

Report of Liaison Committee on Higher Education in Minnesota

1959-60

Prepared for:

State Board of Education

State College Board

Regents of the University of Minnesota

Minnesota Legislature



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REPORT OF LIAISON COMMITTEE ON HIGHER EDUCATION, 1959-60

For considerably more than a century college-level education has been developing in Minnesota under both private and public auspices. The Private Colleges, mostly church-affiliated, have been free to develop according to their own plans and purposes, and have done so without essential conflict with each other or with the colleges coming under public authorities. Likewise the public institutions of higher education have been able to continue for a good many years without being greatly concerned with joint planning among themselves, or between themselves and the Private Colleges.

As the demand for variety and quantity of higher education has continued to grow, however, the need for some sort of cooperative planning together has become increasingly evident. Among the public institutions differentiated functions are frequently recommended as necessary to ensure that available funds may be used most effectively for the accomplishment of overall purposes. Obviously, such differentiation must take into account the role of the Private Colleges in the accomplishment of the total higher educational task.

To make provision for the creation of a body to deal officially with the mounting problem, the 1959 Minnesota Legislature adopted a Concurrent Resolution Relating to Long-Range Planning for Higher Education, as follows:

"WHEREAS, the rise in college-age population nationally and in the State of Minnesota has been a matter of public and legislative concern; and

WHEREAS, the need for joint and long-range planning and improved coordination in the program for publicly supported higher education in Minnesota is clearly evident and advisable;

NOW, THEREFORE, BE IT RESOLVED, by the House of Representatives of the State of Minnesota, the Senate concurring, that the Board of Regents of the University of Minnesota, the State College Board, and the State Board of Education are hereby authorized and encouraged to create a liaison committee to provide for educational planning and coordination of public, higher education affecting the relationships between the schools of the public school system, the State Colleges, and the University of Minnesota, and to make recommendations thereon jointly to the Regents of the University, the State College Board, the State Board of Education, and the State Legislature."

As a first step in putting the resolution into effect, the executive officers of the three boards -- the President of the University, the Executive Director of the State College Board, and the State Commissioner of Education -- met together for preliminary planning. Recommendations carried back to the respective boards were that the Liaison Committee should be composed of three representatives from each board, making a total of nine members. It was considered desirable that the executive officer be one of the three members in each case. Subsequent action by each of the three boards supported the recommendations and established the Liaison Committee with the membership shown on page ii .

Aims and Goals of Higher Education in Minnesota

During the past decade several good statements of the goals of higher education in Minnesota have been developed; first by the Minnesota Commission on Higher Education¹ in 1950, then by the Governor's Committee² in 1956, and most recently by the Interim Commission of the Legislature³ in 1958. Likewise a number of national groups and commissions have been concerned with the purposes of higher education: The President's Commission on Higher Education⁴ (1947); the Commission on Financing Higher Education⁵ (1952); the President's Committee on Education Beyond the High School⁶ (1957); the Educational Policies Commission⁷ (1957); and the Rockefeller Panel on Education⁸ (1958). Because the Liaison Committee believes that the essential prerequisite to effective voluntary coordination is a common definition of the aims and purposes of higher education, it offers the following statement of goals for higher education in Minnesota.

In outlining the specific purposes that Minnesota's colleges and university should serve, it should be recognized that education is inevitably rooted in some cultural setting. Schools are the agents of the society that maintains them. A democratic society is based upon equality and liberty and stresses the worth of each individual. Education in a democracy is unique; privileges enjoyed by persons living under this form of government entail corresponding responsibilities which can only be met by an informed and enlightened citizenry. It is no accident that our leaders have stressed the importance of education from the earliest days of our national existence. There is no question about who should be educated -- obviously in our democratic society everyone should. The important question becomes how much education should each person have? Consideration of the underlying purposes of education in a democratic society should give some clues concerning the best answer to this question.

¹ Higher Education in Minnesota, Minnesota Commission on Higher Education, University of Minnesota Press, Minneapolis, 1950.

² Minnesota's Stake in the Future, Higher Education, 1956-70, Governor's Committee on Higher Education, December 1956.

³ Keller, Robert J., Higher Education for our State and Times, Legislative Commission on Higher Education, March 1959.

⁴ Higher Education for American Democracy, Volume I, President's Commission on Higher Education, Washington, D.C., December 1947.

Certainly since the entire system is predicated upon the effective functioning of each individual, the primary purpose of education must be the development of each individual to the maximum of his potential. This development should ensure his preparation for living as well as for making a living. Each citizen should have enough liberal education to deal with the personal and social problems with which all men in a democratic society are confronted. He should be prepared for a full and satisfying life as a member of a family and as a citizen. He should also be given the opportunity to develop salable skills which will enable him to take his place in the economic world and to develop avocational interests which will provide satisfying and worthwhile use of his leisure time.

Another important purpose of education is to preserve and enrich our cultural heritage. The importance of this purpose is discerningly explained in the Rockefeller Report as follows: "No inspired and inspiring education can go forward without undergirding by the deepest values of our society...We will wish to allow wide latitude in the choice of values, but we must assume that education is a process that should be infused with meaning and purpose; that everyone will have deeply held beliefs; that every young American will wish to serve the values which have nurtured him and made possible his education and his freedom as an individual." Nor is it enough merely to understand our culture. As the Educational Policies Commission points out, education has a responsibility "to enrich the culture by pushing back the frontiers of knowledge." This is particularly a challenge for higher education where its research and graduate programs provide the talent and facilities needed for such endeavor.

Other generally accepted purposes of education drawn from the above reports that seem appropriate for Minnesota are: To cultivate the intellectual, moral, social, and civic resources of our commonwealth; to help provide solutions for society's problems; to promote international understanding and cooperation. How well we succeed in accomplishing these purposes will determine the fate of our nation and our way of life.

⁵ Nature and Needs of Higher Education, The Report of the Commission on Financing Higher Education, Columbia University Press, New York, 1952.

⁶ Second Report to the President, The President's Committee on Education Beyond the High School, Washington, D.C., July 1957.

⁷ Higher Education in a Decade of Decision, Educational Policies Commission, Washington, D.C., 1957.

⁸ The Pursuit of Excellence, Education and the Future of America, Panel Report V of the Special Studies Project, Rockefeller Brothers Fund, Doubleday and Company, Inc., Garden City, New York, 1958.

All the above purposes of education have implications for higher education, which is the primary concern of the Liaison Committee. If everyone is to be educated to develop his potentialities to the maximum, how many should go on to college? One specific answer has been given by the President's Commission on Higher Education, which states that 49 per cent of our young people have the mental ability to complete two years of college work, and 32 per cent have the ability to complete four years of college. In the fall of 1959, 13,727 freshmen entered Minnesota colleges. This number represented about 42 per cent of the high school graduates that year, and 34 per cent of all who were 18 years old. Just under 20 per cent of those 22 years of age earned four-year degrees in 1959. Minnesota, reputedly a leader in literacy and education for its youth, still has a long way to go to meet the 49 and 32 per cent criteria suggested by the President's Commission. If the Commission's figures are reasonable -- and some people would argue that they are too conservative -- this means that 23,600 Minnesota youth did not enroll in college in 1959 even though they were qualified.⁹ The apparent lack of motivation to attend college on the part of a considerable number of our capable young people results in a waste of intellectual manpower that the state can ill afford. These youth need to be motivated, and the state must be prepared to provide the staff and facilities necessary to educate them.

But we cannot be concerned with quantity alone; quality must be given equal consideration. It is important in our kind of society to provide for large masses of educated people, but since persons with high levels of intelligence have the most to contribute, we must be particularly concerned about them. The Report of the Commission on Financing Higher Education suggested that the first concern of higher education should be the top 25 per cent in intellectual capacity.¹⁰ But nationally in 1950 only two-fifths of those with that level of

⁹ The direct quotation from page 41 of the President's Commission report is: "(1) At least 49 per cent of our population has the mental ability to complete 14 years of schooling with a curriculum of general and vocational studies that should lead either to gainful employment or to further study at a more advanced level. (2) At least 32 per cent of our population has the mental ability to complete an advanced liberal or specialized professional education."

If the first part of the quotation is interpreted to include post-high school institutions such as trade and vocational schools, bible colleges, etc., the number of qualified youth who did not receive post-high school education in 1959 would be reduced to about 10,000.

¹⁰ Nature and Needs of Higher Education, op. cit. p. 48.

ability went to college and less than a fifth graduated.¹¹ We need to find out how many of our top students in Minnesota do not go on to college, and why. We need to consider carefully what can be done to get these young people into college. To bring Minnesota's higher educational commitment to the standard suggested above will require even more dedication from the people -- in voice, act, and deed as well as in financial support -- than there has been in the past. History teaches that the societies with the greatest commitment to higher education and the biggest investment therein are the most prosperous. Minnesota's future rests upon its ability to develop to the maximum and to utilize efficiently its available talent-potential. In the words of Alfred Whitehead: "In the conditions of modern life the rule is absolute, a race which does not value trained intelligence is doomed."¹²

To prepare students for their coming roles as members of families, citizens, and workers, careful consideration will have to be given to the curricula of our colleges. In order that each person may assume his responsibilities as a citizen and lead a fuller, more satisfying life, more attention will have to be given to general education, particularly in the first two years of college and in programs of adult education. To supply the wide range of skills demanded from our labor force by modern technology, we need to identify the amount of trained manpower we need now and in our long-term plans. As the Rockefeller Report points out, however, in this day of technologies it is impossible to predict the future for any narrow occupational category. Rather we will have to offer kinds of fundamental training that will enable an individual to move back and forth among related occupational categories.

The role of higher education in enriching our cultural heritage, cultivating to the fullest the resources of our commonwealth, solving the problems of our society and promoting international understanding and cooperation, is indeed a challenging one. Much basic research remains to be done, particularly in the area of the social sciences. The resources of our colleges and universities must also be shared more liberally with business, industry, and the community through consultative and advisory services, and additional applied research.

In order to provide the kind of educational system that will enable us to carry out our objectives, what kind of tasks should be performed by the Junior Colleges? By the State Colleges? By the University? How can the public and private institutions best cooperate

