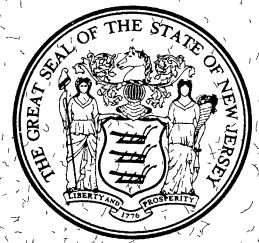


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POSITION OF

THE STATE BOARD OF EDUCATION

ON

*The Report of the
Governor's Committee on*

New Jersey Higher Education

New Jersey State Board of Education

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SUMMARY OF STATE BOARD OF EDUCATION'S POSITION ON THE REPORT OF THE GOVERNOR'S COMMITTEE ON NEW JERSEY HIGHER EDUCATION

The State Board of Education has reviewed the Report of the Governor's Committee on New Jersey Higher Education, which was received on November 4, 1964.

Essentially, the State Board concurs with the fundamental conclusion of the Report — that we are faced with a pressing need to expand facilities for higher education in the State. This conclusion was expressed in the "Strayer Report" of 1962, as well as in three prior studies of the needs of higher education in New Jersey published as far back as 1954 by the State Board.

The State Board also agrees with the conclusion reached by the Governor's Committee that there are "inadequate State funds available to support the State's educational endeavors." The "Strayer Report" recommended the prompt investment of a minimum of \$134 million for extensive capital construction on the campuses of the publicly supported four-year colleges and the State University. However, we wish to point out that the \$40 million provided in the Bond Issue of November 3, 1964, still falls \$94 million below the minimum the "Strayer Report" recommended to be appropriated promptly to have the necessary facilities available for use not later than 1970.

The needs of higher education by either the Committee's evaluation or Strayer's are extensive, and careful planning is required by the State Department of Education, the Legislature, and the Governor to meet them.

The State Board, however, after considerable deliberation and study, must sincerely differ with the major recommendation of the Committee that "the present organizational structure of higher education in the State, designed to serve the needs of a former day, is now outmoded in view of the rapidly growing complexity of demands being made upon the single board that is responsible for the overall policies for public education in the State."

* * *

It is the conviction of the State Board that:

1. The question is not whether the Board is too busy to handle its responsibilities. There has been no criticism on this point. It is rather whether it has adequate staff to serve the Board effectively. The same is true of the work of the Commissioner of Education, who is the official agent of the Board and the chief executive officer of the Department of Education. He, too, must rely on staff. In the judgment of the Board, it is indeed served well by the Commissioner and his staff. It would be more efficient to make judicious additions to the present staff, rather than to create additional and separate staffs, as recommended by the Governor's Committee.

2. To substitute a divided structure, as proposed, would be a backward step toward the old Board of Regents, which for many years recommended its own dissolution.

The Board of Regents was formed in 1929 to direct the development of public higher education in New Jersey and was charged to provide "within the State an adequate and effective system of public higher education." The Board was dissolved in 1945 — on its own recommendation — in the interests of greater efficiency, which, it felt, would be served by establishing the present coordinated system.

3. The expansion of higher education in New Jersey has been greatly accelerated from 1945 to the present. In 1945, the total appropriation for the eight publicly supported institutions of higher education, exclusive of funds for the Agricultural Experiment Station, was \$3,357,955. In 1964-65, the total appropriation, including capital appropriation, was \$84,386,871. The combined enrollment increased from 5,116 in 1945 to 31,307 in 1964-65.

4. Capital construction on the various State-supported campuses since 1945 exceeds by far all of the capital investment in the publicly supported institutions during the preceding 90 years. The Governor's Committee failed to consider the vitally important fact that the State Board not only has had to make up the deficit of prior years, but also has had to cope with the enrollment boom since 1945.

5. The proposed organization creates a dichotomy between public schools and higher education which is inimical to the interests of education as a continuous process. It not only calls for unnecessary additional staff and overhead expenses, but it divorces higher education from elementary and secondary education and would jeopardize the educational progress made in New Jersey in the last 20 years.

6. The recommended organization would also array one higher educational structure against another. The State Colleges would be forced to compete against one another; each of the four proposed Boards or structures would be made to compete for a share of the funds available for higher education.

The problems outlined in items 5 and 6 above have been investigated by Dr. James B. Conant, President Emeritus of Harvard University. Dr. Conant has studied the chaos that has resulted in states where a unified policy-making board does not exist — and where college is pitted against college and higher education against public schools for the available public funds — and he comes to this conclusion in Shaping Educational Policy

"The politics of education in some states is rapidly becoming the politics of frustration. In the long run, decisions based on local or personal influence distribution will lower the quality of an education program." (Page 57)

In the same book, Dr. Conant wrote: "Ideally one might wish that the entire public educational system of a state from the kindergarten to the graduate schools of the university would be looked at as a whole." (Page 50) In New Jersey such an ideal is a reality in the present structure.

7. In addition to its activity in the public sector, the State Board works closely with private colleges and universities in New Jersey and values what they do. Since

1946, the Board has been involved in nearly 300 official actions relating to private institutions in higher education. The Committee's Report gives little attention to this important group of institutions.

* * *

The State Board of Education believes that education is a continuous process. Concern for the adult must begin with concern for the child. A significant source of the strength of New Jersey's total educational program — and the major reason that the State has been able to keep abreast of the growth of elementary and secondary schools while making and implementing realistic plans to meet the needs of higher education — has been the consolidation of the State's educational authority into a single structure.

To break up the present structure would be tantamount to turning the clock back to 1945, and recreating the following situation outlined by the New Jersey Commission on State Administrative Reorganization¹ in its report to the Governor at that time:

"The charging of so many Boards and Commissions as well as the Commissioner of Education, with independent duties and powers, results in a lack of coordination and of unity of purpose which is inefficient and not conducive to the sound development of education policy for all citizens of the State."

As early as March 18, 1940, the New Jersey Board of Regents in its *Eleventh Annual Report* stated:

"Your board feels that a united approach by the Legislature and its several educational agencies would be a material step in bringing about coordination of all the State's educational activities since long range planning for development of a State system of public education including the common school system as well as higher education requires the coordinated effort of all the State's educational agencies."

Thus, on the basis of actual experience, we cannot agree with the Governor's Committee that the present organizational structure of higher education in the State was "designed to serve the needs of a former day." Instead, as pointed out above, the reverse is true.

* * *

The Governor's Committee also states that "no state other than New Jersey has changed its teachers colleges into state colleges without making immediate plans to broaden the scope of the institutional programs."

