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*"... the single most important  
problem..."*

**FACTS ABOUT NEW JERSEY'S  
URGENT PROBLEM IN PUBLIC HIGHER EDUCATION.**

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*New Jersey.*

**Citizens Committee  
for Higher Education  
in New Jersey.**

ONE PALMER SQUARE  
PRINCETON, NEW JERSEY 08540  
SEPTEMBER, 1965

This Fact Book has been prepared by the Citizens Committee for Higher Education in New Jersey to acquaint you with the current situation in public higher education in New Jersey today.

It is the first of a series which is planned to keep the citizens of New Jersey informed. For copies in quantity contact:

Citizens Committee for Higher Education  
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...een, President  
...izens Committee

"... The prompt provision of adequate opportunities and services in higher education... constitutes the single most important problem, and opportunity, facing New Jersey today. The steps taken, or not taken, in the next few years will in large part shape the cultural and the material destinies of thousands upon thousands of New Jersey's young people over generations to come."

"...the single most important problem..."

From a statement by Dr. Robert F. Goheen, President of Princeton University and Chairman of the Citizens Committee for Higher Education in New Jersey:

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## INTRODUCTION

The facts and figures compiled on the following pages are presented by the Citizens Committee for Higher Education in New Jersey as being of interest to the people of New Jersey.

The purpose is to inform the citizens of the State about an increasingly grave issue -- both now and for the long term.

This information has been drawn from a great variety of authoritative sources. But more information is needed, is being obtained and will be made public as it becomes available. The problem is accelerating so rapidly that much of the data presently available is becoming rapidly obsolete. This should be considered an interim report only.

Citizens who are interested in additional information and who desire to cooperate in the work of the Citizens Committee are urged to write to:

Citizens Committee for Higher Education in New Jersey  
One Palmer Square  
Princeton, New Jersey 08540

STATEMENT OF PURPOSE: CITIZENS COMMITTEE

FOR HIGHER EDUCATION IN NEW JERSEY

The Citizens Committee for Higher Education in New Jersey is a non-profit organization formed for the purpose of meeting a pressing need -- essential improvement in both the quantity and quality of public higher education in the State. Comprising leaders in the New Jersey community, this non-partisan group aims to alert the public to the urgent problem of inadequacy in the State's higher educational services, and to mobilize support for measures which will insure a sound, long-term solution.

The Committee functions under the chairmanship of Dr. Robert F. Goheen, President of Princeton University. It considers its work a vital investment in New Jersey's youth, and in the economic and social future of the State.

HIGHLIGHTS.....NEW JERSEY'S PROBLEM IN HIGHER EDUCATION

- New Jersey offers its youngsters almost the poorest chance for a college education of any state. As a result, more than fifty per cent of New Jersey high school graduates who want to go to college must go out-of-state.
- Although New Jersey's per capita income is among the highest in the United States, it ranks forty-seventh in per capita state tax appropriations for operating expenses for higher education (\$6.20).

(The United States average is \$11.18. Examples of per capita expenditures of other states: West Virginia, \$12.54; Mississippi, \$7.74; Louisiana, \$16.51; Oregon, \$22.55.)

(NOTE: These statistics apply only to public higher education in New Jersey. The record in New Jersey is commendable in local support of public elementary and secondary education.)

The breakdown:

- The situation will get worse -- before it gets better -- because the number of high school graduates who go on to college is increasing rapidly. In 1961, 35% of New Jersey's high school graduates entered college; in 1963, about 40% of New Jersey's high school graduates entered college. The New Jersey State colleges do not have the funds to increase their facilities to keep pace with this increasing number of college-bound students. Only one of the colleges of Rutgers (Douglass) could admit more freshmen for the school year 1964-1965 than it accepted for the year 1963-1964 -- and this accounted for only 103 additional students.
- It is also getting increasingly difficult for New Jersey students to gain admission to out-of-state colleges and universities, since most of them are receiving an increasing number of applications from students within their own states. These non-New Jersey colleges and universities are under pressure to accept the qualified students from their own state first.

## IMPACT ON NEW JERSEY'S YOUTH

- All this is happening at a time when a higher education is becoming almost a necessity.

A recent report issued by the American Association of Junior Colleges (Harris, Norman C., Technical Education in Junior College, Washington, D. C.; the American Association of Junior Colleges, 1964) indicated:

- (a) In 1930 graduates of high schools qualified for 90% of the jobs.
- (b) By 1970 high school graduates will qualify for only 32% of the positions available.
- (c) At least two years of College will be necessary to prepare prospective employees for 50% of the jobs available.
- (d) The following are typical earnings, at the going rates, for the mid-sixties:

For a male high school graduate, with some experience in semi-skilled work.....\$210 per month.

For a male, two-year college graduate, a semi-professional technician, after five years experience.....\$650 per month.

For a senior engineering technician, ten years experience.....\$800 per month.

- According to an Associated Press Story released under a Washington dateline on December 13, 1964, "In 1963, there were 71,117 students from New Jersey attending college in other states; California, with a total population 2.5 times that of New Jersey, 'exported' only 33,022 college students."