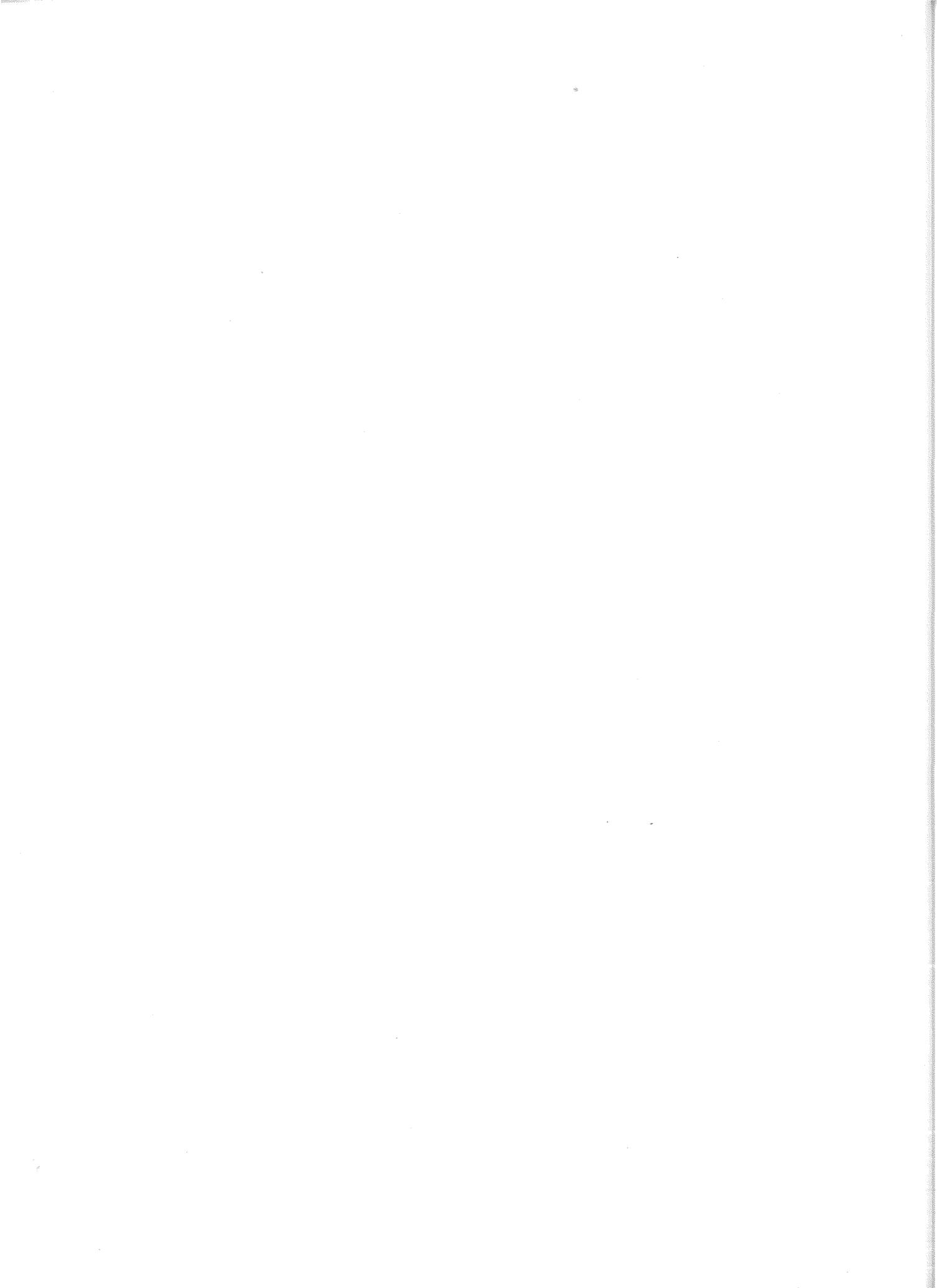
¹¹ Some evidence that college attendance and persistence by this group has increased is provided by a recent Wisconsin study which showed that three-fifths of the upper 15 per cent of high school graduates entered college and about one-half graduated.

¹² Whitehead, Alfred N., The Aims of Education, A Mentor Book, The New American Library, New York, July 1949, p. 26.

to achieve our goals? The Liaison Committee has not been in existence long enough to give a complete answer to these questions. During the past year it has studied the services and functions of the various types of institutions, and it believes that it can be helpful in developing the kind of program of higher education that Minnesota must have if it is to fulfill the cardinal objectives enumerated above. Its efforts may serve in the following ways:

(1) Make certain that curricula are available to serve all significant post-high school needs; (2) avoid wasteful duplication; (3) provide a complete system of higher education with the most efficient use of funds provided by the taxpayer and the student; (4) make possible full use of teaching talents; and (5) promote better utilization of student talent and abilities through better guidance and advanced placement programs.

The groundwork for coordination has been established. The close cooperation of the public institutions during the past year on a voluntary basis points the way. However, much study and planning still remain to be done if the colleges and universities in Minnesota are to meet the challenging goals of higher education in our democratic society during the decades ahead.



Activities of the Liaison Committee

At the first meeting of the committee (November 4, 1959) Dean M. Schweickhard was elected chairman, Roland Muller vice-chairman, and L. R. Lunden secretary. Further action of the committee provided that each of the executive officers should choose a staff member to serve on a research team. This team was directed to structure one or more studies to be made by the committee.

Of the three studies proposed by this research team -- (1) a series of informal interviews with presidents and deans of all units of higher education in the state, (2) a comprehensive and detailed analysis of curricula and course offerings of the Junior Colleges, State Colleges, and the University, and (3) a detailed analysis of faculty functions and activities in each of the three types of public higher educational institutions -- only the first could be carried out because funds were not available for the latter two studies.

The Liaison Committee met 12 times from November 1959 through December 1960, each session consuming from a half to a full day. The meetings in November and December 1959 were devoted to preliminary plans for the activities of the committee during the ensuing year; the January meeting was devoted to intensive interviews and discussions with each of the presidents of the five State Colleges. In February the Liaison Committee talked with representatives of the Junior Colleges and an Area Vocational School, in March it discussed problems and activities of the private higher educational institutions with several Private Liberal Arts College presidents, and in April the committee heard a presentation by the president and various deans of the University. In each of the above-mentioned sessions with representatives of the various types of higher educational institutions, discussions were focussed upon the following questions or minor modifications thereof:

1. If the major areas of activity in higher education are considered to be instruction, research, and public services:
 - a. To what extent should the colleges (State) (Junior) (Private) of Minnesota attempt to function in each of these areas?
 - b. For your own institution in particular what do you consider to be the unique (appropriate) functions
 - (1) in the instructional area?
 - (2) in the research area?
 - (3) in the public service area?
 - c. In which of these areas does your institution place the greatest emphasis?
2. Beyond the three major areas mentioned in the preceding question do you feel there are other areas of activity in which the colleges (State) (Junior) (Private) in general or your college in particular should function?

3. Have you at your institution experienced local pressures to expand your programs in any of the three major or other areas?
If so,
 - a. which are the areas?
 - b. in what programs are expansions urged?
 - c. what new programs are urged?
 - d. what is the nature and degree of the local pressure?

4.
 - a. If legislative appropriations were inadequate to continue your present variety of programs which 3-5 would you be most reluctant to discontinue?
 - b. What are your reasons for this selection?
 - c. Are you now offering any programs for which the demand is declining? What programs are they?

5. The legislature has suggested that more coordination is needed among public institutions of higher education in Minnesota. In your opinion what devices, ways, or methods would be most effective in achieving coordination and planning.

6. What do you consider to be the most important needs of higher education today in Minnesota?

7. To what extent do you believe that the colleges (State) (Junior) (Private) should establish a selective admissions policy?
Or should they continue to admit all high school graduates?

A joint meeting of the Liaison Committee on Higher Education and the State College Subcommittee of the Legislative Research Committee was held in May to enable each of the two committees to learn more about the other's activities and interests. Meetings held in June, July, and September were for the purpose of summarizing and synthesizing the information, opinions, and problems gleaned from the meetings with the various institutional representatives. October, November, and December meetings were devoted to development and discussion of the committee's recommendations and progress report. This report includes basic information on institutional functions, instructional programs, and college attendance ratios obtained from Liaison Committee studies, and several recommendations which the committee feels can be made at this stage of its deliberations.

Digests of Interviews with Administrators of Various Types
of Higher Educational Institutions

Statements made by representatives of the Junior Colleges, State Colleges, Private Colleges, and the University when they met with the Liaison Committee, served as the basis for the summary statements in Exhibits A, B, C, and D, respectively. Each digest classifies remarks under the following categories: Instructional Functions, Research Functions, Public Service Functions, Pressures, Selection of Students, Coordination of Higher Education in Minnesota, and Needs of Higher Education in Minnesota.

Exhibit A

DIGEST OF JUNIOR COLLEGE PRESENTATION
TO THE LIAISON COMMITTEE, ON SELECTED TOPICS

Instructional Functions

1. Transfer students
 - a. About 50 per cent of students graduate and 85 per cent of the graduates transfer to four-year colleges.
 - b. This function is a tryout period for students and a screening process which aids senior colleges.
2. Terminal students
 - a. Those who desire general education beyond high school are served.
 - b. Vocational preparation -- business, technical aids, nurses aids, etc., are served. Problem: to provide the expensive and rapidly changing equipment necessary in technical training.
3. Adult education
 - a. Function of providing instruction for vocational advancement, cultural and recreational development. Junior college staffs better trained for teaching adults.

Research Functions

1. Little or nothing being done. Need for action research on teaching methods, graduate follow-up, prediction of student achievement by identification of related factors.

Public Service Functions

1. Every college should be a cultural center but staff time is too restricted because of heavy instructional loads. Junior colleges are doing the best here that they can under the circumstances.

Pressures for Program Modifications

1. In transfer program, pressure to expand and improve the offerings in pre-professional opportunities to meet the need for try-out.
2. In terminal education, pressure to expand and improve offerings in courses to provide needed technical personnel for business, industry, hospitals, etc.
3. In adult education, demand growing for a wide variety of courses at the adult level. Some for vocational advancement. Some for cultural and avocational purposes.
4. Staff pressures to obtain NCA accreditation and to add courses in art, music, and humanities.

Selection of Students

1. High school graduation is the primary requisite for admission to a State Junior College.

Coordination of Higher Education

1. General characteristics
 - a. Voluntary rather than legislated.
 - b. Broad representation including Private Colleges.
2. Need for developing basic curricula to be comparable in all colleges.
3. Need for the consideration of the quality of a student rather than of a fixed transfer pattern in coordinating transfers.
4. Coordination would be facilitated among Junior Colleges by appointment of a director of Junior Colleges on the staff of State Education Department.

Needs of Higher Education in Minnesota

1. At the present time there are no uniform requirements for transfer to another institution after two years. University of Minnesota has different standards at each campus. Even different policies with respect to transfer students show up among the departments at a single campus.
2. At least two Junior Colleges, Hibbing and Virginia are full to capacity now. Any increase in applications will necessitate more stringent entrance requirements.

Exhibit B

DIGEST OF STATE COLLEGE PRESENTATION
TO THE LIAISON COMMITTEE, ON SELECTED TOPICS

Instructional Functions

1. Professional education of teachers. (*)
2. Liberal arts program. (*)
3. Terminal programs. (*)
4. Semi-professional training. (Minne)
5. Pre-professional training. (*)
6. Guidance and counseling of students. (Minne)
7. Fifth year program for teacher training, possibly training in guidance. (Minne)
8. Off campus programs for teacher certification. (Minne)
9. Limited business education program. (Minne, Budd)
10. Nurses degree program. (Minne)
11. Elementary school principal program. (Budd)
12. Special education for mentally retarded and orthopedically handicapped as a part of teacher training program. (Budd)
13. Need to conduct classes using high school facilities in certain communities but staff and money currently not available. (Crawford)

Research Functions

1. Would encourage more but serious lack of time; currently faculty doing a little writing. (Minne)
2. Should give more time to applied research; time limited; certain amount of "pure" research performed. (Budd)
3. Although State Colleges do not have staff or equipment to do extensive research, it is an essential part of the program. (Sattgast)
4. Fulfill research needs of local area. (Neumaier)
5. Experimentation in campus school. (Neumaier)
6. Will have to enter into some professional research. (Crawford)

Public Service Functions

1. Help superintendents, principals, and boards with specific problems. (Minne)
2. Psychological clinic. (Budd)
3. Render assistance to people in area. (Sattgast)
4. Need for psychological, guidance, testing service. (Sattgast)

* Denotes general agreement among five presidents. Where the item was mentioned by only one or two, names of proponents are given.

