

M. M. Chambers
Department of Educational Administration
Illinois State University, Normal, Illinois 61761

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GRAPEVINE

Reports on state tax legislation; state appropriations for universities, colleges, and junior colleges; legislation affecting education beyond the high school.

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"The future social and economic welfare of the State as well as as the fulfillment of each student's potential is dependent upon the development of broader opportunities in higher education."

-- Connecticut Study Commission on Higher Education.

Statement of ownership and circulation of GRAPEVINE is on Page 922 (reverse hereof).

THE ELEVENTH ANNUAL 50-STATE SUMMARY WILL APPEAR IN OCTOBER

Each year the Office of Institutional Research of the National Association of State Universities and Land-Grant Colleges (One Dupont Circle, Washington, D. C. 20036) receives from GRAPEVINE in September a collection of 50 tables, one representing each state, and reproduces them in an attractive offset document of 25 to 35 pages. Also included are a one-page 50-state summary tabulation, a brief preface by the director of the Office of Institutional Research, and a short introduction by GRAPEVINE's pilot.

The eleventh annual summary is entitled Appropriations of State Tax Funds for Operating Expenses of Higher Education, and is expected to become available at the Washington office above noted about October 1, as has been customary.

At about the same date, considerable parts of the data are expected to be published in an issue of the Chronicle of Higher Education, the well-known national weekly now edited at 1717 Massachusetts Avenue, N. W., Washington, D. C. 20036.

Also at about the same time, the regular October issue of GRAPEVINE will carry the one-page summary tabulation of the fifty states. This will be distributed, as usual, by the American College Public Relations Association to such of its members as have requested it, and by the American Association of State Colleges and Universities to its own membership. For both of these associations the point of distribution is One Dupont Circle, Washington, D. C. 20036.

NINE-YEAR AND TEN-YEAR STORIES AVAILABLE NOW

The Interstate Printers and Publishers, Inc., of Danville, Illinois 61832, are distributors of two rather more ambitious products of GRAPEVINE's exertions. The first, published in February 1969, is A Record of Progress: Ten Years of State Tax Support of Higher Education, 1959-60 through 1968-69. It is an outsize document (14 by 17 inches) of 45 pages, exhibiting in offset some 400 tabulations pertinent to each of the 50 states. Using the first fiscal year as a base-line, changes are shown over the nine-year stretch. There are also some 60 graphs. The document is listed at \$10 per copy, postpaid.

Available just now for the first time (September 1970) is the capstone of many years of fascinating effort: a 463-page hardback volume bearing the title, Higher Education in the Fifty States, also listed at \$10 postpaid. After substantial introductory chapters, it contains separate stories of from 3 to 30 pages on each state, corresponding roughly to the size of the state. Among other related matters, it touches (1) highlights of major statewide studies and survey reports, (2) benchmarks in the evolution of state revenue systems, (3) notes on relationships between higher education and the statehouse, and (4) condensed statistics of state support in each of the states. It was briefly described on GRAPEVINE page 920. Order not from GRAPEVINE, but from Interstate Printers and Publishers, Inc. Danville, Illinois 61832.

GRAPEVINE is not a publication of any institution or association. Responsibility for any errors in the data, or for opinions expressed, is not to be attributed to any organization or person other than M. M. Chambers. GRAPEVINE is circulated to numerous key persons in each of the fifty states.

Address communications to M. M. Chambers, Department of Educational Administration, Illinois State University, Normal, Illinois 61761.

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THE FUTURE OF ADVANCED GRADUATE SCHOOLS IN THE STATE

UNIVERSITIES

The morale of students, teachers, and administrators in advanced graduate education is currently threatened. Reports from college placement services and employing agencies indicate that this year there is less demand for graduates prepared for teaching at all levels than in prior years, so there is panicky talk of a "surplus of teachers".

It is also said that holders of doctoral degrees are coming out of the graduate schools in such numbers that there will be no appropriate jobs for many of them. This may cause some to give up the long and costly pursuit of a doctoral degree. It may cause some graduate department heads, deans and presidents to be timid and fearful about developing advanced graduate instruction and research.

This talk could also cause state budget staffs to hit upon advanced graduate studies as the spot for the application of the meat-cleaver in mutilating university budget requests. It could cause "coordinating board" staffs to harass university governing boards and presidents by attempting to dictate the management of the graduate schools.

All this can do immense harm to the economic progress, technological and cultural advancement, and general well-being of the states and the nation.

