

THE COLLEGES PLAN FOR A DECADE AHEAD

Reports from Nineteen States

THE FACE of higher education in America is scheduled to change dramatically in the decade just ahead. Children now in elementary school will find, when they reach college, that the opportunities open to them differ greatly from those that were available to their parents. Among the changes anticipated:

► Enrollments will double but the growth of institutions will be uneven. Publicly supported colleges will grow much faster than private ones. Universities already large and complex will grow more rapidly than the independent colleges. Urban institutions will grow much faster than rural colleges. Public junior colleges will grow most rapidly of all.

► Faculty shortages will be acute. This will result in larger classes, more instruction by television, more independent study, and more credit by examination without class attendance.

► Tuition charges will mount but the number of scholarships will increase.

► A much larger proportion of the national income will flow into higher education.

► Admission standards will rise in many colleges but in 1970 there will still be a considerable number of colleges open to high school graduates of only average academic aptitude.

► More students will live at home while attending college. This will be made necessary by the shortage

of dormitory space and will be made possible by the increased availability of community colleges.

► More colleges will operate on a year-round basis and many students will complete work for a college degree in three years instead of four.

► A much larger number of college graduates will go on to graduate work.

► Teachers colleges, in most of those states where they still exist as separate institutions, will become general state colleges or liberal arts colleges.

► There will be much more state-wide planning, and probably more planning of higher education on the national level.

► In several states there will be a dramatic reorganization of the entire system of public higher education.

These predictions are based on reports made on higher education in nineteen states and several cities and regions. They represent the informed judgments of men and women who have studied carefully and in depth the problems facing the colleges and universities in their respective states. A list of the reports appears in the box on the opposite page.

All of these reports are, in some sense, "official." Some of the committees were appointed by state legislatures, others by the Governors of their respective states, still others by state commissioners of education or heads of state universities. Some of the reports are primarily statistical, dealing with enrollment figures and projected costs. Others go more

THE NATURE AND SCOPE OF HIGHER EDUCATION IN THE UNITED STATES

Type of Institutions	Number of Institutions			Enrollment		
	Public	Private	Total	Public	Private	Total
4-Year Institutions						
Universities	82	59	141	931,328	533,532	1,464,860
Liberal Arts Colleges	87	669	756	323,628	642,112	965,740
Teachers Colleges	167	31	198	339,513	12,227	351,740
Technological Schools	26	25	51	43,399	60,891	104,290
Theological Schools	—	173	173	—	41,722	41,722
Schools of Art	2	44	46	227	15,150	15,377
Other Professional Schools	8	67	75	7,851	39,222	47,073
Junior Colleges	312	200	512	356,922	54,573	411,495
TOTAL—United States	684	1,268	1,952	2,002,868	1,399,429	3,402,297

Source: U.S. Office of Education. Circular No. 621, 1960. Figures are for 1959.

deeply into the meaning and purpose of higher education and the responsibility of the state in providing for the nation's manpower needs. Some take a provincial view, while others see their own states in relation to the problems of higher education in the nation.

Until three or four years ago few colleges or universities had any clear and realistic plans for meeting the enrollment expansion that everyone knew—or should have known—was coming. Although the babies were born and had been counted, and although the percentage of the age group attending colleges had risen steadily for generations and was continuing to rise, few college authorities were willing until late in the 1950s to face the fact confronting them—the fact that college enrollments, already at an all-time high, would at least double and perhaps triple by 1970.

Suddenly near-panic set in. We became aware that what had once been called a “tidal wave” of students was not a wave but a new and permanently higher level. Private institutions of the more prestigious variety contented themselves for a time with the belief that they could solve their own problems by raising admission standards and letting state colleges take care of the masses. The weaker private colleges, which have always had trouble attracting students, looked forward happily to the day when students would be knocking at their doors. State colleges assumed that they would be taken care of somehow—some continued to recruit students vigorously—and many a college president was happy about the fact that a bigger institution would mean a bigger and perhaps a better-paid job.

