and their plans were accepted — the “bungalow” concept for the location of the buildings. Academic buildings were to be of limited height and were to be built on the high ground. The lower areas were to be utilized for recreation and parking.

The architectural firm of Walker, Applegate, Oakes, and Ritz was employed to draw the plans for six buildings. Phase I included these buildings, the temporary names of which were approved by the Board of Trustees: Physical Science, Crestview Hall (classroom building), and Library, which initially will house administrative and faculty offices, student activities, and some classrooms. Ground-breaking ceremonies were held April 4, 1971. These three buildings were completed in the fall of 1973, and have 153,093 square feet of floor space in all buildings. The building committee is in Jeffersonville. The move was made to the new campus during the last of April and the first of May. The Service Building — the last structure in Phase I — is also to be completed during the current year. This will provide an additional 12,040 square feet of space. The Mid-Republic Construction Company of Indianapolis was the general contractor for these four buildings, Dedication of the new campus is being planned for October 26, 1973.

If building goes according to the plans of Phase II, the other two buildings — Life Science and Hillside Hall (classroom building) — planned by the New Albany architects should be finished during 1974 and will add another 85,662 square feet. The general contractor for these two buildings is Glenroy Construction Company of Indianapolis. Phase III is the University Center of 40,000 square feet. James and Associates, architectural firm of Indianapolis, has this building on the drawing boards. It is to be completed during 1975. Phase IV, a physical activities building of 25,000 square feet, hopefully will be finished during 1976. Legislative approval was given recently; however, before this building and outdoor recreational facilities can be constructed, the Central Administrative offices in Bloomington also must approve. The total square feet of these eight buildings will be 315,761 square feet (see Appendix VIII) or more than four times the square footage in Jeffersonville. The capital funding (see Appendix IX) through Phase IV has been figured at $13,671,526. The financing is provided by state appropriation, federal grants, and bonding authority. Seven dollars from the rates per credit hour paid by students will go to pay off the bonds. In addition, a quarter from each dollar collected for student service fees will go toward paying for the University Center. Thus, over a period of years, students will be paying the major portion of the total cost. The completion of Phase IV is in the laps of the gods and, more mundanely, in the hands of the Bloomington officials. The time element and details are too ephemeral for further comments; besides, when concrete facts are known, they belong in a new chapter of the history of IUS at New Albany. In December of 1972 an Advisory Board of nine local citizens was appointed for IUS. This board would provide a link between IUS and the IU Board of Trustees. An earlier advisory group never met regularly and did not report to the Board of Trustees. This new Advisory Board will. In fact, one of the members is also on the Board of Trustees. It is hoped that better communication lines will be established to not only the Board of Trustees but to the state legislature. And it is expected that the members of the Advisory Board will help tie IUS closer to the communities of southern Indiana and will articulate the future needs of the institution to the public. Dr. Crooks’ administration has accomplished much during the recent years of transition to a new campus. The new campus, in itself, is a dream come true. But, as Dr. Crooks proceeds, faces new challenges and specific needs. And if the new Advisory Board can help the school bring its objectives to fruition, many more
dreams can become reality and the future chapters relating the history of IUS will be filled not with frustrated expectations but with notable achievements.

It is axiomatic that no one can understand an institution without knowing something about its past. This brief and informal history, perhaps, has recorded enough past frustrations and achievements to give the reader a better understanding of where IUS has been. Whenever an institution has had its past explored and partially recorded, it is difficult for those who influence the school and those who have been touched by it not to come face to face with themselves and with the very nature of the institution. Knowing what has happened from its early years to the present should cause everyone to pause for a period of thanksgiving for what IUS has done for them and to ponder what they can do in the future for the school. The dedication of the new campus calls for not only retrospection but also introspection — some individual and institutional soul-searching, some questioning about what we and IUS are really like and about where we and IUS are actually going in the forthcoming, inexorable sequence of events that will be, in the future, the new basis of our continuing history.

V. Epilogue

After almost one-third of a century’s service, it seems appropriate to ask two questions. First, what kind of an institution of higher learning has IUS become so far? And second, what type of school will IUS become in the future?

In regard to the first question, IUS is a relatively young institution. It is an “emerging” regional university, an institution that is “on the make” academically. When classes began in September of 1941, there were 291 students, only four of whom were full-time students. The enrollment figures for the fall of 1972 showed 2,745 students, of whom 1,146 were full-time students. The bulletin for 1941-42 indicated that the instructional staff in September consisted of ten part-time instructors who were either regular members of the IU faculty at Bloomington or qualified professional persons who were approved as lecturers by the University; in the fall of 1972, there were eighty resident and seventy-six associate faculty members teaching at IUS. The 1941 class schedule listed fifteen credit classes (courses) for the fall semester; the 1972 schedule of classes announced 261 sections, of which there were 218 different credit courses for the fall semester. The officially approved budget was $6,918 for the 1941-42 year. By 1972-73, it had grown to $2,225,599. The former date showed no degrees — merely a few extension courses; the latter, eleven baccalaureate degrees, one master’s degree, and two associate degrees (see Appendix X). At the beginning, there was no library. Presently, there are about 60,000 volumes in the library.

Mere statistics, however, do not reveal the full story of institutional development. Expanded student services, counseling, greater variety of convocation programs, increased athletic activity, art exhibits, high-quality dramatic and musical performances — are a few of the occurrences which point to a greater degree of excellence. The quality of teaching, research, and service by its faculty will always be a yardstick to measure an institution’s effectiveness. From the start, only those whose credentials met the high standards of IU were employed, and through the years that practice has been maintained rigorously. Currently, 79.6 percent of the resident faculty with academic rank have obtained their terminal degrees — degrees that reflect diversity and cosmopolitanism. Small classes, which permit greater class participation, have been a source of strength. Accessibility of faculty has provided a good rapport with students and, perhaps, has been and is IUS’s biggest asset.

