

1962

The regional community college : a Massachusetts institution.

Hamilton R. Bailey
University of Massachusetts Amherst

Follow this and additional works at: <https://scholarworks.umass.edu/theses>

Bailey, Hamilton R., "The regional community college : a Massachusetts institution." (1962). *Masters Theses 1911 - February 2014*. 3177.

Retrieved from <https://scholarworks.umass.edu/theses/3177>

This thesis is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Masters Theses 1911 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

* UMASS/AMHERST *



312066 0317 5627 0

**FIVE COLLEGE
DEPOSITORY**

THE REGIONAL COMMUNITY COLLEGE
A MASSACHUSETTS INSTITUTION

BY
Hamilton R. Bailey

A study presented under Education 200 B
in partial fulfilment of the
requirements for the
Master of Education Degree
School of Education
University of Massachusetts
1962

TABLE OF CONTENTS

TABLE OF CONTENTS

	Page
TABLE OF CONTENTS	iii
Chapter	
I INTRODUCTION	2
Early Beginnings	2
Basic Concepts	3
II STRUCTURE OF HIGHER EDUCATION	7
Development of Higher Education	7
Structure in Massachusetts	9
III THE COMMUNITY COLLEGE IS ESTABLISHED IN MASSACHUSETTS	14
Legislation Establishing Regional Community Colleges	14
Need for Regional Community Colleges	15
Areas to be Served by these Colleges	19
IV OPERATION OF THE REGIONAL COMMUNITY COLLEGE IN MASSACHUSETTS	22
Program to be Offered	22
Sites and Facilities	24
Staff Requirements and Salaries	25
Financing the Establishment and Operation	26
V SUMMARY AND CONCLUSION	29
BIBLIOGRAPHY	32
APPENDICES	
I Projected College Enrollments by Region	34
II Planned Expansions of Massachusetts Colleges	35
III Projected Shortages in College Capacity	36
IV Post High School Educational System for Massachusetts	37
V Map of Community College Regions	38

CHAPTER I
INTRODUCTION

CHAPTER I

INTRODUCTION

Early Beginnings

In this paper an attempt will be made to outline the junior college movement in the United States and to show its application to the problems of higher education in Massachusetts. The terms "junior college" and "community college" are used interchangeably, although the junior college is more commonly thought of as offering the first two years of liberal arts college work and the community college as offering liberal arts and a variety of terminal, technical, and vocational studies tailored to the particular community, as well as evening and adult education courses.

The public junior college movement began in the United States about the beginning of the century and has become increasingly popular. Growth has been so rapid that in 1959, 22 per cent of the first time and 12 per cent of the total enrollment in all higher institutions, and 19 per cent of first time and 11 per cent of the total enrollment in public institutions was in the junior colleges.¹

Basically the junior college is that portion of our educational system which deals with the two years of higher education beyond the twelfth grade of our American secondary school system. This has normally been a part of the four year college or university program in this country, consisting of what is commonly termed the freshman and sophomore years of college.

¹Opening Fall Enrollments in Higher Education, 1959, Analytic Report, U. S. Department of Health, Education, and Welfare. Office of Education, 1960.

The junior college is an American innovation resulting from an attempt to reorganize the American University on the German model, where the student completed his general education and university preparation in the Gymnasium at the age of 19 or 20 and entered the university to begin immediately upon his specialized or professional education.

As early as 1850, President Henry P. Tappan of the University of Michigan and in 1869 President William W. Folwell of the University of Minnesota soon followed by other leading educators tried to relegate the work of the freshman and sophomore years of college to the high schools.² However, the four year liberal arts college was such a strong institution that this movement failed.

The University of Michigan then divided its undergraduate college into upper and lower divisions. This move was soon followed by the University of California and several other leading public universities.

This attempted division led to legislation in California in 1907, soon followed by other states, authorizing the high schools to add two years of advanced work beyond the standard four year secondary program. The first public junior college was established at Joliet, Illinois. However, California has led the country in the development of the community college movement.

Basic Concepts

Although the plan to turn the first two years of college over to the high schools failed, it came nearest to succeeding in California

²McConnell, T. R. A General Pattern for American Higher Education. New York. McGraw Hill Co., 1962.

where the University of California has encouraged students to take the first two years in the junior college and now plans to reduce, but not to eliminate, the proportion of freshmen and sophomores in its undergraduate student body.

The public junior college, now commonly known as the community college, was developed when individual communities attempted to meet their educational needs within the financial means available to them, without outside financial aid. Existing facilities were used in local high schools and other available buildings for purposes of higher education.

Today the broad and dynamic concept of the community college, now the fastest growing and most unanimously accepted idea in public higher education in this country, is a two year public supported institution offering a broad and varied educational program to the high school graduates living within commuting distance of its facilities.

At a relatively low cost to the student it offers a two year program which will enable the student to transfer to the junior or third year of college. At the same time it will prepare students for technical occupations or semiprofessions and offer a general education adapted to students who will not transfer to four year institutions.

