THE CASE FOR HIGHER EDUCATION
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To the Ball State University Board of Trustees:

I am pleased to submit the 1990-91 Annual Report for Ball State. The university enjoyed another excellent year, owing to the special efforts and creativity of faculty, staff, administrators, and our students.

Despite the support our institution receives from the General Assembly and citizens across Indiana, there are still far too many Hoosiers who do not value higher education. These people are not convinced, as we are, that to be successful in the twenty-first century and to exercise control over his or her own destiny, a person must have more than a high-school education. This report emphasizes the value of higher education to the individual student, the community, the state, and the nation and provides examples of students whose lives have been significantly affected by their educational experiences.

In the past year, Ball State continued to gain strength as a premier teaching university with a balance between teaching and research. The year began with the enormously successful second UniverCity program entitled "Uncommon Ground." Accreditation was renewed for the College of Business, Accounting, Architecture, Landscape Architecture, and Social Work. The Provost's Blue Ribbon Commission on Internationalizing the Curriculum submitted its recommendations, and work began to implement them. The Indiana Academy for Science, Mathematics, and Humanities opened its doors to 158 outstanding high-school juniors from all over the state and completed an excellent inaugural year.

Ball State joined with the other six public colleges and universities in a unique consortium called "Commitment to Quality" (see page 3).

With eighteen months remaining, "Wings for the Future," the Campaign for Ball State University, reported gifts and pledges totaling $37,064,935 toward a $40-million goal. Campaign gifts permitted the university to appoint an endowed chair and five new distinguished professors. A technology-based laboratory for children with disabilities was established. It will provide clinical experiences for undergraduate and graduate students who will teach in special education. The faculty generated a record $6.6 million in sponsored research and continued to teach with enthusiasm 19,344 students in hundreds of classes, laboratories, studios, and internships.

The President's Medal of Distinction was presented to Mrs. Aline B. Emens, wife of Past-President John R. Emens, and Mr. Harry Watkins, an alumnus who, after graduating in 1933, spent a distinguished career with eight federal agencies in Washington. In May, 1991, honorary doctorates were presented to Jim Davis, a Ball State alumnus and creator of Garfield; Sir David Hunt, retired British diplomat and former secretary to Winston Churchill; and Dr. Sylvia Earle, chief scientist of the National Oceanic and Atmospheric Administration, U. S. Department of Commerce.

Over the past decade, Ball State has evolved and matured into a strong comprehensive university with a clear sense of identity, responsive to the needs of citizens and the schools, governmental agencies, and businesses in our state. This strength is the result of the dedication and effective work of faculty, staff, administrators, and trustees over the past three decades and the continuing effort of people currently in these positions. It is a joy to be part of a university that continues to grow in stature. We are grateful to all members of the university for their support and the contributions they make toward the education of our students.
HIGHER EDUCATION has been getting a lot of unfavorable attention recently: accounts of inflated overhead charges for research, price fixing, and skyrocketing tuition, along with accusations that undergraduates never see the real professors, may give people the impression that higher education is not worth the money it costs the students, the parents, or the taxpayers.

A COALITION of the presidents of Indiana's state universities spent a good deal of time last year making a case for higher education—pointing out that state funding for higher education in Indiana, compared with the rest of the country, is well below average and that a "commitment to quality" requiring a substantial increase in appropriations is necessary if the state is to achieve the goal of educating more Hoosiers at higher levels. In return for increased support, the presidents pledged to expand access to higher education, increase students' academic success, and guarantee the quality of the educational program. Lip service is often paid to a commitment to education, but when the chips are down, the money has not matched the talk. What is the point, then? Are all these university presidents just trying to protect their jobs? What good is a university? What do we do to earn our keep? And in the great scheme of things, does Ball State University really matter?

THE IMMEDIATE economic benefits that accrue to a community because of the mere presence of a university in its midst are fairly obvious. Muncie and the state would surely miss the millions of dollars that Ball State's faculty, staff, and students drop into the local economy—into businesses, entertainment places, utilities, rent, property and income taxes, and so on. It is perhaps not quite so obvious that this money ricochets around in the local economy for years, and much of it ends up moving out into the region, the state, and eventually the remotest parts of the globe as Muncie and Indiana internationalize their economies.