Indiana University Southeast has come a long way since 1941. Enrollment of veterans from World War II and the Korean War aided in a steady but limited growth. The deterrent to expansion was primarily the lack of financial support. During the early years, IUS support came largely from student fees. The decade of the 1960’s was a time of accelerated growth. In 1962 the school became a regional campus instead of an extension center. The General Assembly of Indiana in 1965 made its first direct appropriations for regional campuses. This was a turning point, and state funding made possible the recent expansion of academic programs and the hiring of more full-time faculty members. Approval for the first baccalaureate degree was given in 1968, and regional accreditation came in 1969. Indiana University Southeast is now a regional university, and it is offering programs of high quality to those who enroll.

As to — What type of school will IUS be in the future? — that question involves too many imponderable factors for an historian, who is neither a prophet nor clairvoyant, to answer with precision. Everyone, no doubt, who has ever been associated with IUS has some idea about how the school should develop. But to be better informed as to what the various segments of the public think, IUS requested the Regional Campus Administration to do a detailed opinion survey of campus objectives. The summary report of December 4, 1972, suggests that in the future there be more
concentration on assisting our students in their personal development, that there be a greater thrust toward getting our students committed to generic intellectual development, that there be more emphasis placed on career preparation, and that there be much effort expended in making IUS an authentic intellectual and cultural center.

The attainment of the above broad goals depends largely upon state support and the vigor with which administrators and faculty pursue them. Furthermore, the Commission for Higher Education has recently been authorized to supervise post-secondary education in Indiana, and, according to its first draft of a master plan, released on September 29, 1972, has classified IUS as a "community" and has indicated what our educational mission should be:

Entry into the undergraduate instructional programs of this campus should be made more accessible to the citizens of Region 14. The campus should adopt a "very non-selective" admission policy. The instructional programs of this campus should seek to ensure that the first two years of most baccalaureate curricula offered at a public sector institution be made available at this campus. In addition, the instructional programs of this campus should encourage and grow upon past science professional program offerings through the baccalaureate degree level.

This campus should continue to offer occupational programs, primarily at the associate degree level, consistent with the professional program missions of Indiana University and as desirable in the interests of continued availability of diverse options to the citizens of Region 14. Occupational programs of other institutional subsystems (particularly IVC) should be offered at this campus through contractual agreements. The present host-guest arrangements for Purdue University technology programs should be continued.

Graduate programs offered at this campus should be limited to master's level curricula in the professional program category. All such programs should meet the educational needs of employed professionals in Region 14 pursuing advanced work on a part-time basis. Programs should be implemented with the intent of developing a cadre of students pursuing graduate work on a full-time basis. Such graduate professional programs which are the mission of Indiana University system should remain under the academic aegis of the appropriate professional schools at Indiana University-Bloomington. Professional programs which are the mission of other institutional subsystems and which are identified as appropriate to the needs of Region 14 should be offered through contractual agreements.

Because teaching is the primary mission of this campus, research of faculty members should be focused on scholarship and departmental research. However, the geographic environment surrounding this campus makes it appropriate for the faculty to undertake a limited amount of applied research designed to respond to regional needs. This campus should not, however, engage in basic research activities.

The public service function of Indiana University Southeast should be focused on those activities which are specifically required by individuals, groups, and organizations located within the region.

The Commission for Higher Education on May 11, 1973, issued the following revision which alters and even changes some of the above concepts and statements:

INDIANA UNIVERSITY SOUTH EAST should continue to reinforce its reputation for providing quality post-secondary education in its region.

One goal of this campus should be to make available the first two years of most baccalaureate curricula. For the next two years leading to a baccalaureate degree, a selected range of programs should be offered in both the arts and sciences and professional categories.

Generally, only professionally oriented graduate programs should be offered here and they should not be beyond the master's degree. Emphasis should be on the needs of the part-time student who is an employed professional. Indiana University professional schools should have academic authority for graduate programs. However, it sometimes may be possible for some other institution to play a role through a contractual arrangement.

The reports of the Commission for Higher Education stress the vocational approach to post-secondary education. They also emphasize a "very non-selective" admission policy. The accent upon job-oriented studies is good. In fact, the State in the past has not done enough in this area. And, although IUS has its programs in business, education, nursing and, with Purdue, engineering, it needs to do more. Hopefully, the IU Division of General and Technical Studies, with adequate funding from the State, can be established and located in the main buildings in Jeffersonville in a relatively short time after the move has been made to New Albany.

With respect to the non-selective admission, IUS in the past has seldom turned away any students regardless of their poor high school performance and low test scores. Such students have been admitted on a probationary basis and given a chance. Some remedial work has been offered—for example, in reading, grammar and composition—but funds have not been available for this work on a large scale. Thus, if the Commission for Higher Education is interested in a non-selective admission policy, the Commission will need to recommend to the General Assembly that extra funds be appropriated to handle a large number of students who come to us with substandard academic backgrounds. And if numerous underachievers come to us and we have the money to prepare them for college work, what about the students who come to us with a record of superior achievement in high school?

At the present, Indiana University Southeast is faced with practically no funds to support a good honors program; and with no viable honors program, the bright students who have the money will attend other colleges that have enriched courses of study. Indiana University Southeast, filled with substandard and average students, will not have the proper blend or "mix" in its student body to stimulate high levels of academic achievement. Of course, if the superior high school graduates from southern Indiana go to other schools within Hoosierland, the State has not lost them; if, on the other hand, they select an out-of-state college, then the "brain drain" from southern Indiana is, indeed, tragic. Indiana University Southeast needs the support necessary to handle its fair share of superior students. Help to the under-achievers is important. Those at the top of the merit scale are equally important and, perhaps, even more so, because prospective honors students probably have greater potential of becoming future leaders than those who come to us with poor records and marginal abilities.

