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GRAPEVINE
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A newsletter on state tax legislation; state appropriations for universities, colleges, and junior colleges; legislation affecting education at any level. There is no charge for GRAPEVINE, but recipients are asked to send timely newsnotes regarding pertinent events in their respective states.

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COMMONWEALTH OF PUERTO RICO. Under date of July 1, 1964, a 49-page Digest of the First Part of the report of Chancellor Jaime Benitez to the Superior Council of Education (trustees of the University of Puerto Rico) reveals facts about higher education in the Commonwealth, and some features of the University's plans for the next dozen years. Chancellor Benitez is informally assisted by Thomas E. Benner, who served as Chancellor from 1924 to 1929, and was thereafter well known as Dean of the College of Education at the University of Illinois (1931-45) and Professor until his retirement in 1962.

The University of Puerto Rico had a total enrollment of 22,959 students in 1963-64, of whom 16,447 were at the main campus at Rio Piedras, 3,969 at the Mayaguez campus, 639 at the regional college at Humacao, and 495 at the medical schools in San Juan.

At Rio Piedras 1,437 were listed as graduate students; at Mayaguez, 54, as well as 403 in "fifth year", presumably in bachelors' programs requiring five years for completion.

In 1904-05, sixty years ago, the university had a total of 137 students. The growth has proceeded in geometric ratio, approximately doubling every ten years. Recommended plans for the years up to 1975 include expansion of each of the existing campuses and establishment of four new "regional colleges" in addition to the one now operating at Humacao. The expectation is that the five regional

colleges would by 1975 accommodate 60% of the total first and second year enrollments in the entire University, while the other campuses would experience more rapid growth at the upper division and graduate levels. Grand total of all students by 1974-75 is expected to be 50,000 students.

There are some private colleges in Puerto Rico, but the University now receives approximately 75% of all students and this proportion will probably grow. It is estimated that by 1975 the Rio Piedras campus will have 25,000 students, of whom 4,600 will be graduate students; Mayaguez will have 10,500, including 1,300 graduate students; the five regional colleges will have 13,000 undergraduates; and the medical schools at San Juan will have 1,500 students.

The report shows that for 1963-64 a little more than 6% of the total Commonwealth budget was assigned to the University (approximately \$26 million). For 1974-75 it is estimated that the gross national product will have reached \$4½ billion, and that slightly less than 2% of it will be invested in higher education, thus forecasting a university budget of the order of \$84 million. The projection is similar to those made by many of the fifty states: Enrollments will more than double, and operating expenses will more than triple within a dozen years.

With confidence we salute the continued development of a great University of Puerto Rico.

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MASSACHUSETTS. There are many evidences that this populous Commonwealth may not continue forever as the one state that spends least per capita for the support and operation of public higher education.

Recent years have seen the establishment of nine regional community colleges (with a total of \$2,191,131 appropriated by the state for their operating expenses in 1964-65); a new medical school at the University of Massachusetts (authorized by Chapter 787, Acts of 1962, which appropriated \$200,000 for planning and the employment of a dean) now being planned, with a 1964 appropriation of \$266,401; and a new University branch in or in the vicinity of Boston, with an initial 1964 appropriation of \$200,000.

Also worthy of notice is the continued progress toward extricating the University from detailed control by the statehouse bureaucracy. The most recent substantial step in a series is Chapter 84C, Acts of 1962, which contains some meaningful language.

A few abbreviated quotes: "The state university... shall be governed solely by the board of trustees... (which) shall have all authority, responsibility, rights, privileges, powers and duties customarily and traditionally exercised by governing boards of institutions of higher learning... (and) said board shall not in the management of the affairs of the university be subject to, or be superseded in any such authority by, any other state board, bureau, department or commission, except as herein provided...."

"The trustees shall have complete authority to establish, locate, support, consolidate or abolish classes, courses, curricula, departments, divisions, schools or colleges of the university wherever and whenever required in meeting the needs of the commonwealth...."

"The trustees shall see that there is maintained an accounting system as required by the state comptroller and the trustees may maintain such additional accounts as they deem necessary

for the management of the university.

"The trustees shall have complete authority with respect to the election or appointment of the professional staff, including terms, conditions, and periods of employment, compensation, promotion, classification and reclassification, transfer, demotion and dismissal, within funds available by appropriation by the general court or other sources."

This last paragraph apparently authorizes faculty members to be extricated from the state civil service, (where they never should have been in the first place), except that it requires yards of reports to be made of each separate personnel action to the state comptroller and to the state director of personnel and standardization. Another section keeps the university's non-academic personnel tightly entangled in the state civil service maze.