- Only 17 states in the United States send more students to out-of-state institutions than they accept from out-of-the-state. New Jersey leads in this category with 56,507 more "exports" than "imports." New York is next with 36,232. New York's population is two-and-one-half times more than New Jersey's population. New York is currently putting into effect major plans for radically increasing its higher educational facilities.
- Several public institutions of higher education outside the state have recently put into effect plans which will decrease the number of New Jersey undergraduates whom they will admit. In general, state institutions are now making plans either to admit fewer students from other states or to raise substantially the tuition rates for out-of-state students.
- An out-of-state education, including room, board and tuition and travel can run up to \$12,000 over a four year period. This, of course, is beyond the reach of many families and would in many more cause financial hardship. It would put many young people in debt before beginning their working careers.

The impact on the youth of the State was well expressed in an editorial in the NEW JERSEY EDUCATIONAL ASSOCIATION REVIEW.

"This situation is a shame and a blot upon wealthy New Jersey. It is dead-ending the careers of thousands of New Jersey's most able young people--cut off the admissions list by a public that didn't care in time."

## IMPACT ON NEW JERSEY'S ECONOMY

- New Jersey is a part of America's modern, technologically vigorous society. Its need for men and women who are well educated and who possess both skills and qualities of judgement can be expected continually to increase.
- New Jersey is not making available the kinds of education necessary to satisfy the needs of many students and also provide the essential manpower requirements for the State to maintain its position in the national economy. It is estimated that during the present decade the need in New Jersey for people with professional and technical training is almost twice the national average.
- The New Jersey Department of Labor and Industry reports, "Occupationally, the largest rate of growth in New Jersey between 1960 and 1970 will be in the professional field with particular emphasis on engineers, scientists, technicians, accountants, teachers, nurses."
- A study conducted by the New Jersey section of the American Chemical Society reveals that each year New Jersey industry requires 200 additional Ph.D.'s in Chemistry. Rutgers University, the only State-supported institution which provides this kind of specialization, has produced an average of only twelve Ph.D.'s in Chemistry each year for the past five years. The Newsom Committee discovered, through interviews with

industrialists and through a scrutiny of statistics, that this one illustration of deficiency in the State's education system is merely typical of an existing situation in many professional and technical areas. The implications are too serious to ignore.

- L. V. Berkner, former director of the program for the International Geophysical Year, has recently analyzed the shortage of Ph.D.'s that handicaps industrial development in many sections of the country.

He writes:

"Indeed in the future, we may have to count a hundred or more unemployed for each Ph.D. we fail to educate. Those communities that can produce and retain men of advanced education will have the most intimate access to and control of the new technology from which the industry and wealth of the future will flow. They will have the power to create opportunity for full employment at all levels."

Berkner also reports that "our objective should be about a hundred doctorates annually per million population." On such a basis, New Jersey should be producing approximately 640 Ph.D.'s annually. In June, 1964, less than half that number of Ph.D.'s were conferred in New Jersey.

- Industry in New Jersey is finding it most difficult if not actually impossible to meet its demand for competent mathematicians. Equally serious is the critical need for technicians to provide supporting services to the research and development personnel who form the

core of industrial enterprise. No satisfactory estimates seem to be available for the number of professional and sub-professional persons who will need to be educated by the State in the future, but it is noteworthy that the New Jersey State Department of Labor and Industry has made some estimates of future needs for sub-professional personnel in certain localized areas.

For instance, the Department has reported the following:

1. Between 1962 and 1967, the need for technicians to assist professionals will lead all occupational groups in its rate in the Vineland-Bridgeton area.
  2. By 1966 this same group will expand at a rate faster than any other group in the Perth Amboy-New Brunswick Labor Market Area.
  3. While demands for professional workers in the Lakewood-Toms River area will double between 1964 and 1967, the need for semi-professional technicians will be greater in proportion to their number than in any other occupational group.
  4. In 1962, in the Paterson area, nearly one-third of the additional workers needed were technicians or aides to the professional workers.
  5. In the Jersey City area, the expansion and replacement demand for draftsmen, laboratory assistants and other technicians will offer over 900 job opportunities by 1966.
- The kinds of preparation needed by persons in these positions can be provided in the proposed county colleges. As of July 30, 1965, seven

of the twenty-one counties had been given approval for new two year colleges by the State Board of Education. Others have plans in preparation. Up to the present time, New Jersey has done very little to provide educational opportunities for young men and women interested in this kind of technical employment. Trained technicians, in fact, must now be recruited outside the State.

- New Jersey business is experiencing the consequences of a growing shortage of professional manpower. There is need, for example, of men well-educated in modern concepts of management and especially in the new science of computer utilization. In the health professions, there is a shortage of nurses, laboratory assistants and other trained personnel; and in many other professions and occupations there is a similar shortage of men and women who are educated and trained beyond the high school level.
- Business firms are reluctant to come into a state that does not provide proper higher educational facilities for the children of their employees. They also want their employees to maintain their proficiency by taking courses so that they will be familiar with the latest technological developments. A state that cannot offer this system of higher education is at a serious disadvantage when it comes to attracting new industry...and getting present industry to expand existing facilities within the state instead of going elsewhere.
- Out of state recruiting of personnel is expensive. And, in a competitive business world, every single expenditure is heavily weighed.