TODAY the problems are being faced more realistically. Careful plans are being made in at least a third of the fifty states. It has become apparent that if private colleges and universities cannot absorb their share of the increased load, the publicly supported colleges must be prepared to accept an ever increasing share, however painful it may be to the taxpayer. Meanwhile, however, the heads of private colleges are becoming aware that their problems cannot all be solved by raising admission standards. When standards become so high that many able applicants are rejected—including the sons and daughters of distinguished alumni—the effect on public relations and on sources of endowments can be devastating to a college. In at least a few states, private colleges are preparing to ask for state or federal assistance, either in the form of scholarships or as direct grants.

State Reports on Higher Education

A MASTER PLAN FOR HIGHER EDUCATION IN CALIFORNIA, 1960-1975.

Prepared for the Liaison Committee of the State Board of Education and the Regents of the University of California at the request of the State Legislature. Berkeley and Sacramento. 1960.

HIGHER EDUCATION AND FLORIDA'S FUTURE. Volume I, Recommendations and General Staff Report. By A. J. Brumbaugh and Myron R. Blee. Final Report to the Board of Control for Florida Institutions of Higher Learning. University of Florida Press. 1956. \$1.50.

ILLINOIS LOOKS TO THE FUTURE IN HIGHER EDUCATION. Report of the Higher Education Commission to the Governor and Legislature. 1957.

COMPREHENSIVE EDUCATIONAL SURVEY OF KANSAS. Volume III, the Higher Education Study. Education Committee, Kansas Legislative Council, 506 State House, Topeka. 1960.

A PLAN FOR EXPANDING THE UNIVERSITY OF MARYLAND. Report of the Governor's Commission. 1960.

NEEDS IN MASSACHUSETTS HIGHER EDUCATION. With Special Reference to Community Colleges. Report of the Special Commission on Audit of State Needs, 367 Boylston Street, Boston 16. 1958.

HIGHER EDUCATION IN MICHIGAN. By John Dale Russell, director of the survey. Michigan Legislative Study Committee on Higher Education, P.O. Box 240, State Capitol, Lansing. 1958.

MINNESOTA'S STAKE IN THE FUTURE. Higher Education, 1956-1970. Report of the Governor's Committee on Higher Education. State Department of Education, 301 State Office Building, St. Paul 1, Minnesota. 1956.

HIGHER EDUCATION AND THE FUTURE OF YOUTH IN THE GREATER ST. LOUIS EDUCATIONAL AREA. Committee on Higher Educational Needs of Metropolitan St. Louis, 1517 S. Theresa, St. Louis 4. 1960.

COLLEGE OPPORTUNITY IN NEW JERSEY. A Report of the New Jersey State Board of Education to the Governor and the Legislature. 1957.

MEETING THE INCREASING DEMAND FOR HIGHER EDUCATION IN NEW YORK STATE. A Report to the Governor and the Board of Regents by the Committee on Higher Education, Albany, New York. 1960.

HIGHER EDUCATION IN NORTH DAKOTA. A Report of a Survey for the North Dakota Legislative Research Committee and State Board of Higher Education. By the Office of Education. 1958.

COLLEGES FOR OREGON'S FUTURE, 1960-1970. Some of the Factors to be Considered by the Citizens of Oregon in Planning for 1970. 1959.

HIGHER EDUCATION IN THE COMMONWEALTH OF PENNSYLVANIA. Report of Governor's Commission on Higher Education. 1957.

PUBLIC HIGHER EDUCATION IN TENNESSEE. A Report to the Education Survey Subcommittee of the Tennessee Legislative Council. 1957.

REPORT OF THE TEXAS COMMISSION ON HIGHER EDUCATION. To the Governor and the Legislature of the State of Texas. Texas State Commission on Higher Education, State Office Building, Austin 11, Texas. 1959.

HIGHER EDUCATION IN THE TIDEWATER AREA OF VIRGINIA. Report of a Survey for the State Council of Higher Education of Virginia and the Norfolk Junior Chamber of Commerce. By the Office of Education, Finance Building, Richmond 19, Virginia, 1959.

CITIZEN'S COMMITTEE REPORTS AND RECOMMENDATIONS (WASHINGTON). Interim Study of Education, Washington State Legislature. University of Washington, Seattle 5, Washington. 1960.

