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COMMITTEE ON HIGHER EDUCATION:

A REPORT TO THE GOVERNOR AND THE BOARD OF REGENTS

MEETING THE
INCREASING DEMAND
FOR HIGHER
EDUCATION IN
NEW YORK STATE

LIBRARY
STATE UNIVERSITY OF NEW YORK
AT STONY BROOK

*Additional copies of this report are
available from the Board of Regents,
State Education Department, Albany,
New York.*

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**Letter of
Transmittal**

NOVEMBER 15, 1960
*To His Excellency, The Governor of the State of New York; and to
The Board of Regents of the University of the State of New York:*

On December 21, 1959 you requested us to review the higher educa-
tion needs and facilities in New York State and to make recommendations
on the steps that the State could take to:

- (1) assure educational opportunities to those qualified for college study;
- (2) provide the undergraduate, graduate and professional training and
research facilities necessary for the continued development of the
State as a leading business, industrial, scientific and cultural center;
and
- (3) contribute its proper share of trained personnel to meet the nation's
needs for education, health and welfare services.

The recommendations in this Report are designed to accomplish these
objectives. They are the result of an intensive study of a broad range of
problems facing higher education in New York State, projected into the
future in the light of the prospective rapid increase in the college-going
population that can be expected by 1965, 1970, and in the generation
ahead. They are supported by a series of staff papers, consultants' re-
ports, statistical materials and other documents, copies of which are not
being printed at this time but are being submitted to the Commissioner
of Education in typewritten form for such future distribution as he may
deem desirable.

We did not attempt, however, to provide a detailed prescription for

the expansion and support of the State University and private higher education in New York State. This is the responsibility of the trustees and officials of the State University and the private institutions themselves. Instead we have described the needs and responsibilities of higher education in New York State during the next twenty to twenty-five years and have recommended the broad outline of a plan and structure which will make it possible for these needs to be met. Thus there is emphasis on administrative machinery and major policy considerations rather than on the specific procedures or devices to accomplish the objectives we have in mind.

During the course of our study we were fortunate to obtain the professional assistance of Sidney G. Tickton as Director of Studies, and the advice and consulting services of many leading educators, whose names are listed at the end of this Report. The Committee is truly indebted to them. We use this opportunity to thank them publicly and to express our appreciation for their helpful assistance. We wish also to thank the many other persons, too numerous to list, who provided us with helpful information.

We also appreciate the close cooperation given us by the officials of the State Education Department, the State University of New York, and the Board of Higher Education of the City of New York. They provided us with a wealth of factual information, discussed with us frankly the character of their responsibilities for various aspects of higher education in New York State, and explored with us alternative courses of action for the future. Without their sincere cooperation we could not have completed our assignment in the time at our disposal.

The problems of higher education have many facets and our study covered many areas. Excluded, however, were problems concerning college and university libraries. The Commissioner of Education appointed an Advisory Committee on Reference and Research Library Resources in March, 1960, and this committee, we are informed, will make a series of recommendations this year on the future development of an adequate system of libraries throughout the State, including those at colleges and universities.

Respectfully submitted,

Marion B. Folsom

John W. Gardner

Henry T. Heald (CHAIRMAN)

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Against this extraordinary background, it is critical for planning purposes to make projections of potential college and university enrollments

(3) the increased capacity of many young people to go to college as a result of the higher incomes of their parents.

and
(2) an increasing desire to go to college, not necessarily for four years or full time, but certainly for a substantial period beyond high school; past fifteen years;

(1) a postwar birth rate which has been at high levels throughout the years to come. They are:

developed in our generation and can be expected to continue for many insignificant in retrospect. It is the net result of three factors which have everything we have been doing in higher education until now seem fact, as far as we can see in the future. It will be so large as to make thereafter continuing upward for ten, twenty, twenty-five years and, in even ten. It will begin to grow within a year and will skyrocket shortly be evidenced in its full magnitude, however, in one year, five years, or The increased demand for college and university admittance will not college ambitions.