Three other features which would be superfluous in states where university autonomy is recognized and understood, but which are undoubtedly salubrious in Massachusetts in the present stage, relate to sporadic employment, faculty tenure, and travel:

"The trustees may, without prior approval and within limits of appropriations, engage designers, lecturers, students, other professional personnel, and non-employee services, at such rates and for such periods of time as they may determine necessary for the operation of the university.

"The trustees shall establish and make public a policy on faculty tenure which provides for removal for just cause, hearing upon dismissal, and judicial review.

"The trustees shall have complete authority in determining the university's travel policy. Such power shall include the right to determine who among the university personnel should travel within and without the commonwealth at state expense and where such

any other provision of law to the contrary, the trustees or officers of the university designated by them shall have the authority to make any purchase in the amount of five hundred dollars or less, and to purchase without limitation of amount library books and periodicals, educational and scientific supplies and equipment, printing and binding, emergency repairs and replacement parts, and perishable items, without recourse to any other state board, bureau, department or commission."

The words of the statute alone do not, of course, fully illuminate the actual practice; but readers will find it interesting to compare the foregoing excerpts from the Massachusetts act of 1962 with similar quotations from a Delaware act of 1964 (GRAPEVINE, pages 431-433).

The point of such a comparison is not so much the question of which state has written the greater degree of university autonomy into its statute, as it is that both states are making progress in a desirable direction.

NEW JERSEY After the defeat at the polls November 5, 1963, of a proposed \$750 million bond issue for public institutions and highways, including \$135 million for public colleges, the legislature established a "Joint Legislative Committee to Study Capital Needs and Related Matters in the Field of Higher Education."

This Committee reported on May 11, 1964, recommending that a bond issue of \$40 million be placed before the voters November 3, 1964, as an interim stopgap to provide for the immediate capital needs of public higher education. The legislature adopted this proposal and the measure will go on the ballot.

In the face of the fact that apparently neither an individual income tax act nor a general sales tax act could be passed in the 1964 session, quick action was essential.

Contemplated distribution of the proceeds of the bond issue, if approved at the polls, is as in Table 1.

Table 1. Use of proceeds of New Jersey bond issue, if approved by popular vote November 3, 1964 (in thousands of dollars).

Institutions	Sums contemplated
(1)	(2)
Rutgers, State U of N J	
New Brunswick main campus	\$2,345
Camp Kilmer campus	9,982
Newark campus	3,764
Camden campus	2,979
Subtotal -	\$19,070
Newark Coll of Engrng	2,631
State Colleges	
Newark	1,100
Glassboro	3,400
Jersey City	3,300
Paterson	3,100
Montclair	2,850
Trenton	1,650
Subtotal -	\$18,400
Total	\$40,101

The projects, mainly classroom buildings and other instructional facilities, are expected to provide accommodations for an additional 10,645 students in the eight institutions.

The Joint Legislative Committee which recommended the above measure is not to be confused with the Governor's Committee on New Jersey Higher Education (GRAPEVINE, page 414). The latter is a group of private citizens charged with study of the organization and administration of public and private higher education, without specific reference to methods of financing. GRAPEVINE will hope to review its report; not yet received, in a future issue.

The Joint Legislative Committee announced, however, its intention of reviewing the report of the Governor's Committee as soon as available, and of making its own recommendations regarding it to the legislature.

The Legislative Committee also recommended the early establishment of a Joint Legislative Commission, including public members representing a wide cross-section of our society, to study and recommend legislative long-range goals of higher education in New Jersey.

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NEW JERSEY (Continued from page 446)
one another, and the functions, organization and administration of each of our public institutions and any new additional institutions deemed necessary."

There was some division of opinion among members of the Committee regarding future needs within the state because it is a heavy exporter of students to institutions outside the state. It appeared that in 1963 some 53% of college-bound high school graduates went to colleges outside the state. The controverted issue was whether such a percentage will continue or decline in future years. About one-fourth of New Jersey's "exported" college students are in public institutions, and it is well-known that public institutions in all the states are cutting down their out-of-state enrollments by high differential fees and differential admission standards.

Will private institutions in other states continue to admit larger and larger numbers of students from New Jersey? Some Committee members insisted that the answer is affirmative, but the view of others was to the contrary. Strangely, there was no mention of the fact that virtually all private institutions charge stiff fees, and that this alone excludes many competent students. Eventually, no doubt, New Jersey will assume the responsibility of providing facilities for its own students.

A substantial step was taken this year by the appropriation of an unprecedented \$1,700,000 for the state for the operating expenses of county community colleges. The state may soon have a dozen such colleges operating on a substantial scale.