The junior college is a great sorting-out and distributive agency as well as a means of offering special educational opportunities and of absorbing much of the shock of the increasing deluge of students seeking college admission.

One of its important functions is that it induces the student of limited ability, or "latent terminal", to acquire a more realistic conception of his attitudes and to change his aspirations.

Unlike the four year university with its high attrition during the first and second years, it offers the student a choice of alternatives, enabling him to save face personally and socially and to embark on a constructive terminal educational program or to enter the world of work.

CHAPTER II
STRUCTURE OF HIGHER EDUCATION

CHAPTER II

STRUCTURE OF HIGHER EDUCATION

Development of Higher Education

Higher education in this country began with the establishment of Harvard College at Cambridge, Massachusetts in 1636, just sixteen years after the pilgrims landed at Plymouth.

Private. Early institutions of higher education were private, many times church supported rather than supported by public funds. These were established and developed as the need arose. Some such as Harvard developed into great universities, while the majority such as Amherst, Bowdoin, Bates, and Mount Holyoke have continued as four year colleges with varying degrees of "status". These schools have filled a large part of the need for higher education and have in general maintained an extremely high scholastic standard.

A limited number of private two year junior colleges have developed through the years. More recently many private secondary schools, schools of business training, and two year technical institutes have developed into junior colleges. These schools offer both terminal and transfer programs. Some even offer an associate degree.

Public. Public higher education has, however, shown the greatest growth and development. The greatest ^{help} to public higher education came from the Morrill or Land Grant Act of 1862 in which Congress granted every state 30,000 acres of land for each senator and representative it had in Congress. The land was to be sold, the proceeds invested, and the income

used to create and maintain a college for agriculture and the mechanical arts. Military science and tactics were included in the proposed curriculum. Amendments were made adding further funds in 1890 and 1907.

Thirty States set up new agricultural and mechanical colleges. Eighteen gave the money to state universities to finance new departments in these fields. Three gave the money to private colleges for the same purpose.

These funds have been a great asset to higher education in enabling old colleges to expand and in the creation and development of new colleges. This idea led the way to public financing of higher education, and the development of our great public program of higher education throughout the country.

Many of these "Land Grant" or Agricultural colleges became State Colleges and eventually our great State Universities. Outstanding among these are the Universities of California, Illinois, Texas, Washington, Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut.

The first Normal School for the training of teachers was established at Lexington, Massachusetts by Horace Mann in 1869 and later became the State College at Framingham, Massachusetts. This was the beginning of the present system of State Colleges in Massachusetts, of which we have ten geographically distributed.

This Pattern has been followed to a large degree in the other states and now is broadening to the point where many such colleges either do or soon will offer a liberal arts program and the corresponding degree. In Massachusetts these schools have authority to grant the Bachelor of Arts

degree upon meeting the necessary standards.

Public junior colleges are made up of two groups.

1. Those financed by local school funds and established and controlled by local school departments.
2. Those financed by state funds and established and controlled by state authority on a regional basis. This is the group which is ^{known} now as regional community colleges.

Structure in Massachusetts

Massachusetts has one of the finest systems of private colleges and universities in the nation, whether measured in terms of physical plant, endowment, or quality of faculty and research facilities. However, such schools as Amherst, Williams, Mount Holyoke, and Wheaton take only 20 per cent of their students from this state. In 1956-57 Harvard took only 30 per cent of its undergraduate and 27 per cent of its total enrollment from Massachusetts while Massachusetts Institute of Technology took only 19 per cent of its undergraduates from this state.¹

Even though considerable expansion will take place in the private colleges and universities of Massachusetts it has been pointed out that the public colleges and universities must be expanded to take care of the major part of this vast increase in potential demand for college enrollment.

The basic structure of public higher education in Massachusetts has not been altered materially for many years. This is made up of

¹Lang, Francis X., et al. Needs in Massachusetts Higher Education. Special Commission on Audit of State Needs. Boston, Mar. 1958.

fifteen institutions of higher education.²

The University of Massachusetts. This is the state university and is located at Amherst. It was incorporated in 1863 as Massachusetts Agricultural College, a land-grant college, It became Massachusetts State College in 1931 and the University of Massachusetts in 1947, and is now under a board of trustees. Present legislation is aimed at giving it complete autonomy.

The University has a large campus, beautifully situated, with room for future expansion. Since gaining university status, it has enjoyed tremendous growth in construction of new facilities, teaching personnel, and student enrollment. Its students now come wholly from Massachusetts and continued growth is inevitable.

The Ten State Colleges. The oldest public normal school in the country was opened at Lexington in 1839, moved to West Newton and later to Framingham, its present location. A similar school was opened in Barre in the same year and later moved to Westfield. Bridgewater normal school opened in 1840.