In the generation ahead, barring war or other national disaster, New York State and the nation can expect to witness a greatly increased demand for admission to colleges and universities. There will be more young people qualified for post high school academic and technical education; and more of these young people can be expected to have definite

for at least twenty-five years into the future. Forecasts to 1970 only, commonly made in the reports we have studied, fail to pose the real magnitude of the problem faced by higher education today. This is because children now being born will not start college, generally, for eighteen years and will not finish, generally, until twenty-one years from now; some may not finish until twenty-five years or more from the present time.

There is greater uncertainty, obviously, in the projections for distant years than for the near ones. Nevertheless, it is impossible to make realistic plans unless there is some indication of the full potential ahead. The adequacy of higher education, public and private, in New York State during the next twenty-five years will depend principally on:

- (1) the number of young people of college age demanding facilities for higher education;
- (2) the goals that the State sets for higher education policy;
- (3) the need for trained manpower;
- (4) the increase in productivity of the New York State economy;
- (5) the amount of expenditures for higher education that will be financed out of State and local taxes; and
- (6) federal aid to higher education, if any.

What is the outlook to 1965, 1970, 1980 and 1985 for these factors? And, what should we do now in New York State, to make sure that an adequate system of higher education is ready for our young people when it is needed, and where it is needed? Let us look at the figures and the implications for policy formulation in the future.

II OUTLOOK FOR ENROLLMENTS

The number of people in New York State wishing to go to colleges and universities full time or part time who are able to do post-high school work can be expected to reach 646,000 by 1965, 804,000 by 1970 and 1,270,000 by 1985. Compared to 1959 enrollments of 401,000, this will be a 61 per cent increase in 6 years, a doubling by 1970 and a tripling by 1985. The figures are in the table that follows:

Table A Estimated Enrollments in Colleges and Universities in New York State

Year	Full-time and Part-time	Only Part-time	Index for the Total (1959 = 100)
1959 (actual)	205,000	401,000	100
1960	217,000	425,000	106
1965	323,000	646,000	161
1970	402,000	804,000	200
1975	481,000	962,000	240
1980	551,000	1,102,000	275
1985	635,000	1,270,000	317

Five main factors underlie this expected growth in the number of college students. They are:

- (1) an increasing number of young people of college age;
- (2) an increasing proportion of young people graduating from high school;

(3) an increasing percentage of high school graduates going to college full time;

(4) an increasing number of part-time enrollments; and

(5) a declining percentage of undergraduate students from New York State going to colleges and universities outside the State.

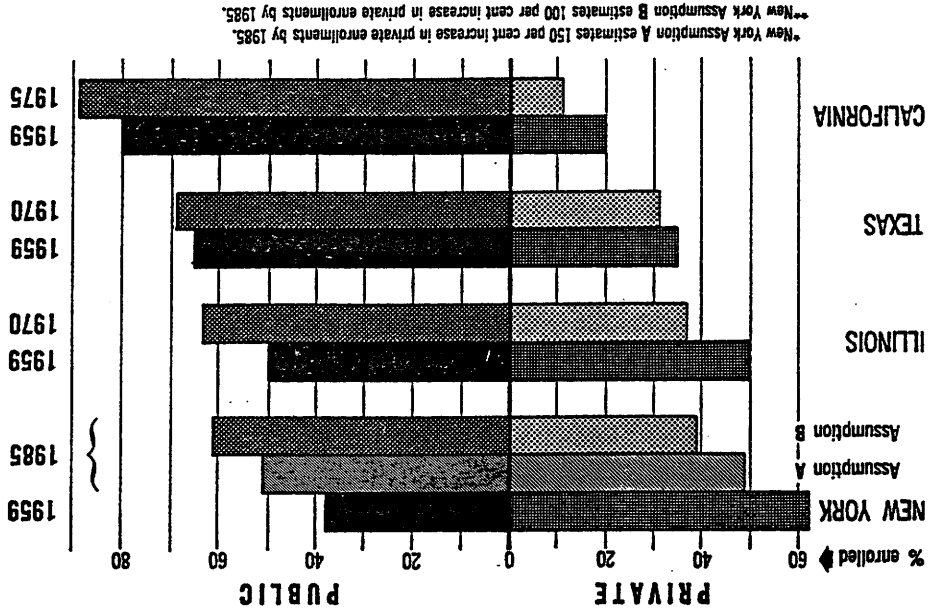
These five factors are described further in the Statistical Appendix. They apply not only to New York State but also, in varying degree, to Pennsylvania, California, Massachusetts, and every other industrial state in the country. They are being recklessly underestimated by many who are too timid to look the long-run college admissions problem in the eye. The fact is that going to college is rapidly becoming as important to many individuals, and as necessary for the welfare of our country, as going to high school became during the period between the two World Wars.