REPORTS PRESENTED TO THE COORDINATING COMMITTEE FOR HIGHER EDUCATION (WISCONSIN). Mimeographed. Joint Staff Office, 333 Wisconsin Center Building, 702 Langdon Street, Madison 6, Wisconsin. 1959.

EDITOR'S NOTE: Where no source or publisher is given, we suggest that readers wishing to obtain copies of these reports write directly to the Commissioner of Education in the appropriate state.

State Systems of Higher Education

EACH STATE has its own administrative structure for higher education and each is different. Some examples:

OREGON has a unified system of higher education that incorporates the state university, the state agricultural college, a college of education, two small state colleges that were formerly teachers colleges, and a larger state college in Portland. All are administered by a single chancellor, are controlled by a single board, and present a single budget to the legislature.

WASHINGTON has separate boards for each of its two state universities and each of the three colleges of education. There is no over-all administrative head, and prior to the 1960 study there was little statewide planning.

OHIO has five state universities, each with its own board and administrative head. Ohio has not had a teachers college for thirty years.

CALIFORNIA has the most elaborately planned system of public higher educa-

tion in the nation. The University of California is located on seven campuses and is planning new ones. The fifteen state senior colleges operate under a different board and are entirely separate from the University. The sixty-three public junior colleges come under the administration of city school systems but receive state aid.

MINNESOTA has nine public junior colleges and five teachers colleges which are on the way to becoming general state colleges, but higher education in the state is dominated by the University of Minnesota, which enrolls more students than all the other public and private colleges in the state combined. The university incorporates the functions of a land grant college with those of a major university with its graduate and professional schools. The undergraduate colleges provide a diversity of curricula for students of different interests and aptitudes.

NEW YORK has a system of higher education that appears to an outsider (and to many insiders) to be a vast confusion of overlapping organi-

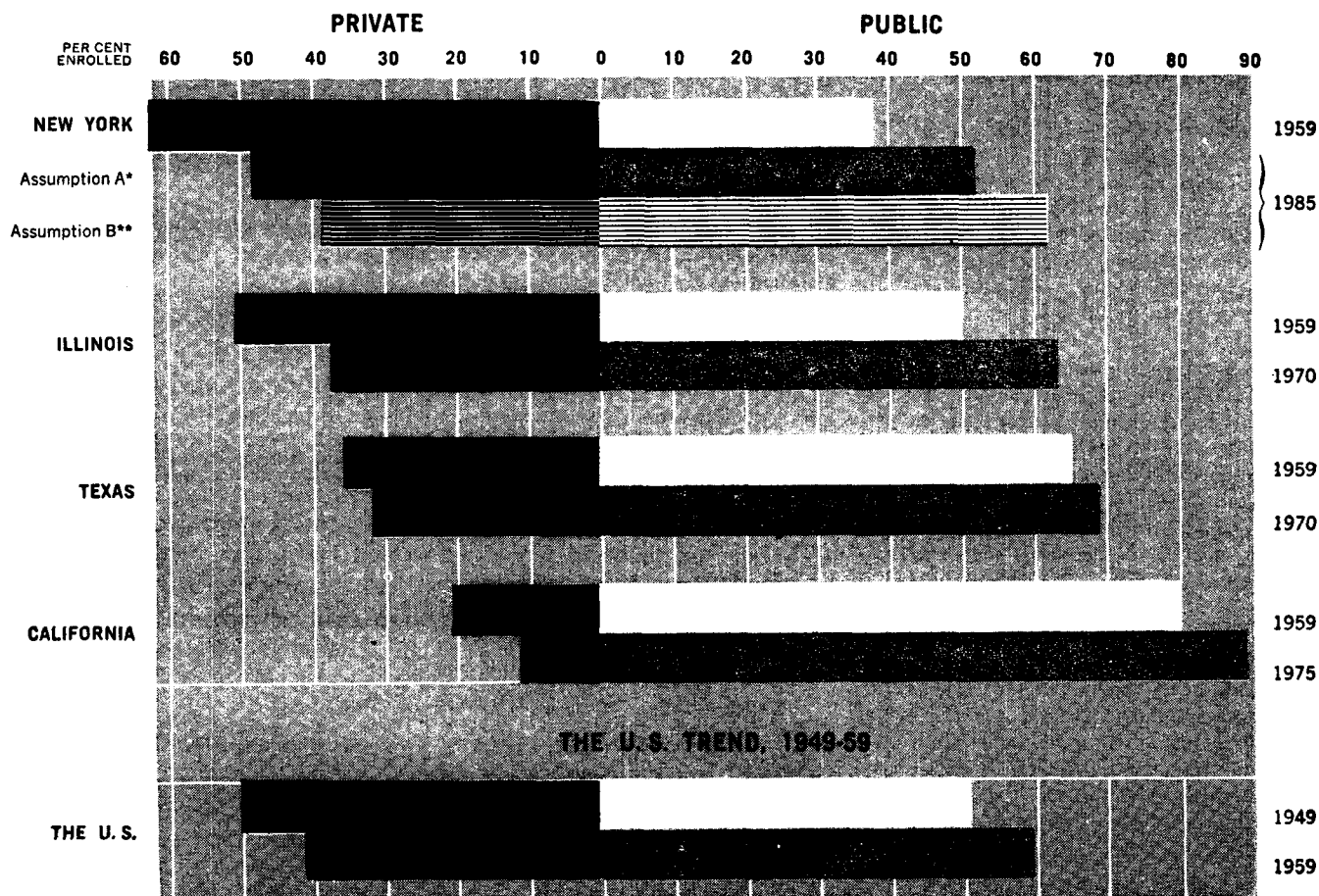
zational structures. There is a Board of Regents which has responsibility for elementary and secondary schools as well as colleges and which has some responsibility for private as well as public colleges. In addition, there is a State University of New York and a University of the State of New York, but these are administrative rather than instructional units and have no campuses of their own. There are also the Colleges of the City of New York, which receive state financial aid for some of their programs but whose place in the state university system is unclear. The New York report is a vigorous effort to bring order out of this confusion.

