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ABSTRACT OF PROCEEDINGS OF THE
PRESIDENT'S FACULTY CONFERENCE

(JUNE 9, 1958)

on the
First Report
of the University
Study Committee on
Future Programs

URBANA, ILLINOIS

DECEMBER, 1958

First Report of the University Study Committee on Future Programs

Proceedings of the

PRESIDENT'S FACULTY CONFERENCE, JUNE 9, 1958

University of Illinois

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University of Illinois

PRESIDENT'S FACULTY CONFERENCE, JUNE 9, 1958

Conference Theme

First Report of the University Study Committee on Future Programs

Sponsor: President David D. Henry

University Study Committee on Future Programs

H. K. Allen
G. M. Almy, Chairman
Hollis Barber
J. E. Cribbet
L. J. Cronbach
A. D. Culler, Secretary
B. J. Diggs
C. A. Krakower
G. N. Ray, ex officio
M. B. Russell
C. W. Sanford, ex officio
F. T. Wall, ex officio
A. S. Weller

Conference Steering Committee

G. M. Almy
J. E. Cribbet
A. D. Culler
Royden Dangerfield, Chairman
A. K. Laing
G. W. Salisbury

Committee on Resolutions

G. M. Almy
Royden Dangerfield, Chairman
R. W. Fleming
Roy Huitema
C. A. Krakower
G. W. Salisbury
J. R. Shipley

Secretariat

G. H. Bargh
Mrs. Eunice Parker

Program

PRESIDENT'S FACULTY CONFERENCE, JUNE 9, 1958

Room D, Law Building

- 9:00 a.m. — *Plan and Purpose of the Conference*, President Henry
- 9:15 a.m. — *State Planning for Higher Education*
1. Report on the Role and Program of the Illinois Commission of Higher Education
 2. Report on the Joint Council on Higher Education
 3. The University's Responsibilities in Planning for Higher Education in Illinois
- 10:15 a.m. — *Coffee Break*
- 10:30 a.m. — *Discussion of the FIRST REPORT OF THE UNIVERSITY COMMITTEE ON FUTURE PROGRAMS, Part I: The Chief Responsibilities and Aims of the University in the Next Decade*
- 12:00 noon — *Lunch* — Spice Box, Bevier Hall
- 2:00 p.m. — *Discussion of Part I (continued)*
Discussion of Part II: The Growth and Size of the University at Urbana-Champaign
- 3:15 p.m. — *Coffee Break*
- 3:30 p.m. — *Discussion of Part II (continued)*
- 6:00 p.m. — *Dinner* — Room 314N, Illini Union
- 7:30 p.m. — *Consideration of Report of the Resolutions Committee*
- 9:30 p.m. — *Adjournment*

Preface

The President's Faculty Conference¹ met on June 9, 1958, on invitation of President David D. Henry. This all-day conference was called for the purpose of providing a forum for informal discussion of current problems affecting the University of Illinois. Faculty members in attendance were from all ranks and from the three campuses.

The principal agenda of the conference was based on the first report of the Study Committee on Future Programs. This Committee, appointed on June 3, 1957, was asked to develop guide lines for future development of the University of Illinois, to formulate objectives and points of emphasis, and to suggest programs to implement the recommendations made. Having arrived at some tentative conclusions, the Committee made its first report on May 22, 1958. At that time the Committee suggested that the report be made available for general discussion by the University community.

The purpose of the conference was not to determine the policy of the University but rather to discuss, clarify, supplement, and promote understanding of the Committee's report. The conference aided in crystallizing informed faculty opinion and in supplying guidance for the Committee and the administration.

At the conclusion of its deliberation, the Faculty Conference adopted a report representing the views of the majority of those in attendance.

This pamphlet includes the text of the first report of the Committee on Future Programs, the report adopted by the conference, the principal statements made at the conference, and a short summary of the discussion. It is circulated in the hope that it will stimulate still further discussion on the part of the University community of the important points covered by the Committee's report and comments made at the conference on June 9, 1958.

THE CONFERENCE STEERING COMMITTEE

¹ Invitational, upon nomination of the Conference Steering Committee.