This is a charge that New Jersey has not "planned" to add curriculums other than those that prepare teachers for the State. The truth is that the State Board went on

¹This Commission was composed of Charles R. Erdman, Jr., Chairman; C. Wesley Armstrong, Jr.; Alfred Driscoll; Charles A. Eaton, Jr.; and Walter Henry Jones.

record in the "Strayer Report" as recommending that additional purposes be added to the State Colleges. The Report stated:

"The State Colleges should become multi-purpose institutions providing for the education of teachers and offering other professional courses, and vocational four- and five-year programs. They should offer, as well, pre-professional training in preparation for later enrollment in graduate professional schools."

These goals will be under way when and if all of the \$134 million recommended for capital construction in the "Strayer Report" has been appropriated. The funds available to the State Colleges so far have made it possible for these colleges only to "stay even" as a source of supply for New Jersey teachers. To add additional purposes to the colleges without the money to expand facilities would deprive the State of the thousands of teachers it so badly requires every year.

The State Board would like to go on record again as recommending that the necessary funds be appropriated as soon as possible to turn the State Colleges into multi-purpose institutions.

Yet, despite the fact that the State Colleges of necessity continue primarily to be teacher preparation institutions, the State has both "planned" to broaden their programs by expansion of "liberal arts" offerings and implemented such planning.

The facts are:

1. A major curriculum study of the degree program for State Colleges was initiated in 1952 and completed with the acceptance of the final report by the State Board in 1956.

2. As a result of that study and of actions taken by the State Board since, the six New Jersey State Colleges today offer the same broad education which all colleges provide to all students regardless of the major field or specialty they intend to pursue. Our State Colleges offer an average of 214 courses in the "liberal arts" (art, English, mathematics, music, science, and social studies) compared with 192 in ten New Jersey private colleges, all of which have teacher preparation programs among others.² These offerings also compare quite favorably with those provided by other state colleges and by 23 private colleges in the United States, the latter having been selected for purposes of comparison, all of which have teacher preparation programs among others.³

The State Board also wishes to point out that the term "liberal arts" as used by

²Bloomfield College, Caldwell College for Women, College of Saint Elizabeth, Fairleigh Dickinson University, Georgian Court College, Monmouth College, Rider College, Saint Peter's College, Seton Hall University, and Upsala College.

³Antioch College, Bucknell University, Colgate, Denison University, Dickinson College, Franklin and Marshall College, Hiram College, Juniata College, Lafayette College, Marietta College, Mount Holyoke College, Muskingum College, Muhlenberg College, Ohio Wesleyan University, Skidmore College, Smith College, Swarthmore College, Sweet Briar College, Trinity College, Ursinus College, Washington and Jefferson College, Washington and Lee University, and Wilson College

the Governor's Committee is a limiting description that is no longer precise. Dr. Conant makes this point clear in *The Education of American Teachers*, when he writes:

"Nothing revealed by a close study of institutions designated as 'teachers colleges' as compared to those designated as 'liberal arts' colleges, justifies a sweeping assertion that one *type* of institution consistently gives a student a better education than the other. The belief that 'liberal arts' colleges provide more 'breadth and depth' than teachers colleges rests essentially on the notion that courses in education in teachers colleges displace general requirements, subject specialization, or both. My investigations have convinced me that this is simply not the case."⁴ (Page 77)

* * *

The State Board concludes that the major problem facing the State is a fiscal one — not one involving the organizational structure of the supervisory agencies. Let us solve the financial lack with the support of the Governor and the Legislature — and not adopt an additional and significantly more expensive alternative which would substitute chaos and strife for the cooperation and unity of purpose that have existed since 1945.

There follows a detailed report covering the achievements in higher education over the last 15 years. The following report also corrects some factual errors detected in the Committee's Report. This may be helpful in interpreting the recommendations and conclusions of the State Board.

⁴Montclair State College and Paterson State College were two of the teacher preparation colleges investigated by Dr. Conant in his study.

POSITION OF THE STATE BOARD OF EDUCATION ON THE REPORT OF THE GOVERNOR'S COMMITTEE ON NEW JERSEY HIGHER EDUCATION

I. SOME PERTINENT FACTS ABOUT HIGHER EDUCATION

Although the Committee on Higher Education in New Jersey was invited by the Governor to consider a wide range of topics, it apparently decided to direct the major part of its recommendations to the organizational structure of higher education. We have commented on these recommendations briefly in our Summary Report and will discuss them more fully in a concluding section of this report.

In concentrating so much attention on one topic, the Committee's Report left much unsaid about the other aspects of education. The result may leave the casual reader with a number of erroneous impressions. The following statement will provide information intended to put the Committee's Report in better focus.

A. Four Major Studies

Four major studies of the needs of higher education in New Jersey have been published by the State Board of Education in the past ten years. These are in addition to many others concerned with some phase of education beyond high school. All of the major studies were made pursuant to law, which among other duties charges the State Board with responsibility to "survey the needs for higher education and the facilities available therefor and recommend to the Legislature procedures and facilities to meet these needs." (R.S. 18:2-4q)

In 1954 when the attention of most persons in education was fixed upon the bulging enrollments crowding the primary grades as the result of the 1947 "war-baby" boom, the State Board of Education authorized a study of the probable future impact of population growth upon the colleges. This study, *New Jersey's Under-Graduates, 1954-73*, was published in 1955. An abbreviated version was widely distributed to the general public under the title *The Closing Door to College*.

The second major study, *College Opportunity in New Jersey*, was released in 1957. The success of this report is attested to by the public support given to the \$66,800,000 College Bond Issue of 1959, which was based on the recommendations of this study.

The third study, *Education Beyond High School. The Two-Year Community College*, was issued in 1960. This was followed by legislation based upon the recommendations of the study, making possible the establishment of two-year county colleges in New Jersey after July 1, 1963.

The fourth study, entitled *The Needs of New Jersey in Higher Education 1962-1970*, popularly referred to as the "Strayer Report," was issued in 1962. This study was

undertaken to re-evaluate and bring up to date the findings of the 1957 report and to make further recommendations concerning capital needs which should be met by 1970. It recommended the prompt investment of a minimum of \$134,000,000 for extensive capital construction on the campuses of the publicly supported four-year colleges and the State University. The data in the "Strayer Report" were used by the Joint Committee of the Legislature in its decision to present the \$40,000,000 Bond Issue to the public at the November 3, 1964, election. Since the Governor's Committee seems to indicate that the recommendations of the State Board of Education for capital construction have been far too conservative, it may be pointed out that the amount appropriated to date is still \$94,000,000 below the minimum the "Strayer Report" recommended to be appropriated promptly to have the necessary facilities available for use not later than 1970.