Pressures

1. For home economics at St. Cloud. (Budd)
For home economics at Bemidji. (Sattgast)
2. For nursing education, industrial technology, education of handicapped. (Sattgast)
3. Demand for short courses and evening classes, also for courses in business, courses for x-ray technicians, and a course in medical law. Considerable pressure for vocational programs. (Neumaier)

Selection of Students

1. Try to discourage most of lower 25 per cent H.S.R. (Minne)
2. St. Cloud has a selective retention policy -- drop students not maintaining "C" average at end of year. (Budd)
3. High school graduation. (Neumaier)
4. Selective retention, lower 25 per cent counseled not to enter college. (Crawford)

Coordination of Higher Education in Minnesota

1. Could be initiated by legislative action setting up organization and assigning duties and responsibilities, one of which could well be coordination of the budget. (Minne)
2. Should have voluntary cooperation, greater exchange of information, perhaps jointly agreed upon budgets. (Budd)
3. Plans for University, Junior Colleges, and State Colleges should be set forth in Liaison Committee so that planning can be done without guesswork. (Sattgast)
4. Voluntary cooperation in exchanging points of view in Liaison Committee. (Neumaier)
5. Cooperation such as in Indiana and Ohio. (Crawford)

Needs of Higher Education in Minnesota

1. High quality staff. (Minne, Budd)
2. Facilities. (Minne)
3. Develop new techniques for teaching large numbers of students. (Minne)
4. Utilization of existing institutions to fullest possible extent. (Minne)
5. More adult education.
6. Finances. (Budd)
7. Cost study. (Budd)
8. Scholarship program. (Budd)
9. Tax exemption for parents of college students. (Budd)
10. Clearinghouse for State College fiscal tasks, financial independence for State Colleges. (Budd)
11. Delegation of management to State Colleges. (Crawford)
12. Too many state agencies have to be contacted for approval. (Neumaier)
13. Develop cooperative planning board for entire state. (Neumaier)
14. Elimination of lag and confusion. (Sattgast)

Exhibit C

DIGEST OF PRIVATE COLLEGE PRESENTATION
TO THE LIAISON COMMITTEE, ON SELECTED TOPICS

Instructional Functions

1. Entire range of liberal arts studies -- fine arts, humanities, and social, natural and life sciences.
2. Pre-professional training in all fields emphasizing liberal arts.
3. Professional training in fields in which studies can be completed at the undergraduate level -- teaching, nursing, etc.
4. Training in vocations allied to the liberal arts as well as in certain specialized areas needed in the constituency served by the college.

Research Functions

1. In areas useful in instruction -- e.g. in the sciences.
2. In areas needed to retain and develop faculty members.
3. In areas related to the institution and its program.
4. In areas bearing a rather close relation to the institution's instructional program and in which the institution has an especially qualified staff.

Public Service Functions

1. Private Colleges are primarily teaching institutions. This constitutes their public service.
2. Private College facilities are made available for conferences, institutes, etc., of interest to the general public.
3. As most are institutions with church associations, the Private Colleges tend to provide special services to their respective church constituencies.
4. Some Private Colleges carry on adult and community education programs:

Pressures for Program Modifications

1. From public sources, demands to emphasize science, mathematics, and foreign languages.
2. From students, as reflected in enrollment trends, the need to expand programs in teacher training, business administration, and nursing.

Selection of Students

1. Generally students who graduated in the upper 50 per cent of their class are accepted, although individual colleges may be more selective, and in some cases service to its constituency may make it inadvisable to apply strict scholastic rules on admittance to members of that constituency.

Coordination of Higher Education in Minnesota

1. The State is obligated to provide higher education for all qualified students, but not necessarily within commuting distance.
2. The basic consideration in determining the pattern of public education in Minnesota should be the quality of education that results. It is more important to the State to have high quality than to have geographical distribution (of facilities) or proximity to the source of students.
3. Any cooperative relationship with the Private Colleges must, of course, be on a voluntary basis. Any reasonable sort of assistance -- sharing information, participating in joint studies, working on committees and commissions within the limitations imposed by available time, etc. -- may be expected of the Private Colleges.

Needs of Higher Education in Minnesota

1. The most important elements in Minnesota's program of higher education are sound, broad, undergraduate education and high quality graduate and professional education. This is not to imply that these elements are currently found wanting.
2. Most critical shortages are appearing in areas where the highest level of education is required. A generous scholarship program for able and needy students is imperative in order to make certain that persons capable of achieving at the required high levels are not denied an education.
3. Resources available for education should not be drained away from the essential elements in order to expand greatly the vocational and terminal programs which may appear to be more immediately useful.

Exhibit D

DIGEST OF UNIVERSITY PRESENTATION
TO THE LIAISON COMMITTEE, ON SELECTED TOPICS

Instructional Functions

1. Sub-collegiate (schools of agriculture, laboratory schools).
2. Undergraduate (pre-professional, liberal arts).
3. Professional.
4. Graduate -- must be integral with undergraduate.
5. Extension, correspondence.
6. Counseling services for students.
7. Methodology (lecture, problem solving, critical thinking, creativity).
8. Constant analysis, appraisal, and experimentation necessary.
9. Provision for student of superior academic ability.
10. General College screens prospective college students, provides two years of general education designed for the terminal students, some vocational training (retailing and selling, practical nursing, dental assisting).
11. Major hospital necessary as laboratory for nursing program.

Research Functions

1. Research character of graduate education:
 - a. Differs from research done in a research institute in that it is not selected because it has scientific interest or practical application and is intimately bound up with the educational process.
 - b. Graduate student needs three things for his apprentice work -- facilities (costly), guidance (cross-fertilization between disciplines important), and companionship.
2. Opportunity for undergraduates to participate in research.
3. In Institute of Technology, outside research support exceeds the annual state appropriation, largely because of presence of highly competent scientists.
4. Research an absolute must in the Medical School; expended \$4,500,000 in 1959, mostly from outside sources.
5. Basic and applied research in many different fields carried on by College of Agriculture.

Public Service Functions

1. Schools of agriculture.
2. Agricultural short courses.
3. Through research in agricultural experiment stations, a great deal of public service is rendered.
4. Agricultural extension service.
5. Soil testing laboratory.
6. Farm management service.
7. Advanced registry testing in dairy cattle.

Public Service Functions (continued)

8. Seed distribution system.
9. Veterinary diagnostic laboratory.
10. State-wide testing program.
11. Clinical service of School of Journalism.
12. State geological survey.
13. Museum of Natural History.
14. State drama advisory service.
15. Center for Continuation Study.

Pressures

1. From legislature for new programs in agriculture.
2. From business for management training and labor education.
3. Community and legislative demands for research on special problems.
4. Special community pressures.

Selection of Students

1. In General College, A.A. program at Duluth, high school graduation only requirement, but there is a degree of selection through counseling and advising (20 to 25 per cent of General College students ultimately transfer to another college).
2. S.L.A. -- upper 60 per cent, average H.S.R. and college aptitude.
3. I.T. -- upper 50 per cent test scores, plus score on special test.
4. Agriculture, Forestry, and Home Economics -- upper 75 per cent in grades plus an achievement test.
5. Morris -- H.S.R. of 40 or more, percentile test rank of 40 or more.
6. Best students tend to drop out about as frequently as do the poorest ones, which seems to indicate selective process is functioning.
7. Fifty per cent of new freshmen, Fall 1959, above 70th percentile.

Coordination of Higher Education in Minnesota

1. Going to be more, either voluntary or involuntary.
2. Any approach to coordination must take into consideration the special case of the University and its unique character.
3. Probably not necessary to add Private College, Junior College, or legislative representation to group.
4. Ultimately will probably want to present an agreed upon budget.
5. By January 1961, should have progress report, showing canvass of basic considerations and an endeavor to exercise some educational statesmanship with some objective appraisal.

Needs of Higher Education in Minnesota

1. Large, changing, and more highly specialized college population, now and in the future.
2. Difficult to support all publicly-supported institutions of higher education along with all other public services.
3. Education critically important in context of national defense and Soviet competition.
4. To determine the degree to which responsibility for graduate training, professional education and research should be dispersed.
5. Lack of manpower at semi-professional level.

Summary of Interview Digests

The interview sessions, some lasting as long as five hours, have already been condensed considerably in the preceding outlines. Complete transcripts of these sessions can be obtained from the Liaison Committee. Each of the sections discussed in the interviews has been summarized below, however, to pull the similar and divergent viewpoints into a single perspective.

Instruction. -- Because the similarities and differences of major instructional functions, both for institutions of a given type and for different types of institutions, will be discussed in the following section, this summary will comment only on new or unusual functions served, usually by a single institution. For example, St. Cloud reported a program for elementary school principals and special education for mentally retarded and orthopedically handicapped in conjunction with its teacher-training program. Junior College representatives stressed the increasing demand for adult education and the problem of acquiring and maintaining up-to-date equipment and machinery which are expensive musts for an expanded vocational-technical program. The University emphasized its role in graduate and professional education, student counseling services, and extension programs.

Research. -- Research of some kind is going on in nearly all of the State Colleges, but more staff time and facilities are needed, according to State College representatives. Interest and activity were reported in both pure and applied research. The Junior Colleges expressed a need for more "action" research on instruction and studies of their products. Private Colleges indicated that they were primarily teaching institutions and whatever research was carried on would be closely related to an institution's instructional program and areas useful in instruction. The University stressed the fact that research and graduate education necessarily go together -- each is dependent upon the other. Also pointed out was the strength and diversity of the University's research programs in many fields and the extreme expense involved in providing adequate facilities for many kinds of research.

Public Service. -- The State Colleges indicated a need to offer more psychological and guidance services to their clientele, while the Private Colleges felt that their instructional programs constituted their public service. Some carry on adult education programs and provide special services to their church constituencies. Short courses, extension, testing, and experiment station research are among the distinctive kinds of public services offered by the University. Others include the state-wide testing program, various advisory services, and the state geological survey.

Pressures. -- Pressures are being felt by one or more State Colleges to develop programs in home economics, nursing education, and industrial technology, courses in medical law, business, and X-ray technology, and for other vocational programs. Junior Colleges are feeling pressures to expand and improve courses to train technical personnel. They also note a growing demand for adult education. Private Colleges, too, feel student demands for programs in nursing, business administration, and teacher training. The public urges greater emphasis upon science, mathematics, and foreign languages. Pressures upon the University come from the legislature for new agricultural programs, from business for management training and labor education, as well as from other community groups.

Coordination of Higher Education. -- All groups interviewed agreed that coordination of higher education in Minnesota must be developed and established on a voluntary basis. Such coordination should involve greater exchange of information, provide educational leadership, and may, in time, lead to the development of coordinated budget requests. All, public and private, pledged cooperation with the Liaison Committee.

Instructional Programs Offered by Institutions of Higher Education in Minnesota

Understanding of instructional functions of the various types of institutions is often enhanced when such functions are seen in a broad overview. Several tables prepared from data supplied by the 33 institutional members of the Association of Minnesota Colleges are presented in the pages that follow to provide such an overview for Minnesota institutions of higher education. Table 1 shows the kinds of instructional programs offered by each institution. The use of the tabular form makes it possible to see the pattern of programs provided for the state as a whole and similarities and dissimilarities of programs offered by institutions of like and unlike type. Tables 2 and 3 present enrollments by type of program for the public and private institutions, respectively. These figures indicate, for one specific year, the extent to which certain programs are being utilized.

Some observations based on the data shown in Tables 1-3 are listed below:

1. All but one public institution (Mankato State) offer two-year terminal programs which lead to a diploma or a degree.
2. Nearly every institution in the state, both public and private, offers pre-professional and liberal arts programs.
3. In terms of student enrollments, the preparation of teachers is the major function of the State Colleges.
4. In Fall 1959, four-fifths of the students in the public Junior Colleges were enrolled in liberal arts or professional programs, indicating that the pre-transfer function of the Junior Colleges receives considerably more emphasis than the terminal function. Only Worthington and Rochester Junior Colleges had more than a fourth of their students enrolled in terminal programs (30 and 35 per cent, respectively). Junior College deans reported that the prestige of the liberal arts program may cause many students to enroll in it rather than terminal programs.
5. The graduate program in the State Colleges is limited to professional education.
6. Three Private Colleges offer fifth year professional programs in Education, and four offer fifth year programs in Theology.
7. All of the State Colleges offer a Business major; one offers majors in Nursing and in Medical Technology.
8. Of the 16 Private Colleges, all but one (Minneapolis School of Art) offer programs in Education; eight have Nursing programs; and six offer four-year programs in Business.
9. Of the collegiate programs shown in Table 1, only Theology and Professional Art are not offered by the University.