To open the doors to all who wish to do college work is laudable, and to place more concentration on job-oriented studies is commendable; yet future efforts should strive toward the maintenance and expansion of selected arts and sciences programs at IUS. The arts and sciences are fundamental areas of knowledge that teach men and women how to live and be useful citizens, regardless of the type of position for which they are training themselves. A person must learn about the earth on which he lives and the universe of which he is an integral part, and this knowledge is derived through courses in the physical and life sciences. Man must also learn about himself and his relationship to other men, and this knowledge is derived from the courses, programs, and degrees in the humanities and social sciences. The person who has not studied the two general, but very basic, areas of knowledge cannot draw upon past human experiences to aid him in the evaluation of the present and does not have the critical judgment necessary to render decisions for the betterment of those who follow him.

It is disastrous if an institution of higher learning produces a generation of automatons, a generation of non-thinkers. Indiana University Southeast, in the long run, cannot afford any short-sighted plans that lack emphasis on the arts and sciences. And as the pendulum swings more to job training, all of the various publics that support IUS should be fully aware of the value of the arts and science courses and degrees that teach us how to live. There must be a proper balance maintained between learning a job and learning to live.

While the Commission for Higher Education is getting started and as its role for post-secondary education is being more sharply defined, all state-supported educational units will be going through a period of transition and adjustment. Again, no historian can predict what precisely will take place.
Certainly, the Commission for Higher Education, the legislature, and taxpayers should expect maximum services and results for expenses incurred; yet, the university has increased its goal to provide a better job of funding, providing a genuine commitment truly made to the cause of higher education. As genuine commitment — contrary to any wishful thinking — will cost more than has been spent in the past, especially at IUS. (For the first time Regional Campuses received "line item" budgets from the Indiana General Assembly when it approved on April 19, 1973, the state budget for the next biennium. Current operating funding at IUS is approximately 60 percent from state funds and 40 percent from student fees.) Caleb Mills, State Superintendent of Public Instruction from 1854 to 1857 and frequently called the "Father of Education" in Indiana, "did much to cause Hoosiers to want better schools." In one of his messages to the people, he wrote: "There is but one way to secure good schools, and that is to pay for them." Thus, the contractual agreement of the IUS and its students, faculty, and administrators — who understand the challenges of today, upon wise people who have a vision toward the 1980's rather than backward at the 1940's — upon cooperative publics who are determined to give their full support to a system of higher education unparalleled in the history of Southern Indiana.

Indiana University Southeast shares with all collegiate institutions the traditional goals of liberal education: intellectual development, and the stimulation and perpetuation of a spirit of free inquiry directed to an understanding of man and the universe. Realization of this high purpose is served by activities designed to increase knowledge, develop the abilities of reason, enlarge and deepen sensitivity to beauty, instill a sense of responsibility towards mankind and our environment, deal with qualitative problems, such as moral and spiritual values, as well as with technical and scientific problems, uncover students' special aptitudes and broaden their interests, and foster the development of character which embraces the highest ideals of mankind.

Indiana University Southeast has special responsibilities to make its priorities relevant to the particular constituents it serves. Thus, while its curriculum addresses the timeless struggle of man to understand himself and his environment, it also aims to strengthen the ability of its graduates to analyze and solve the problems of life in Southern Indiana.

Although at this stage of its development Indiana University Southeast's first responsibility is to undergraduate education, it also intends to accommodate as best it can the special and continuing educational needs of the region and its citizens. It seeks to offer its students and its regional constituents the opportunity to participate in this grand enterprise, and to help them appreciate the constructive role that will be played by an institution dedicated to freedom, humanity, and service.

To which the Institutional Goals Committee, striving for more completeness of definition and thoroughness in refinement, has added:

Inasmuch as the people served by this institution are entitled to a full range of educational opportunities, within the limits of its resources, IUS expects to develop a program of studies as broad as the needs and interests of its students.

The goal, therefore, is to grow toward a level of quality and a completeness of offerings and activities generally associated with an excellent university.

The precepts that IUS should "grow toward a level of quality and a completeness of offerings and activities generally associated with an excellent university" and should be "dedicated to freedom, humanity, and service" return us to the opening statement of this brief history — a statement which attempted to define what usually has been the traditional concept of a university. And regardless of what the future role and function of a university may be, an excellent institution will have to be a "community of scholars, ... dedicated to freedom, humanity, and service," who search for "rational inquiry" in an atmosphere of intellectual freedom, and who cooperatively "seek to transmit and expand knowledge and understanding and thereby strive to better the condition of men everywhere.

The totality of our scholarly efforts in the university should point toward the last element in the definition — namely, "to better the condition of men everywhere." Any academic community which forgets that the quality of life begins in the heart and mind disregards the fundamental values, curtails the fearlessness into all facets of human affairs, weakens its integrity, injures its institutional strength, and negates the noble purpose for which the university was created and is dedicated. The spirit of the university depends upon our attitudes and feelings toward the necessity of equal opportunity, the insistence on fair treatment, and a respect for human dignity. These values are abstractions for the vitality of the spirit of the university and for the maturation of the human spirit — that human spirit which possessed a few men through the eons of time to try to improve the conditions of mankind. Although history illustrates the barbarity, inhumanity, and ignobleness of man, it also depicts the civility, humanity, and nobleness of man. If we study the past mistakes and successes of man, history can instruct us as to the direction necessary for progress. And if we reorder our personal lives and rehumanize our educational institutions, we can then help place the spirit of the university within the framework of the universal spirit — that spirit which has struggled so long to improve the quality of life. But mortal men are made of clay, and sometimes it is not easy to inculcate in them the necessity to raise their vision and their ideals in order to acquire the spirituality and humanitarianism imperative for genuine improvement in the quality of life.