All of the studies mentioned above went into matters of function, purpose, programs, and philosophy, as well as into financial considerations. All studies considered the relationship between public and private higher education; the appropriate role of the University, the State Colleges and the Newark College of Engineering; the future program development of the State Colleges; the need to improve the education of teachers; the unique purposes to be served by the two-year college; the relationship of higher education to business, industry and government; the needs for expanded graduate and professional education and research, and the like.

During this period the State Board and the Commissioner were also given the responsibility for an extensive scholarship program and an equally extensive student loan program, both of which had important bearing on higher education, and about which more will be said later.

B. This Is The Record Of Financing

Financing any enterprise from tax moneys is restricted by available funds. This is as true for education as it is for highways, penal and mental institutions, and government services in general. If there is an "intolerable ceiling" on expenditures for education, this has nothing to do with organizational structure nor would a change in organizational structure lift the ceiling. Against this background the following data are presented.

In the past fifteen years the State of New Jersey has invested from tax money or authorized the sale of bonds for which the credit of the State was pledged, \$480,212,957 for higher education including expenses for current operations, for scholarship aid and for capital construction. The major portion \$331,349,043 was for current operations. Funds authorized for capital construction amounted to \$148,863,914. The tables which follow are inter-related.

**TABLE I
PUBLIC HIGHER EDUCATION INSTITUTIONS
ANNUAL APPROPRIATIONS***

Fiscal Year	RUTGERS UNIVERSITY		STATE COLLEGES		NEWARK COLLEGE OF ENGINEERING		TOTAL	
	Regular	Capital	Regular	Capital	Regular	Capital	Regular	Capital
1950-51	\$ 5,133,514	\$ 250,000	\$ 2,608,890	\$ 0	\$ 277,898	\$ 0	\$ 8,020,302	\$ 250,000
1951-52	5,200,804	0	2,769,906	0	354,598	0	8,325,308	0
1952-53	6,860,611	2,185,000	3,282,511	15,020,000	519,283	0	10,662,405	17,205,000
1953-54	8,223,083	2,119,000	3,665,534	0	572,947	0	12,461,564	2,119,000
1954-55	9,775,863	2,150,000	4,165,536	0	668,550	0	14,609,949	2,150,000
1955-56	10,362,103	800,000	4,552,390	0	666,974	500,000	15,581,467	1,300,000
1956-57	10,548,405	0	4,832,154	0	702,314	500,000	16,082,873	500,000
1957-58	11,647,597	0	5,811,597	0	844,695	500,000	18,303,889	500,000
1958-59	12,377,809	3,700,000	7,081,170	6,052,500	954,104	500,000	20,413,083	10,252,500
1959-60	13,150,886	30,330,000	8,092,296	30,100,000	1,113,659	7,499,564	22,356,841	67,929,564
1960-61	14,240,450	25,000	9,188,148	150,000	1,301,957	0	24,730,555	175,000
1961-62	15,433,310	52,000	11,308,198	150,000	1,488,476	0	28,229,984	202,000
1962-63	17,988,143	2,695,000	14,230,830	150,000	1,760,462	0	33,979,435	2,845,000
1963-64	19,560,692	820,200	16,664,780	215,000	1,996,635	0	38,222,107	1,035,200
1964-65	21,678,238	19,319,650	19,880,270	18,550,000	2,327,713	2,631,000	43,886,221	40,500,650**
TOTAL	182,181,508	64,445,850	118,134,210	70,387,500	15,550,265	12,130,564	315,865,983***	146,963,914****

* As listed in Annual Appropriations Handbook

** Includes \$40,100,000 appropriated from 1964 Bond Issue

*** To which, add \$14,476,260 for scholarship grants and \$1,006,800 appropriated to Trenton Junior College. Grand Total \$331,349,043

**** To which, add \$1,900,000 appropriated for County College construction Grand Total \$148,863,914

**TABLE II
CURRENT APPROPRIATIONS — COMPARISONS**

	1953-1954	1963-1964
Rutgers, The State University	\$ 8,223,083	\$19,560,692
Newark College of Engineering	572,947	1,996,635
Glassboro State College	451,131	2,954,307
Jersey City State College	398,655	2,352,921
Montclair State College	934,750	3,158,824
Newark State College	468,797	2,342,115
Paterson State College	372,390	2,237,723
Trenton State College	1,039,811	3,618,890
Trenton Junior College	30,000	180,000
TOTALS	\$12,491,564	\$38,402,107

**TABLE III
SALARY RANGES**

	1953-1954	1963-64†
Assistant Professor	\$4,980-6,180	\$ 7,369- 9,577
Associate Professor	5,940-7,140	8,957-11,645
Professor	7,200-8,700	10,887-14,151

**TABLE IV
NUMBER OF FACULTY**

	1953-1954	1963-1964
Rutgers, The State University	884	1,220
Newark College of Engineering	125	217
Glassboro State College	35	178
Jersey City State College	42	155
Montclair State College	90	186
Newark State College	45	150
Paterson State College	32	150
Trenton State College	82	187
TOTALS	1,335	2,443

†In addition to base salaries, "fringe-benefits" (pension contributions, major medical insurance, social security, non-contributory life insurance) in 1964 amounted to \$4,757,000 for 2,443 faculty members

The rank of distinguished service professor with a range of \$12,603 to \$16,383 was approved for all state supported colleges in 1963.

Beginning with the year 1964-65 a super-maximum merit range for associate and full professors was approved with a maximum salary of \$13,437 for associate professor and \$16,327 for the full professor. Twenty per cent of such faculty who qualify may be assigned super-maximum salaries.

TABLE V
ENROLLMENT DATA (FULL-TIME)⁶

	1953-1954	1963-1964
Rutgers, The State University	5,354	11,902
Newark College of Engineering	1,104	2,210
Glassboro State College	411	2,442
Jersey City State College	430	2,134
Montclair State College	955	2,591
Newark State College	664	1,948
Paterson State College	528	2,105
Trenton State College	796	2,334
PUBLIC COLLEGES - TOTAL	10,242	27,666
PRIVATE COLLEGES - TOTAL	15,609	28,037
PUBLIC AND PRIVATE - TOTALS	25,851	55,703

Scholarships And Loans

The New Jersey State Scholarship program was provided for by legislation enacted in 1959. Students awarded State scholarships receive \$400 a year or the cost of tuition, if this is less, and may attend either a public or private institution. A scholarship is renewed to cover four years providing the student continues to do satisfactory work in college.