Table 2: ENROLLMENT BY TYPE OF PROGRAM, MINNESOTA PUBLIC COLLEGES AND UNIVERSITY, FALL 1959

Institutions	Students in Undergraduate Programs								Total Enrollments
	Two-Year		Four-Year or Transfer				Not Classified	Graduate Students ^c	
	Terminal ^a	Per Cent	Liberal Arts		Professional				
			N	Pre-Prof.	Other	Educ. ^b	Other		
<u>Junior Colleges</u>									
Austin	76	19.2	184	54	81	--	--	--	395
Brainerd	40	20.4	73	18	42	--	23	--	196
Ely	20	14.0	61	12	49	--	1	--	143
Eveleth	23	22.8	33	3	39	--	3	--	101
Hibbing	89	18.7	162	49	136	--	41	--	477
Itasca	12	4.3	159	12	99	--	--	--	282
Rochester	160	34.9	187	57	54	--	--	--	458
Virginia	27	7.0	168	22	153	--	14	--	384
Worthington	61	29.9	69	30	37	--	7	--	204
Total	508	19.2	1,096	257	690	--	89	--	2,640
<u>State Colleges</u>									
Bemidji	75	5.7	84	102	960	--	76	21	1,318
Mankato	--	0.0	346	727	2,965	105	30	247	4,420
Moorhead	32	2.5	63	165	987	--	17	31	1,295
St. Cloud	36	1.1	186	547	2,199	--	175	142	3,285
Winona	7	0.6	54	147	735	--	86	122	1,151
Total	150	1.3	733	1,688	7,846	105	384	563	11,469
<u>University of Minnesota</u>									
Duluth Campus	166	6.8	403	648	860	--	351	31	2,459
Minneapolis and St. Paul Campuses	1,741	7.2	1,708	3,790	3,030	7,915	1,838	4,057	24,079
Total	1,907	7.2	2,111	4,438	3,890	7,915	2,189	4,088	26,538
<u>Total for all</u>									
Public Institutions	2,565	6.3	3,940	6,383	12,426	8,020	2,662	4,651	40,647

^a Includes students enrolled in two-year technical-terminal programs as well as those designated as two-year terminal liberal arts students. For the General College, Minneapolis campus of the University of Minnesota, the total enrollment was decreased by 600 (25.6 per cent), an estimate of the number who would transfer to other colleges at the end of two years; these 600 were placed in the "Not Classified" column.

^b Includes those in pre-education, also those in M. Ed. program at the University of Minnesota.

^c All work at State Colleges and Duluth campus in Education.

Table 3: ENROLLMENT BY TYPE OF PROGRAM, MINNESOTA PRIVATE COLLEGES AND UNIVERSITIES, FALL 1959

Institution	Students in Undergraduate Programs					Students in Post Baccalaureate Programs	Total Enrollments
	Liberal Arts		Professional		Not Classified		
	Pre-Prof.	Other	Educ. ^a	Other			
Bethany Junior College	48	9	44	--	2	--	103
Concordia Junior College	131	--	242	--	--	--	373
Augsburg	412	303	456	--	--	28	1,199
Bethel	258	53	208	--	52	83	654
Carleton	--	--	--	--	1,136 ^b	--	1,136
Concordia	315	761	473	77	--	--	1,626
Gustavus Adolphus	405	149	496	101	21	--	1,172
Hamline	170	421	109	129	219	--	1,048
Macalester	514	93	603	51	519	5	1,785
Minneapolis School of Art	--	--	--	220	--	--	220
St. Benedict	--	--	--	--	512 ^b	--	512
St. Catherine	--	192	67	73	1,075 ^c	--	1,407
St. John's	629	457	24	--	14	102	1,226
St. Mary's	--	--	--	--	865 ^b	--	865
St. Olaf	--	--	--	--	1,811 ^d	--	1,811
St. Scholastica	33	15	146	165	72	--	431
St. Teresa	24	405	136	189	--	--	754
St. Thomas	705	835	32	--	201	45	1,818
Total	3,644	3,693	3,036	1,005	6,499	263	18,140

^a Includes pre-professional education.

^b Did not respond so enrollments could not be classified.

^c Lower division not classified.

^d Not classified for 1959-60.

In addition to the 33 accredited collegiate members of the Association of Minnesota Colleges, 100 other post-high school institutions provide such diverse vocational programs (approved by the State Department of Education) as Electronics, Law, Music, Business, Theology, and Medical Technology. To complete the overall picture of instructional functions of higher educational institutions, data were collected to show the types of institutions involved and their enrollments for Fall 1959 (see Table 4).

Analysis shows that over 14,000 students were attending these institutions in Fall 1959, 20 per cent more than were attending the State Colleges, three-fourths as many as were attending the Private Colleges, and more than half the number attending the University. The 14,000 were fairly evenly divided among Institutes and Trade Schools (3,166), Hospital Affiliated Programs (2,986), Business Schools (2,512), Bible Colleges (2,600), and Area Vocational Schools (2,221). Here is clear evidence of the instructional load that is spared the state by the existence of such institutions.

Table 4: ENROLLMENTS IN MINNESOTA INSTITUTIONS OF HIGHER EDUCATION^a NOT BELONGING TO THE ASSOCIATION OF MINNESOTA COLLEGES (FALL 1959)

Institutional Type, Name, and Location	Number of Students				
	Lower Division	Upper Division	Total Under- graduates	Graduates or Veterans	Grand Total
<u>Area Vocational Schools (8)</u>					
Austin	396	-	396	-	396
Duluth	120	-	120	-	120
Mankato	235	-	235	-	235
Minneapolis	473	-	473	-	473
St. Cloud	49	-	49	-	49
St. Paul	492	-	492	-	492
Thief River Falls	279	-	279	-	279
Winona	177	-	177	-	177
Sub Total	2,221	-	2,221	-	2,221
<u>Normal Training Departments (2)^b</u>					
Fergus Falls	10	-	10	-	10
Thief River Falls	16	-	16	-	16
Sub Total	26	-	26	-	26
<u>Bible Colleges, etc. (14)</u>					
Apostolic Bible Institute (St. Paul)	120	-	120	-	120
Bethany Fellowship (Minneapolis)	80	15	95	-	95
Crosier Seminary (Onamia)	30	28	58	-	58
Lutheran Bible Institute (Minneapolis)	255	-	255	-	255
Lutheran Brethren Schools (Fergus Falls)	33	-	33	1	34
Dr. Martin Luther College (New Ulm)	217	60	277	3	280
Minnesota Bible College (Minneapolis)	98	87	185	8	193
Nazareth Hall (St. Paul)	78	-	78	-	78
North Central Bible College (Minneapolis)	232	103	335	-	335
Northwestern College (Minneapolis)	214	153	367	1	368
Oak Hills Christian Training School (Bemidji)	53	-	53	-	53
Pillsbury Baptist Bible College (Owatonna)	145	16	161	16	177
St. Paul Bible College (St. Paul)	1	231	232	2	234
St. Paul Seminary (St. Paul)	-	320	320	-	320
Sub Total	1,556	1,013	2,569	31	2,600

Table 4 cont.

Institutional Type, Name, and Location	Number of Students				
	Lower Division	Upper Division	Total Under- graduates	Graduates or Veterans	Grand Total
<u>Colleges of Music or Law (2)</u>					
MacPhail College of Music (Minneapolis)	50	67	117	-	117
Wm. Mitchell College of Law (St. Paul)	-	14	14	398	412
Sub Total	50	81	131	398	529
<u>Hospital Affiliated Programs</u>					
<u>Nursing (23)</u>					
Professional Nursing Schools (17)	1,887	629	2,516	-	2,516
Private Practical Nursing Schools (6)	240	-	240	-	240
<u>Other (28)</u>					
X-Ray Technology (25)	218	-	218	-	218
Medical Technology (3)	12	-	12	-	12
Sub Total	2,357	629	2,986	-	2,986
<u>Business Schools (12)</u>					
Academy of Accountancy (Minneapolis)	19	-	19	-	19
Carey-Gaspard School of Business (Duluth)	52	-	52	-	52
Detroit Lakes Business College	27	-	27	1	28
Drews Business College (St. Cloud)	23	-	23	4	27
Duluth Business University	54	-	54	16	70
Globe Business College (St. Paul)	175	-	175	-	175
Mankato Commercial College	360	-	360	14	374
Minneapolis Business College	378	-	378	-	378
Minnesota School of Business (Minneapolis)	834	-	834	-	834
Rasmussen Business School (St. Paul)	475	-	475	-	475
St. Cloud Business College	18	-	18	12	30
Winona Secretarial School	50	-	50	-	50
Sub Total	2,465	-	2,465	47	2,512

Table 4 cont.

Institutional Type, Name, and Location	Number of Students				
	Lower Division	Upper Division	Total Under- graduates	Graduates or Veterans	Grand Total
<u>Other Institutions and Trade Schools (11)</u>					
Brown Institute of Broadcasting and Electronics (Minneapolis)	315	-	315	-	315
Wm. H. Dunwoody Industrial Institute (Minneapolis)	822	80	902	19	921
Gale Institute, Inc. (Minneapolis)	547	-	547	-	547
Graphic Arts Technical School (Minneapolis)	7	-	7	30	37
Humboldt Institute, Inc. (Minneapolis)	550	-	550	-	550
McConnell Airline Schools, Inc. (Minneapolis)	118	-	118	-	118
Minnesota School of Laboratory Technique (Minneapolis)	100	-	100	-	100
Northwestern College of Chiropractic Foundation, Inc. (Minneapolis)	65	60	125	-	125
Northwest Technical Institute (Minneapolis)	55	-	55	-	55
Northwestern Television and Electronics Institute (Minneapolis)	283	-	283	-	283
School of the Associated Arts (St. Paul)	70	45	115	-	115
Sub Total	2,932	185	3,117	49	3,166
<u>GRAND TOTAL (100 Institutions)</u>	<u>11,607</u>	<u>1,908</u>	<u>13,515</u>	<u>525</u>	<u>14,040</u>

^a Approved by the Minnesota State Department of Education for some phase of Veterans' training and requiring high school diplomas or equivalent for admittance. Two classes of schools -- Barber Colleges and Schools of Beauty Culture -- have been arbitrarily excluded, although a number of such schools are approved for Veterans' training courses.

^b These departments were discontinued after the 1959-60 school year.

Data on College Attendance

Two kinds of data were collected to obtain a picture of college going in each of the 87 counties in Minnesota: (1) The percentage of maximum potential college population¹³ (henceforth referred to as college-age youth) in each county attending Minnesota colleges and universities in Fall 1959 (Figure 1); and (2) the percentage of high school graduates in each county enrolled as freshmen in Minnesota colleges and universities in Fall 1959 (Figure 1A). Additional analyses were made to show how each county's college attendance was distributed among Minnesota's State Colleges, Public Junior Colleges, University, and Private Colleges (Figures 2, 3, 4, 5, and 6), and how the college freshmen from each county were spread among the several types of higher educational institutions (Figures 2A - 6A).