THE PRESENCE of the university affects the community in other less direct ways. The cultural enrichment it offers in the form of art, opportunities for lifelong education, lectures, theatre, dance, first-rate musical events of all kinds, besides making possible
the existence of a fine symphony orchestra, is a great boon in itself for those who choose to avail themselves of it. An indirect economic benefit arises when new businesses are inspired to establish themselves here, high-level management personnel choose to make Muncie their home, and much-desired jobs are created.

**NOT MERELY** of economic value, but also of social and spiritual worth is the substantial pool of volunteers that Ball State supplies for every beneficent group at work in the city, including its twenty-eight United Way agencies. Moreover, the university offers services of many kinds to the local citizenry—the Counseling Practicum Clinic, the Adult Fitness Program, the Speech and Hearing Clinic, the Community-Based Projects Program, and the newly created Housing Futures Institute, the last two based in the College of Architecture. Through Student Voluntary Services, 671 students contributed time to the community in 1990-91, working for such organizations as A Better Way, HeadStart, and the Delaware County Children's Home, among others.

**THESE DIRECT** services are, however, not the only benefits our students, along with other university graduates, offer to society, particularly now with reference to the economy. In an article entitled “The Real Economy” in last February's *Atlantic Monthly*, Robert B. Reich argues that the nation's most important exports in this age of technology are no longer products, but skills. “Only one asset,” he says, “is growing more valuable as it is used: the problem-solving, problem-identifying, and strategic brokering skills of a nation's citizens” (p. 42). It used to be that the money paid to the workers who actually made a product amounted to almost half the cost of manufacture; as long ago as 1975 only one-fourth of that cost went to workers—the other three-fourths paid for designers, technicians, researchers, manufacturing engineers, industrial engineers, planners, strategists, financial specialists, accountants, executive officers, lawyers, advertisers, and marketers.
all of them no doubt university graduates. Most of the experts on Reich's list could have graduated from Ball State; in addition to the long-established programs like finance, pre-law, advertising, and marketing (continually updated, let us hasten to add, to keep up with recent developments), Ball State's computer and state-of-the-art telecommunications programs—the master's program in information and communication sciences, for example—are turning out not only technicians but "conceptualizers" who are shaping the Information Age.

IT IS CLEAR, then, that Ball State's most important function in the economy is to produce educated and productive students. The new international business degree with a required minor in a foreign language prepares students with skills directly oriented toward world-wide business. Reich sees this country's economic future as depending not only upon "the skills and insights of our work force," but on the way these are made to work in the world economy. In the next century, Indiana's economy and the standard of living enjoyed by its people will be even more directly related to the level and quality of education they possess than they are today. Indiana cannot hope to be competitive in the national economy or the world economy in the way Reich describes, that is, in the export of highly developed skills, without an educated populace.

NO BALL STATE student can escape the message: you must be informed about the world outside the United States, and we will muster all our own resources and all the resources we can gather together from other parts of the world to help you learn. An ALL-CAMPUS committee has spent all of 1990-91 planning Europe Year 1991-92. The university will focus attention on the countries of Europe—their diverse cultures, their incredibly complex and protean politics, their economies, and their future. From all over Europe lecturers, dancers, musicians, scholars, and thespians will flood the campus with information and sheer entertainment for the entire academic year.

IN ANOTHER sense, our growing numbers of international students bestow benefits on their American student colleagues as well as on their professors; besides the pleasure of their presence and friendship, they teach lessons of human understanding that cannot be learned except by close association among people of different cultures. And they are joining the pool of "conceptualizers," often taking home with them skills learned at Ball State to put to the service of their home countries. Uzoma Njoku '84 is a technical/product manager with Assa-B Construction Works, Ltd., in Lagos, Nigeria. Sayed A. Sayed '87 is now a member of the Sudanese foreign service.
In 1990–91, the Ball State Alumni Association had sets of “legislator cards” printed for distribution to Indiana schools to help acquaint schoolchildren with their state legislators. It was rumored that lively card-swapping went on among legislators.
BALL STATE UNIVERSITY has contributed substantially to the political life of the state and nation: in the Indiana legislature, Senators Maurice E. Doll, Jr. '73, John R. Sinks '57, and Kathy Smith B.S. '66, M.A. '74 are Ball Staters, as are Representatives Kent J. Adams M.A. '62, Richard A. Beck M.A. '66, Richard W. Bodiker, Lawrence L. Buell '56, Richard M. Dellinger '59, Barbara L. Engle '67, Craig R. Fry, Douglas M. Kinser '78, Jeffrey M. Linder '72, Donald T. Nelson B.S. '57, Phyllis J. Pond '51, Stephen A. Robbins, and Dan Stephan '70. (R. Marc Carmichael '71 and Patrick J. Kiely '73 have resigned their seats in the House of Representatives this fall.) A former faculty member, Phil Sharp, serves the second district in the United States Congress.