The State has spent \$14,476,260 for scholarship grants since the program began, distributed by years as follows:

1959	\$ 330,674
1960	1,062,621
1961	2,105,600
1962	3,130,745
1963	3,671,620
1964	4,175,000

More than 11,000 New Jersey students now attending college are being assisted by these scholarships. This represents approximately one out of every eleven New Jersey students who are in college this year, either in or out of state, private and public.

Student Loans

The student loan program was also provided for by 1959 legislation. The State of New Jersey guarantees the loans which are made by participating banks with the

⁶In addition to full-time enrollment, the State institutions in 1953-54 had a part-time enrollment of 11,520; private institutions, a part-time enrollment of 8,746. In 1963-64, part-time enrollment was respectively, 26,199 and 24,693.

approval of the Higher Education Assistance Authority, the office of which is in the Department of Education.

Beyond modest administrative costs, the State incurs expense only if a loan is defaulted.

As of January 31, 1965, there were 11,030 loans outstanding, totaling \$8,836,595. Total defaults to this date amounted to \$33,328, all of which has been covered by the interest accruing from a guarantee fund at no cost to the State.

II. THE NEW JERSEY PRIVATE COLLEGES

The State Board of Education, in its studies of the needs of higher education, has always taken into full account the important contributions of the private colleges. In each study, the State Board has consulted all private institutions before projecting the needs to be filled by the public institutions. Since 1946 when the State Board assumed the duties of the old Board of Regents, the Board has taken nearly 300 separate actions involving the private colleges. These include approvals, reapprovals, new courses, the establishment of new departments and new schools within the private colleges and universities.

As Table V shows, the number of students enrolled in New Jersey private colleges and universities grew from 15,609 in 1953-54 to 28,037 in 1963-64. Well over half the places for graduate and professional students in New Jersey are in private institutions. Two private institutions, The Seton Hall College of Medicine and Dentistry, and the Fairleigh Dickinson College of Dentistry, pioneered the first two successful colleges of this kind in the State. Engineering education at both the undergraduate and graduate levels provided by Princeton University, Stevens Institute of Technology and Fairleigh Dickinson University helps to meet the needs of New Jersey for technical and scientific personnel.

The Federal Higher Education Facilities Act of 1963 gives support to the "Strayer Report's" speculation (pages 44, 47) that private colleges will be able to absorb a portion of the estimated overload assigned to them. To date, ten private colleges in the State have received more than \$4.5 million in matching funds under the Act, enabling them to accommodate an additional 9,200 students on their campuses when their new facilities are completed.

This optimism extends beyond the borders of the State. As private colleges nationally are able to add to their facilities, the benefit will accrue to New Jersey youth as well as to the youth of other states. The closing door to college, while very real as to the admission of New Jersey students to publicly supported colleges in other states, is not true to the same degree with respect to private colleges. In 1963-64, of the 46,187 New Jersey undergraduates enrolled out of State, 11,632 were in public colleges and universities. For example, of the 3,246 New Jersey undergraduates attending college in Massachusetts, only 78 were enrolled in publicly supported institutions, while 3,168 were in private colleges. Similarly, of 842 New Jersey undergraduates enrolled in Indiana, only 121 were in public institutions, while 721 were in private colleges, 289 of these in

Notre Dame University alone. This pattern is repeated in many other states. Based on long experience in New Jersey, it is the judgment of the State Board that fairly large numbers of New Jersey youth will continue to seek entrance to private colleges and universities. This is in no way intended as any argument against significant expansion of New Jersey public institutions. Rather, it is by way of explaining some of the projections of need.

The legislative attitude of New Jersey has been traditionally friendly toward private education. The statutes provide only as much authority for approval of programs of private colleges as is necessary to protect the public welfare. The power to contract with institutions to provide higher education services, given first to the State Board of Regents and then to the State Board of Education, appears to have been founded in a legislative desire not to develop duplicate and competitive State institutions where existing facilities could be utilized or expanded.

In 1962 an Advisory Council on Higher Education was formed by the Commissioner to represent both the State-supported and private institutions in counseling with the Commissioner of Education and the Division of Higher Education on matters of mutual concern in the development of higher education in New Jersey. The Advisory Council has worked in the development of a scholarship incentive program endorsed by the State Board of Education, which looks toward legislation having as its goal greater freedom to New Jersey students in the choice of the institutions they wish to attend. This plan goes beyond the present State scholarship program to provide additional tuition assistance to college students, to a maximum of \$600 additional yearly, related to the student's financial need and the cost of tuition at the college which he selects. Such a program will have the effect of enabling a greater number of worthy New Jersey students to select private colleges if they wish and at the same time make a corresponding reduction in the demand for places in the State-supported institutions. Such a proposal is consistent with the present State scholarship program, which makes financial need an essential criterion. The State Board sees no merit in the recommendation of the Governor's Committee to distribute \$200 to each student attending a private college anywhere, regardless of financial need.

The State Board regards the private colleges and universities of the State not as merely supplementing and extending the program of the State-supported institutions, but as a vital element of the total program, which must be nurtured and encouraged by all means consistent with the law.

III. STATE COLLEGES

The Governor's Committee states that "New Jersey is commonly regarded in educational circles as having been more successful than most states in maintaining a competent teaching staff in its public schools."

It is not by chance that such a statement is possible. The State Board recognizes that an adequate supply of well-prepared and competent teachers is the sine qua non of an education program. New Jersey annually needs more teachers than it employed in the previous year because of the growth of school age population. In 1954-55, for example, 1,346 such teachers were needed; by 1963-64 the figure had risen to

2,572. Teachers who leave teaching service in New Jersey through death, retirement, or to assume other duties or employment, must also be replaced. In 1954-55, this number totaled 2,582; by 1963-64 the figure had risen to 6,377. To meet these needs, teachers must be recruited from the new graduates of programs of teacher education, both in and out of New Jersey; from former teachers returning to service; and from those teaching in other states. Of the 3,928 teachers needed in 1954-55, 858, or 22 per cent, were supplied by the New Jersey State Colleges; of the 8,949 teachers required in 1963-64, 2,147, or 24 per cent, were from the State Colleges.

Thus, even the great emphasis upon expansion of facilities and programs of the State Colleges has made it possible for these colleges only to "stay even" as a source of supply of teachers for New Jersey schools. The fact that "New Jersey is commonly regarded in educational circles as having been more successful than most states in maintaining a competent teaching staff in its public schools" does not mean we can be complacent or fail to guard against the tendency to relax our efforts — for predictions for the next decade point to the need for larger numbers of staff and facilities.

