The Ball State University Board of Trustees
Seated left to right: Pennie M. Thomas, Gregory A. Schenkel, Frank A. Bracken (president of the board), John E. Worthen (president of the university), Thomas L. DeWese (secretary), Mary Lou Conrad (assistant secretary)
Standing left to right: Jeff Kingsbury, James T. Smith, Hollis E. Hughes, James W. Parks (vice president), Thomas J. Kinghorn (vice president for business affairs and treasurer of the board)
To: The Ball State University Board of Trustees

I am pleased to submit the 1989–90 Annual Report for Ball State University. The report reflects tremendous effort and remarkable success by literally thousands of people—students, faculty, staff, and administrators. It addresses the importance of balance in a university and calls attention to the quality of work in classrooms and residence halls, actuarial science classes and on the basketball court, at the Vienna Center and in the Wellness Institute, in the physics lab and in music practice rooms. The students and employees of Ball State deserve our most sincere thanks for their performance and their commitment; the 1989–90 academic year was truly special.

This year we took additional steps to protect the environment. A Recycling Implementation Committee was established to assure that Ball State is an environmentally responsible campus; and a forestation plan was initiated which, by the year 2000, will more than double the number of trees on campus and increase plant species to more than 650, thus qualifying the campus as an arboretum. This will double the amount of pollutants absorbed, reduce energy consumption, enhance the already beautiful campus, and expand academic opportunities for students and faculty in biology, botany, natural resources, and landscape architecture.

"Wings for the Future, the Campaign for Ball State" continued to soar. By June 1990 the campaign had reached $29,127,322, about three-fourths of the way toward the goal of $40,000,000 with two and one-half years to go.

The President’s Medal of Distinction, an award given for significant and unselfish contributions to the university, community, state, or nation, was presented for the first time to Dr. Oliver Bumb, emeritus vice president of university relations. In October, David Owsley received the medal for his contributions as an art consultant, appraiser, lecturer, author, and curator; and in April, Phyllis Shafer was presented the medal for involvement in community organizations, philanthropy, and leadership as president of the Ball State University Foundation.

Finally, the year concluded with the awarding of honorary doctorates to three outstanding people in diverse scholarly areas. Lord Quinton was honored for his academic acumen in the field of philosophy, Vivienne Verdon-Roe for producing and directing Academy Award–winning documentary films, and Birch Bayh for his significant work as an Indiana senator.

It is my privilege to serve as president of Ball State and to have the opportunity to work with enthusiastic and creative employees who perform magnificently, making this university a key part of the excellent higher education system in Indiana. I know that as trustees you join me in thanking the faculty and staff for their support and commitment to Ball State University.