And going to college is economically possible, too, for a large proportion of our population. If business continues at prosperous levels in the future and personal incomes remain high, a large proportion of parents can be expected to find ways to send their children to college despite the cost involved. On the other hand, if business is at lower levels, there will be substantial unemployment among unskilled young adults. The chances are that many would enroll in colleges and universities.

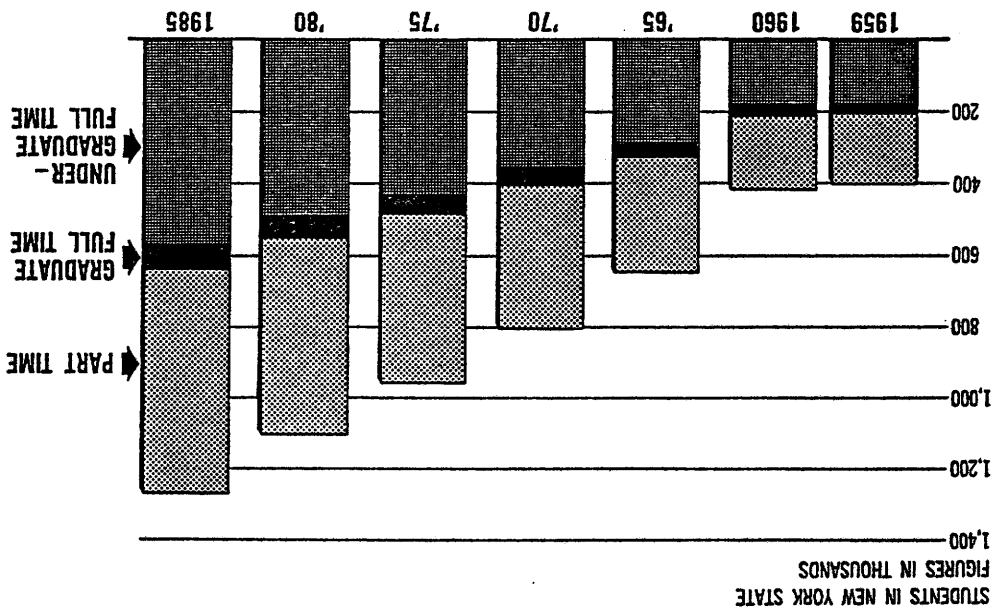
Assuming that enrollments grow, where will the increases be—in public or private institutions?

In the past, it has been the practice in New York State to permit private colleges and universities to enroll all the students they could handle, and to limit the expansion of public institutions to the balance. For the last twenty years, for example, private institutions have enrolled about 60 per cent of the students, with the public colleges enrolling the remaining 40 per cent. On a conservative basis, we estimate there will be a relative decline in private enrollments over the next twenty-five years because: (1) Most of the leading private colleges and universities are developing a more selective admissions policy. Some are already finding it necessary to turn away high school students with good academic records. (2) Many private colleges and universities will be unable to finance a rapid expansion at a time when faculty and other costs are rising sharply. Nearly all are operating at substantial deficits which have to be covered each year by gifts from corporations, alumni, and individual friends of the college. With present methods of operation,

Heavier burden for public colleges



Enrollments skyrocketing



increased enrollments will result in even greater deficits and an even greater need for gifts. These gifts can be expanded, but not rapidly enough to permit large increases in enrollments.