It has been a long, rocky, evolutionary road toward a better world. Nevertheless, some civilizations have marched haltingly but slowly forward through the determined efforts of their concerned and educated citizens that the road had to be traveled and who have recognized the right guidelines along the road.

The formative years of IUS reveal the same pattern of paucity, progress, but a new campus, with proper perspective of our educational mission, and with faith in ourselves, the future is one of hope and optimism. So, as it has during the past third of a century, IUS stands ready to assist those of southern Indiana who want to travel that road toward a better civilization and who desire a higher education in order to improve the quality of life for themselves and for their fellow men.

G. O. H.

February 21, 1973... First draft finished on Jeffersonville Campus.

June 1, 1973... Second draft completed on New Albany Campus.
APPENDIX I

Board of Trustees

President
John W. Ryan

Vice-President and Dean for Academic Affairs
J. Gus Liebenow

Vice-President and Treasurer
W. George Poore

Vice-President and Dean for Research and Advanced Studies
Lyne L. Merritt

Chancellor
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Byrum E. Carter

Chancellor
IU/PUI
Maynard K. Hine

Chancellor
Regional Campuses
Sylvia E. Bowman

Chancellor
Fort Wayne
Ralph E. Broyles

Chancellor
Kokomo
Victor M. Bogle

Chancellor
Northwest
Robert J. McNeill

Chancellor
South Bend
Leslie M. Wolfsen

Chancellor
Southwest
Eldon W. Crooks

Director
East
F. A. Grohsmeyer

ADMINISTRATIVE ORGANIZATION CHART FOR INDIANA UNIVERSITY

1 August 1972
### APPENDIX IV

**ADMINISTRATIVE AND FULL-TIME STAFF EMPLOYEES 1972-73**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arnold, Joyce L.</td>
<td>Secretary to Dean of Faculty</td>
</tr>
<tr>
<td>Berkley, Betty J.</td>
<td>Bookstore Clerk</td>
</tr>
<tr>
<td>Brewer, Marjorie Ann</td>
<td>Secretary to Division of Natural Sciences</td>
</tr>
<tr>
<td>Briscoe, Herschel L.</td>
<td>Head Custodian</td>
</tr>
<tr>
<td>Byrne, June V.</td>
<td>Duplicating Machines Operator</td>
</tr>
<tr>
<td>Conlon, Geraldine</td>
<td>Secretary to Division of Humanities</td>
</tr>
<tr>
<td>Durr, Erny M.</td>
<td>Custodian</td>
</tr>
<tr>
<td>Ernstberger, Agnes M.</td>
<td>Records Clerk</td>
</tr>
<tr>
<td>Gill, Gloria M.</td>
<td>Secretary for Student Activities Office</td>
</tr>
<tr>
<td>Goodwin, Norma O.</td>
<td>Secretary to Business Manager</td>
</tr>
<tr>
<td>Grieb, Patricia C.</td>
<td>Cashier</td>
</tr>
<tr>
<td>Harrell, Teresa L.</td>
<td>Secretary to Division of Social Sciences</td>
</tr>
<tr>
<td>Hart, June Carolyn</td>
<td>Secretary for Admissions Office</td>
</tr>
<tr>
<td>Henderzahs, James Clarence</td>
<td>Mail Clerk</td>
</tr>
<tr>
<td>Johnson, Vickie</td>
<td>Secretary to University Division</td>
</tr>
<tr>
<td>Jones, Victoria</td>
<td>Secretary to Registrar</td>
</tr>
<tr>
<td>Kepler, Lenora</td>
<td>Bookstore Manager</td>
</tr>
<tr>
<td>Krueger, Anna L.</td>
<td>Principal Accounts Clerk</td>
</tr>
<tr>
<td>Lucy, Patricia Lynn</td>
<td>Secretary for University Relations</td>
</tr>
<tr>
<td>McCartin, Rita J.</td>
<td>Secretary to Chancellor</td>
</tr>
<tr>
<td>McIntyre, Evelyn A.</td>
<td>Personnel/Payroll Clerk</td>
</tr>
<tr>
<td>McMonigle, Juanita</td>
<td>Audio Visual Clerk</td>
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<tr>
<td>Mere, Maxine R.</td>
<td>Purchasing Clerk</td>
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<tr>
<td>Moore, Jodie</td>
<td>Custodian</td>
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<tr>
<td>Norton, Kathleen M.</td>
<td>Bookstore Sales Clerk</td>
</tr>
<tr>
<td>Oliver, Wilson</td>
<td>Custodian</td>
</tr>
<tr>
<td>Owens, R. D., Sr.</td>
<td>Custodian</td>
</tr>
<tr>
<td>Powell, Ruth E.</td>
<td>Secretary to Division of Education</td>
</tr>
<tr>
<td>Richards, Janis Lee</td>
<td>Secretary to Nursing Division</td>
</tr>
<tr>
<td>Sarles, Jane W.</td>
<td>Acquisitions Assistant</td>
</tr>
<tr>
<td>Schelhorn, Anita M.</td>
<td>Secretary to Dean of Students</td>
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<tr>
<td>Shrewsbury, William L.</td>
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<td>Skaggs, Charles E.</td>
<td>Custodian</td>
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<tr>
<td>Skelton, Linda Kay</td>
<td>Clerk Typist for Division of Education</td>
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<tr>
<td>Smith, Paul E.</td>
<td>Audio Visual Supervisor and General Repairman</td>
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<tr>
<td>Stoner, Phyllis A.</td>
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<td>Switzer, Rose Mary</td>
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<tr>
<td>Sylvester, Paula K.</td>
<td>Secretary to Division of Business &amp; Economics</td>
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<tr>
<td>Thom, Frieda M.</td>
<td>Secretary to Financial Aids Office</td>
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<tr>
<td>Walls, Lester Lee</td>
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<tr>
<td>Wayman, Robert L.</td>
<td>Computer Operations Supervisor</td>
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<td>West, Barbara R.</td>
<td>Library Assistant</td>
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<td>Library Assistant</td>
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<td>Woods, Janice L.</td>
<td>Telephone Operator</td>
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### APPENDIX V