The ten state colleges with dates of establishment are,

Boston	1852
Bridgewater	1840
Fitchburg	1894
Framingham	1839
Lowell	1894
North Adams	1894
Salem	1854
Westfield	1839
Worcester	1871
Massachusetts College of Art	1873

²ibid.

All offer four year programs in teacher training and six offer the Master of Education degree through part time extension courses. These are Boston, Bridgewater, Fitchburg, North Adams, Salem, and Worcester. Recent legislation will enable them to grant degrees in liberal arts upon upgrading their programs and facilities.

Fitchburg specializes in industrial arts and a nursing program, Salem in business education, Lowell in music, Framingham in household arts, Bridgewater in physical education, and Massachusetts College of Art in art. Worcester now has a special senior high school teaching program.

Until 1950 most of these institutions were badly neglected and still need much upgrading in physical facilities, program, staff, and additional facilities for growth. They operate under the state Board of Education with a Director of State Teachers Colleges as a coordinator. Each college president has a considerable degree of autonomy.

Lowell Institute of Technology. This school established in 1895, financed by the city of Lowell and private industry, was designed to train technicians for the textile and related industries.

It became a state institution in 1918 and in 1953 it became an independent college under a board of trustees. The program has been greatly enlarged and since 1935 has offered the Master's degree in textile chemistry, textile engineering, and textile technology. Since 1957 it has been developing a nuclear engineering and technician program and will soon be offering a Doctor's degree program.

New Bedford Institute of Technology and Bradford-Durfee Technical Institute. Both began as two year technical schools in the textile field. They were established in 1895 in New Bedford and Fall River respectively and were city controlled until 1918 when they were taken over by the state

and placed under the Board of Education. Each has its own board of trustees and each has considerable autonomy. Both colleges now offer a wide range of courses and confer the Bachelor's degree.

Plans are now being developed to combine these colleges as a single unit on a new campus located between Fall River and New Bedford with completely modern facilities to serve that area.

Massachusetts Maritime Academy. This institution was founded in 1891 to train young men to become officers in the American Merchant Marine. The three year course qualifies for deck and engineering officer examinations, and to apply for commissions as ensigns in the United States Naval Reserve. Enrollment of approximately 200 has been constant for many years. The Academy is located at Buzzards Bay.

Holyoke Public Junior Colleges. Two public city supported junior colleges have been developed in Massachusetts under the law authorizing local school committees to establish two years of higher education beyond the twelfth grade. Both use available facilities in high school buildings, and rely upon part time faculty members from surrounding colleges with a few full time members. Both have grown rapidly and are supported by tuition, city funds, and \$100.- per student from the state.

It is significant that these are the only two institutions of this type in the state. Some interest has been shown for this type of junior college but lack of local funds has been the chief stumbling block. Both of these schools have grown like their counterparts in other sections of the country and appear to be successful.

CHAPTER III

THE COMMUNITY COLLEGE IS ESTABLISHED IN MASSACHUSETTS

CHAPTER III

THE COMMUNITY COLLEGE IS ESTABLISHED IN MASSACHUSETTS

Legislation Establishing Regional Community Colleges

Although legislative study commissions in Massachusetts over the past fifty years have constantly urged the state to develop a system of public community colleges similar to those which have been so successful in California and other parts of the country, no legislation was enacted until 1958.

In a special message to the Massachusetts Legislature on January 14, 1957 Governor Foster Furcolo asked for the establishment of a Special Commission on the Audit of State Needs to make an over-all survey of the needs of the Commonwealth and to make recommendations as to priorities, being mindful of our financial condition, and to suggest methods of achieving our goals.¹

This Special Commission was established under Chapter 38 of the Resolves of 1957 and immediately went to work. One of the first specific problems which this commission surveyed was that of the needs of higher education in Massachusetts. This problem had been assigned to them under Chapter 38 and later Chapters 126 and 127 of the General Laws of 1957.

On March 25, 1958 the Special Commission on Audit of State Needs submitted to the Massachusetts Legislature and to Governor Foster Forcolo their report entitled "Needs in Massachusetts Higher Education, With

¹Lang, Francis X., et al. Needs in Massachusetts Higher Education, Soecial Commission on Audit of State Needs. Boston, July 1958.

Special Reference to Community Colleges".

On July 1, 1958 Governor Foster Furcolo presented a special message to the Massachusetts Legislature in which he presented the "Needs of Massachusetts in Higher Education", and made his recommendations, including proposed legislation, for meeting these needs, based upon the report of the Special Commission on Audit of State Needs.²

As a result of these studies and recommendations legislation was enacted under Chapter 605 of the Acts of 1958 which gave authority and direction to a Board of Regional Community Colleges to plan, develop, and establish community colleges to meet regional needs.³

With the passage of this legislation the way was finally cleared for the establishment of a system of regional community colleges as a major factor in the program for higher education in Massachusetts.