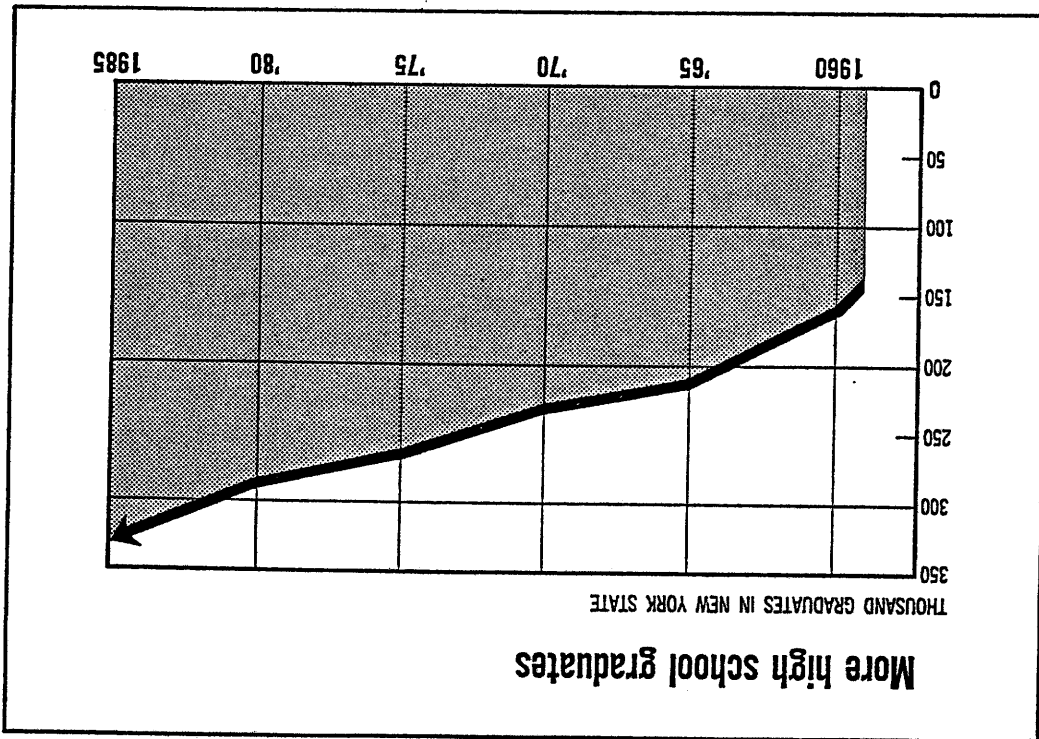
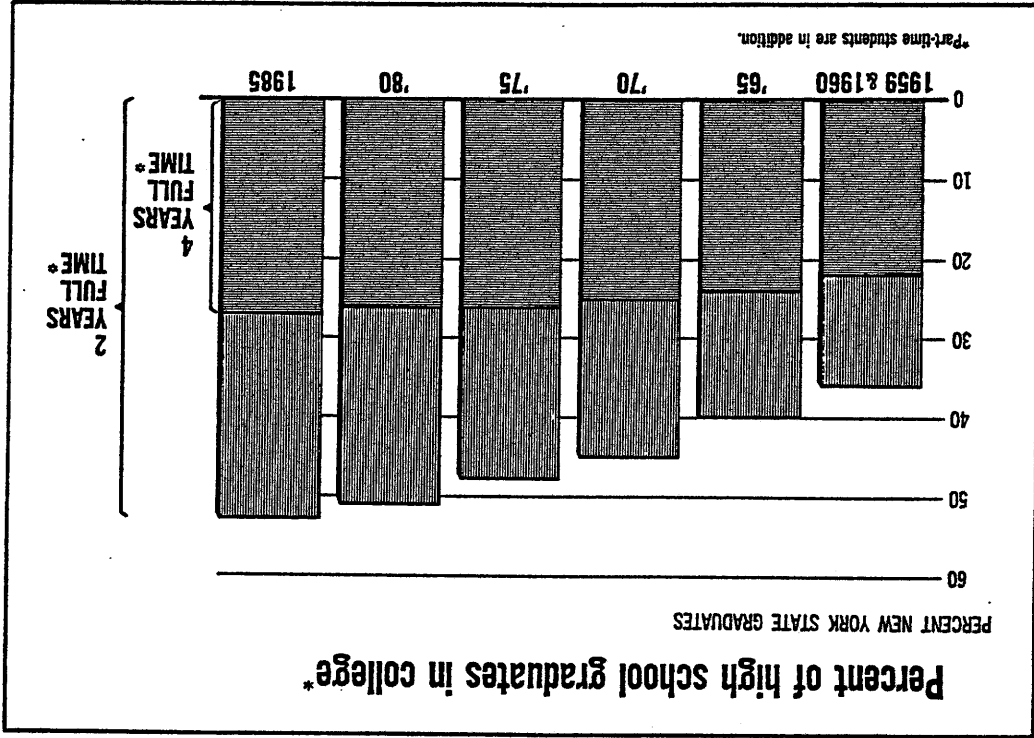
Government aid would be a solution, but if it were great enough to permit private institutions to continue to enroll 60 per cent of the students, it would ultimately amount to hundreds of millions of dollars a year, and would be so large as to change fundamentally the financial and educational characteristics of the private institutions. They would no longer be "private."