**RESIDENT FACULTY BY DISCIPLINE AND RANK (INCLUDES PURDUE)**

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<td>Lecturers</td>
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<td>Others</td>
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APPENDIX VI
RESIDENT FACULTY AND ADMINISTRATIVE OFFICIALS OF INDIANA UNIVERSITY SOUTHEAST, 1972-73

Adams, Kela O., P.E.D. (Indiana University, 1969), Assistant Professor of Health, Physical Education, and Recreation
Ainsworth, Laban L., Ph.D. (University of Texas, 1957), Associate Professor of Psychology
Adkinson, James D., A.M. (Indiana University, 1971), Director of Scholarships and Financial Aids
Anderson, Ronald D., Ed.D. (Indiana University, 1973), Assistant Professor of Business Administration
Baker, Mary A., Ph.D. (University of Louisville, 1971), Assistant Professor of Psychology
Bauman, Martin C., A.M. (University of Nebraska, 1941), Instructor in Business and Economics
Baumann, Helen C., R.N., M.Litt. (University of Pittsburgh, 1952), Associate Professor of Nursing
Benson, Alvin K., Ph.D. (Brigham Young University, 1972), Assistant Professor of Physics
Bishop, Carol Ph.D. (University of Wisconsin, 1972), Assistant Professor of English
Blank, Stephanie B., Ph.D. (University of Wisconsin, 1971), Assistant Professor of History
Bowden, James H., Ph.D. (University of Minnesota, 1970), Assistant Professor of English
Braden, Samuel E., Ph.D. (University of Wisconsin, 1947), Professor of Economics
Brengle, Richard L., Ph.D. (Columbia University, 1962), Professor of English
Brettschneider, Harry D., M.S. (University of Alabama, 1965), Assistant Professor of Mechanical Engineering Technology
Bryson, E. Ronald, Ph.D. (University of Kentucky, 1970), Head Librarian
Buckson, Rodney L., Ph.D. (University of Illinois, 1965), Associate Professor of Chemistry
Carstaphen, Linda A., Ph.D. (University of Georgia, 1970), Assistant Professor of Political Science
Case, Lloyd A., Ph.D. (Brigham Young University, 1968), Associate Professor of Physics
Christensen, Carl M., Ph.D. (Kansas State University, 1969), Assistant Professor of Biology
Coffey, Charles M., A.B. (Beloit College, 1963), Assistant to the Chancellor for University Relations
Craft, E. Carrie, R.N., M.S. (Hunter College, The City University of New York, 1962), Assistant Professor of Nursing
Crooks, Edwin W., D.B.A. (Indiana University, 1959), Professor of Business Administration
Crump, Claudia D., Ed.D. (Indiana University, 1969), Assistant Professor of Education
Del Grande, Vera M., Ph.D. (St. Louis University, 1959), Professor of Education
Dunn, Milliard C., Ph.D. (Indiana University, 1966), Associate Professor of English
Dowd, Amir H., Ph.D. (Indiana University, 1967), Associate Professor of Political Science
Ferguson, Roger J., Ed.D. (Ball State University, 1972), Assistant Professor of Education
Findling, John E., Ph.D. (University of Texas, 1971), Assistant Professor of History
Forsey, Billy Joe, Ph.D. (University of Arkansas, 1967), Associate Professor of Biology
Garboden, Mary A., R.N., M.N. (Emory University, 1960), Assistant Professor of Nursing
Garvey, Robert E., M.S., (Northern Illinois University, 1969), Media Librarian
Gillings, James L., Ph.D. (Utah State University, 1989), Associate Professor of Sociology
Gow, Nancy E., B.S.N., (University of Michigan, 1969), Instructor in Nursing
Grekel, Fay E., Ph.D. (Indiana University, 1969), Assistant Professor of Economics
Grekel, Gilbert C., Ph.D. (Indiana University, 1969), Assistant Professor of Music
Haffner, Gerald O., Ph.D. (Indiana University, 1952), Professor of History
Harbin, Billy Joe, Ph.D. (Indiana University, 1970), Assistant Professor of Speech and Theatre
Hebard, William B., Ph.D. (New York University, 1954), Professor of Biology
Hill, W. Brian, Ph.D. (University of Illinois, 1958), Associate Professor of Chemistry
Howard, Jonas, A.M. (University of Louisville, 1962), Associate Professor of Fine Arts
Irwin, Archibald E., Ph.D. (Indiana University, 1971), Assistant Professor of Mathematics
Jansing, Jo Ann, Ph.D. (Fordham University, 1970), Assistant Professor of Chemistry
Jennings, Robert M., D.B.A. (Indiana University, 1969), Professor of Business Administration
Jones, Arnita A., Ph.D. (Emory University, 1968), Assistant Professor of History
Khane, Mahmood A., A.M. (Indiana University, 1967), Lecturer in Economics
Kim, Chul S., Ph.D. (University of Oklahoma, 1970), Assistant Professor of Mathematics
Klein-Kretchard, Ann E., M.Ed. (Spalding College, 1969), Assistant Professor of Nursing
Kraft, Carolynn L., A.M. (University of Louisville, 1968), University Division Counselor
Lamb, Charles R., Ed.D. (Indiana University, 1972), Instructor in Education
Lassiegne, Mary W., Ed.D. (Indiana University, 1963), Associate Professor of Education
Maxwell, Richard H., Ph.D. (Southern Illinois University, 1969), Assistant Professor of Biology
McTigue, Thomas M., Ph.D. (Louisiana State University, 1969), Associate Professor of Spanish
Moody, John C., Ph.D. (University of Virginia, 1970), Assistant Professor of Education
Nelson, Nancy T., M.S. (University of Kentucky, 1972), Junior Reference Librarian
Patrick, Keith A., M.S. Ed. (Indiana University, 1969), Director of the University Division
Poff, Paul B.S. (Indiana University, 1956), Director of Physical Plant
Popp, George T., M.C.E. (University of Louisville, 1968), P.E. (State of Indiana); Assistant Professor of Mechanical Engineering Technology
Quinn, Edward D., Ed.D. (Indiana University, 1968), Assistant Professor of Education
Reibert, John E., Ed.D. (Indiana University, 1964), Professor of Education
Renwick, Galen A., Ph.D. (University of Missouri, 1971), Assistant Professor of Biology
Riggs, William H., M.B.A. (University of New Mexico, 1964), CPA; Assistant Professor of Business Administration
Robbins, David L., M.B.A. (University of Louisville, 1962), Business Manager
Ruth, Gerald D., Ph.D. (Indiana University, 1971), Assistant Professor of Geography
Schafer, Anthony J., Ph.D. (University of California, Berkeley, 1967), Associate Professor of Mathematics
Schneeman, John H., Ph.D. (Purdue University, 1966), Assistant Professor of Mathematics
Schiff, Alex F., Ph.D. (Arizona State University, 1969), Assistant Professor of Education
Segal, Marcia T., Ph.D. (Indiana University, 1970), Assistant Professor of Sociology
Sehr, James R., A.M. (University of Louisville, 1957), Registrar
Seyfried, Henriette, Ph.D. (Indiana University, 1970), Assistant Professor of French
Shusterman, David, Ph.D. (New York University, 1953), Professor of Nursing
Straw, Robert N., B.S. (Indiana University, 1948), Assistant Business Manager
Swanson, Donald F., Ph.D. (University of Florida, 1960), Professor of Economics and Business Administration
Trout, Andrew P., Ph.D. (University of Notre Dame, 1958), Assistant Professor of History
Vermillion, Edward F., Ed.D. (Indiana University, 1972), Visiting Assistant Professor of Education
Wilhelm, Morris M., Ph.D. (Columbia University, 1969), Assistant Professor of Political Science
Wolf, T. Phillip, Ph.D. (Stanford University, 1967), Associate Professor of Political Science
Wombles, James R., Ed.D. (Indiana University, 1971), Director of Admissions
Young, Calvin E., Ph.D. (Indiana University, 1969), Assistant Professor of English
Zeilmann, Doris W., M.S. (Indiana University, 1967), Assistant Professor of Nursing