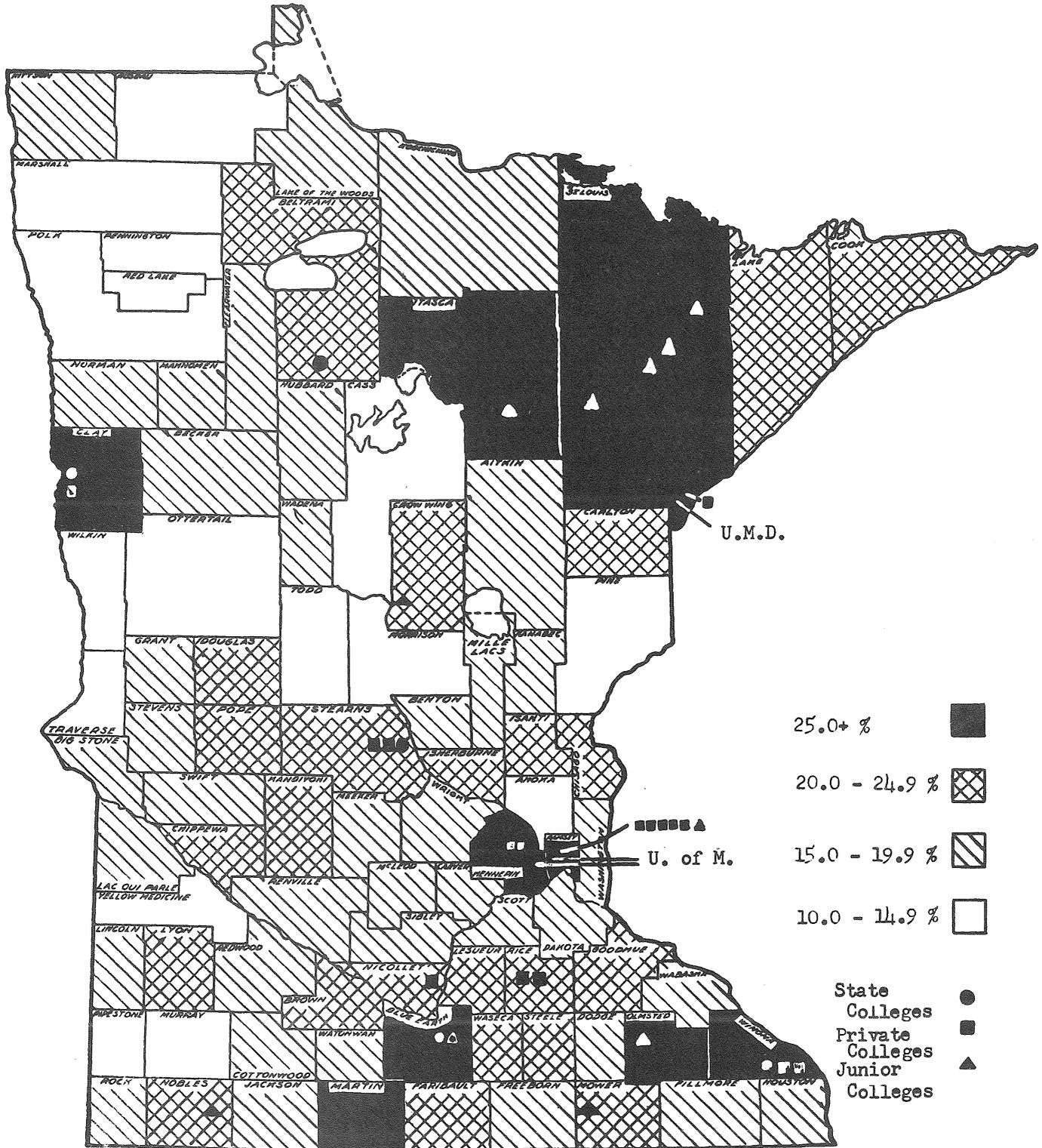
Total College Attendance Ratios and College Freshman Attendance Ratios, by County and Type of Minnesota Institution Attended

Figures 1 and 1A provide an overall impression of the variable attractiveness of college for youth in the various counties, both in terms of total attendance and in terms of the initial attraction represented by freshman enrollments. Generally speaking, college attendance for Fall 1959 (both in total and freshman only) was greatest in counties in which institutions of higher learning are located. In every county with a college, at least 20 per cent of the college-age youth and at least 30 per cent of the recent high school graduates were attending college.¹⁴ For the state as a whole, 25 per cent of Minnesota's college-age youth were enrolled in colleges at that time. But in only nine counties did the college attendance ratio equal or exceed the state average; Blue Earth and Hennepin counties had the highest proportions, with 38.0 and 37.7 per cent, respectively. In contrast, in 16 counties less than 15 per cent of the college-age group was enrolled. These 16 counties, all without colleges, were located as follows: five in northwestern Minnesota; six in midwestern Minnesota; three in southwestern Minnesota; and two in mideastern Minnesota. Marshall, Morrison, Red Lake, and Anoka counties had the smallest proportions of college-age youth in Minnesota colleges, each with about 11 per cent.

¹³ The maximum potential college population for 1959 is defined as the total number of 16 year olds listed on 1954-57 school censuses, who were in school at age 15.

¹⁴ The numbers of high school graduates and college-age students who were attending colleges outside Minnesota were not known and were not included. Reference to college attendance in this and succeeding paragraphs, therefore, should be understood to represent attendance only at Minnesota colleges and universities.

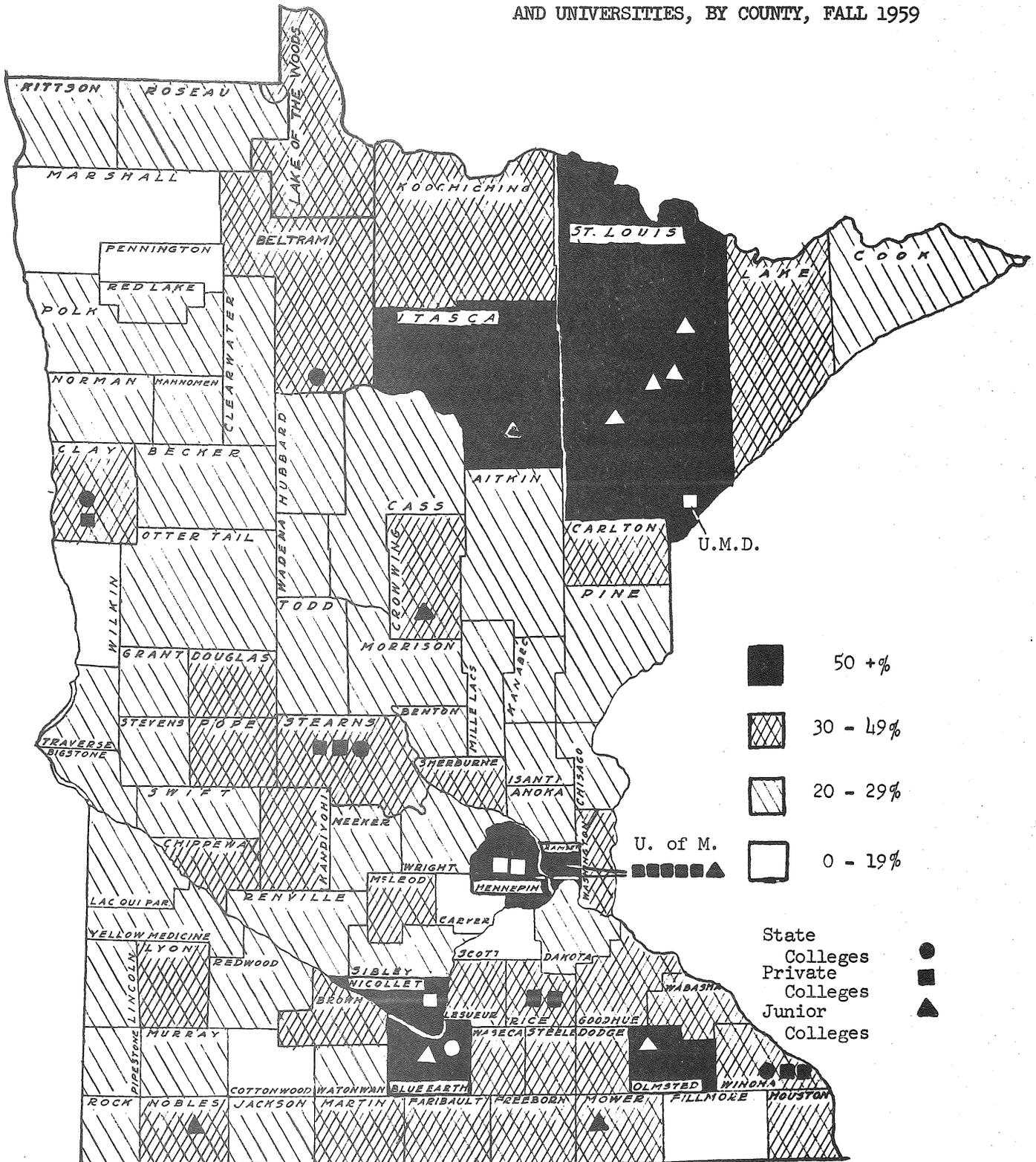
Figure 1: PERCENTAGE OF MAXIMUM POTENTIAL COLLEGE POPULATION^a
 ENROLLED IN MINNESOTA COLLEGES AND UNIVERSITIES,
 BY COUNTY, FALL 1959



^a The maximum potential college population for 1959 is defined as the total number of 16 year olds listed on 1954-57 school censuses, who were in school at age 15.

For the state as a whole, 25 per cent of the college age population were enrolled in Minnesota colleges and universities, Fall 1959; in addition, 7.5 per cent of the college students came from out of state.

Figure 1A: PERCENTAGE OF 1959 HIGH SCHOOL GRADUATES ENROLLED AS FRESHMEN IN MINNESOTA COLLEGES AND UNIVERSITIES, BY COUNTY, FALL 1959



For the state as a whole, Minnesota colleges and universities enrolled 39.7 per cent of the high school graduates.

Similarly, in only seven counties did more than half of the 1959 high school graduates attend Minnesota colleges the following fall. The highest proportions were found in Hennepin and Olmsted counties (59 per cent), followed closely by Nicollet and Blue Earth counties, with 56 and 55 per cent, respectively. An equal number of counties sent less than a fifth of their graduates on to college, with Wilkin, Scott, and Marshall counties (16, 17, and 17 per cents, respectively) showing the smallest proportions. Because of the influence of the heavily populated areas, however, for the state as a whole, two out of every five high school graduates enrolled as freshmen in some Minnesota college in Fall 1959.

Figures 2 and 2A provide detailed pictures of the 1959 flow of youth (total college students and entering freshmen, respectively) from the various counties to the various types of institutions in the state. Reference to the legend will make it possible for the reader to determine how many students went from Red Lake County (or any other) to the University at Minneapolis-St. Paul or at Duluth, to a Public or Private Junior College, to a Private College, or to any one of the five State Colleges. For example, in Red Lake County, data in Figure 1 show that eight students attended the University at Minneapolis-St. Paul, one went to the University of Minnesota at Duluth, two attended a Private Junior College, and 23 went to a Private College. Twenty-one enrolled in a State College -- 14 at Bemidji, two at Mankato, and five at Moorhead. Figure 2A can be read in similar fashion to learn where students in each county enrolled as freshmen.

Figure 3 shows that in 58 counties the State Colleges enrolled 30 per cent or more of all the students attending Minnesota colleges. In comparison (Figure 3A), State Colleges enrolled 30 per cent or more of the entering freshmen in 61 counties. In only five counties (St. Louis, Lake, Cook, Hennepin, and Ramsey) did the State Colleges enroll less than 10 per cent of all college-going students, and in six counties less than 10 per cent of the freshmen. The State Colleges drew most heavily from the local and adjacent counties, except when a Junior College was located in an adjacent county.