Need for Regional Community Colleges

Figures compiled by the New England Board of Higher Education and the Special Commission on Audit of State Needs for Massachusetts show that by 1967 the number of qualified Massachusetts residents seeking admission to colleges within the state will range from a minimum of 107,000 to a possible 133,000. Assuming that all existing public and private colleges in the state expand as now planned, they will have room for only about 68,000 full time undergraduates from Massachusetts. This then means a shortage in 1967 of college places running from a minimum of 39,000 to

²Furcolo, Governor Foster. The Responsibility of the Commonwealth in Higher Education. Commonwealth of Massachusetts. Boston, July 1958.

³See Chapter 605 of the Acts and Resolves for 1958, Massachusetts General Laws.

a possible 65,000.⁴

The college age, 18-21, group in Massachusetts will increase from 234,000 in 1957 to 373,000 in 1967. The best available information indicates that 33 to 36 per cent, possibly 40 per cent, of this age group are qualified for college or some form of college-level education. It also shows that they will seek higher education when given proper guidance and motivation if college facilities are financially possible and geographically available. The pressure for college admission throughout the country is so great that even with anticipated expansion of facilities, little hope can be held out for any greater percentage of Massachusetts students being enrolled in colleges outside of the state.

It is apparent, therefore, that at least 39,000 college age students, possibly as many as 65,000 or more will need college space in Massachusetts by 1967, over what will be available in all present public and private colleges even with their present plans for expansion.⁵ (See tables in the Appendix, I; II; III.).

However, many of these qualified students will not be able to afford the high cost of private education away from home.

After a careful study of public community colleges, their development, success, and future plans for expansion in such states as California, Michigan, Illinois, New York, and Florida, the Special Commission on Audit of State Needs has recommended the establishment of at least nine regional community colleges in Massachusetts as being the best and most practical

⁴Lang, Francis X.; et al. Needs in Massachusetts Higher Education. Special Commission on Audit of State Needs. Boston, Mar. 1958

⁵ibid.

method of meeting this tremendous need for additional college facilities.⁶

The Carnegie Foundation Report goes so far as to state that every city of 50,000 people should have a community college. Massachusetts does not go that far but there is no question that we will need to establish at least nine community colleges in geographically strategic sections of the state.

Areas to be Served by These Colleges

Upon its establishment the first work of the Board of Regional Community Colleges was to devise an over all plan with the objective of locating colleges so that they will be geographically accessible to the homes of 95 per cent of the high school graduates in the state.⁷ This is necessary since these will be commuting colleges without dormitory facilities.

The next problem was to proceed to establish them at a rate of one or two each year, housing them in existing buildings, until they have proved their usefulness. This involved the selection of the first four sites, thereby establishing a pattern to be followed in future selections.

Even though the junior college movement has been extremely successful, popular, and rapid in growth, the question has been raised as to the reasons for the failure of many of these institutions in the past.

"Reasons for the Permanent Closing of Junior Colleges in the United States", by Stanley F. Salwak, appearing in the March 1957 issue of the

⁶ See The Expanding Junior College Movement, pp. 123-125. McConnell, T. R. A General Pattern for American Public Higher Education. New York. McGraw Hill Co., 1962.

⁷ A Progress Report, the Massachusetts Board of Regional Community Colleges, Boston, July 1961.

Journal of Educational Research, page 542, gives a fairly complete picture of this situation.⁸

The Salwak study shows that thirty two public junior colleges closed permanently during the period 1940-1951. By states these were Arkansas one, California one, Iowa eleven, Illinois one, Massachusetts one, New Jersey one, Minnesota one, Oklahoma eleven, and Texas one.

The basic reasons for these closings were:

1. Lack of funds or lack of interest	26	or	83.3%
2. Small student potential	13	or	41.9%
3. Competition of existing institutions	6	or	19.3%
4. Improvement of economic conditions	2	or	6.4%

This information was received from the State Departments of Education and shows that lack of funds or lack of interest was the reason for closing 83.9 per cent of these 31 junior colleges. It is further shown in this study that lack of planning and extended study relative to location, minimum student potential, financing, needs, and specific purpose was common in this group and to the period 1920-1941 in which they were established.

National experience has therefore shown the desirability of establishing such colleges in communities whose needs have been surveyed by a volunteer survey committee, aided by expert advisors, and where such colleges are definitely wanted.

As a guide in this part of the program, an eight point survey form was devised and made available to all regional survey committees. This form

⁸Salwak, Stanley F. Reasons for the Permanent Closing of Junior Colleges in the United States. Journal of Educational Research, Mar. 1957, pp. 543-549.

is designed to provide data on three basic criteria for determining that a region is ready for a community college.⁹

These basic criteria are:

1. Enrollment potential.
2. Regional understanding and support.
3. Suitable facilities.

It now became necessary to decide upon priorities among regions. Funds provided by the General Court for initial work in "studying, planning, and establishing a pilot project", proved sufficient to support the development of six community colleges.