ASSOCIATE FACULTY
Amiry, Arwa A., M.A. (American University of Beirut, 1969), Lecturer in Psychology
Aebersold, Wilton J., M.Mus. (Indiana University, 1963), Lecturer in Music
Allen, Lowell W., M.S. (Purdue University, 1963), Lecturer in Mathematics
Beales, Frederick V., A.M. (Indiana University, 1965), Lecturer in Journalism
Birchmeister, Ira M., Div. (Southern Baptist Theological Seminary, 1971), Lecturer in Religion
Bootes, Robert L., M.S. (University of Louisville, 1964), Lecturer in Engineering Technology
Brooks, JoAnn, M.S. (Indiana University, 1971), Lecturer in Art Education
Brown, Bill R., Ph.D. (Texas Christian University, 1969), Lecturer in Mathematics
Brown, Joseph H., M.S. (Indiana University, 1968), Lecturer in Education
Buchanan, Lee E., J.D. (University of Louisville, 1972), Lecturer in Business and Economics
### APPENDIX VII

#### STUDENT CHARACTERISTICS

<table>
<thead>
<tr>
<th>AGE</th>
<th>NUMBER OF STUDENTS</th>
<th>PER CENT OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 and less</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>18</td>
<td>168</td>
<td>6.1</td>
</tr>
<tr>
<td>19</td>
<td>389</td>
<td>13.3</td>
</tr>
<tr>
<td>20</td>
<td>257</td>
<td>9.4</td>
</tr>
<tr>
<td>21</td>
<td>209</td>
<td>7.4</td>
</tr>
<tr>
<td>22</td>
<td>177</td>
<td>6.4</td>
</tr>
<tr>
<td>23-29</td>
<td>920</td>
<td>33.5</td>
</tr>
<tr>
<td>30-44</td>
<td>595</td>
<td>11.6</td>
</tr>
<tr>
<td>45 and over</td>
<td>376</td>
<td>13.7</td>
</tr>
<tr>
<td>Total</td>
<td>2745</td>
<td>100.0</td>
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</table>

#### B. RACE

<table>
<thead>
<tr>
<th>Race</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Black</td>
<td>69</td>
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<tr>
<td>American White</td>
<td>2655</td>
</tr>
<tr>
<td>All Others</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>2745</td>
</tr>
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</table>