No Surplus of Teachers

As to the supply of teachers for all levels of instruction, note that there is an enormous unfilled

need for well-educated teachers of kindergarten and pre-school children in child-care agencies, which do not yet exist except on a fractional scale. This need grows rapidly as the national economy accepts more and more married women and mothers of young children in the work force.

Ample kindergarten and pre-school services would rescue millions of young children from a limbo which would constitute an irreparable lifetime handicap. Prudent use of woman-power in the nation's work force would augment the national productivity, and broaden the freedom of choice which now tends to be justly claimed as a right by millions of women.

In the elementary schools, some leveling-off or actual decline in enrollments is now in progress because of the considerable tapering-off of the annual numbers of births since 1962. But public elementary schools always have been notoriously overcrowded. Today in many large "inner cities" they are simply so ill-supported and badly-administered that they are admittedly not doing their jobs. They are in a crisis of failure.

The remedy is not to abandon them, or to turn their work over to profit-seeking private corporations, or to give each parent a "voucher" and advise him to use it to buy his childrens' education wherever he can. The remedy is to staff them with enough well-educated teachers so that decent human relationships can be established between pupil and teacher. This may mean about twice as many teachers, counselors, and assistant teachers as are now in service.

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Many Thousands More Teachers
Are Urgently Needed

The idea that a teacher, single-handed, can give sufficient personal attention to each of a roomful of thirty or more pupils is nonsensical on its face. If he had no other duties, the teacher might be able to devote an average of about ten minutes per day to each pupil. Real education must be in part a leisurely and thoughtful interchange of ideas from person to person, not exclusively a regimented mass treadmill. If the pupil-teacher ratio were halved, to 15 to 1 instead of 30 to 1, there would be none too many teachers.

The foregoing applies to high schools and junior colleges as well as to elementary schools; and there is the additional important fact that high school enrollments will continue to increase until the late 'Seventies, after the babies born in 1962 pass through the age-group 14 to 18.

The tactic is to publicize these facts and play them up until they become familiar to everybody; and not merely to sit down and whine about a fearfully predicted surplus of teachers. We face no glut of well-educated teachers; but we are confronted with the opportunity of the century to improve the public schools, to the everlasting benefit of all.

Adopt the leading editorial headline of August 28, 1970 in the famous old Daily Pantagraph of Bloomington-Normal, Illinois, which continues to push forward with generally enlightened editorial policies: "No Teacher Surplus Until Every Child's Well Taught".

Let me quote further: "With trained teachers on hand, only money stands in the way of assigning two teachers, not one, to schools with large classes, high

incidence of slow learning or high incidence of social problems.... Simply stated, most schools could use more teachers to advantage than they now employ....The trained teacher is a national asset that should not be wasted."

There Can Never Be Too Many
Educated Persons

Particularly reprehensible, it seems to me, is advocacy of restrictive policies regarding the development of advanced graduate schools, and the prospectively increasing numbers of doctoral degree holders.

At the outset let us understand two polarized philosophies in this matter. On the one hand there are those who apparently believe doctoral degrees should be conferred only by a few congested graduate centers of great prestige, such as those of the Ivy League, Chicago, Berkeley and the Big Ten, plus perhaps a small number of similar places. Some states should have no doctoral programs within their borders, and most states should have only one or two advanced graduate schools.

Along with this sometimes goes the comically erroneous idea that holders of doctoral degrees are unfitted, by the very process of their graduate education, for teaching in undergraduate colleges, junior colleges, or high schools.

On the other hand, there are those who think advanced graduate schools need not necessarily be overlarge or of ancient fame in order to operate productively and with great profit to the society. Instead, the prevailing policy is that practically every distinctive region within every state should soon or eventually have a graduate school whose work would be focussed in part upon the particular resources, human

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and material, of that small region. Certainly an advanced graduate school, on the average, for each half million people will be none too many. The intent is, in the words of Lyndon Johnson and of many members of Congress of varied political persuasions, "to build up the educational and economic strengths of all regions throughout the land."

It is not supposed that this development, which will require several decades, will detract at all from the great graduate schools now existing. They may well continue to grow and improve as national and international institutions.

Junior College and High School Teachers Should Have Doctoral Degrees

At present 800 junior colleges have only a negligible sprinkling of doctoral degree holders on their faculties. American high schools, by and large, have almost none. This is in sharp contrast with European secondary schools, especially in France, Germany, and Scandinavia. By 1980 we shall have 1,200 public junior colleges, with probably at least four million students. They are entitled to have educated teachers, not half-educated teachers; and the same is true of high school pupils. The graduate schools are developing and will develop doctoral programs that turn out scholarly graduates broadly educated in two or more related fields and with a general competency, not exclusively the absurdly narrow research specialists.