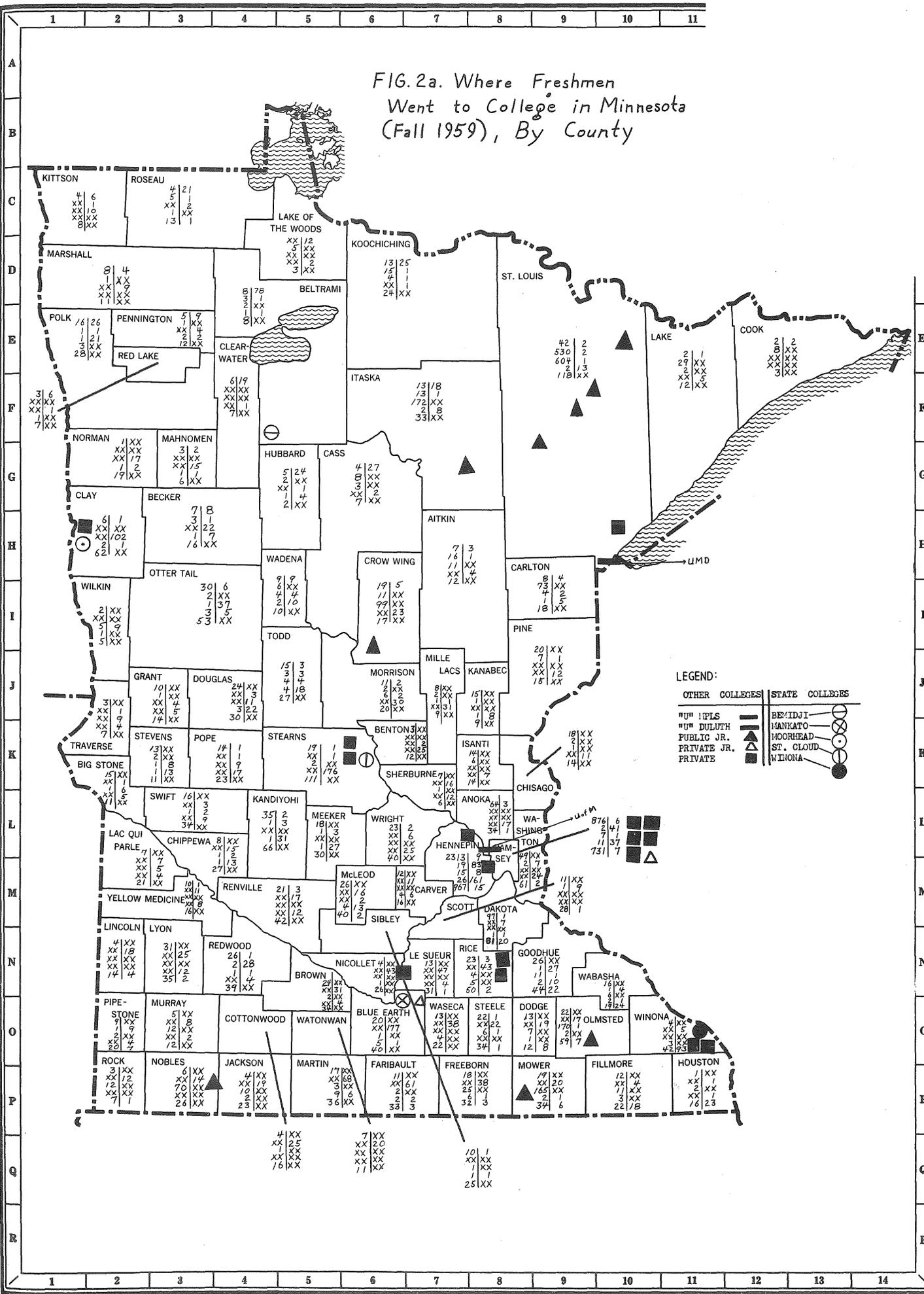
In 10 counties the Junior Colleges enrolled 10 per cent or more of all students attending college, but in only five of these (all with a local Junior College) did they enroll 30 per cent or more (Figures 4 and 4A). Private Colleges enrolled 30 per cent or more of the total college enrollment in 25 counties (29 per cent), and 30 per cent or more of the entering freshmen in 43 counties.

In 50 counties (57 per cent) the University of Minnesota enrolled 30 per cent or more of all the college-going students (Figure 5), but it enrolled 30 per cent or more of the entering freshmen in only 17 counties, notably those on the eastern and northeastern border (Figure 5A). In only one county (Clay) did the University enroll less than 10 per cent of the college-going students. Of the 16 counties in which the University enrolled less than 10 per cent of the entering freshmen, all but one had a Public College or was adjacent to a county in which a Public College was located.

In summary, the various types of institutions enrolled entering freshmen and total college students in the proportions shown below:

	<u>Per Cent of All Freshmen Entering Minnesota Colleges</u>	<u>Per Cent of Total Minnesota College Attendance</u>
State Colleges	22.0	21.2
Public Junior Colleges	10.8	5.9
University of Minnesota	37.9	48.7
Private Colleges	28.4	23.6
Private Junior Colleges	<u>0.9</u>	<u>0.6</u>
Total	100.0	100.0

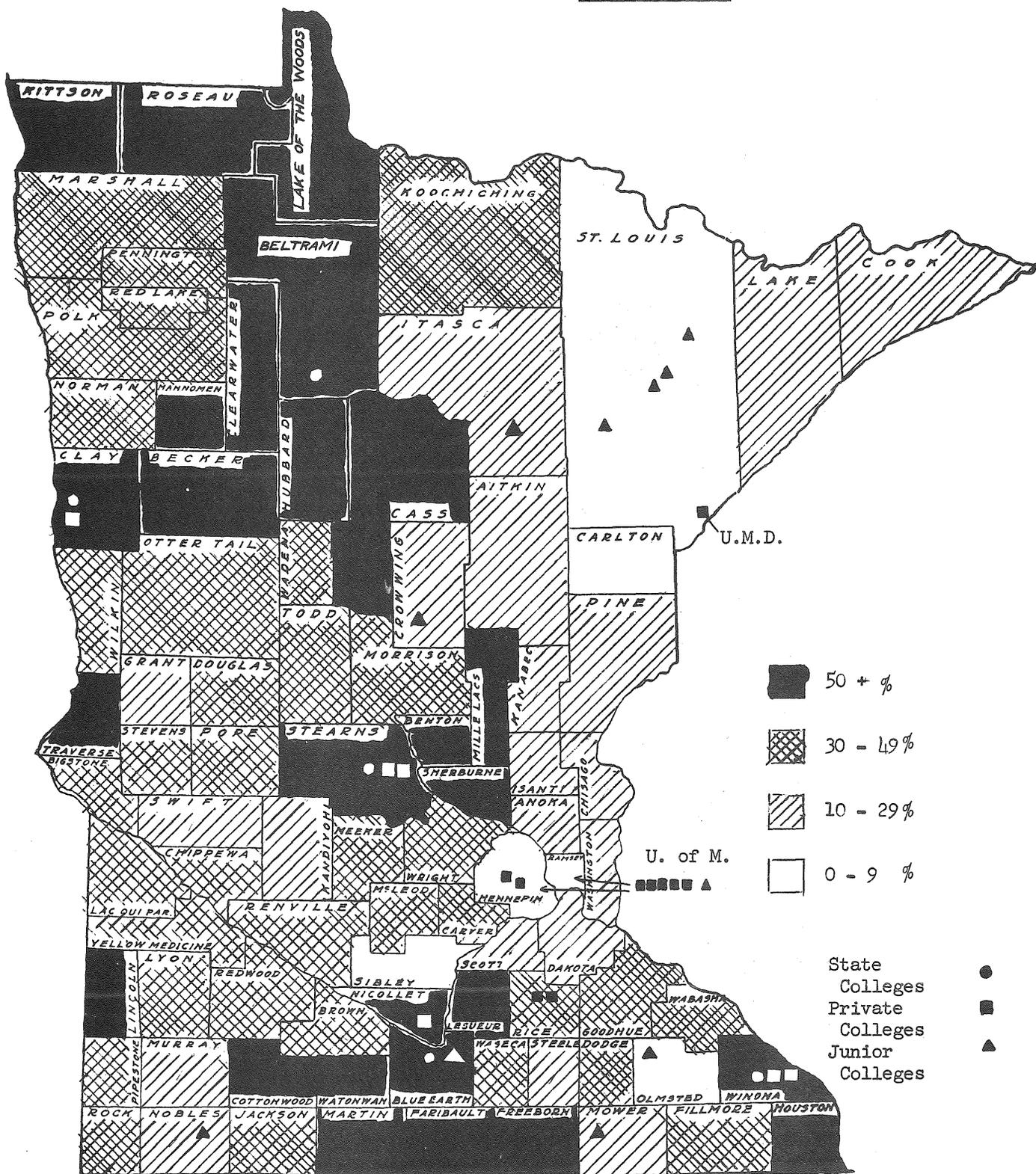
FIG. 2a. Where Freshmen
Went to College in Minnesota
(Fall 1959), By County



LEGEND:

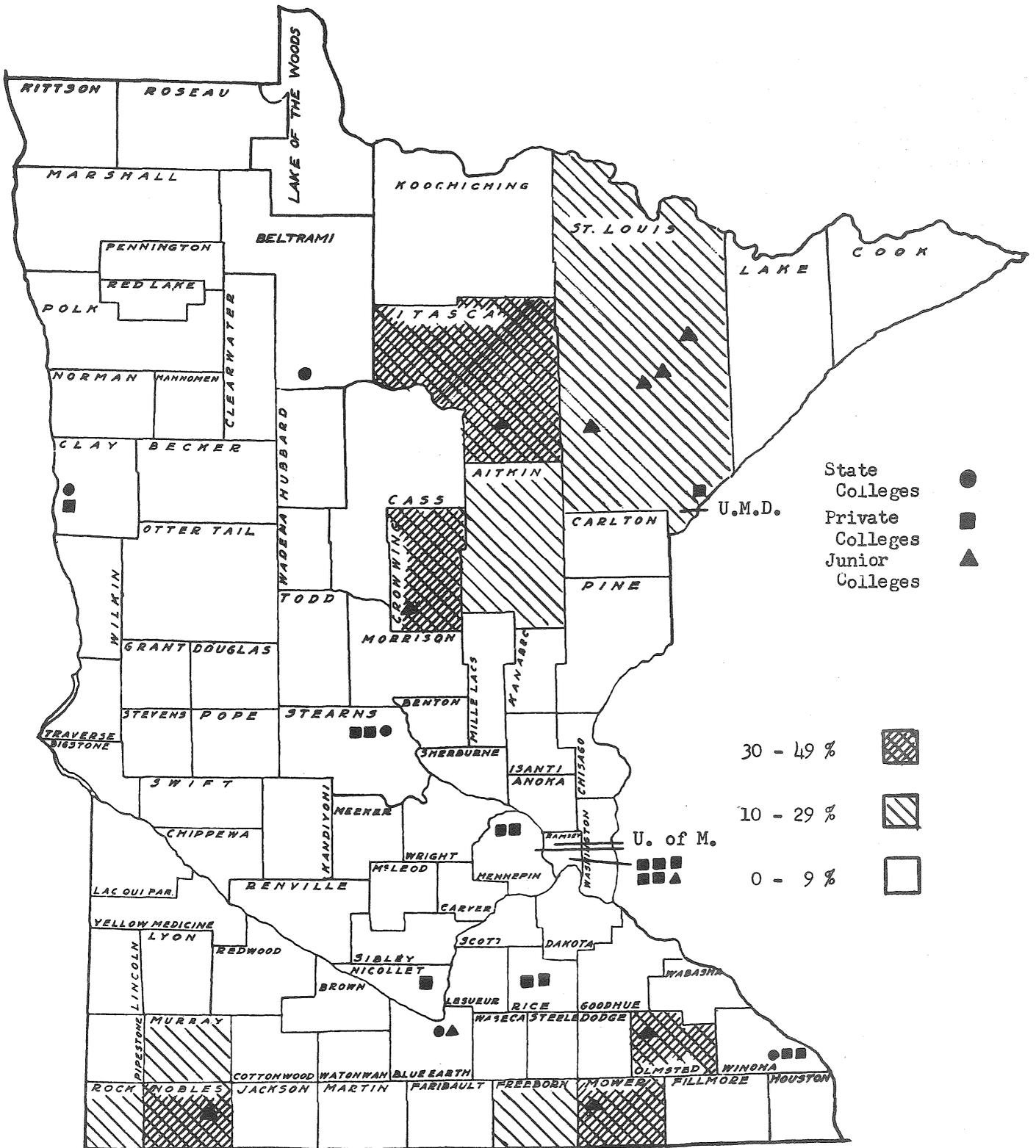
OTHER COLLEGES	STATE COLLEGES
U" IPLS	BEMIDJI
U" DULUTH	HANKATO
PUBLIC JR.	MOORHEAD
PRIVATE JR.	ST. CLOUD
PRIVATE	WINONA

Figure 3A: PERCENTAGE OF ENTERING FRESHMEN FROM EACH COUNTY ATTENDING STATE COLLEGES, FALL 1959



For the state as a whole, state colleges enrolled 22.0 per cent of the entering freshmen in Minnesota colleges and universities.