Teachers Colleges

IN THE MAJORITY of the states surveyed the teachers colleges already have become general state colleges. Reports from other states indicate that this trend will continue. It seems a safe guess that the state teachers college as a separate undergraduate institution will have disappeared by 1970.

The New York report says, "We propose that the state colleges of edu-

Heavier Burden for Public Colleges



*New York Assumption A estimates 150 per cent increase in private enrollments by 1985.

**New York Assumption B estimates 100 per cent increase in private enrollments by 1985.

Sources: State data from New York State report.

U. S. data from U. S. Office of Education.

cation be converted into liberal arts colleges starting immediately. . . . This recommendation rests upon a number of assumptions and facts, including:

a. Teachers should have a good general education. They should be as well educated as other college graduates in the communities where they teach.

b. Strong state liberal arts colleges, with teacher-education programs and low tuition, would attract more students to teaching.

c. The curricula of the state colleges of education need revision. The professional courses in education have been increased out of proportion to the legitimate subject matter in the field and some of the courses in the arts and sciences appear to be of dubious academic value."

In Washington, where the three teachers colleges have offered a liberal arts program for many years, the report recommends that the names of these institutions be changed from "Colleges of Education" to "State Colleges."

The Minnesota report says, "The teachers colleges are serving the dual function of providing general education and professional education for the youth of the areas they serve," and recommends a complete reconstitution of the State Teachers College Board on a pattern similar to that of the Board of Regents but backs away from the question of whether these institutions should expand their liberal arts programs, saying only that this problem "should be constantly studied."

Two-Year Colleges

MOST OF THE states surveyed anticipate a great expansion of two-year institutions—either junior colleges or community colleges. Some are expected to grow into four-year institutions while others will serve as "feeder" institutions for four-year colleges, and, at the same time, provide higher education for students who are not interested in or capable of a standard four-year course.