#### C. COUNTY

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clark</td>
<td>1070</td>
</tr>
<tr>
<td>Crawford</td>
<td>35</td>
</tr>
<tr>
<td>Floyd</td>
<td>674</td>
</tr>
<tr>
<td>Harrison</td>
<td>105</td>
</tr>
<tr>
<td>Jackson</td>
<td>42</td>
</tr>
<tr>
<td>Jefferson</td>
<td>109</td>
</tr>
<tr>
<td>Orange</td>
<td>18</td>
</tr>
<tr>
<td>Scott</td>
<td>87</td>
</tr>
<tr>
<td>Washington</td>
<td>128</td>
</tr>
<tr>
<td>Other Indians</td>
<td>86</td>
</tr>
<tr>
<td>Out of State</td>
<td>374</td>
</tr>
<tr>
<td>Total</td>
<td>2745</td>
</tr>
</tbody>
</table>

#### D. DIVISION

<table>
<thead>
<tr>
<th>Division</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>35</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>65</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>87</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>209</td>
</tr>
<tr>
<td>Education</td>
<td>797</td>
</tr>
<tr>
<td>Nursing</td>
<td>132</td>
</tr>
<tr>
<td>Puttde</td>
<td>72</td>
</tr>
<tr>
<td>University</td>
<td>1597</td>
</tr>
<tr>
<td>Special</td>
<td>281</td>
</tr>
<tr>
<td>Total</td>
<td>2745</td>
</tr>
</tbody>
</table>

#### E. WORKING STUDENTS

<table>
<thead>
<tr>
<th>Status</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>1292</td>
</tr>
<tr>
<td>Part Time</td>
<td>750</td>
</tr>
<tr>
<td>Not Working</td>
<td>695</td>
</tr>
<tr>
<td>Total</td>
<td>2745</td>
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</table>

#### F. REASON IN COLLEGE

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Preparation</td>
<td>1755</td>
</tr>
<tr>
<td>Intellectual Development</td>
<td>675</td>
</tr>
<tr>
<td>Other</td>
<td>315</td>
</tr>
<tr>
<td>Total</td>
<td>2745</td>
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</table>

### APPENDIX VIII

#### CONSTRUCTION PHASES BY BUILDINGS AND GROSS SQUARE FEET

<table>
<thead>
<tr>
<th>CONSTRUCTION PHASE</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>Building</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Physical Science</td>
<td>31,538</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creestview Hall</td>
<td>39,935</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>81,586</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>12,040</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Science</td>
<td>33,436</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillside Hall</td>
<td>52,226</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Center</td>
<td>40,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Activities</td>
<td>25,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>165,099</td>
<td>85,662</td>
<td>40,000</td>
<td>25,000</td>
<td>315,761</td>
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### G. ENROLLMENT BY CLASS, SEX, AND MARRIAGE

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>506</td>
<td>469</td>
</tr>
<tr>
<td>Sophomores</td>
<td>314</td>
<td>281</td>
</tr>
<tr>
<td>Juniors</td>
<td>172</td>
<td>142</td>
</tr>
<tr>
<td>Seniors</td>
<td>165</td>
<td>141</td>
</tr>
<tr>
<td>Graduates</td>
<td>209</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>1392</td>
<td>1353</td>
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</table>

### H. HIGH SCHOOLS ATTENDED BY NEW STUDENTS FALL 1972

<table>
<thead>
<tr>
<th>High School</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Albany</td>
<td>110</td>
<td>17.4</td>
</tr>
<tr>
<td>Jeffersonville</td>
<td>66</td>
<td>10.4</td>
</tr>
<tr>
<td>Providence</td>
<td>33</td>
<td>5.2</td>
</tr>
<tr>
<td>Clarksville</td>
<td>31</td>
<td>4.9</td>
</tr>
<tr>
<td>Floyd Central</td>
<td>31</td>
<td>4.9</td>
</tr>
<tr>
<td>Charlestown</td>
<td>26</td>
<td>4.1</td>
</tr>
<tr>
<td>Salem Washington Township</td>
<td>21</td>
<td>3.3</td>
</tr>
<tr>
<td>Silver Creek</td>
<td>19</td>
<td>3.0</td>
</tr>
<tr>
<td>Corydon</td>
<td>12</td>
<td>1.9</td>
</tr>
<tr>
<td>North Harrison</td>
<td>11</td>
<td>1.7</td>
</tr>
<tr>
<td>Austin</td>
<td>9</td>
<td>1.4</td>
</tr>
<tr>
<td>New Washington</td>
<td>8</td>
<td>1.3</td>
</tr>
<tr>
<td>Somersburg</td>
<td>8</td>
<td>1.3</td>
</tr>
<tr>
<td>Madison</td>
<td>7</td>
<td>1.1</td>
</tr>
<tr>
<td>Other High Schools</td>
<td>242</td>
<td>38.1</td>
</tr>
<tr>
<td>Total</td>
<td>634</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### I. HIGH SCHOOL STANDING OF NEW STUDENTS FALL 1972

<table>
<thead>
<tr>
<th>Type</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valedictorians</td>
<td>4</td>
</tr>
<tr>
<td>Salutatorians</td>
<td>11</td>
</tr>
<tr>
<td>Top 10%</td>
<td>40%</td>
</tr>
<tr>
<td>Top 25%</td>
<td>59%</td>
</tr>
<tr>
<td>Top 50%</td>
<td>88%</td>
</tr>
<tr>
<td>Top 75%</td>
<td>95%</td>
</tr>
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</table>