The nine recommended areas now under study with suggested student capacity are:¹⁰

Metropolitan Boston	1000-1500
Fall River, New Bedford, Taunton, Attleboro	500- 700
Lawrence, Lowell, Haverhill, Essex County	500- 700
Greater Worcester	500- 700
Athol, Fitchburg, Ayer	500- 700
Franklin, Hampshire County	500- 700
Hamden County	500- 700
Berkshire County	500- 700
Cape Cod, Plymouth Area	500- 700

These institutions when in operation will provide for approximately 7,000 full time students and an equal number of part time students, or an estimated potential of 14,000 college students in transfer or terminal programs.

⁹op. cit. A Progress Report.

¹⁰op. cit. Furcolo. p. 16.

The final phase is to perform the necessary detailed work of site acquisition, staff and faculty recruitment, advertising for building and equipment, and other details of organization.

Four community colleges have now been established and put in operation with a combined enrollment of 1100 students for the school year 1961-62. They are Berkshire Community College, Pittsfield, established in 1960, enrollment 300; Northern Essex Community College, Bradford, established in 1961, enrollment, 150; Cape Cod Community College, Hyannis, established 1961, enrollment 150; and Massachusetts Bay Community College, Boston, established 1961, enrollment 500.¹¹

Plans have been completed for the opening of a community college in Greenfield in 1962. A survey committee is now working in the Worcester *AREA* developing plans for a community college to be available in 1963.

Each college operates under a Director and a ten member advisory committee. The Massachusetts Board of Regional Community Colleges is charged with responsibility for the program throughout the state and does not come under the authority of the Massachusetts Department of Education.

The accompanying map of Massachusetts (Appendix V) shows the nine basic regions as they have been proposed and which are now under study for the establishment of community colleges in this state.

¹¹op. cit. A Progress Report.

CHAPTER IV

OPERATION OF THE REGIONAL COMMUNITY COLLEGE IN MASSACHUSETTS

CHAPTER IV

OPERATION OF THE REGIONAL COMMUNITY COLLEGE IN MASSACHUSETTS

Program to be Offered

The success of this type of program is shown by the fact that five years ago less than 350,000 students attended 483 public and private junior colleges in the country. Last year almost 1,000,000 students were enrolled in 677 such institutions.¹

Experience in many of the states, particularly California, where the community college program has operated so successfully that it has become the fastest growing phase of higher education, has determined the most effective program for this type of college. This type of program, basically accepted throughout the country, will in general be followed by the Regional Community College Board in Massachusetts.² The programs as they are developed in the community colleges of this state will consist of:

1. The Transfer or University Parallel program. This is a two year program in liberal arts, science, and technology, equivalent to the first two years in the four year college or university, from which the student will transfer to the junior year of a four year college or university.

2. The General program which is basically a two year terminal program, with courses in arts and sciences for the student who recognizes the great value of two years of post secondary general education, and

¹ Morrison, D. G., and Novak, Robert. How Your District Can Start a Community College. School Management, Mar. 1961, p. 56.

² A Progress Report. The Massachusetts Board of Regional Community Colleges. Boston, July 1961.

with appropriate guidance for the student who does not yet know his educational or vocational objective.

3. Terminal programs in vocational fields. These will generally be two year programs in such fields as executive secretarial, medical technology, electronic technical, nursing, and business administration.

4. Special area courses consisting of diversified part time courses and programs of varying lengths not leading to a degree but designed to meet up-grading, refresher, and in-service education and training needs. Many of these courses will be keyed to local industrial needs of the particular area served by the community college.

5. Adult education courses and programs. In many communities these courses have been established for many years and should be incorporated within the community college program. There is a constantly increasing need for this type of education and the program should be set up around the desires of the community. In many cases the adult education program will be self supporting.

Since academic courses are the easiest and least expensive to set up and operate, many community colleges will offer only these in the beginning. Such courses will be coordinated with those of the college or university to which the student plans to transfer. Many community colleges have excellent transfer records. As the graduates from these new colleges succeed at the four year institutions this problem will be alleviated.

The vocational and technical program is much more expensive to establish and operate, and requires time and a study of the community and the industry in the area. This program also requires the cooperation of industrial leaders and industry. It should be primarily designed to prepare students to work in local industry.

Sites and Facilities

Nine areas have been selected in which the Board of Regional Community Colleges expects to establish these schools as funds are made available and local community surveys demonstrate need and desirability. The additional areas are Worcester, Springfield, Lynn-North Shore, Quincy-South Shore, North-central Massachusetts, Fall River-New Bedford, and the Northern Connecticut Valley.

Since it is agreed that these will be commuting colleges for the foreseeable future, and will be located within reasonable commuting distance of their respective student population, no dormitory facilities will be needed. Plans now call for locations in existing facilities such as high school, elementary school, college, and even factory buildings which are no longer being used and are currently available, and can be adapted to this new use.