A. Growth

The growth of the six State Colleges in recent years can be measured in several ways. Reference to Tables IV and V shows the dramatic rise in faculty and enrollment. In the 10-year period since 1953-54, the faculty increased from 326 to 1,006 and the student body went from 3,784 to 13,554. This growth has been made possible by the construction of new facilities which provide a campus setting of which any college would be proud.

B. Programs

Not unrelated, but educationally even more significant, is the change effected in programs. Until eight years ago, the Colleges at Glassboro, Jersey City, Newark and Paterson prepared elementary school teachers only. Today all six Colleges have programs for secondary teachers and each has in addition programs for preparing teachers to meet special needs; for example, teachers for the mentally and physically handicapped, librarians and guidance personnel, reading specialists, school nurses, teachers of speech and dramatic arts, industrial arts, and physical education. In addition, all of the Colleges offer programs leading to the Master of Arts degree. The minutes of the State Board from 1952 to June, 1964, report 69 separate actions approving important additions to the curriculums at the six State Colleges, including full major offerings in English, science, mathematics, the social sciences, music, fine and industrial arts and home economics.

The State Board agrees that a broad general education and a strong subject matter background are essential in teacher education. The minutes of the State Board of Education reveal that on July 2, 1953, a Curriculum Commission was established to study the curriculum of the State Colleges. The Commission served with the assistance and counsel of a wide range of lay groups as well as professional and academic groups, along with curriculum experts from other colleges and other states. In 1956 the report of the Curriculum Commission was adopted. The recommendations provided for a curriculum consisting of three well-defined sections: Basic General Education, Basic Professional Education, and Specialization Education. The Basic General Education

section provided for a 48 semester-hour program in the general or liberal studies plus opportunity for 12 additional semester hours of free electives. The specialization area makes available major offerings in all so-called academic liberal subjects (English, science, mathematics, history, art and music) with offerings that equal those found in other colleges.

Currently all six of the State Colleges are fully accredited by the Middle States Association of Colleges and Secondary Schools⁷ and the National Council for the Accreditation of Teacher Education. Women graduates are eligible for membership in the American Association of University Women.

The State Board from its own personal knowledge can find no justification for any implication that education at a New Jersey State College is different from, or inferior to, that of a so-called "liberal arts" education. The employment in the faculties of the State Colleges of many who "have backgrounds and orientation in teacher training," can certainly be no basis for such an implication. It is just as logical to have such training represented in the staff of a college, all or part of whose graduates go into teaching, as to find persons oriented to business in a college of business administration; the same would be true in engineering, or journalism, or agriculture, to mention other examples.

The fact is that the term "liberal arts" as a limiting description is no longer precise. Dr. Earl McGrath, Director of the Institute of Higher Education at Columbia University, in a study entitled, *Are School Teachers Illiberally Educated?* reports that the higher education of future teachers characteristically includes more instruction in liberal arts subjects which expand the student's knowledge outside the area of specialization than do other undergraduate programs. Dr. James Bryant Conant writes in *The Education of American Teachers* (New York: McGraw-Hill, 1963) as follows:

"Nothing revealed by a close study of institutions designated as 'teachers colleges' as compared to those designated as 'liberal arts' colleges, justifies a sweeping assertion that one *type* of institution consistently gives a student a better education than the other. The belief that 'liberal arts' colleges provide more 'breadth and depth' than teachers colleges rests essentially on the notion that courses in education in teachers colleges displace general requirements, subject specialization, or both. My investigations have convinced me that this simply is not the case." (Page 77).

It is to be regretted that the Governor's Committee did not find it possible to visit the State College campuses. The State Board feels that the people of New Jersey can be justifiably proud of the wise investment in staff and facilities at these Colleges.

C. Some Comments on Management

In 1955 the administrative staff of a State College consisted of a president, a dean, a registrar and a business manager, with supporting clerical workers. By 1964, however, an administrative staff three times as large was necessary. The State College

⁷A nationally recognized Regional Association Colleges so accredited meet the high academic standards set by the Association. Credits are exchangeable among colleges and universities which are members of the Association.

administrative staff now includes the president, the dean of the college, the dean and coordinator of instruction and his associate, the dean of student personnel and administrative assistants, admissions officers, and a business manager with subadministrative officers, all with supporting clerical staffs.

While it is true that the State College budgets are approved by the State Board of Education and the Budget Bureau, it should not be understood as suggested in the Report of the Governor's Committee that such budgets are utterly inflexible. In fact it is rare when a request for transfer of appropriated funds from one line item to another is not approved. In the 1963-64 academic year, 266 such transfers were made.

It will be noted that not only have there been striking increases in faculty salaries, but there has been a continual upward revision of the salary program. This is further demonstrated by the fact that at its regular meeting on December 2, 1964, the State Board recommended further increases in the salaries of the faculties at the State-supported institutions.

The implication of the Report of the Governor's Committee is that the salary schedules are rigid to the point of making it impossible for the State Colleges to employ the staff they need. On page 6 of the Report it is said that "exceptions to salary regulations, rarely made, must be endorsed by the State Board of Education and then passed upon favorably by a State Committee . . ." This is neither a proper description of the procedure nor are such exceptions rare. In the six-year period from 1959-64 inclusive, 183 such exceptions were approved, and only one was refused. Additionally, the State Board has instituted a super-maximum merit range for associate and full professors culminating in a maximum salary of \$13,437 for the associate rank and \$16,327 for the full professor, as previously noted. Twenty per cent of such faculty members who qualify may be assigned super-maximum salaries. The State Board also initiated the rank of distinguished service professor with a range of \$12,603 to \$16,383 for all State-supported colleges in 1963.

D. Future

The studies directed by the State Board have explored the question of expanding the function of the State Colleges to make them multi-purpose institutions. The State Board went on record in the "Strayer Report" as recommending that additional purposes be added to the State Colleges. The Report stated:

"The State Colleges should become multi-purpose institutions providing for the education of teachers and offering other professional courses, and vocational four- and five-year programs. They should offer, as well, pre-professional training in preparation for later enrollment in graduate professional schools."

These goals will be under way when and if all of the \$134 million recommended for capital construction in the "Strayer Report" has been appropriated. The funds available to the State Colleges so far have made it possible for these colleges only to "stay even" as a source of supply for New Jersey teachers. To add additional purposes

to the colleges without the money to expand facilities would deprive the State of the thousands of teachers it so badly requires every year.