John E. Worthen
President
Anna Ramirez, Bay Shore, New York, graduated with honors August 1990, majoring in telecommunications. A total of 3,393 students graduated from Ball State in 1989-90.
AT BALL STATE UNIVERSITY we have been thinking a lot about balance this year. We believe that an institution of our size and nature, filling the niche between the small college and the large research-oriented university—a middle-sized public university whose main goal is to teach—needs to keep constantly aware of the concept of balance, so as to communicate to students the relative importance of the values we espouse. We try to balance an enthusiasm for athletics with an emphasis on academics; encouragement of research with reward for good teaching; attention to our predominantly Hoosier students with efforts to internationalize the campus. Although our faculty members spend most of their time with our own students on campus, they carry their expertise into Indiana communities, involving their students in off-campus service as well, thus inculcating in their students a sense of responsibility to the community and balancing the pedagogical with the practical. And in view of the nearly overwhelming speed with which technology is developing, we find it necessary to seek a balance in the classroom between the traditional, tried-and-true methods of teaching—the human, personal relationships between professors and students that promote learning and make it pleasurable—and the magic-kingdom array of high-tech tools—computing, telecommunications, and recently the two combined—that are now at our disposal for accomplishing the same ends.
WE MAY AS WELL admit at the outset that keeping a balance is not always easy. For example, modesty does not prevent our confessing that for the last two years at least, our athletic prowess has been, well, spectacular. We won the Reece trophy—a general award recognizing achievement in several men's sports—twice; our football team won the MAC championship and played in the Raisin Bowl this year; the men's basketball team won the MAC and went to the NCAA Sweet Sixteen; the field hockey team and the men's tennis team both won MAC championships, and the equestrian team achieved national recognition (all three of these last achievements are habitual). Our men's volleyball team has played in the Final Four five times in the last seven years. It is hard to keep a balance in these circumstances; this year considerable numbers of confirmed ivory-tower dwellers have become sports fans. When the New York Times mentions Ball State in favorable terms, can any Ball State person resist a twinge of pride?
In the last five years we have had at least one first-team Academic All-American football player every year, a record no other college or university in the nation can match.
But while all this winning was going on, Ball State's athletes kept right on studying. Their collective grade-point average stayed consistently better than the average of the rest of the undergraduates. Eight of the football players were named to the MAC's twenty-two-member academic all-conference football team; in the last five years we have had at least one first-team Academic All-American football player every year, a record no other college or university in the nation can match. More than 140 athletes made grade-point averages above 3.0; and most important, our athletes consistently graduate. Of all entering freshmen, about 50 percent graduate—for athletes, the graduation rate is 70 to 90 percent. Mike Mahan, who has the important job of academic advisor to athletes, believes that the agreement between the university and its student-athletes is clear from the beginning: they come here "with the assumption they are going to help us in the field and they are going to carry their weight in the classroom."

At the height of the excitement this year, the calm and rational voice of Provost Vander Hill reminded everyone, "We have to be constantly on guard against tipping the balance in favor of athletics... The cheering stops, and there is life after you have used up your eligibility."
MOST OF BALL STATE'S students come from Indiana; they always have, and we are pleased to accept the responsibility to serve Hoosiers. But here is another realm in which the desire for balance comes into play. Indiana students deserve to be part of the international academic community—indeed they would almost certainly find it difficult to survive in the twenty-first century without international perspective. Our Center for International Programs, headed by a dynamic new director, Martin Limbird, is making efforts on many fronts to internationalize the Ball State campus. The center serves what Limbird refers to as a "global network" that has been years in the making. It consists of American students who have taken part in one or more of the many study-abroad programs we offer in London, Vienna, and thirty-one other exotic places; international students who come to Ball State, currently from eighty different countries; visiting scholars and professors from foreign countries; and the ever-increasing numbers of current and retired faculty and community people whose interest in internationalism—or perhaps just in people of all nationalities—leads them to become involved as host families and helpers. There are now more than three thousand members of this "global network," and it grows daily.
The academic year 1989–90 was “Canada Year” on the Ball State campus, organized by a Canada Year Task Force headed and inspired by Dr. Charles Jones, associate professor of mathematical sciences and a former resident of Canada. Canada Year was designed to foster international awareness and help everyone on campus learn more about our northern neighbor. Among many activities focusing on Canada, the Provost’s Film Series featured Canadian films; the Ball State Chamber Choir entertained a visiting choir from the University of Victoria, British Columbia, and then returned the visit; the Canadian Brass performed a concert; Stephen Lewis, a former Canadian ambassador to the United Nations, and Canadian Consul General Marc C. Lemieux spoke on campus, along with various other Canadian dignitaries and experts, perhaps best known of whom was Robert MacNeil of the “MacNeil-Lehrer News Hour,” a native Canadian, who talked about Canadian and American myths.