THE PROCESS of educating incipient legislators has not stopped: how many, one wonders, are there among the nineteen thousand students of 1990–91? Lisa Swaim, a graduate of the department of political science who served an internship in the Indiana legislature this year, is headed for law school and deeply interested in politics.

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ISA SWAIM'S mother, who married young and was divorced with four children to bring up, went back to high school at the age of fifty. After graduation, she chose to enroll at Ball State partly because it was affordable; today she manages a building for retired people and helps other women with children go back to school. When Lisa, the youngest child, was of an age to go to college, it was natural for her to follow her mother's path to Ball State. Attractive and talented, she became active in theatre, garnering leading roles in Steel Magnolias, Mother Hicks, Macbeth, and The Glass Menagerie and the title role in Ball State Professor Judy Yordon's original adaptation for the stage of Jane Eyre. But when she took political science to fulfill one of her General Studies requirements, she knew that she had found her forte. Although she retained her interest in theatre and continued to perform in plays, she now directed most of her energy into her major.

"MY WHOLE college career has been a great experience," she says, but the unquestioned highlight was her internship at the 1990 session of the Indiana legislature. Under the direction of Robert T. ("Tad") Perry, a Ball State associate vice president and..."
professor of political science, who represents us at the legislature, and his associate, Mike McDaniel, Lisa and another Ball State student intern earned money, lived in Indianapolis, and became thoroughly versed in every detail of the operation of the legislature. They not only met all the legislators, but came to know them; the interns were included in every part of the legislative process, including lunches, lobbying, and conference committees, besides being in on all the floor activity. They kept track of all the bills—hundreds of them—that were introduced, kept daily journals, and had class every Friday. Ball State's Dr. Roger Hollands, professor of political science, taught a seminar for all legislative interns, including those from other universities who were working for specific legislators. Unlike the other interns, ours were the only ones who were actually sponsored by their university—another example, says Lisa, of "the fact that Ball State is a student-oriented university."

During her internship, Lisa, along with her companion, did the research for a Ball State Alumni Association project. Designed for distribution to Indiana elementary and middle schools to familiarize schoolchildren with their state legislators, "Legislator Cards" patterned after baseball cards and displaying photos and information about each one of the one hundred fifty members of the Senate and House of Representatives were printed and sets delivered to Indiana schools. Lisa had the pleasure of presenting to the legislators copies of their own cards, a task she took on with some pride, since the cards represented considerable work on her part.

Lisa is now a law student at Indiana University. She will be an attorney, but she intends to keep up the ties she made as a legislative intern. She is deeply interested in politics and believes that it would profit from the involvement of more young women. She was favorably impressed by the performance of the women in the Indiana legislature: "They made a real contribution.... There weren't... many women, but I was proud.... There were some that were especially inspiring to me as a young person and as a woman. They're really trying to change things!"

Lisa is grateful for the experiences she had at Ball State. "There are a million opportunities out there, and the faculty give students lots of support." The rest of her formal education will not be easy, since she is on her own financially, but her motivation is high and she is determined to continue. One day we may very well have a chance to vote for her.
“Now I’m not afraid to try anything.”
LORIA ROLF, B.S. '89 magna cum laude, M.A. '90, in health science with emphasis in community health, was a nontraditional student. Married at nineteen, she had helped put her husband through college, thinking all the time that maybe one day she too would be able to go. When that marriage failed, however, she had two small children to support, and, having no particular marketable skills, she drove a delivery truck for five years to put them through school. When a second marriage proved unsuccessful, the die was cast: determined to change her life once and for all, Gloria was divorced and enrolled at Ball State University as a freshman on the same day.