The local survey committee is responsible for recommending sites to the Board for final approval. Sites approved by the Board will be renovated and adapted to the needs of the community college program. Each site must be such that the college will have its own identity and not be connected with any other institution. A certain amount of autonomy is essential. Assurance must be given that these sites and buildings will be available at no cost to the state, even in the case of sites for future construction.

All costs of renovations will be borne by the state as will all other financing, once the sites and buildings are acquired. Costs of renovation will be considered in determining priority of site when all other factors are relatively equal.

Buildings originally built for school use are the most adaptable

and will be preferred for use as community colleges ^{where} available. However, office buildings, factories, or other facilities may be adaptable.

An illustration is found in Worcester where the old Classical High School building will be available as soon as the two new high schools are completed. However, the cost of renovation, new roof, and other adaptations may be so expensive that another of several sites under consideration may eventually be selected. Here several industrial buildings are currently under consideration.

The Cape Cod Community College at Hyannis is housed in the old teachers college buildings, which were owned by the state. These are being renovated and adapted as funds are available and should be an ideal solution for that area.

Staff Requirements and Salaries

A Director will be appointed to head up each regional community college. He and his administrative staff will operate the school under the supervision and authority of the Board of Regional Community Colleges and will be assisted by a ten-member Advisory Committee for his college. This committee must be local and have in its membership one representative of labor and one representative of business and industry.

Faculty requirements will be those common to college level teaching throughout the country and comparable to those of the best of four year colleges. Many will be permanent full time people. However, in many community colleges a considerable number will be part time people recruited among faculty members of other colleges in the area, with the work load properly apportioned between the colleges concerned.

A nother group will be recruited from those people whose family,

retired, and business, or professional status precludes their being full time faculty members. Many community colleges have in this manner attracted into teaching, many times back into teaching, outstanding teachers. There will also be a segment of the faculty made up of specialists from local business and industry, particularly in the terminal and shorter specialized part of the program.

All faculty members will have either Master's degrees, Doctor's degrees, or a high degree of specialization and experience in their respective fields of instruction.

Salaries will be comparable to those paid by four year colleges in the area and will be based upon degree of preparation and teaching or specialized experience. In many cases salaries have been sufficiently high to attract teaching talent away from the private junior colleges and other institutions.

Financing the Establishment and Operation

The system of regional community colleges in Massachusetts will be financed by legislative appropriation, supplemented by area furnished facilities, and tuition charges to be paid by students enrolled.

The initial appropriation of \$1,000,000 provided by the General Court for studying, planning, and establishing a pilot project has been increased by sums of \$300,000 and \$750,000. This amount is now sufficient to support the development of six regional community colleges. Four of these have already been established and are now in operation

Sites and housing facilities must be furnished by the areas to be served by these community colleges without cost to the state. All other costs including necessary repairs and renovations will be borne by the state.

All costs of operation, once the institution is actually functioning, will be borne by the state through direct legislation in the same manner as our other institutions of higher education are financed.

Each full time student will be charged a tuition fee of \$100 per semester, \$200. per year, and nominal activities, laboratory, and library fees. There will also be a \$10. non refundable registration fee. Tuition rates and fees for part time students will be in proportion.

These charges will help defray the operating costs of the regional community colleges and at the same time provide the students with high quality diversified education at very low cost to the individual student.

CHAPTER V
SUMMARY AND CONCLUSION

CHAPTER V

SUMMARY AND CONCLUSION

In this study the development of higher education has been surveyed with particular reference to the community college movement and its specific application to the development of the Regional Community College program in Massachusetts. The community college movement has been traced from its early beginning as a two year program added to the local high school beyond grade twelve, called a junior college, to its present status as the fastest growing and most popular phase of higher education.

The community college movement has been highly successful in such states as California, Michigan, Illinois, New York, and Florida, and is being rapidly expanded in these states. The experience of these states coordinated with the results of several studies in the field should make it possible for Massachusetts to avoid the errors of improper location, low student potential, poor financial backing, and lack of local interest which have caused junior colleges to fail in some areas.

This study shows how the movement has developed in this state through legislation based upon a thorough study of the "Needs of Higher Education in Massachusetts". It also shows the procedure to be used in locating, establishing, and operating these colleges, and outlines the program to be offered, faculty qualifications, student potential, physical facilities, and student costs.

The tremendous increase in student potential of college age in Massachusetts combined with the inability of existing institutions to expand in any proportion to the foreseeable future need, makes it imperative

that some other solution be developed. Furthermore, educational costs are increasing so rapidly that a vast proportion of these qualified students will not be able to finance the high cost of private, or public, education away from home.

Based upon the experience in other areas of the country the Regional Community College program as now established in Massachusetts is designed to take the pressure off the established institutions of higher education and to provide the high quality, diversified educational program now needed at a cost which these students can afford. At the same time it will enable them to live at home, and in many cases to work at a regular or part time job. This will result in a much larger percentage of qualified high school graduates being able to obtain at least two years of college work and will enable many others to finance the junior and senior years at the four year college or university.