The Joint Legislative Committee became concerned about press reports that thousands of qualified New Jersey high school graduates were unable to gain admission to any college within the state.

Uncompleted studies of this matter are as yet inconclusive. Rutgers, the State University, queried 3,000 applicants who were rejected in September 1963, and received responses from only half of them. Of these, about 44% replied that they were attending another college within the state, 50% were attending college outside the state, and 6% were not attending college at all. What of the other half?

The six state colleges rejected 3,393 applicants in September 1963 and traced 98% of them with the aid of New Jersey secondary schools. It appeared that 983 were admitted to one of the other state colleges in New Jersey, 1,505 others were admitted to other colleges in and out-of-state, and 590 were either fully employed, or in the armed forces, or housewives, or had move out of the state. Unreported were 261.

Regretting the incompleteness of the available data, the Committee recommended "that the State University and the State Department of Education make continuing surveys to reveal, on an annual basis, our high school graduates' successes and failures in getting into college, to determine what happens to those applicants who are not admitted to our public institutions, and to keep the Legislature informed."

If this expression of concern is sincere, and if it is implemented, it will inevitably lead to a speedy development of county junior colleges in New Jersey, to stronger tax support of the state university and the state colleges, and to a reduction in the numbers of "New Jersey exiles" traditionally found in colleges and universities across the nation.

It is also obvious that New Jersey will have to abandon its tenacious adherence to a state revenue system on a notoriously narrow tax base, now including neither an individual income tax nor a general sales tax. New Jersey and Nebraska now share the highly

PENNSYLVANIA. Appropriations of state tax funds for operating expenses of higher education for fiscal year 1964-65:

Table 2. State tax-fund appropriations for operating expenses of higher education in Pennsylvania, for fiscal year 1964-65, in thousands of dollars.

Institutions	Sums appropriated
(1)	(2)
Pennsylvania State U	\$25,125
Subtotal - 25,125	
State colleges	
West Chester	2,643
Indiana	2,592
California	1,955
Slippery Rock	1,756
Edinboro	1,656
Millersville	1,571
Clarion	1,504
Bloomsburg	1,496
Kutztown	1,337
East Stroudsburg	1,319
Shippensburg	1,313
Mansfield	1,208
Lock Haven	1,113
Chevney	985
Subtotal - 19,382	
Private institutions	
U of Pennsylvania	6,659
Temple University	6,516
U of Pittsburgh	4,795
Jefferson Medical Coll	1,929
Hahnemann Medical Coll	1,188
Women's Medical Coll	621
Phila Coll of Osteopathy	583
Pa State Coll of Optometry	63
Drexel Inst of Technology	977
Lincoln University	450
Phila Museum Coll of Art	171
Phila Coll of Textiles & Sci	160
Del Val Coll of Sci & Ag	80
Moore College of Art	50
Dickinson Law School	70
Subtotal - 24,312	
State master plan	104
Community college plan	73
Total	68,319
State aid to community colls	500
Total	68,819

It would seem that although Governor Scranton's recommendation was that appropriations for 1964-65 be the same as for the preceding fiscal year, nevertheless some modest increases were obtained. The figure for 1963-64 was \$66,064 (GRAPEVINE, page 396), while for 1962-63 it was \$56,187 thousand. Thus the 2-year rate of increase appears to be 27% a scarcely disastrous, despite the regrettable slowing-down almost to a halt in 1964. Unhappily the increase in 1964 for Pennsylvania State University was so small as to be almost non-existent. Progress will probably be resumed in 1965.

VIRGINIA. Anxiety about the inability of qualified Virginia high school graduates to obtain admission to any college in the Old Dominion is being felt, and the facts underlying it are being demonstrated.

The state institutions of higher learning in Virginia listed 1,734 applicants for admission in 1963 who were rejected on account of lack of space. Later the State Council of Higher Education queried these 1,734 persons and received responses from 1,227 of them, indicating that 424 were admitted to some public college in Virginia other than the one of their choice; 223 were admitted to some private college in Virginia; 312 were admitted to some out-of-state college; and 268 were not admitted to any college.

Data of this kind, though useful, do not tell the whole story concerning adequate provision of public facilities for education beyond high school. Unmentioned are the competent but imppecunious high school graduates who did not apply to any college because they cannot afford to travel away from their homes and pay separate maintenance and tuition fees, and there is no public college or two-year college within commuting-distance from their homes.

It is well that this kind of anxiety is growing. For more evidence, compare the NEW JERSEY story in this issue.