She had not grown up with the expectation of becoming educated; her mother, a Southern belle, had taught her all the gentlewomanly skills and implied that with these and good looks, a woman had no need for a college education. And yet, Gloria was a birthright feminist of sorts—she was convinced that being a woman would not keep her from accomplishing any purpose she set for herself. Although she had grave misgivings when she began college (the same year, incidentally, as her daughter), never having been a really dedicated student in high school, still, she thought, "I'm inquisitive: if I were educated I could work my own way.”

At the beginning, Gloria had no particular major in mind, until as one of her General Studies courses she took health science and found it thoroughly engrossing; it became her major, and she chose political science as a compatible minor. "I had a tremendous undergraduate education," she says. "I found out about resources of information—a world of things I didn't even know existed—how to use the library, technology."

In preparation for her internship at the Centers for Disease Control in Atlanta, she discovered that she was going to have to do a computer project "mining a database." Her bafflement at the prospect of this task was only temporary: she found a Ball State computer course that would teach her what she needed to know, took it, and arrived in Atlanta prepared to face the challenge.

One of the most enlightening courses she took was Professor Ned Griner's art history class; she liked the course so much she applied for the job of assistant and ultimately sat through the class five times, learning something new every time, and wishing that she had done that before her visit (in the course of her second marriage) to the Louvre.

For Gloria, education has meant empowerment. "My education has made the most incredible difference in my life," she says. "It's been freeing." Her professional interest is in responsibility as it applies to human sexuality and substance abuse; her excellent undergraduate and graduate record has qualified her for a position at Indiana University in the Preventive Resource Center, where she is going to build a database. "I used to be scared to death to touch the computer. Now I'm not afraid to try anything."
KEmpTON HORKEN was already “turned on to learning” (see p. 22) before he came to Ball State. He had been lucky to have a high school science teacher in Princeton, Indiana—Mr. Murphy (may his name be honored among educators: all of Kemp’s subsequent teachers owe him a debt of gratitude), who “pushed us and made us work as no other high school teacher had ever done, and I realized I liked to work and I liked to learn.”

KEMP, a BIOLOGY major, knew that he wanted to be in science when he came to Ball State, but he also wanted to be a well-rounded person. He found so much variety here that he was able to satisfy a curiosity of impressive scope and size. He could have minored in classical culture, philosophy, or computer science, and he took five courses in mathematics. “I realized I had a lot of hours to play with,” he says, “and I just thumbed through the catalog and if things were interesting to me, well, why not take advantage of it?” He speaks well, likes to read—the classics, Agatha Christie. He and his wife (a teacher) play tennis and go to sporting events and chamber music concerts.

KEMP’S UNDERGRADUATE degree took five years, including an eight-month internship at the Argonne Laboratory, during which he acquired, along with valuable scientific experience, new insight, not perhaps so edifying, into “the way the government works.” His current work for his master’s degree consists of basic research on one specific protein component of chlorophyll, in an attempt to discover its precise function in photosynthesis. He is grateful for the close association he has been able to have with his professors.

BEFORE Mr. Murphy’s rigor gave him the impetus that was to inform his life, Kemp had seriously considered becoming a farmer, although, unlike many of his friends, he had no farm to inherit. Now his future shapes up differently. He has a fellowship to pursue doctoral work at the Ohio State University, where there are two scientists whose work he admires. He will do biochemical research, working with these men and learning from them in their laboratories. Eventually, probably after a postdoctoral position or two, he wants to teach. So that ultimately, Ball State will have had a hand in the creation of another teacher—this time probably a teacher of advanced researchers. And we can be very sure that this one will know how to ignite other students, at whatever level he meets them.
"I figure I'm going to be happy rather than wealthy."
LAST YEAR Becky Wiquist was a “scared, lost freshman from Detroit,” she says in a little-girl voice, but as a sophomore she is one-hundred-percent self-possessed, and the voice takes on more authority. She came to Ball State because her future swimming coach, Laura Seibold-Caudill, talked her into it (and backed up her talk with a scholarship). “Probably one of the best decisions I’ve made,” says Becky. Her swimming scholarship was supplemented by a Presidential Scholarship, making her attendance at Ball State financially easy but adding to the academic pressure.