Indiana’s involvement in business with foreign—especially Asian—countries is well known. Now two new Ball State programs are encouraging the trend toward involving our students in the work of the world. One addresses the specific need for midwesterners to learn about Asian countries and cultures; the other is a business program with an international focus, featuring a minor in a foreign language.
Professor Rita Gardiol, chairperson of the Department of Foreign Languages and a member of the State Advisory Board in Foreign Languages, is deeply involved in these two programs, both of which have mushroomed. In the first, Gardiol proposed to address the need to educate Indiana students about Asia through the schools; the program began in 1986 by introducing the study of the Chinese language to foreign-language teachers, on the hypothesis that their background would enable them to learn this difficult language faster than people who spoke only English. Accordingly, a pilot group of public-school language teachers was subjected to a summer session of extremely intensive training in Chinese language and culture, taught by native speakers. At the end of this session the participants were expected to introduce “exploratory” courses in Chinese culture and some language in their middle or high schools. The hypothesis turned out to be valid, and with a vengeance. These experienced linguists were able to complete twenty lessons in

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Dr. Rita Gardiol (right), chairperson of the Department of Foreign Languages, and Yan Li, a Chinese graduate student, selected materials for an introductory program in Chinese.
Chinese (the equivalent of a year’s work for undergraduates) in a mind-boggling five weeks; they learned four hundred characters—a hundred more than undergraduates do in a year.

In 1987 participants continued their study, which was expanded to include a graduate-level history course on modern China. The next year the Indiana Department of Education funded six weeks of intensive study in the People’s Republic of China for teachers enrolled in the program and allocated more funds to start a similar program in Japanese.

Despite cutbacks made necessary in part by cuts in federal funds for foreign language study, the program has flourished and borne fruit. Study of the Chinese and Japanese languages and cultures has been introduced into thirty-four Indiana schools in twenty-eight townships and twenty-three counties—a total of about 4,200 students in all so far have learned a lot about China and Japan. Teachers in the schools have made presentations to countless assemblies and service organizations. Midwesterners seem to have a hunger for information about Asia, and Ball State is helping to satisfy it.

Rita Gardiol also had a hand in the new international business major. In 1986, when she proposed the Chinese-for-schoolteachers program, she was aware that there was a need for programs that would give international direction to the business curriculum. Bert Faulhaber of the College of Business had for years headed a Center for Transnational Business. He and Gardiol together began planning the new major. They secured a grant enabling the College of Business to create a pilot program that revamped some already existing courses and designed some new ones with emphasis on international
business. But what is most noteworthy about the international business major that emerged from this pilot program is its requirement of a minor in a foreign language. Janice Steele, adviser for the major, says that thirty-five eager students have modified their programs to include the new courses, and there are already twelve students enrolled in the new and especially demanding major. A nine-course core of classes with international focus is the basis of the major; there is one from each department: international management, international marketing, international economics, and so on. Then the student proceeds to more specialized electives and, along with business courses, studies a language. Some are taking Chinese and some Japanese; others are choosing to stay with the European languages. Some of these remarkable students have gone so far as to take on not just minors but second majors in foreign languages. Ball State's study-abroad program enables them to acquire real proficiency in the use of their chosen languages. Steele says, confidentially, "These are fast-track students."

The international business major requires a minor in a foreign language.

Janice Steele with Todd Johnston, a "fast-track student."
We continually seek a balance between research and teaching, in the belief that the best classroom teachers keep themselves active in the academic community in their disciplines and that their students profit from this activity. Eric Johnson, a professor of chemistry, does research on heart disease; in an effort to find ways to predict the onset of symptoms of the disease, he studies cholesterol—both kinds, the "good" HDL and the "bad" LDL. Anyone who reads the popular press knows that cholesterol is the subject of studies all over the world; Johnson's angle is to examine the blood for other forms of cholesterol that may cause buildup of plaque in the arteries. His research is funded by the United States Air Force, which is intent upon forestalling heart attacks among pilots, who are peculiarly susceptible to them. And Johnson's students work right alongside him in his laboratory, building invaluable experience for their own future careers.
John Glen, an associate professor of history, embodies the principle of balance between teaching and research. Widely recognized by both colleagues and students as a fine classroom teacher, Glen is deeply committed to his research on the effects of the "War on Poverty" on the people of Appalachia. The 1964 attempt by the Johnson administration to make life better for the overwhelming numbers of poor people living both in the inner cities and in rural areas of the country is generally agreed to have failed. But Glen wonders whether it failed utterly in Appalachia; he is exploring what actually happened in that region as a result of the antipoverty program. Although some of his work takes him to libraries and archives, he depends even more heavily on the truly primary sources "in people's basements, attics, and garages." He talks to the people who lived through the period and remember it well. He believes that the program did sometimes help Appalachian communities to solve their own problems. Appalachia is an "example of the challenges contemporary America faces. It is dramatic, the contrasts are stark, and the examples are clear," Glen says. A book based upon his research is due to be published in 1992 by the University of Tennessee Press.
OUR FIRST RESPONSIBILITY as an academic institution is of course to serve our on-campus students. But Ball State has always tried to balance this commitment with outreach, and not just to the immediate vicinity or in the conventional extension program.