The State Board would like to go on record again as recommending that the necessary funds be appropriated as soon as possible to turn the State Colleges into multi-purpose institutions.

IV. COMMUNITY COLLEGES

Although the development of community colleges under State auspices was made possible only after July 1, 1963, the recognition that such colleges could become a major element in meeting college need appeared as early as the State Board's 1955 study, *New Jersey's Undergraduates, 1954-73*. This vision culminated in a careful study published in 1960 entitled *Education Beyond High School: The Two-Year Community College*, which not only blueprinted the needs and the possible programs of county community colleges, but also laid the groundwork for legislation making possible the establishment of such colleges.

A county community college can be established whenever the need for it is determined at the county level, its feasibility determined by the Commissioner, and the plan approved by the State Board of Education. Such colleges may offer two-year programs in vocational and technical education, terminal programs in the arts and sciences, and programs leading to transfer to four-year colleges.

As of March 10, 1965, sixteen counties were specifically involved in some state of county college development, ranging from the initial study to active planning of college construction. Three counties have appointed Boards of Trustees, who have selected presidents of the colleges. One other county has appointed a Board of Trustees. Two other counties have had college plans approved by the State Board and await action by the local Freeholders. In addition, four counties have petitioned for approval, for which the Commissioner is undertaking feasibility studies. Four others have completed their local studies of need, while two others are now making such studies.

The six counties which have received State Board approval have planned initial building capacities for a total of 4,400 students — two for 500, one for 700, one for 800, one for 900, and one for 1,000 students. The enrollment potential for these six community colleges, based on 1965 statistics, is about 21,200 students. On the basis of these building plans and the potential from which they are drawn, there seems to be little justification for the statement in the Committee Report on page 19 that "it will be at least a decade before these colleges can have any appreciable statistical affect upon the student-population problem that has been discussed."

The first major appropriation by the State under the County College Act is for the current fiscal year and amounts to \$1,700,000 plus \$200,000 carried over from prior years. Additionally, funds made available for community college construction under the federal Higher Education Facilities Act can be used with matching funds to accelerate the development of county community colleges.

The State Board regards the county college program as one of the most dramatic developments in higher education in the history of the State. The enthusiastic reception

by county governments and citizens' groups not only substantiates the need described in the State Board's study published in 1960, but augurs well for the educational success of the program and the provision of thousands of spaces for students seeking education beyond high school. The State Department of Education has made available not just one, but several of its staff, to consult with county groups at all stages of the study and development of county colleges. Additionally, the State Department has prepared and published eleven resource documents ranging in subject matter from "A Guide for a County College Study and Report" to "Functions and Qualifications of a Community College President." As the county colleges come into being, eleven specialists in the State Department of Education, representing all areas of college administration, are available for consulting services.

V. RUTGERS, THE STATE UNIVERSITY

The State's association with Rutgers is of long standing. In 1864, by act of the Legislature, the Rutgers Scientific School was established, and subsequent legislation made this school the State Agricultural College and the State University of New Jersey, under the general supervision and control of a Board of Visitors. Under the authority of the State Board of Regents, established in 1929, contracts for higher education were made with Rutgers College. When the Board of Regents was dissolved in 1945 and its powers and duties transferred to the State Board of Education, this contractual arrangement was continued until 1956, when by appropriate legislation, Rutgers University became Rutgers, The State University.

The administration of the University is now lodged in a Board of Governors, of which the Commissioner of Education is, ex officio, a member without vote. The Board of Governors has general responsibility to administer the affairs of the University. It is required to prepare and, jointly with the State Board of Education, present the annual budget to the Governor and Legislature. Rutgers has full authority in the employment and dismissal of personnel and fixes salaries in accordance with salary schedules adopted by the Board of Governors and approved by the State Board of Education. The salary schedules so adopted are, with a few exceptions, the same as those for the State Colleges and Newark College of Engineering.

In addition to seventeen separate approvals and revisions for improvements in the salary schedules at Rutgers, the State Board has, since the Reorganization Act of 1956, given a series of approvals for changes in educational programs. These include, among others, reorganization of the departments within the Department of Agriculture; establishment of the Eagleton Institute of Politics; the Urban Studies Center; the Two-Year Medical School; establishment of the Departments of Medicine, Psychiatry, Anatomy and Pathology; a four-year program in Chemical Engineering; a graduate program in Fine Arts; and a graduate program in City and Regional Planning.

The growth of the University, like that of the State Colleges, is reflected in enrollments, in expenditures for capital construction, and in operating budgets. Reference to Tables I, II, IV, and V will show the extent of this growth. Since 1950, a total of \$45,376,200 in capital appropriations has provided on the various campuses of the University such new facilities as three libraries, several science buildings and laboratories, buildings for engineering, law school, school of education, nuclear research, home economics, oyster research, as well as numerous classroom buildings, student centers, and

associated facilities. Out of the recently approved \$40.1 million Bond Issue, \$19,069,650 has been allocated to the State University. This money will be used to provide new buildings for the Camp Kilmer campus, classroom and laboratory buildings, a scientific and medical reference library for the new basic medical science program, and a graduate school of library science.

The University has demonstrated its responsiveness to the special needs of industry, research and the professions in providing for new departments and schools offering undergraduate and graduate training. This development is treated in some detail in *The Needs of New Jersey in Higher Education, 1962-1970*, pages 18-22. Particularly significant in these accomplishments are the new school for basic medical sciences, the school of library science and the extensive development of facilities and programs in the biological and physical sciences.

The State Board feels that the question of relative rates of growth of the graduate and undergraduate programs of the University must be matters for continuing study and prompt implementation where warranted.

VI. NEWARK COLLEGE OF ENGINEERING

Statutory authority is given to the State Board of Education to make contracts for higher education services with colleges other than the State Colleges and the State University. Such a contractual relationship makes it possible for the State Board of Education to provide education in the engineering sciences at Newark College of Engineering. This relationship, backed by \$12,130,564 in capital appropriations since 1950-51 and \$15,550,265 for current operations in the same period of time has fostered a growth in enrollment at the College in 1964-65 approximately twice its enrollment in 1951. The capital improvements have provided additional classroom and laboratory facilities including a \$2,000,000 classroom building and a \$7,000,000 investment in the remodeling of existing buildings. An appropriation of \$2,631,000 from the 1964 Bond Issue will provide a library-humanities center and a maintenance building.