### J. SAT SCORES OF NEW STUDENTS FALL 1972

<table>
<thead>
<tr>
<th>Type</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Average</td>
<td>435</td>
</tr>
<tr>
<td>Over 500</td>
<td>25%</td>
</tr>
<tr>
<td>Over 500</td>
<td>25%</td>
</tr>
<tr>
<td>Over 700</td>
<td>1%</td>
</tr>
<tr>
<td>Math Average</td>
<td>465</td>
</tr>
<tr>
<td>Over 500</td>
<td>37%</td>
</tr>
<tr>
<td>Over 600</td>
<td>11%</td>
</tr>
<tr>
<td>Over 700</td>
<td>1%</td>
</tr>
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</table>

### K. HIGHEST LEVEL OF PARENT EDUCATION

<table>
<thead>
<tr>
<th>Type</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than High School</td>
<td>37.8</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>32.6</td>
</tr>
<tr>
<td>High School Training</td>
<td>10.7</td>
</tr>
<tr>
<td>Some College</td>
<td>10.7</td>
</tr>
<tr>
<td>College Graduate</td>
<td>8.4</td>
</tr>
</tbody>
</table>

### L. STUDENTS BY GROSS FAMILY INCOME

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2499 or less</td>
<td>428</td>
<td>15.6</td>
</tr>
<tr>
<td>2000-4999</td>
<td>338</td>
<td>12.3</td>
</tr>
<tr>
<td>5000-7499</td>
<td>507</td>
<td>18.2</td>
</tr>
<tr>
<td>7500-9999</td>
<td>549</td>
<td>20.0</td>
</tr>
<tr>
<td>10000-14999</td>
<td>500</td>
<td>21.5</td>
</tr>
<tr>
<td>15000 or more</td>
<td>333</td>
<td>12.1</td>
</tr>
<tr>
<td>Total</td>
<td>2745</td>
<td>100.0</td>
</tr>
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</table>
### CAPITAL FUNDING

#### TYPES OF FUNDS

<table>
<thead>
<tr>
<th>PROJECTS</th>
<th>State Appropriation</th>
<th>Federal Grants</th>
<th>1965 Bonding</th>
<th>1929 Bonding</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Science, Crestview Hall and Library Buildings</td>
<td>$1,065,464</td>
<td>$1,132,064</td>
<td>$2,954,000*</td>
<td>—</td>
<td>$5,151,528</td>
</tr>
<tr>
<td>Service Building</td>
<td>706,156</td>
<td></td>
<td></td>
<td></td>
<td>706,156</td>
</tr>
<tr>
<td>Life Science and Hillside Hall</td>
<td>1,139,844</td>
<td>—</td>
<td>2,100,000**</td>
<td>—</td>
<td>3,239,844</td>
</tr>
<tr>
<td>University Center</td>
<td>—</td>
<td></td>
<td>$2,200,000</td>
<td>$2,200,000</td>
<td>$4,400,000</td>
</tr>
<tr>
<td>TOTAL APPROVED</td>
<td>$2,911,464</td>
<td>$1,132,064</td>
<td>$5,054,000</td>
<td>$2,200,000</td>
<td>$11,287,528</td>
</tr>
</tbody>
</table>

#### REQUESTED (1973-75 GENERAL ASSEMBLY)

| Physical Activities Building                  | —                   | —              | —            | —            | $1,000,000 |
| Outdoor Recreation Area                       | —                   | —              | —            | —            | 500,000    |
| Site Development                              | $ 649,000           | —              | —            | —            | 649,000    |
| Land Acquisition                              | 30,000              |                |              |              | 30,000     |
| Renovate Physical Science Basement            | 195,000             | —              | —            | —            | 195,000    |
| TOTAL REQUESTED                               | $ 874,000           | —              | —            | —            | $1,500,000 |
| TOTAL APPROVED AND REQUESTED                  | $3,785,464          | $1,132,064     | $5,054,000   | $3,700,000   | $13,671,528 |

*Federal Interest Subsidy Participation — $74,091 Annually
**Federal Interest Subsidy Participation — $41,281 Annually

### APPENDIX X

#### FACT SHEET—FALL, 1972-73

**INDIANA UNIVERSITY SOUTHEAST**

Jeffersonville, Indiana 47130

1. **ACADEMIC PROGRAMS**
   - Master of Science in Elementary and Secondary Education
   - Bachelor of Arts with majors in Biology, Chemistry, Economics, English, History, Political Science, and Sociology (Mathematics approved during Spring of 1973)
   - Bachelor of Science in Elementary Education
   - Bachelor of Science in Secondary Education with majors in Biology, English, General Science, Social Studies
   - Bachelor of Science in Business Administration with majors in Accounting, Management, Business Economics and Public Policy
   - Bachelor of Science in Medical Technology
   - Associate of Arts in Nursing
   - Associate of Applied Science in Mechanical Drafting-Design Technology (in connection with Purdue University)
   - One year of Engineering (in connection with Purdue)

2. **FACULTY AND STAFF**
   - Full-time faculty and administration ...... 80
   - Part-time faculty .......................... 70
   - Full-time staff ................................ 42
   - Total ........................................... 192
   - Annual payroll exceeds .......... $1,700,000

3. **STUDENTS ENROLLED IN CREDIT COURSES**
   - Full-time .................................... 1146
   - Part-time ................................... 1599
   - Total ......................................... 2745

4. **PHYSICAL FACILITIES**
   - Jeffersonville Campus uses six buildings: East Hall — classrooms, labs, and offices; West Hall — classrooms and offices; Center Hall — student common and bookstore; Library Building; Faculty Building; and Prentice Building — earth science and technology labs. A total of 75,000 square feet with parking space for 565 cars.