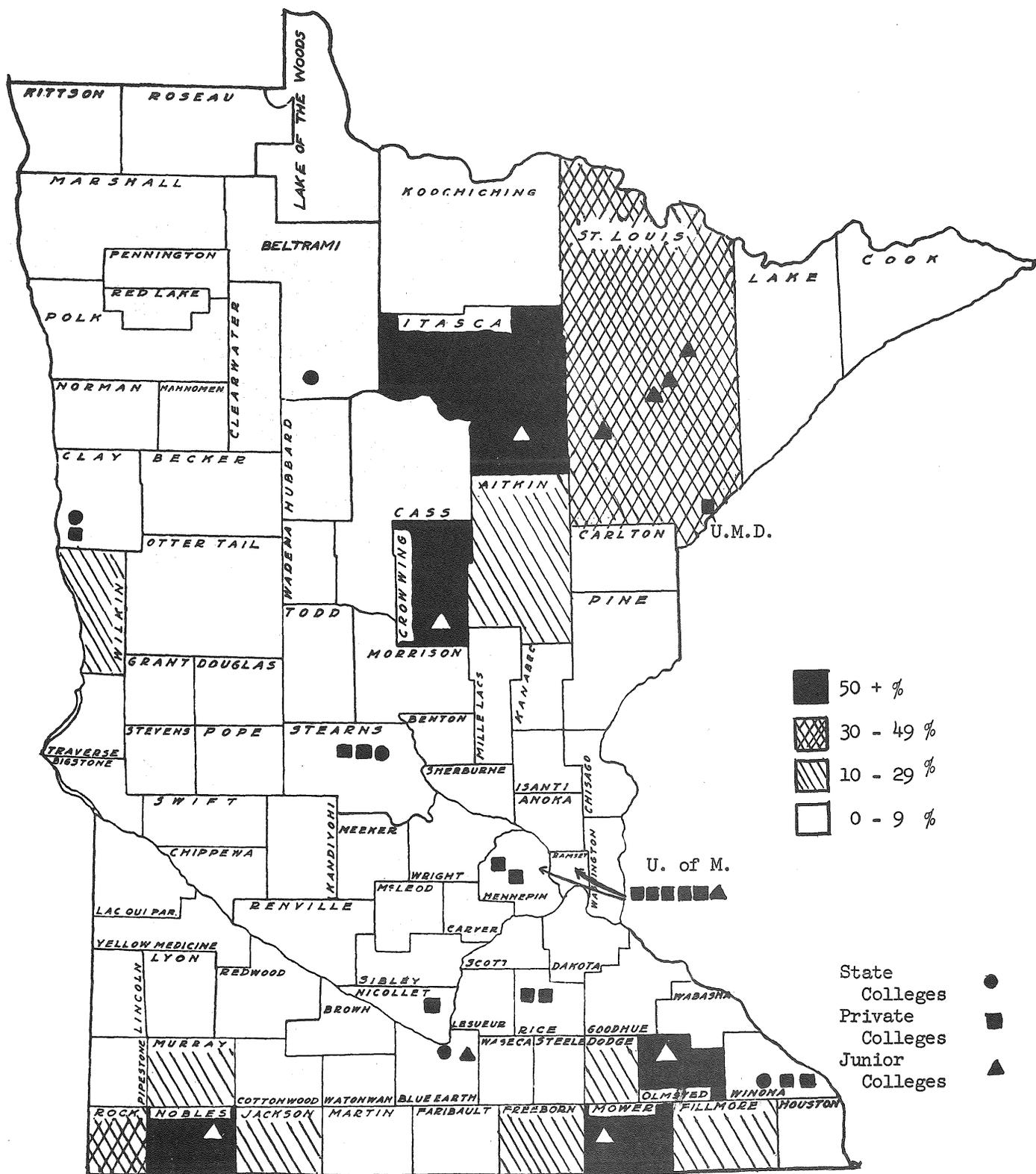
Figure 4: PERCENTAGE OF COLLEGE STUDENTS IN EACH COUNTY ATTENDING PUBLIC JUNIOR COLLEGES, FALL 1959



Note: Figures based on data reported by Gerald Swanson, Legislative Research Committee.

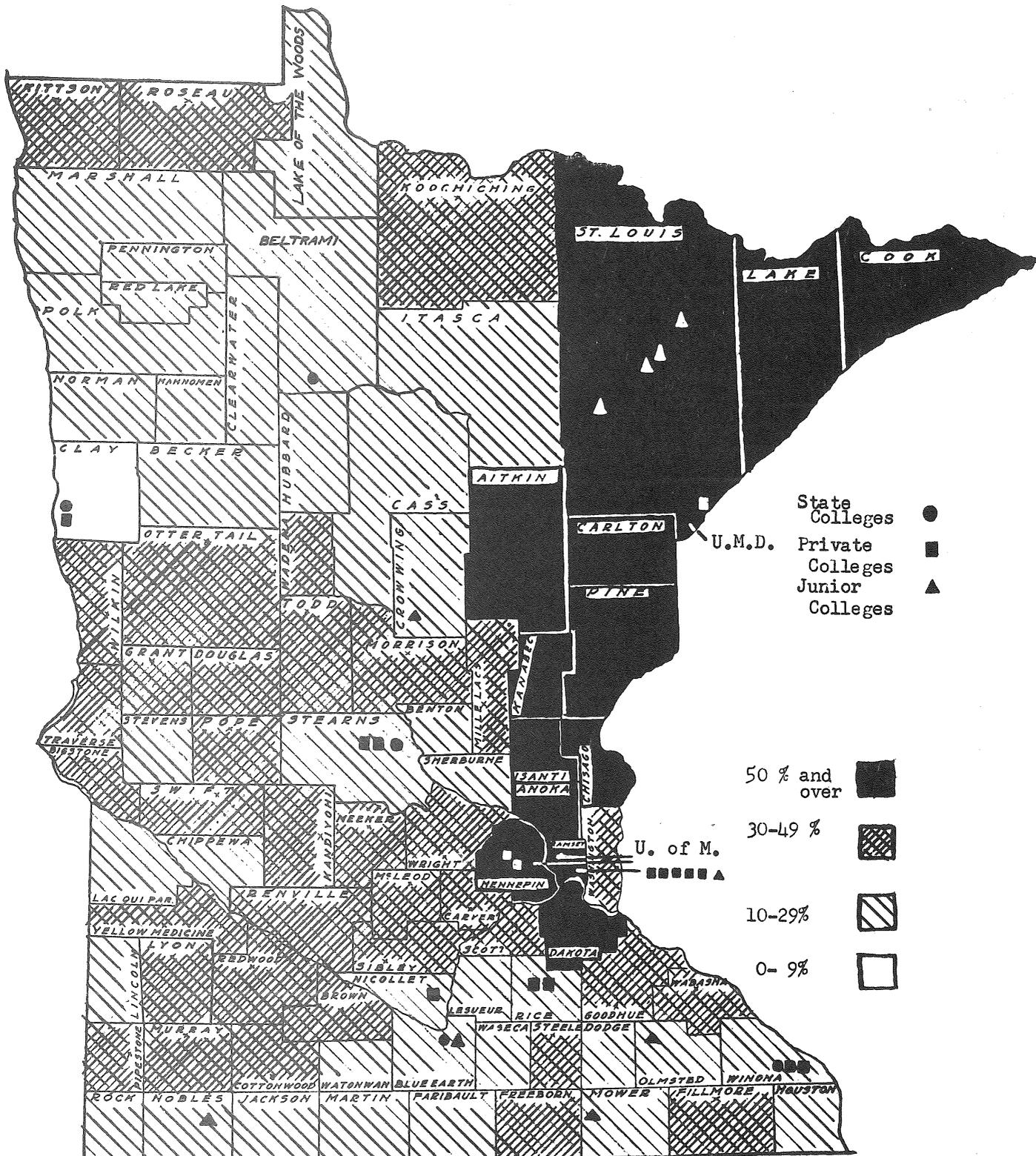
For the state as a whole, public junior colleges enrolled 5.9 per cent of Minnesota college-going students.

Figure 4A: PERCENTAGE OF ENTERING FRESHMEN FROM EACH COUNTY ATTENDING PUBLIC JUNIOR COLLEGES, FALL 1959



For the state as a whole, public junior colleges enrolled 10.8 per cent of the entering freshmen in Minnesota colleges and universities.

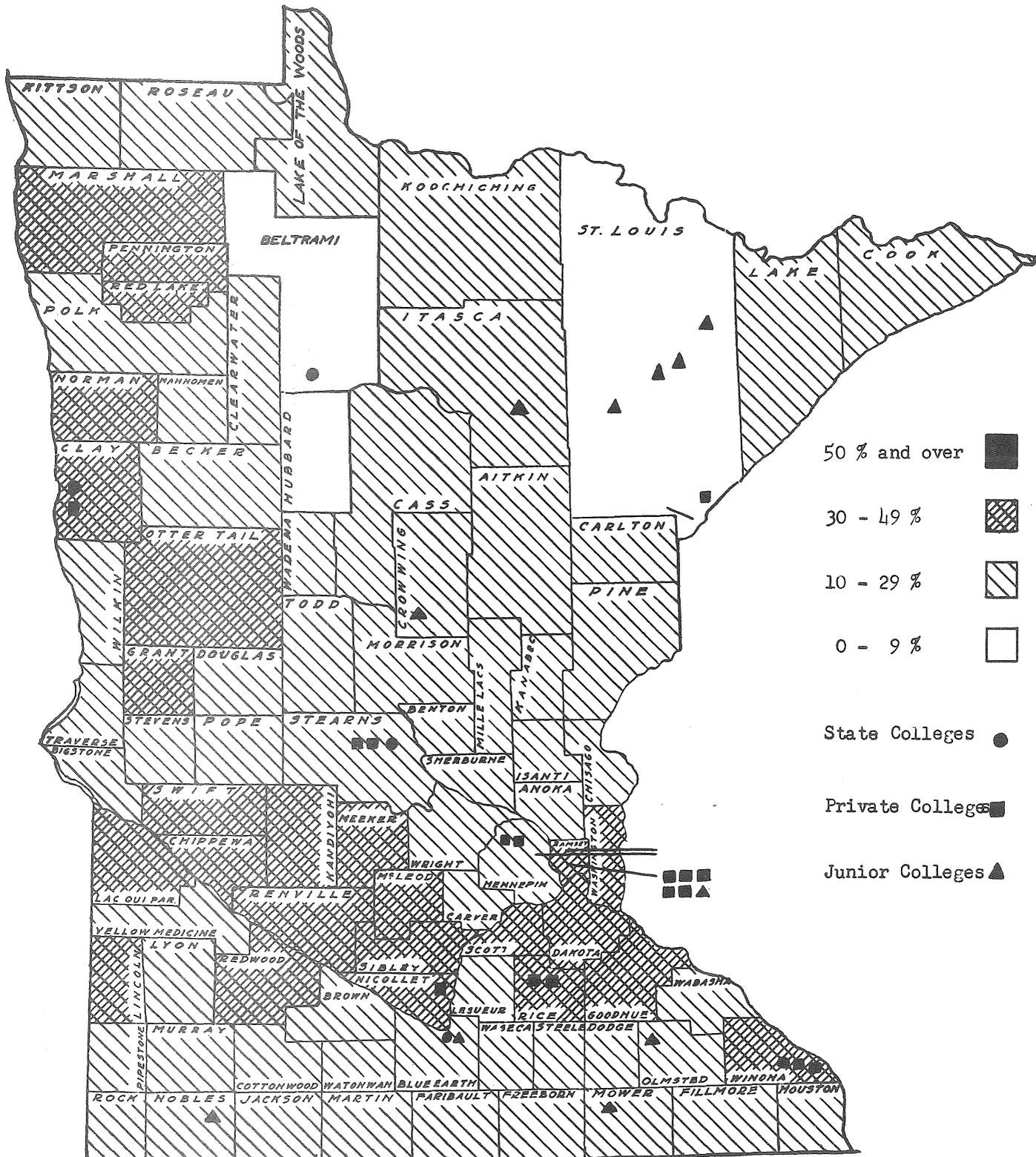
Figure 5: PERCENTAGE OF COLLEGE STUDENTS IN EACH COUNTY ATTENDING THE UNIVERSITY OF MINNESOTA, FALL 1959



Note: Figures based on data reported by Gerald Swanson, Legislative Research Committee.