A conservative estimate is that "private" enrollments will drop from the present 60 per cent to something between 40 per cent and 50 per cent (probably closer to 40 per cent) of the total by 1985. This implies a much heavier burden for "public" institutions in New York State, although even then their share of the total would be smaller than in a number of other large states. Some examples are in the following table:

Table B Percentage of Students Enrolled in Public Colleges and Universities

State	Category of Enrollment	Percentage in Public	
		1959	Future Years*
California	Full-time	80%	89% (1975)
Illinois	Full-time and part-time	50	63 (1970)
Michigan	Full-time equivalent	77	Above 77 (1970)
Minnesota	Full-time	70	Above 70 (1970)
Texas	Full-time and part-time	65	69 (1970)
New York	Full-time and part-time	38	50-60 (1985)

*Percentages estimated by officials in the various states.



III GOALS WE SHOULD STRIVE FOR

The kind of education we give our children in colleges and universities in the generation ahead depends on the goals we set now and during the next few years. What do we want in higher education? What do we need? What does our position in the world demand?

No one can answer these questions exactly, but we do know that still too young to enter college — higher education in America has been propelled into a distinctly new era by a combination of powerful worldwide forces. There has been an accelerated pace of human events, an explosion of knowledge, a surge of population, an almost unbelievable breakthrough in science and technology, and, possibly more important than any other force, a menacing international contest between democracy and communism.

It will not be enough, therefore, if our colleges and universities meet the potential increases in enrollments merely by doing on a larger scale what they have already been doing for many years in their classrooms and laboratories. They will have to do it better than ever before, much better — enough better to meet the fantastic demands the future may be expected to impose on the American people.

Many of the men and women entering colleges and universities this year, next year, and in the generation ahead will live a part of their lives as adults in the 21st century. They must be prepared to meet its most strenuous tests. Even the best models of education from the past will not be good enough for them. This is because we have been producing what Walter Lippmann calls an educational deficit. A few years before the