- Mr. James Hayward, president of Atlantic City Electric Company, recently stated that the failure of New Jersey to provide adequate higher educational opportunities has been a definite handicap in attracting new industries, because new industries want the assurance of an available supply of technically trained people. "This, of course, depends upon adequacy of facilities for higher education in the State. To induce highly trained people to move to New Jersey, it is necessary to satisfy their desire to obtain adequate education for their children. There is a definite resistance to new industries moving into New Jersey because, in selecting new sites, industry now places great importance on the educational opportunities of the area."

- Mr. Elmer W. Engstrom, president and chief executive officer of Radio Corporation of America, recently said, "Industries are now technologically based and, therefore, concerned with the amount of education available. Such areas as those around Boston, San Francisco and Los Angeles are best suited and equipped for this purpose, and this is the reason why so many industries moved to these locations. The technical people employed by these industries want to continue their educations to keep up-to-date and, therefore, they want to live in an area where these educational opportunities exist. It is not only a problem of bringing new industry into that state but also of keeping industries from moving away, since there is now great competition among the states to attract them elsewhere."

IMPACT ON NEW JERSEY'S TEACHING PROFESSION

- New Jersey's State University is having a difficult time maintaining a salary level which is competitive at the top level with colleges and universities out of state. The following was excerpted from a letter sent by Richard Schlatter, acting president of Rutgers, to George F. Smith, president of the State Board of Education on April 12, 1965:

"... The University of Massachusetts, which only a short time ago lagged behind Rutgers in raising faculty salaries, has now surged way ahead of Rutgers. The top salary at Massachusetts for full professors on an academic year is now \$21,400 compared to \$16,327 at Rutgers.

"This year we came very close to having to close down our graduate program in mathematics because of the threatened exodus of personnel. I have no doubt that we will have to close down the graduate program in mathematics next year unless our salary scale is drastically revised. In that case, of course, we would cease to be a major university..."

"You will understand, of course, that I have used mathematics for a dramatic illustration. The same situation is arising in other fields."

- The number of public secondary school graduates has been increasing at a rapid rate:

1960.....	51,258
1961.....	53,673
1962.....	50,924
1963.....	54,329
1964.....	69,302
1965..(estimated)...	78,000

- The Strayer Report (see references) in 1962 made several predictions as to number of high school graduates by 1970, those requiring college, etc. Almost every prediction has already been passed or is running ahead of Dr. Strayer's predictions.

The actual number of graduates of New Jersey secondary schools, both public and private, for the years 1961 and 1963 is presented below, along with projections from the Strayer Report for the years 1965 and 1970.

<u>1961</u> <u>(actual)</u>	<u>1963</u> <u>(actual)</u>	<u>1965</u> <u>(Prediction)</u>	<u>1970</u> <u>(Prediction)</u>
66,109	65,796	84,988	89,844

In 1961, 35% (or 24,130) of the 66,109 high school graduates entered college. In 1963, 44% (or 29,179) of the 65,796 high school graduates entered college.\*

\*According to Newsom Report

STRAYER PREDICTED THE 44% FIGURE WOULD BE REACHED IN 1970.

That this figure actually was reached as early as 1963 suggests the very conservative nature of the Strayer predictions.

If the unlikely assumption is made that there will not be an increase above 44%, the number seeking admission to college would be

1965-----	37,395 seeking admission to college
1970-----	39,530 seeking admission to college

	Strayer Estimates		Actual 1963 enrollment (3)	Revised 1970 estimate (4)
	Estimate 1970 (1)	Increase over 1963 (2)		
Public Institutions	56,900	31,600	30,000	61,600
Rutgers	25,500	14,200	12,800	27,000
Newark Coll. of Eng.	4,200	2,400	2,300	4,700
State Colleges	25,900	14,400	14,100	28,500
Trenton Jr. Coll.	1,300	700	700	1,400

(This new estimate increases the Strayer estimate for 1970 only by the actual increase already experienced)

- By 1963, the actual enrollment figures of New Jersey undergraduates already exceeded the projections of the Strayer Report:

	1963 Strayer (Prediction)	1963 (Actual)	Increase (Actual)
Total NJ HS Graduates	63,100	65,800	2,700
Freshman Admissions, NJ Youth--in and out of state	24,200	29,200	5,000
Undergraduate enrollment in NJ colleges (full time)	48,400	54,000	5,600
Private	24,900	25,800	900
Public	23,500	28,200	4,700

- The number of young people completing high school and able to benefit from further education and training is growing at a rate greater than the rise in either the general population or the population of college-age youth. Because of this, the figures in the tables above are only moderately indicative of the great pressures being placed on public higher education.

## REFERENCES

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