The Board of Regional Community Colleges is progressing rapidly in establishing two year colleges in the nine recommended areas and is operating on a sound and practical plan which is based upon the experience of other states and a thorough study of all factors involved in each specific area to be served.

The operation of these new regional community colleges will be carefully scrutinized, checked, and studied by both educators and politicians. Their success or failure will be the determining factor in the future expansion of this phase of higher education in Massachusetts.

BIBLIOGRAPHY

BIBLIOGRAPHY

- A Progress Report. The Massachusetts Board of Regional Community Colleges, Boston, July 1961.
- Clark, Burton R. The Open Door College, A Case Study. New York, McGraw-Hill Company, 1960.
- Furcolo, Governor Foster. The Responsibilities of the Commonwealth in Higher Education. Commonwealth of Massachusetts. Boston, July 1958.
- Glenny, Lyman A. Autonomy of Public Colleges: The Challenge of Coordination. New York. McGraw-Hill Company, 1959.
- Henninger, G.R. The Technical Institute in America. New York. McGraw-Hill Company, 1959.
- Lang, Francis X., et al. Needs in Massachusetts Higher Education. Special Commission on Audit of State Needs. Boston, Mar. 1958.
- McConnell, T. R. A General Pattern for American Public Higher Education. New York. McGraw-Hill Company, 1962.
- Medsker, Leland L. The Junior College: Progress and Prospect. New York. McGraw-Hill Company, 1960.
- Morrison, D. G., and Novak, Robert. How your District Can Start a Community College. School Management, Mar. 1961 p. 56.
- Russell, J. D. The Final Report of the Survey of Higher Education in Michigan. Michigan Legislative Study Committee on Higher Education. Lansing, Sept. 1958.
- Salwak, Stanley F. Reasons for Permanent Closing of Junior Colleges in the United States. Journal of Educational Research, Mar. 1957, pp 543-549.
- Taylor, Walter M., Executive Director, Massachusetts Board of Regional Community Colleges. Personal Interview, May 1962.

APPENDIX

APPENDIX I

Projected College Enrollments by Region, 1967*

A. Region	B. College Age Population 1967	C. Minimum Enrollment 33%	D. Possible Enrollment 36%	E. Maximum Enrollment 40%
I. Metropolitan Boston	182,700	60,300	65,800	73,100
II. Bristol, Plymouth Counties	40,000	13,200	14,400	16,000
III. Essex County Lowell Area	39,100	12,900	14,100	15,600
IV. Worcester Area	40,000	13,200	14,400	16,000
V. Fitchburg	14,200	4,700	5,100	5,700
VI. Franklin, Hampshire	11,200	3,700	4,000	4,500
VII. Hampden County	30,000	10,000	10,800	12,000
VIII. Berkshire County	10,900	3,600	3,900	4,400
IX. Cape Cod Area	4,900	1,600	1,800	2,000
Totals	373,000	123,000	134,000	149,000

APPENDIX II

Planned Expansions of Massachusetts Colleges 1957-67

	Enrollment 1956-57	Planned Enrollment 1966-67	Increase	Per Cent Increase
Private, more than 80% of state enrollment	8,888	9,545	657	7.5
Other non-Catholic private	37,070	48,159	11,089	29.9
Catholic private	10,769	17,688	6,919	64.2
State institutions	11,462	22,395	10,933	95.4
City institutions	383	875	492	128.5
Totals	68,572	98,662	30,090	43.9

APPENDIX III

Projected Shortages In College Capacity By Region, 1967*

A. Region	B. Maximum Places for Mass. Residents 1967**	C. Minimum Shortage	D. Possible Shortage	E. Maximum Shortage
I. Metropolitan Boston	46,500	13,800	19,300	26,600
II. Bristol, Plymouth Counties	3,900	9,300	10,500	12,100
III. Essex County Lowell Area	5,100	7,800	9,000	10,500
IV. Worcester Area	6,300	6,900	8,100	9,700
V. Athol-Fitchburg-Ayer Area	850	3,900	4,300	4,900
VI. Franklin, Hampshire Counties***	—	2,700	3,000	3,500
VII. Hampden County	4,000	6,000	6,800	8,000
VIII. Berkshire County	570	3,00	3,300	3,800
IX. Cape Cod Area	None	1,600	1,800	2,000
Totals	78,000	55,000	66,000	81,000
Adjusted Totals****	68,000	39,000	50,000	65,000

*Data taken from "Needs in Massachusetts Higher Education," a report by the special Commission on Audit of State Needs, March, 1958.