The Illinois report states the objective of a number of reports when it

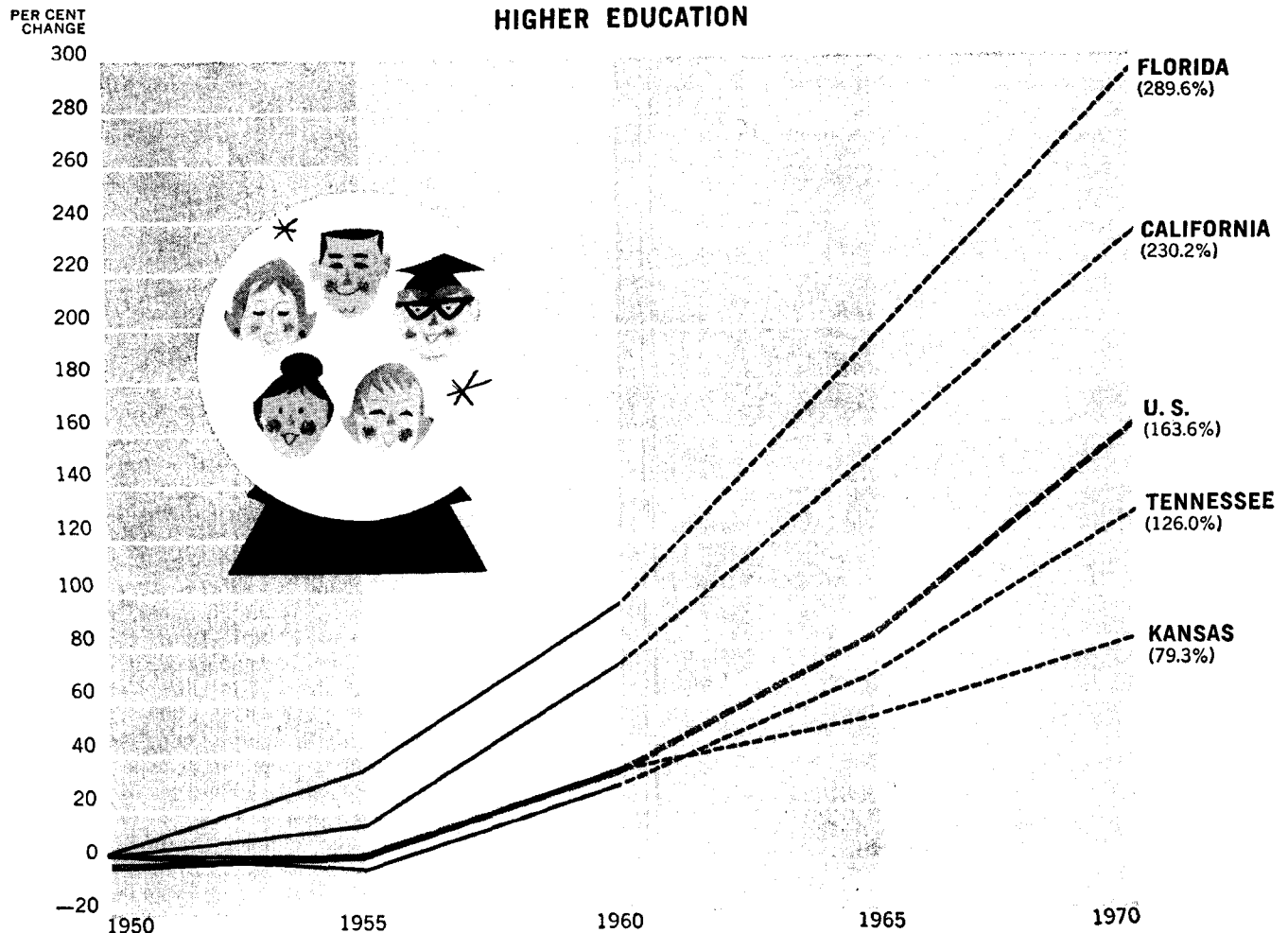
recommends that the state "should extend locally controlled junior colleges eventually to cover the state so that all high school graduates are within commuting distance of an institution of higher learning offering two years of education beyond the high school."

The Massachusetts report notes that "all national experience stresses that community college education is a special problem and a special challenge in itself, combining as it does liberal arts courses, vocational courses, and adult education," and recommends the establishment of a new and independent state Board of Regional Community Colleges to handle their affairs.