For the state as a whole, the University of Minnesota enrolled 48.7 per cent of Minnesota college-going students.

Figure 6: PERCENTAGE OF COLLEGE STUDENTS IN EACH COUNTY ATTENDING PRIVATE LIBERAL ARTS COLLEGES, FALL 1959



Note: Figures based on data reported by Gerald Swanson, Legislative Research Committee.

For the state as a whole, the private liberal arts colleges enrolled 23.6 per cent of Minnesota college-going students.

Changes in College-Going Ratios Over a 19-Year Period

Data collected for the 1947-49 Commission on Higher Education provide useful reference points in determining changes in ratios of college attendance in the various counties as well as for the state as a whole. Because the earlier study used the 18-20 year old group instead of the maximum potential college population 18-21 years old, however, the data were not strictly comparable even after the figures collected in the present study were adjusted to include only youth 18-20 years old. Nevertheless, gross comparisons were considered justifiable and meaningful.

Eckert and Dobbin¹⁵ found that, for the state as a whole, 26.5 per cent of the 18-20 year olds were attending Minnesota colleges in 1940; in 1959 this proportion was 32.8 per cent, an increase of over six per cent. In counties having both a public and private higher educational institution, the percentage attending Minnesota colleges in 1940 was 32.2; in counties with only public colleges, 27.3 per cent; in counties containing only private institutions, 23.1 per cent; and counties with no collegiate institution of any kind sent 21.3 per cent of their 18-20 year olds to college. The 1959 figures for these groups of counties were as follows: Counties with both public and private institutions, 43.6 per cent; with public only, 32.9 per cent;¹⁶ with private only, 30.1 per cent; and counties with no collegiate institution, 23.3 per cent.

The fact that, in 1959, 41.6 per cent of the 18-20 year old potential college student group living in counties with some kind of higher educational institution attended Minnesota colleges, compared with only 23.3 per cent of the group in counties without higher educational facilities, provides additional evidence of the effect of local collegiate institutions upon the college-going rate. Furthermore the effect upon college attendance appears to be increasing, as witnessed by the much greater increased rate of attendance in counties with higher educational institutions than in counties without higher educational institutions (10.5 per cent compared with 2.0 per cent, respectively) in the 19-year period studied.

Of the 87 counties, 62 showed increases in the proportions of youth 18-20 years old who were attending Minnesota colleges. The greatest increases in college attendance rates between 1940 and 1959 occurred in Blue Earth and Hennepin counties (21.8 per cent and 17.5 per cent, respectively). The counties that experienced the greatest decrease in attendance rates, all of which showed decreases of 6-8 per cent, were Anoka, Morrison, Pennington, and Polk.

¹⁵ Higher Education in Minnesota, op. cit. p. 63.

¹⁶ In 1959, counties with only Public Junior Colleges sent 37.9 per cent of their potential college students to college and counties with only State Colleges sent 36.6 per cent.

Comparisons of Attendance Figures with Numbers that Would Result if Goals of President's Commission on Higher Education Were Reached

If the standards suggested by the President's Commission on Higher Education (that 49 per cent of American youth are capable of completing two years of education beyond the twelfth grade and 32 per cent are capable of completing a full four-year course of post-high school training) are accepted as a reasonable goal, Table 5 indicates that, in 1959, 75,298 Minnesotans could have been

Table 5: PROJECTED COLLEGE ATTENDANCE FOR 1959 AND 1970^a USING COLLEGE-AGE POPULATION (18-21 YEARS) AND GOALS SET BY PRESIDENT'S COMMISSION ON HIGHER EDUCATION

Age	Number In Age Group In 1959 ^a	Number of College Caliber in 1959	Number In Age Group In 1970 ^a	Number of College Caliber in 1970
18	48,578		74,266	
19	<u>46,627</u>		<u>73,072</u>	
18-19	95,205	46,650	147,338	72,196
20	45,154		69,303	
21	<u>44,372</u>		<u>67,626</u>	
20-21	<u>89,526</u>	<u>28,648</u>	<u>136,929</u>	<u>43,817</u>
18-21	184,731	75,298 ^b	284,267	116,013 ^b

^a Count of persons of each age is based upon number tallied in appropriate age groups on Minnesota School Census Reports.

^b Number considered capable of profiting from post-high school training was determined by taking 49 per cent of those 18-19 years of age and adding 32 per cent of those 20-21 years of age.

expected to profit by being enrolled in institutions offering advanced training. By 1970 the number of Minnesota young people capable of profiting by such higher education will exceed 116,000.

Fully accredited Minnesota colleges and universities enrolled a total of 51,713 full-time undergraduate students in the 1959 fall quarter. As shown in Table 4, excluding duplications, comparable enrollments in 1959 in the 100 other Minnesota educational institutions which required at least a high school diploma for admittance totaled 13,515. Thus, the number of undergraduates enrolled in 1959 in all Minnesota institutions offering post-high school training totaled 65,228 or 87 per cent of the number of Minnesota persons who could have profited by such advanced training, according to the goals advanced by the President's Commission.

Conceding that not all persons who tried to go on beyond high school should have attempted to do so, and assuming that the number of non-residents attending Minnesota schools of higher education in 1959 was about equal to the number of Minnesota residents attending such schools in other states and countries (confirmed by 1958 statistics reported by the American Association of Collegiate Registrars and Admissions Officers), it appears justifiable to conclude that post-high school training should have been received by at least 10,000 more young Minnesotans in 1959 than actually sought such higher education. Failure to educate these individuals to their maximum potential could only result in a real loss to Minnesota's ultimate productive capacity and wealth.

Recommendations

Analysis of population trends for the next two decades indicates a great increase in college-age youth in Minnesota. Furthermore, the proportion of college-age youth attending college is continually increasing. Such evidence has convinced the Liaison Committee that provisions must be made soon for a marked increase in college enrollments. There are three possible ways that such provisions can be made: (1) More efficient utilization of existing facilities and staff; (2) expansion of existing facilities, programs, and staff; and (3) the development of new facilities and programs. Whatever adjustments are used to provide for the increasing college enrollments, the primary goal should be high quality education for all qualified high school graduates, with efficient use of state resources and minimum cost to the student.

Much study and deliberation are still needed but the Committee is able to make the following recommendations now:

Comprehensive Plan

1. The Liaison Committee should develop a broad general plan for higher education for Minnesota. Such a plan should include:
 - a. Specification of the functions to be served by various types of institutions.
 - b. A pattern of organization for higher education in Minnesota.
 - c. Projected enrollments and demands for higher education.
 - d. Criteria for the expansion of higher education facilities.
 - e. Provisions for expanding educational opportunity.
 - f. Principles of financing higher education.
 - g. Policies relating to faculty.
 - h. Admissions policies for each type of institution.
 - i. Coordination of courses and programs.
 - j. Programs of adult education.
 - k. Provisions for on-going research on higher education.

Institutional Functions

2. The University of Minnesota should continue to be the only public institution within this state to conduct research and/or offer professional and graduate programs requiring specialized laboratories, libraries, or equipment not customarily needed for undergraduate instruction. The fifth year program in professional education and other professional programs now being offered in other institutions would be continued.

3. State Colleges and Junior Colleges should be encouraged to do research designed to facilitate more efficient operation of their units and to enable them to perform needed community services. Necessary staff and equipment should be provided for these programs. Continued scholarly interest, necessary to maintain professional excellence of a teaching staff, should be encouraged as administrative policy.
4. The Junior Colleges should emphasize their technical programs more than they do at the present time. Where the need exists, the State Colleges should also be encouraged to offer such terminal programs.

Criteria for New Facilities

Three questions are involved in determining potential locations for the establishment of additional institutions of higher education: (1) The effect of such an institution upon existing colleges and universities; (2) the potential student use of such an institution; and (3) the adequacy of community resources necessary for the operation of such an institution. These factors should all be carefully considered in planning new higher educational facilities.

5. Before new institutions are established, however, the utilization of present facilities should be analyzed, and criteria established for the expansion of existing institutions and their programs, as well as the introduction of any new kind of post-high school program.
6. Criteria are needed to determine whether a proposed educational facility should be a Junior College, a State College, a branch of the University, or some other type of institution.
7. As an interim judgment, the following criteria are suggested as guides for the establishment of a Public Junior College:
 - a. No Junior College should be established within 35 miles of an existing college or Junior College, except for the Twin Cities area.
 - b. No Junior College should be established in a town with a population less than 5,000.
 - c. No Junior College should be established in a community unless at least 4,000 students are enrolled in grades 9-12 in schools within a 35 mile radius from the Junior College.
 - d. Exceptions to the above criteria could be made for certain sparsely populated areas that are geographically isolated.

For the establishment of a State College or a branch of the University, additional requirements would be added to these basic criteria.

Expansion of Educational Opportunity

8. Additional research is needed to determine how educational opportunity can be extended to areas which are not now adequately served. Several alternatives should be considered to the expansion of present facilities. Broader use of educational television should be explored, with the possibility of offering one year's college work through this medium. The establishment of extension centers is another method that has received some favorable consideration and should be studied further. Experimentation with advanced placement programs might lead to the better utilization of faculty and facilities.
9. The Board of Regents of the University of Minnesota, the State College Board, and the State Board of Education should jointly develop advanced placement programs for high school students capable of college level work. Such programs should incorporate uniform testing to facilitate transfer of credits.
10. A program of student loans, scholarships, or work-study grants should be developed which will enable needy Minnesota youth to obtain the type of post-high school training best suited to their abilities.
11. Reciprocal agreements should be negotiated with neighboring states covering college or university fees for non-resident students in order that public institutions in each state shall be able to serve their natural commuting areas without penalizing the students served.
12. The University is conducting an experiment to determine the need for a collegiate program in west central Minnesota. Evidence to date suggests that use of the existing facilities at Morris is meeting such a need. The committee recommends continuation and development of this experiment at Morris.
13. The deliberations of the Liaison Committee have led to the conclusion that additional facilities for higher education are needed in southwestern Minnesota.
14. The Liaison Committee affirms its belief in the principle of state support of higher education as a major investment in its own economy. The state should provide, at the lowest possible cost to the student, higher educational opportunity for all capable youth in Minnesota, regardless of the student's economic status.

General Recommendations

15. To facilitate transfer of students, the Liaison Committee should encourage faculty cooperation in the coordination of courses and programs offered by the Junior Colleges, State Colleges, and the University.

Completion of the second study proposed by the Research Team should highlight areas in which such coordination is most needed.

16. The State Department of Education should have a full-time person on its staff to coordinate and supervise the activities of the Public Junior Colleges. Area Vocational Schools and Junior Colleges maintained by the same school district should be combined in the interest of more efficient operation and improved programs.
17. The cooperating agencies should exchange information concerning faculty salaries in order to promote better understanding and to improve the ability to attract and retain capable staff.
18. While the Liaison Committee is undertaking to show the value of voluntary cooperation, there should be no new agencies created which would have jurisdiction over any phase of post-high school public education. The Board of Regents of the University of Minnesota, the Minnesota State College Board, and the Minnesota State Department of Education should retain control of all public institutions of post-high school education now under the jurisdiction of each.
19. Similarly, until the Liaison Committee has completed the formulation of a broad plan for higher education in Minnesota, information about all proposals concerning the establishment of new public institutions, expansion of existing public institutions, introduction of new post-high school programs, or changes in admissions practices, should be submitted to the committee before final action is taken by the board involved.
20. The Liaison Committee should be continued with its present membership and under its present authorization. However, funds must be made available to enable the committee to continue its development of a comprehensive plan for higher education. The legislature should grant each of the three cooperating agencies \$11,500 for each year of the 1962-63 biennium (a total biennial appropriation of \$69,000), to finance in part the cost of research, development of the general plan, and other committee activities.