BECKY DIDN'T stay scared and lost for very long. She immediately got involved in activities for freshmen at the campus Lutheran Center, where she found out that there were other new students suffering the same agonies in making the transition to college life. Being on the swim team helped too; it gave her a group to identify with. She met a lot of “great people and good students,” and was soon happy ("College is fun") and going strong—too strong, as it turned out. Mononucleosis struck in the spring; she stayed on campus, attended classes sparingly, and managed to keep her grades up, although her grade-point average slipped (all the way) to 3.5. She recovered enough to go to summer school and be ready for her sophomore year as a swimmer and elementary education major.

BECKY IS A member of EXEL (for Experimental Elementary Education), a high-powered laboratory-centered program that puts future elementary teachers in local classrooms very early in their careers and sends selected students to London to study British elementary education. Becky’s plan is to teach young children—first and second grades, preferably—a plan that she conceived when she herself was in elementary school. For a while she was diverted from her goal by a desire that possessed her unaccountably all through middle school and partway through high school—to “make a lot of money.” But in high school when she discovered that she didn’t much like the courses she was going to have to take if she wanted to make a lot of money—accounting, for instance—she reverted to Plan A: “I figure I’m going to be happy rather than wealthy,” she concludes. How many elementary teachers have come to the same conclusion, for better or for worse?

BECKY'S EARNESTLY expressed but excessively modest goal is “to touch one student.” In the meantime, for three more years she will swim, specializing in middle-distance freestyle and, if she can persuade her coach to let her go for it, the “four hundred individual medley” (four laps each of butterfly, back, breast, and free). She will budget her time to allow for activities at the Lutheran Center and as a hall counselor in her residence hall. She will make time to go to programs at Emens Auditorium (last year she saw professional traveling productions of Cats and The Sound of Music). And she will be a Wellness Ambassador for her residence hall, which is not one of the eight wellness halls (see page 20). In this capacity she will bring wellness programs to the hall “so that people who maybe couldn’t get into a wellness hall can have some of the benefits.”

BECKY IS convinced, as an athlete, a good student, and a person with spiritual concerns, of the importance of what she calls the six aspects of wellness (see p. 21), and she proceeds to reel them off, stumbling only on the sixth one. She wants fellow students to know that “it's okay not to do what everybody else does—like, you don't have to drink.”
“I don’t have to be rich. I just want to be good at one thing.”
CLIFFORD JOHNSON, a junior physical education major, came to Ball State from Evansville, where his parents had sent him to live with his grandparents to get him away from the environment of drugs and violence that prevailed in his home city. Athletics got him through high school, he says in quiet and reflective tones, and he was not particularly interested in going to college. But he was interested in playing football, and since Ball State was interested in him, he came. Now he has surprised himself: he is interested in college—he has discovered that he likes to learn. "I never dreamed that learning could be this fun," he says. The transition hasn't been easy, since he was an indifferent high school student. But team study tables have helped, and his first year, since he didn't play football, he worked exclusively on academics. "I never knew what it was like to stress out about an exam—stay up all night. And it may sound strange, but I love it."

IT MUST BE confessed, however, that what he mainly loves is football (he is a wide receiver). Never mind that his nose has been broken twice by opposing players—the third time happened in karate practice—his face lights up and he waxes poetical when he talks about the game, the sound of the crowd, the thrill of the hard-hitting play.

CLIFF'S NOTEWORTHY articulateness makes the news that his minor is English not so surprising. His facility in expressing himself comes in handy when he is called upon, as he says he frequently is by fellow students, to defend his major. People think all PE majors do is play badminton, he says: "They don't know that we have to take courses in kinesiology, physiology, and anatomy, and that we have to learn to teach badminton and tennis and so on, which isn't so easy." His favorite course outside his major so far, however, was a General Studies course, Speech 210, in which students learn to make impromptu presentations, among other speaking skills. He would like to take some telecommunications courses, but the football program, on top of his major and minor courses, is time-consuming. "When we're not traveling, we're tired," he confesses.

CLIFF WANTS TO teach: "It's my lifelong dream. . . . I had so many terrible teachers in high school," he says, "I know I could do it better than that—I know I could help somebody!" He continues, "I don't have to be rich. I just want to be good at one thing."