State support for two-year colleges based in and controlled by the community varies widely from state to state. Nearly all depend heavily on local support with some help from other sources.

In New York the state supplies one-third of current expenses and one-half of capital expenditures. Nevertheless, the New York report recommends a
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Typical Enrollment Predictions



Sources: State figures computed from data in state reports.

U. S. figures computed from Fund for the Advancement of Education estimates.

The New Alumnus

By JUDITH-ELLEN BROWN,
Assistant Director of Public Relations, University of Rochester.

SINCE the Twenties the stereotype of the college alumnus all too frequently has been that of the rumpus-raising, hip-flask-toting "old grad" who comes back to the campus only for football games and demands that the coach be fired if the game is lost. This image—strengthened by John Held's cartoons and Fitzgerald's novels—took such firm hold that many old grads came to believe that this was what an alumnus *ought* to be like, at least, on Alumni Day.

Today the image is changing, and it's about time. Chances are the typical graduate retains a lively interest in the Big Game, but his relationship with Alma Mater and his activities on her behalf have a new and somewhat more mature look than that of yesteryear. Indeed, today's alumnus is likely to be involved in a year-round program that finds him interviewing admissions candidates for his college, serving on its annual fund drive, and returning to the campus for alumni-sponsored seminars

on world peace and other weighty topics.

The scope and intensity of alumni programs vary considerably. Some alumni activities—fund-raising, for example—are, of course, nearly universal. Today's money-raising drives, however, not only embrace the annual fund appeal, but, particularly among women graduates, are also likely to include such projects as selling tulip bulbs (Sweet Briar), conducting house-and-garden benefit tours (Smith), and running used-book sales (Vassar) to aid needy students, raise faculty salaries, build new libraries. Their dollar impact: some \$200 million annually.

Talent-scouting for desirable admissions candidates is another traditional alumni function and one that, despite today's abundance of would-be freshmen, continues unabated. But there's a difference. Today's alumnus works closely with his institution's admissions officers in evaluating the merits of individual candidates and briefing local schools on admissions requirements, curriculum changes, scholarships, and so on. Usually he is "prepped" by admissions and alumni staffers; almost in-

variably he is armed with catalogues, "view books," and other literature.

Increasingly, regional alumni clubs perform a variety of admissions services. Some clubs visit schools and interview prospective students. Some sponsor dinners at which school officials can meet with admissions people. Some invite promising teen-agers and their parents to social affairs where they can talk with admissions representatives. At Worcester Polytechnic Institute, alumni-sponsored programs bring principals and guidance directors to the campus—along with alumni—for special conferences and a first-hand look at the institution.

The most striking development in alumni programs, however, is the dramatic surge in activities designed to nourish—or, in some cases, revive—the intellectual interests of graduates. Although some cynics have labeled such programs a gimmick to boost financial support from old grads, there is considerable evidence that today's alumni not only welcome—but themselves usually provide the impetus for—such programs of continuing education.

Educational programs tailored to alumni needs and interests had their beginnings early in this century. At first they consisted largely of reading courses; Yale actually experimented with the idea of granting a Master of Arts degree in connection with a three-year reading course. The reading list continued to be the reigning mode of alumni education until the advent in 1924 of Vassar's Alumnae House and its development as a study center for Vassar alumnae and their friends. In 1929 Lafayette College coined the phrase "Alumni College"—a term now widely (and rather loosely) used to designate short courses, seminars, and other educational programs for alumni.

Such programs may consist of a single event, a weekly or monthly series, an intensive two or three-day conference, or even an extended in-residence program, such as the month-long seminar of liberal studies conducted by the University of Wisconsin's Extension Division.

A stand-out success story is that of the Yale Alumni Seminar, which was initiated in 1957. When the four-day program was announced, its organizers hoped for a few dozen enrollments. Two weeks and 1,000 applications later, the committee hung out the SRO sign—and prepared to cope with irate alumni who couldn't get in.

Such programs are on the rise. Last fall, for example, University of Rochester alumni completely revised their annual Homecoming program and combined it with a three-day University Convocation, "Perspectives on Peace,"



"I can't decide whether to go to the orgy or listen to Socrates."