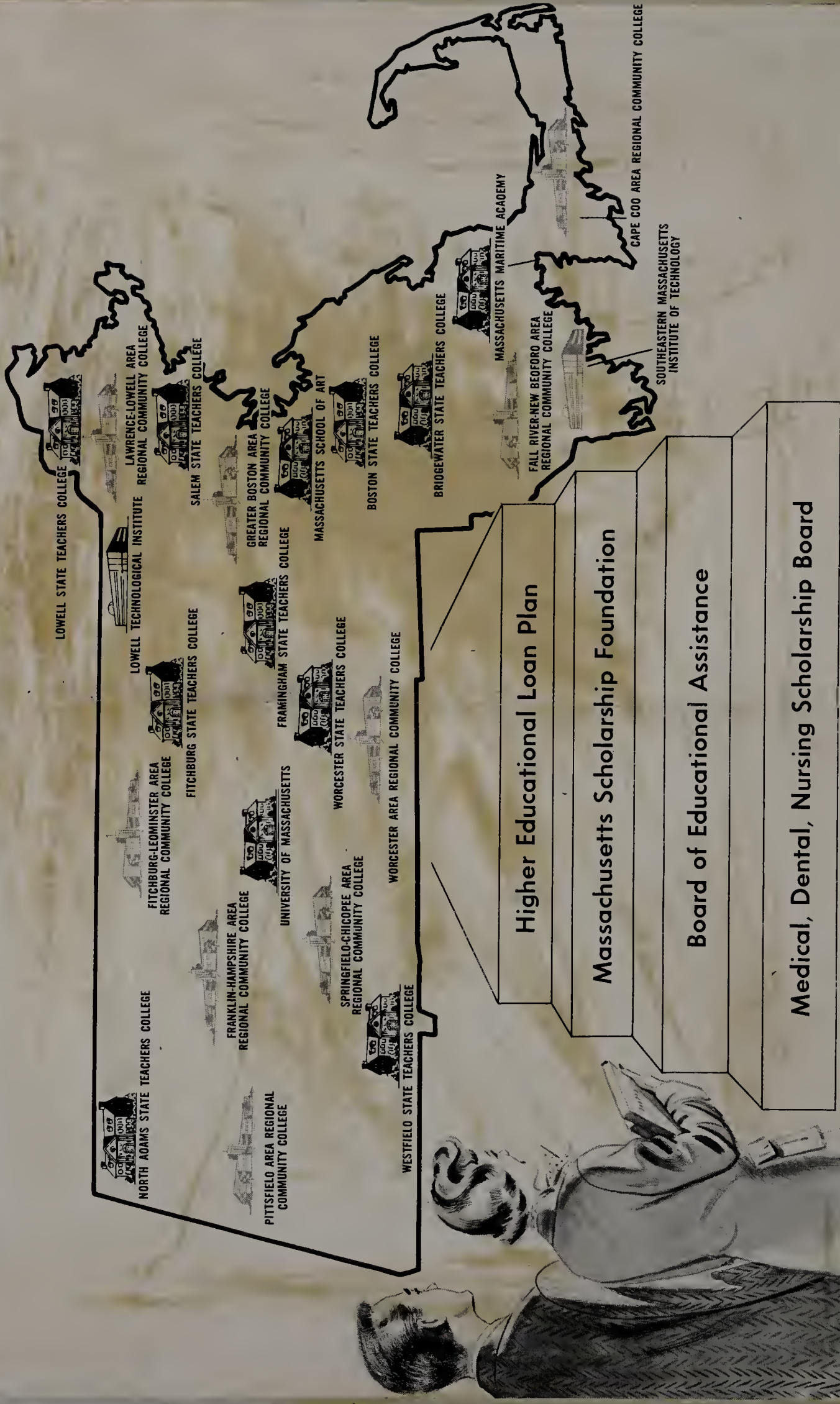
**This figure is obtained from calculations based on a recent study made by the New England Board of Higher Education. The figure in each region is larger than the actual number of places available, since it is assumed here that every additional vacancy in the next ten years goes to a Massachusetts resident. These statistics refer only to full-time undergraduate students.

***The University of Massachusetts is located here, but it must provide for the entire state as well as for this region. The assumption underlying the shortage figure is that 1000 places will go to Region VI residents.

****The adjusted totals are based on the assumptions that 20,000 of the additional vacancies are available to Massachusetts residents, and that 16,000 Massachusetts residents will be able to enter out-of-state institutions.

All figures are rounded estimates.

A TOTAL POST HIGH SCHOOL EDUCATIONAL SYSTEM FOR MASSACHUSETTS



“...to the end that no qualified young man or woman need be denied opportunity of a post high school education in this Commonwealth”



THE COMMONWEALTH OF MASSACHUSETTS
 SPECIAL COMMISSION ON AUDIT OF STATE NEEDS

REGIONS USED FOR STUDY OF NEEDS
 IN MASSACHUSETTS HIGHER EDUCATION

NOTE: NORFOLK COUNTY INCLUDES
 BROOKLINE AND COHASSET.



STUDY APPROVED BY

(Study Committee)

Date _____