Professor Michel Mounayar of the College of Architecture and Planning currently heads the college's Community-Based Projects Program, to which other faculty members Harry Eggink, Tony Costello, Scott Truex, and Jim Segedy are also currently active contributors. The program, formally established in 1979, involves students and faculty in projects ranging from environmental-impact and growth-management studies to neighborhood revitalization and planning strategies for downtown redevelopment. Since the informal beginning of the activities in 1966, Ball State architects, planners, and landscape architects, along with other experts, have had a hand in projects of more than sixty Indiana communities. Each project brings students and faculty into personal interaction with community planners.

The work undertaken through this program is visible at various sites throughout the state—in Crown Point, Elkhart, Madison, and more. A Ball State charrette workshop was the first step in the continuing effort of the city of Elkhart to revitalize its downtown and develop its river area; Mounayar says that although most of the credit goes to the city's movers and shakers, Ball State's GBP students and faculty have "shaken things loose." Later a team, this time including a Ball State sociologist, was called in for help with a low-income housing project. The ideas for these developments were...
conceptualized and recommended by the team members in concert with community planners; as is usual in the operation of the program, the community then took over and hired professionals to execute the plans.

Selection to serve on a CBP team is considered a privilege by the students; since the projects are difficult and time-consuming, the number that can be undertaken in a year is limited. Students involved are able to learn how public works occur in the real world, with all their personal, psychological, and political ramifications and complications. Students are impressed by the dedication and visionary qualities of the community planners and the professionals who direct the projects toward realization. Besides the immediate and long-term benefits to the students, the program helps to make community planners who undertake projects to beautify, modernize, or restore their communities aware of the amount of technical expertise that is called for in such projects, where to find it, and how to make it work for them.
ONE OF BALL STATE'S most active and rapidly growing outreach programs is its classes by interactive television, broadcast over the Indiana Higher Education Television System. These courses originate in studios in the Ball Telecommunications building, where they are taught to the usual on-campus students; at the same time they are beamed to sites all over the state. Students in the remote classrooms are in communication with the on-campus classes, and can ask and respond to questions as they wish.

The extremely successful M.B.A. by T.V. reached fifty-one sites in 1989–90; the seventeen graduate business courses that were offered had a total registration of 864. What is worthy of note about these registrations, however, is their geographical distribution: for example, twenty-two students took Accounting 501 on campus, and thirty-five more were spread over sixteen different sites, no one of which had more than five students and eight of which had only one each. It would not be feasible to establish conventional extension classes in any of those sixteen sites for so few students.

Offerings now include undergraduate courses in theatre, English, accounting, religious studies, mathematics, industrial technology, and landscape architecture. In addition to the university courses, Ball State's...
laboratory school, Burris School, in conjunction with the Indiana Academy for Science, Mathematics, and Humanities, broadcasts high-school courses in calculus, physics, Chinese, and human genetics.

All the talk about IHETS, computers, and telecommunications at Ball State may arouse fear that computer and telecommunications technology is rampant on the campus and that plain, old-fashioned good teaching has been abandoned. Not so. Here is another way in which we aim for balance, with the goal of harnessing all the wonders that technology unleashes in the classroom, but without sacrificing the personal student-teacher relationship. Indeed, far from diluting this relationship, the use of the new methods of presentation often, by relieving professors of some of their rather mechanical preparation tasks, gives them more time to focus on each student’s progress.