HE ALSO WANTS to coach, of course. There may not be very many high school English teachers who also coach the football team, or football coaches who also teach English. One thing is certain: Cliff's half-time pep talks will be eloquent.
“Education [in the prison system] may not be the whole answer, but it is part of the answer [to the problem of recidivism].”
STEPHEN GUY, a Ball State alumnus (B.A. '72, M.A. '75), is a dedicated teacher, a member of the Department of English, and a bit out of the ordinary. He resembles the great novelist and social reformer Leo Tolstoy, both for his impressive nineteenth-century Russian-looking full beard and for the compassion that pervades his view of humanity. But what is really unusual about his teaching is that all his students are prisoners of the state—they are participants in Ball State's educational program at the Indiana Reformatory at Pendleton. This program offers courses that can lead to an undergraduate degree or even, with a lot of effort, to a master's degree.

Part of the Indiana Correctional System's charge is to reform and educate its inmates, and Ball State's program, which has been in effect for twelve years under the direction of Dr. James MacDougall of the Department of English, plays an important role in that effort. Steve had given up teaching and was working with computers and trying to become a published writer when Professor MacDougall proposed to him that he try teaching one class in the Pendleton program. Skeptical and, he confesses, a little fearful at first, he quickly discovered that these students were unusually responsive and highly motivated. According to Steve, some prisoners study because they want to be able to have some way to make an honest living when they come out; some want to use their education to do something constructive for a neighborhood they have harmed—in their own words, they want to "make it up." For these inmates, the discovery that they are capable of mastering complex subject matter, of accomplishing tasks that nobody they know has ever attempted, comes as a real revelation.

FOR STEVE this teaching is uniquely satisfying. His students, usually somewhat older than traditional college students, work at learning; they grapple with problems presented by their readings of both imaginative and nonfictional texts in ways that show genuine involvement, and he has seen lives turned around. One former prisoner told Guy, "I used to live like a cave-man, and I don't any more—I stop and think now." Far from being cynical as a result of his experience, Steve has a deep belief in the power of education at every level.

Steve's wife, Cindy, is an elementary schoolteacher; she has great admiration for what she does. "That's a tough job," he says, "I don't know how she does it."
Wellness residence halls offer an environment conducive to making positive choices: a smoke- and tobacco-free atmosphere, well-equipped fitness rooms, relaxation rooms with tapes and headphones, resources on wellness topics available on request, special weekly wellness programs, health screenings, nutrition information, quiet hours, and the companionship of colleagues also devoted to the goals of the wellness program. The Housing Office is called upon to provide more of these halls every year.

CERTAINLY not the least important of Ball State's contributions to society—some would argue that it is the most important in the long run—is this: we teach teachers. Although since 1965 Ball State is no longer exclusively a teachers' college, the emphasis has been preserved, not only in the division called Teachers College, one of the university's six academic colleges, but across the university. Nearly every department has courses designed for those who intend to teach; and we turn out teachers at every level: from Becky Wiquist, whose long-term plan is to teach little children, and Clifford Johnson, who wants to teach and coach in high school, to Kempton Horken, who will probably settle into a lifetime career teaching high-level basic researchers in a university, as he himself was taught here as an undergraduate and graduate.

BEFORE WE launch them into the world to make their contributions, we try to do a substantial service for our students: we try to change their lives for the better. Of course there will be material benefits: Ball State graduates will share in the general relative prosperity experienced by all college graduates. Men with four-year degrees will earn more than twice the amount earned by those who quit school after elementary school, and more than half again as much as those with high school diplomas. Women graduates will earn more than other less well educated women in about the same proportions.

BALL STATE graduates will have another benefit, partly material, partly more, for the Institute for Wellness has had a campus-wide effect. The institute turns out graduate students with master's degrees in wellness management, to go forth and spread the doctrines of wellness to other institutions and
organizations. Just as important on campus, however, has been the sponsoring of wellness residence halls, ever more popular, that now house 1,646 students in smoke-free and otherwise health-dedicated environments. Along with other programs for physical fitness and the other aspects of wellness emphasized by the institute (occupational, emotional, intellectual, social, and spiritual), wellness halls are helping to give Ball State students a sound background and habits of healthy living that will last all their lives.