Literally hundreds of thousands of these broadly competent persons holding doctoral degrees are needed to staff our junior colleges and high schools-- urgently needed before they will become available, even under the most expansive plans.

In the face of this need, it is reported that Lyman A. Glenny, one of my contemporaries with whom I have

found it necessary often to disagree, recently told the Southern Regional Education Board that the states of the South and the Western Plains should "reduce the number of public institutions which offer the doctorate to one or two per state", said much about the alleged surplus and the anticipated surplus of doctoral degree holders; and asserted that the South has 60 institutions offering the doctorate, but only eight of them are of top quality.

I do not accept this rating of graduate schools. It is wrong to assume that any graduate program that is not large and old and prestigious is ipso facto of poor quality or incapable of improvement. There is no known method of appraising the benefits of graduate schools other than a species of gossip; and as one wise and witty dean has said, "tabulated gossip is still gossip." Under these circumstances, it is quite possible that the most innovative and most inventive faculty in the region might suffer under an unjustly low rating. Do not swallow too hastily any glib judgments of low quality in graduate schools in the South or in any other region.

It is encouraging to observe that Alvin H. Proctor of Kansas is reported to have responded: "One can not be sure that we will really have a surplus of doctorates, unless he is certain that the development of the economy, the extension of the concept of continuing education for millions of adults, and the growth of graduate education will slow down and be restricted by sheer cost and the unmanageable nature of higher education. I am certain, however, that quantitatively and qualitatively we need more really well-prepared teaching scholars."

Another alleged remark of Glenny is diametrically contrary to what I believe: "It would be tragic, if not disastrous", he is reported to have

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said, "for the surplus production of our research-oriented graduate schools to end up teaching in the junior and community college." Research is not all that bad! It would be much better if not only the junior colleges, but also the high schools, were full of these persons educated through the doctoral level.

On that point, the redoubtable Senator Lamar R. Plunkett of Georgia is quoted as remarking drily: "This matter of a Ph.D. teaching in a junior college doesn't worry me as much as it does Dr. Glenney."

A statement by Governor Robert W. Scott of North Carolina is also heartening. He expressed great interest in the expansion of graduate programs in medical and allied health services: "Surveys throughout the country, particularly surveys of the South, reveal our needs outstrip our present capacity to provide services." */

Now Is Not the Time To Advocate Restrictive Policies

It is evident that the South is not in a mood to be parsimonious in the support of public higher education after having made long strides during the ten years just past toward catching up with nationwide norms. You have seen the generally splendid record of all the states, in prior issues of GRAPEVINE and in the ten successive annual summaries derived therefrom and distributed by the National Association of State Universities and Land-Grant Colleges.

Many criers of doom, predictors of disaster, and makers of small plans were active in 1958 and 1959, even as today. In 1959 one legislator shook

his finger in my face and shouted: "I'll vote for the higher education appropriation this year; but I'll tell you right now, and make no mistake, this is the all-time high, and the last straw!" In 1969 the comparable appropriation in his state was exactly five times larger than it had been in 1959.

Our cities and counties and school districts are in a revenue crisis. Property taxes can become confiscatory, and their assessment and collection can be improved only slowly and piecemeal. The local subdivisions must have substantial financial help from the states and the federal government. But the state tax systems continue to have large potentials for greater productivity without hardship, if they are wisely revised and kept up to date.

Best of all, the federal contribution is certain to increase eventually on a great scale, though for the time being there is the combined handicap of a costly war and a reactionary national administration. The long prospect is bright.

Near the end of 1970 we stand at the midpoint of a twenty-year period of enormous expansion and improvement of public higher education. We are half-way up the hill. The record of the past is superb. The accomplishments of the next ten years must be better. Let us not in the end be compelled to say, "We have met the enemy, and he is us!"

Talk not of teacher surpluses and a glut of Ph.D.'s. Talk instead of such an opportunity as never presented itself before to elevate civilization and general well-being by means of higher education for all, in the wealthiest, best-fed, best-clothed, most-automated nation known to history.

*/ "South Must Reassess Growth of Doctoral Education", in Regional Action, Vol. 21, No. 3 (July 1970), pp. 1,2,4. Periodical published by the Southern Regional Education Board, 130 Sixth St., N.W., Atlanta, Ga. 30313.