The use of available technology is nothing new. For years, Teachers College has been using what it calls “microteaching” to help students learn specific teaching skills; they practice on each other in small classes, in front of videocameras, so that in addition to the feedback they get from professors and their fellow students, they can see for themselves exactly how well they are putting into effect the specific skill—reinforcement, say, or planned repetition, used to help pupils “overlearn” a lesson—that is the subject of the day’s study.
In the School of Music, Professor Cleve Scott heads a long-established interdisciplinary program in Music Engineering Technology that balances traditional subject matter and methods with state-of-the-art technology in electronic music. It requires a major in music—including training in composition, theory, and performance—along with a substantial mathematics background, taught by the Department of Mathematical Sciences, that supports a minor in applied physics—electronics. Like the international business major, the program attracts "fast-track students," some of whom take on more than one major.

This program began in 1972, before the technology that supports it today was even in place. But heads-up musicians foresaw a direction that music would take; they knew that firm foundations would be needed in traditional composition and performance as well as acoustics and psycho-acoustics, and so they established the program with the intention of adding equipment as the possibility presented itself. Today graduates leave the program with a thorough knowledge of music, electronic instrumentation, and computer applications for controlling musical equipment or actually generating sound.

Apart from technology as an actual part of the curriculum, however, Ball State is putting high technology at the fingertips of Associate Professor Mark Fissell, history, studies a turbulent part of a small blue inhabited planet.
professors as a tool for teaching traditional subject matter. More and more faculty members are using the resources of the VIS (Video Information System) to enliven their classes with visual materials. In tele-education instructional laboratories, professors, with the help of instructional designers, prepare visual and audio materials to be called up by remote control in their specially equipped classrooms, of which there are now two hundred.

Professor Tom Jordan teaches a General Studies astronomy course, a popular choice from an array of courses offered as a distribution requirement in an effort to give students a common background of knowledge, skills, and values. Astronomy, Jordan points out, is, at least at the undergraduate level, a visually oriented subject. He is able to present movies, videotapes, slides, figures, and so on, to reinforce the content of his astronomical lectures. All of this he might well have done also in the past, lugging into the room a movie or slide projector and a screen, cans of film or boxes of slides, or a tape recorder and boxes of tapes, or all of these. Today he can, with his manual control, change modalities at will—from film to videotape or computer-generated graphics, laser disks, or audiotape, all on his pre-selected program projected on the same screen (which is already
in the classroom). He can even back up if he needs to, or skip
around. He has no need to worry about machines that do not arrive
when ordered, drown out his voice when they are operating
successfully, or worse, fail to function at all. Professors who use the
VIS report that
their students are
responding with
greatly increased
interest and
participation and
improved
performance,
arousing similar
responses in
themselves and
further enlivening
the learning
atmosphere.

Astronomer Tom
Jordan concentrates
on an immense
Jovian planet, even
more turbulent than
ours, though
uninhabited.
But we are not going overboard on technology, engrossing as it is. It is, as its most ardent proponents assert, only another tool, the purpose of which is the same as, say, the blackboard: to reinforce visually the presentation of subject matter. The human warmth remains, and its purveyors are rewarded by answering warmth from their students.

The university is granting increasing numbers of honors for good teaching. Named distinguished professorships have been

At the fall 1990–91 faculty meeting, three faculty members won University Teaching Professorships, enabling them to teach their "dream courses." They were Paul Ranieri, associate professor of English; Henry Womack, associate professor of physiology and health science; and Don Kuratko, Jeff and Teri Stoops Distinguished Professor of Business.