GOOD HEALTH is one element of what has often been considered the ultimate human good, and the university has it in its power to contribute more. A. E. Housman, in his well-known Introductory Lecture, said,

A life spent, however victoriously, in securing the necessaries of life is no more than an elaborate furnishing and decoration of apartments for the reception of a guest who is never to come. Our business here is not to live, but to live happily. . . . Our true occupation is to manufacture from the raw material of life the fabric of happiness. (p. 7)

One of the requirements for happiness is the satisfaction of the natural human desire for knowledge, which Housman says "is no less universal . . . than the craving for food and drink." Dr. Samuel Johnson once pronounced that "a desire for knowledge is the natural feeling of mankind; and every human being, whose mind is not debauched, will be willing to give all that he has to get knowledge."

THIS, THEN, is one of the gifts that higher education can bestow on students, and at Ball State, at least, we can credibly claim that, although fees rise here as elsewhere in response to inflation, we do not seek to exact the full price that Dr. Johnson thought every human being would be willing to pay. We offer our students, along with the sheer pleasure that comes from the satisfaction of their natural craving for knowledge, the all-important side effects that follow upon the

Academic year 1990-91 has been a year of renovation and repair. It is a little hard to turn students on to learning if the infrastructure is collapsing on their heads and crumbling beneath their feet. Specially appropriated funds allow the university to preserve and renovate older buildings and repair sidewalks.
possession of knowledge and skills: self-esteem, empowerment, control of their lives. Wayne Booth, in *The Vocation of a Teacher*, says, “Every day millions of Americans are taken in by public words that no educated person could believe after careful thought and investigation” (p. 34). Education at its best helps people to distinguish the true from the false and teaches them to discern their true interests and how to advance them.

Although Ball State University is decidedly in the business of satisfying students' craving for knowledge, if that were all we accomplished, we would be disappointed, and the faculty in general would regard itself as having failed. For the best education inspires in the student an insatiable desire for learning that will last a lifetime. Ball State's dedicated faculty members, indeed all dedicated teachers, would no doubt agree with Booth's summing up of the aspiration of a teacher:

We want to educate; we hope for graduates who have been permanently “turned on” to self-education: readers, writers, thinking citizens of a republic more civilized than any we now inhabit. (p. 42)

People who are turned on to learning literally never stop; their lives are opened to limitless possibilities. As they achieve their goals, they set new, higher ones. The more they know, the more they want to know; inspired by acquaintance with the great minds of the past and present, they continually surpass their own earlier aspirations. A world without them would be bleak indeed.

At Ball State University we are always wondering, examining, and asking one another and ourselves whether we are doing our best in every way for our students, and we continue to find ways to improve. Indeed, finding ways to improve and encouraging faculty members to use them are the specific charge of the Center for Teaching and Learning, which last year, along with many other projects and activities, sponsored lectures for the faculty by Dr. Frances Lucas of Baldwin-Wallace College, Dr. R. Eugene Rice of Antioch College, and Dr. Maryellen Weimer, head of the Instructional Development Program at the Pennsylvania State University. Richard Henak, one of our own faculty who has devoted considerable time to the issue of developing teaching skills, spoke to the faculty on the benefits of cooperative learning strategies.

In the meantime, we proudly present to the world Kemp, Gloria, Lisa, Stephen Guy and his students, and in a few years Cliff and Becky. It might be argued that any institution of higher learning, given material of high quality and strong motivation, could have produced such students and alumni, and perhaps that is true. But the fact is that, for one reason or another, they chose Ball State University, and here they are, full of extremely well-founded self-esteem, competent, idealistic, independent. Whether their love of learning will endure, whether they will be able to distinguish truth from the multitude of falsehoods that will come at them from all directions, only the future will tell, but the prospects are good.

If there were only these few who had profited and were profiting thus deeply from higher education, they would constitute reason enough for support, but the truth is that there are thousands more stories like these of enlightenment, awakening, empowerment, and dedication to perpetuating the ends of education among the twenty thousand minds that are currently on the Ball State campus, and thousands more at other institutions in Indiana and across the country. What further justification does higher education need?
Dr. Glenda Riley  
The Alexander M. Bracken Professor of History

"An endowed chair in history is more than a gift to a university and its students. It is a gift to civilization with untold benefits that endure for generations."