Newark College of Engineering provides both undergraduate and graduate programs. The State Board of Education authorized in 1946 the granting of the degree of Master of Science in Chemical, Civil, Electrical, and Mechanical Engineering. In the past five years, the State Board has approved for the Newark College of Engineering a new curriculum in Industrial and Management Engineering leading to the degree of Bachelor of Science in Industrial Engineering; authorized the degree of Doctor of Engineering in Chemical Engineering and Electrical Engineering; approved increase in the number of graduate credits which may be accepted by transfer; and approved curriculum requirements for the Master of Science in Engineering.

VII. ADMINISTRATIVE STRUCTURE

The preceding sections of this review have been directed principally toward establishing a factual record of the status of public and private higher education in New Jersey. The Governor's Committee made several recommendations aimed particularly at the structure of the administration of public higher education in New Jersey. In

order to keep these recommendations in perspective, we present here a brief historical review.

Until 1929 responsibilities for higher education were not clearly defined. In 1929 the Legislature established the State Board of Regents, conferring on this body broad power "for determining the State's needs in connection with public higher education and determining to what extent institutions of higher education, other than State institutions, should be utilized to meet such needs in whole or in part." The Board of Regents was given power to contract with other than State institutions for services to be rendered to the State, and to recommend to the Budget Commission the amounts necessary to be appropriated in order to enable such institutions to perform the services required by the Board of Regents.

Beginning with its Annual Report to the Legislature for 1940, and in succeeding reports, the Board of Regents recommended its own dissolution and urged the consolidation of all of the State's educational activities under a single agency. In 1944, as a result of conferences initiated by the Regents, the Board of Regents joined with the Board of Education and the Commissioner of Education to recommend such a consolidation of responsibility and authority in the State Board of Education. The Board of Regents in its 16th Annual Report to the Legislature on March 19, 1945, "advocated that all its powers and duties should be transferred to this newly created State Board of Education . . . The experience and procedures developed in their respective fields can be conserved by such merging of powers and duties."

The recommendations of the State Board of Regents coincided with the report of the New Jersey Commission on State Administrative Reorganization. This Commission in its report to the Governor on January 15, 1945, proposed not only the consolidation recommended by the Regents, but the further assignment to the State Board of Education of the duties of the Board of Visitors of the State Agricultural College, the Board of Managers of that College, the State Library Commission, the Public Library Commission and the State Museum. The rationale of the Commission proposal is contained in the following excerpts from its report:

"The charging of so many Boards and Commissions as well as the Commissioner of Education, with independent duties and powers, results in a lack of coordination and of unity of purpose which is inefficient and not conducive to the sound development of education policy for all the citizens of the State."

"The proposed bills accompanying this report will provide a unified and well integrated State Department of Education charged with the responsibility of planning and directing all the educational services of the State."

The Commission's Report was accompanied by a series of bills designed to carry out the proposals. In the letter of transmittal the Commission stated, "these bills were introduced at the close of the 1944 legislature, and have been widely studied by the people of New Jersey. Eighty-two organized groups interested in the educational services of the State have approved the principles of these bills."

The adoption of legislation in 1945 effected the consolidation proposed. Rutgers University continued to operate under contractual arrangement with the new State Board of Education from 1945 to 1956, when legislation was adopted designating Rutgers as the State University.

The expansion of higher education in New Jersey was greatly accelerated from 1945 to the present. At the time of the 1945 reorganization, the total appropriation for the eight publicly supported institutions of higher education was less than three and one-half million dollars, exclusive of funds for the Agricultural Experiment station. The six State teachers colleges had 2,683 full-time students and an appropriation for current operations of \$1,726,980. Rutgers had 2,031 full-time students and an appropriation of \$1,536,470. Newark College of Engineering had 402 students and an appropriation of \$94,505. Thus the combined enrollment in 1945 was 5,116 and the total appropriation \$3,357,955.

In 1964-65, the combined enrollment reached 31,307 and the total appropriation, including capital appropriation, climbed to \$84,386,871.

Capital construction on the various campuses since 1945 exceeds by far all of the capital investment in the publicly supported institutions in the preceding 90 years.

Before the reorganization of 1945, each college competed separately for state appropriations, appearing before the Legislature to make individual requests for funds. The results of this kind of approach were not productive, as the record clearly indicates.

Thus the present structure of higher education has been developed out of experience with a pattern of divided responsibility, in which higher education was separate, in part, from the total education program of the State, and in which several functions of higher education were separate from each other. Out of this experience came the realization that such separation and division of function were not only inefficient, but also detrimental to the development of an optimum educational program for all the citizens of the State.

Education is a continuous process. Concern for the adult must begin with the concern for the child. A significant source of the strength of New Jersey's total educational program and the major reason that the State has been able to keep abreast of the growth of elementary and secondary schools, while making and implementing realistic plans to meet the needs of higher education, has been the consolidation of the State's educational authority into a single structure.

The Committee's recommendation would create a hierarchy of boards, each with its own staff. At the head of the structure would be an Advisory Council on Higher Education consisting of laymen appointed by the Governor. Whether this Council would act only in an advisory capacity to the Governor or whether it would be necessary for it to be constituted as a separate department of State Government is a legal question on which the Governor's Committee made no determination. Also, it is not necessary at this point for the State Board to consider this question, since the two fundamental weaknesses in the proposal remain regardless of the legal status of such an Advisory Council.

Operating on the next level below the Advisory Council would be four mutually independent boards: The Board of Governors of Rutgers, The State University; the Board of Trustees of the Newark College of Engineering; a newly created Board of Trustees for the State Colleges; and a Council of the Trustees of the County Colleges. These four agencies would submit their budgets independently to the Governor, and each agency would have administrative authority subject to regulation by the Governor or the Legislature.

The table of organization makes no provision for a separate council or board to protect the interests of private colleges and universities. In fact, throughout the Committee's Report, little attention is given to this important group of institutions or to the significant contributions which they make toward the total educational picture in the State.

Also, the proposed organization creates a dichotomy between public school and higher education which is inimical to the interests of education as a continuous process. On this subject, Dr. James B. Conant writes in *Shaping Educational Policy*: "Ideally one might wish that the entire public educational system of a State from the kindergarten to the graduate schools of the University would be looked at as a whole." (Page 50) In New Jersey such an ideal is a reality in the present structure. The accomplishments that this structure has made possible have been amply recited in this review.

The creation of higher education as a separate entity not only calls for unnecessary additional staff and overhead expenses, but it divorces higher education from elementary and secondary school education and would jeopardize the educational progress made in New Jersey in the last 20 years.