Winners of awards for 1989–90. Front row, left to right: Roy Weaver, outstanding administrative service; Kay Hodson, outstanding faculty member; Paul Biner, outstanding junior faculty member; back row: Provost Warren Vander Hill; Judy Yordon, Creative Endeavor Award; John Reno, outstanding faculty service; Ray Shackelford, outstanding faculty academic adviser; Mrs. John Glover, who accepted the outstanding research award for her deceased husband, John Glover; President John E. Worthen.
granted to Dr. John A. Beekman, who became Lincoln National Corporation Distinguished Professor of Actuarial Science; and Dr. Donald F. Kuratko, who is now Jeff and Teri Stoops Distinguished Professor of Business. They join three colleagues appointed earlier: Dr. Raymond S. Dean, professor of psychology and educational psychology and director of educational psychology doctoral programs and the Neuropsychology Laboratory, who is Distinguished Professor of Neuropsychology; Dr. Thomas R. Mertens, professor of biology and director of science and science education doctoral programs, who is Distinguished Professor of Biology Education; and Dr. David L. Costill, professor of physical education and of biology and director of the Human Performance Laboratory and of exercise science graduate programs, who is Distinguished Professor of Exercise Science.

During the fall 1989–90 opening faculty meeting, awards were presented for the preceding year to members of the Ball State community who demonstrated notable
Ned Griner, professor of art, has received the Lawhead Teaching Award in General Studies, created in the name of Victor Lawhead, dean emeritus of undergraduate programs, and his wife, Doris, a Ball State academic advisor.

R. Thomas Wright, professor of industry and technology, was judged the year's Outstanding Faculty Member; Bruce Partner, professor of mathematical sciences, received the award for outstanding faculty service; and Stanley Wadman, director of finance and assistant treasurer, was rewarded for outstanding administrative service. Ramon A. Avila, associate professor of marketing, was designated Outstanding Junior Faculty Member; Merle Fifield, professor of English, was recognized for her outstanding research; Eugene Karjala, division head and professor of music education, was named Outstanding Faculty Academic Advisor; and Pia Sebastiani, professor of music performance and internationally known concert pianist, won the Creative Endeavor Award.

Our students continue to excel individually and collectively and to receive state, regional, national, and even international recognition. At the meeting of the International Technology Education Association in Indianapolis last spring, our technology education students, members of
ITEA's student affiliate organization, won first place in the National Communication Contest and second in the Live Manufacturing Contest. The theatre department's production of *Cabaret* was selected to be performed at the American College Theatre Festival Regional Convention, and the Ball State Chamber Choir performed at the invitation of the American Choral Directors' Association at its Central Division Conference in Grand Rapids. The University Singers won Showcase Honors at the Collegiate Showcase Festival in Chicago. The *Daily News* was named the best college newspaper in the state by the Indiana Collegiate Press Association. Terry Motsenbocker, a senior accounting major from Muncie, achieved the highest score in the state of Indiana on the CPA examination in May 1989. And Cynda Williams (Cindy to us who knew her *when*), Miss Ball State in 1987 and a 1988 graduate, stunned everybody by winning a leading role in Spike Lee's 1990 movie, *Mo' Better Blues*.

And so it goes, onward and upward, as all the diverse elements that make up this complex array of teaching, learning, research, service, and technology—

> These mixed with art, and to due bounds confin'd
> Make and maintain the balance of the mind.

*Pope, Essay on Man, Ep. II, ll.119-20*
Years Ending June 30, 1990, and June 30, 1989
(in thousands of dollars)

**CURRENT OPERATIONS**

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<th>Operating Revenues</th>
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<td>Grants and contracts</td>
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<tr>
<td>Instruction</td>
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<td>Research</td>
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<td>Operation and maintenance of plant</td>
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<td>Scholarships and fellowships</td>
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<td>Auxiliary enterprises</td>
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<th>Transfers—net</th>
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<th>Total Operating Expenditures and Transfers</th>
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<tr>
<td></td>
<td>$197,214</td>
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**PLANT ADDITIONS DURING YEAR**

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**BALANCES AS OF JUNE 30**

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<td>$72,433</td>
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The information presented for 1990 is on an estimated basis.