Dr. Ralph E. Baker, professor of political science, is planning an interdisciplinary look at the importance of baseball in American society.

During the 1991-92 academic year, three Ball State professors were named University Teaching Professors based on teaching excellence and their ideas for an original "dream" course that they wanted to teach.

Anthony J. Costello  
Irving Distinguished Professor of Architecture and Professor of Architecture

"There is no Ivory Tower for those who shape our environment; faculty and students must be intimately involved in the communities they serve."

Dr. Anthony O. Edmonds, professor of history, will teach "My Generation's War and Yours: Vietnam and the Persian Gulf," emphasizing comparisons and contrasts between the two conflicts.

Dr. Patricia C. Keith-Spigel  
Reed D. Voran Honors Distinguished Professor of Social and Behavioral Science

"Too few comprehensive universities place a high value on teaching. Yet of all the things a faculty member must do, none is more important than teaching."

Dr. Maude M. Jennings, assistant professor of English, will examine cultures that existed side-by-side with American culture during the first hundred years of U.S. history in multicultural studies in literature.
SEVEN FACULTY members were honored in the fall of 1991 for their outstanding contributions to the university.

Dr. Daryl Adrian, professor of English, outstanding advisor.

Mitchell Andrews, professor of music performance, outstanding creative endeavor.

Dr. Terry Arndt, professor of accounting and associate dean of the college of business, outstanding administrative service.

Dr. Gordon B. Lindsay, associate professor of physiology and health science, outstanding junior faculty member.

Dr. Bernadette H. Perham, professor of mathematical sciences, outstanding faculty member.

Dr. Chun-Hung Tzeng, professor of computer science, outstanding researcher.

Marilyn Weaver, associate professor of journalism, administrative assistant in the department of journalism, outstanding faculty service.
### FINANCIAL HIGHLIGHTS for the years ending June 30, 1990, and June 30, 1991.

#### JUNE 30

<table>
<thead>
<tr>
<th>1991</th>
<th>1990</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operating Revenues</strong></td>
<td><strong>Operating expenditures and transfers</strong></td>
</tr>
<tr>
<td>Student fees</td>
<td>$51,242</td>
</tr>
<tr>
<td>State appropriations</td>
<td>$108,182</td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>$20,473</td>
</tr>
<tr>
<td>Sales, service, and other</td>
<td>$39,721</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>Transfers—net</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Plant Funds</strong></td>
</tr>
<tr>
<td></td>
<td>$13,869</td>
</tr>
<tr>
<td></td>
<td><strong>(38)</strong></td>
</tr>
<tr>
<td><strong>Net Transfers</strong></td>
<td><strong>$13,831</strong></td>
</tr>
<tr>
<td><strong>Total Operating Expenditures and Transfers</strong></td>
<td><strong>$216,285</strong></td>
</tr>
</tbody>
</table>

#### Operating expenditures and transfers

<table>
<thead>
<tr>
<th>1991</th>
<th>1990</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$55,119</td>
</tr>
<tr>
<td>Research</td>
<td>1,774</td>
</tr>
<tr>
<td>Public service</td>
<td>4,172</td>
</tr>
<tr>
<td>Academic support</td>
<td>19,635</td>
</tr>
<tr>
<td>Student services</td>
<td>7,673</td>
</tr>
<tr>
<td>Institutional support</td>
<td>43,677</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>22,441</td>
</tr>
<tr>
<td>Scholarships and fellowships</td>
<td>17,168</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>30,795</td>
</tr>
<tr>
<td><strong>Total Operating Expenditures</strong></td>
<td><strong>Investment in Plant</strong></td>
</tr>
<tr>
<td></td>
<td><strong>$363,587</strong></td>
</tr>
<tr>
<td><strong>Balances as of June 30</strong></td>
<td><strong>Outstanding Indebtedness on Physical Facilities</strong></td>
</tr>
<tr>
<td></td>
<td><strong>$69,786</strong></td>
</tr>
</tbody>
</table>

*The information presented for 1991 is estimated.*

From vision to reality, $29.4 million Health, Physical Activity, and Arena Complex nears completion. It will include classrooms, offices, laboratories, research facilities, and a 12,000-seat arena that will host major statewide athletic events, conventions, trade shows, and guest lecturers.