The recommended structure would also array one higher educational function against another. Under the existing structure, the State Board of Education sees the University, the State Colleges, Newark College of Engineering, the county colleges, and the private colleges and universities as complementary parts of a program of higher education operating within the totality of an educational system extending from kindergarten through graduate and professional school. The proposed structure injects the probability, indeed the necessity, for the State Colleges to compete against one another, and for each of the four categories or Boards to compete for a share of the funds available for higher education.

It needs scarcely to be mentioned that political aggressiveness may thus be the determinant in the prosperity of any institution.

Dr. Conant has studied the chaos that has resulted in states where a unified policy-making board does not exist and where college is pitted against college and higher education against public schools for the available public funds. He comes to this conclusion in *Shaping Educational Policy*: "The politics of education in some states is rapidly becoming the politics of frustration. In the long run, decisions based on local or personal influence distribution will lower the quality of an educational program." (Page 57)

We now return to the State Board of Education and its responsibilities. The State Board is made up of lay citizens, appointed by the Governor with long over-lap-

ping terms, with the advice and consent of the Senate. It is a policy making Board. Like any such Board, it relies upon staff to develop facts and information, and to submit recommendations upon which the Board draws its conclusions, arrives at judgments and formulates its own recommendations. The question is not whether the Board is too busy to handle its responsibilities. There has been no criticism on this point. It is rather whether it has sufficient staff to serve the Board effectively. The same is true of the work of the Commissioner of Education, who is the official agent of the Board and the chief executive officer of the Department of Education. He, too, must rely on staff.

In the judgment of the Board it is indeed served well by the Commissioner and his staff. It would be more efficient if judicious additions to present staff were made, rather than to create additional and separate staffs, as recommended.

Reference has been made in Section II to the Private College Advisory Council now serving the Department and the Board. The State Board also contemplates the creation of an Advisory Council on Community Colleges. In addition, ad hoc advisory groups can be and have been established to counsel the Board and the Commissioner on particular problems or projects.

In conclusion, we submit that the Governor and Legislature, under the present arrangement, have been spared the strife and chaos that have characterized many states in recent years as individual colleges and universities have competed with each other for available public funds.

The State Board has no personal vested interests in the present arrangement for higher education. It has, however, had the opportunity to study and observe in ways that permit the Board to make an informed judgment. This judgment is that whatever strengthening is needed should be provided within the present structure. With the support of the Governor and the Legislature this structure could become outstanding among the fifty states. To substitute a divided structure, as proposed, would, on the record and in the judgment of the State Board, be a backward step with potentially grave consequences.

APPENDIX

Some errors of fact and interpretation appear in the report of the Governor's Committee. We recognize that the Committee had to rely upon staff work, and it was perhaps inevitable with such a large assignment that some mistakes would creep into the report. Some of these have been alluded to in the body of this statement.

Page 6: "The salary (in the State Colleges) to be awarded a new faculty member is fixed at the minimum figure specified for the academic rank in which he is to be placed. The President, therefore, is under severe handicap when negotiating with prospective faculty members." *THE FACTS: Salary scales are competitive with other institutions. In addition, as pointed out in Section III, 183 appointments above the minimum were made during the past six years.*

Page 7: "Once the President of a State College is provided an approved budget, he must make expenditures strictly within the limitations of each category." *THE FACTS As pointed out in Section III, 266 transfers among categories were approved in 1963-64.*

Page 7: "Although the colleges have grown rapidly, the number of administrative officers has remained constant." *THE FACTS As noted in Section III, the State College administrative staffs have increased threefold.*

Pages 9 and 10: "Because of salary regulations, University and College Presidents . . . are restricted in the opportunities they have to reward those who have attained distinction for their creative endeavors or for their inspirational teaching." *THE FACTS A super-maximum merit range and the rank of distinguished service professor have been established for this purpose, as indicated in Section III.*

Page 13: "The major responsibility for taking the initiative in planning each county college rests with the Board of Freeholders of the particular county." *THE FACTS. After the county has decided to establish a college, a Board of Trustees is appointed and this Board with the President initiates the planning of the college, including the organization and the curriculums to be offered.*

Page 16: "The total increase in student enrollment to be expected in New Jersey between 1965 and 1970 — an increase which all New Jersey institutions will be called upon to absorb — was estimated by Strayer to be 25,457. Thus, even if the private colleges and universities could live up to their expectations, they would accommodate only about 25% of the anticipated increase."

THE FACTS: If the "Strayer Report" is carefully studied, the percentage to be accommodated by the private colleges and universities will be about 50% of the anticipated increase. Strayer projected an increase of 17,540 for the private colleges between 1965 and 1970. These data are recorded in Table 8 on page 44 with interpretative text on pages 44 and 45. The "Strayer Report" recognized that the estimated enrollment to be carried by the private institutions exceeded their projected capacity. (Page 45) Strayer, therefore, divided this "overload" between the private and public institu-

tions. (Page 47) The "Strayer Report" in other words, reduced the projected increase for the private colleges between 1965 and 1970 from 17,540 to 11,201. Thus, the "Strayer Report" contends that if the private colleges and universities live up to their expectations they would accommodate over 50% of their anticipated increase rather than the "only about 25%" stated in the Governor's Committee Report. This may appear a small point, but it actually means 6,000 more places for youth in New Jersey's private colleges between 1965 and 1970. Further, it more accurately recognizes the splendid record of the private colleges and provides a proper appreciation of their aspirations. Lastly, only this corrected record provides the accurate enrollment base from which the "Strayer Report" projected capital expenditures to provide for increased enrollments at the publicly-supported institutions from the Fall, 1964 to 1970. (Page 67)

Page 16: "For the school year 1963-64 the number of scholarships was 3,236. There are 3,290 scholarships available for 1964-65." *THE FACTS: The statement is true, but somewhat misleading. In the Fall of 1964 more than 11,000 students held scholarships. The New Jersey program is the second largest in the United States.*

Page 18: "Two years later (1963) 29,179 or 44% of the 65,796 high school graduates continued in institutions of higher learning." *THE FACTS It has not been established that these 29,179 all graduated from high school in June 1963. State Department reports show that 39.3% not 44% of the June 1963 high school graduates entered collegiate institutions in the Fall of 1963.*

Page 21: "The per capita expenditure for higher education by the State of New Jersey . . . is \$6.20." *THE FACTS. The report, Governmental Finances of the U. S. Department of Commerce, states that the per capita expenditure for State institutions of higher education in New Jersey was \$7.17 in 1960; \$8.73 in 1961; and \$13.58 in 1962.*