Planning in Higher Education in Illinois

PRESIDENT DAVID D. HENRY

The Committee on Future Programs has identified state planning for higher education as a fundamental issue at the start of its work. The feasibility of a number of the Committee's recommendations will be determined by forces and events which are beyond the control of this institution. So the questions arise: What is the status of higher education planning in the state of Illinois? What has been its history? What are the conditions of its success?

The Steering Committee asked me to deal with these topics. I agreed to lead the discussion, in cooperation with others of the administrative staff who are working with the agencies to which I shall refer. With the help of Dean Browne, Vice-President Ray, Vice-President Farber, and Dean Dangerfield, we shall lay this topic before you.

A first consideration is — what are the University's responsibilities in state planning for higher education? There are those who would say, why do we bother about what others do? Why not chart our course, go our own way? There are several reasons why this course cannot be followed by the University of Illinois. One is the traditional role of the comprehensive state university, particularly the state university combined with the land-grant college, which has grown to great position, scope, and influence.

If you read the papers written before the founding of the land-grant colleges and state universities, if you go into the history of our own university, if you delve into the records of the Board of Trustees, you will find on the record — and, therefore, in the expectation of the people of the state, who ultimately control the institution — that the state university has a role of leadership in planning for the elementary and secondary schools and other

institutions of higher learning. That traditional role is an overwhelming influence on us.

Second, we should be interested in state planning as a part of internal planning. Obviously, what happens elsewhere will affect in some ways what we do. For example, we cannot ignore regional universities, which in time aspire to become state-wide universities; we cannot ignore the development of junior colleges.

Third, the university has long been conceived as a development arm of the state. Just as a large industry has its department of development, the state has looked to the state university as a source of ideas on a large number of subjects which presumably affect the development of the state itself. So to build our own program effectively, and as the custodian of professional resources, we have an obligation to be interested in and concerned with state planning.

There may be others, but I have limited myself to these three reasons why we must accept responsibility in state planning.

At one time the views of the state university were dominant in the area of state planning; these views were of influence upon both the secondary and elementary schools and upon other higher institutions. It is something of an understatement to say to you today that our views are not only not dominant, they are often not sought. This condition leads one to wonder as to what has happened in the past twenty-five to fifty years that this change should have taken place. Obviously as other institutions become stronger they look upon this institution with envy; some wish to imitate. Others see us as a competitor for state funds and we are tempted at times to see them in that light. It is certainly true that there has come an increasing competition for state support for all phases of education — elementary, secondary and higher education — and for other state services. This competition has affected the relationships among the institutions in this and other states. The expansion of the regional institutions has had a bearing. The resistance of nongovernmental institutions to what appears to be the absorptive capacity of the public educational institutions has created problems. These conditions, arising out of past actions and events, now appear to affect the influence and the acceptance of the state university as the dominant voice in state planning.

A very interesting talk on this point was given by President Morrill, of the University of Minnesota, at the last meeting of the National Association of State Universities. As retiring president of that association, he discussed the current status of the state university and the change that has taken place in its former position of primacy.

We have to recognize, also, that there has come a call for coordination of the state universities. This call comes from different sources and for different reasons: some are primarily interested in making sure that the institutions are going in the right direction; others, of course, are interested primarily in the conservation of expenditures.

I have before me a staff paper of the Commission of Higher Education, which objectively sets forth the issue of coordination of higher education. It is a factual, historical statement. I want to quote some sentences because they illustrate where we begin.

Since 1945 four official study groups in Illinois have considered, in varying detail, the problem of higher education coordination. They all evidenced some dissatisfaction with the present set-up. Their recommendations ranged in integrative character from fuller utilization of a voluntary council on higher education to creation of one board of education for all public schools, elementary through the University level.

In my view, our problem today is not coordination of higher education but planning. We should concentrate not on which planner is going to direct us but rather upon how plans are to be made. The central problem is, "How can you get good planning without having the planners run the institutions?"

One agency that has come into being in the past years as an agency of voluntary planning for the publicly-supported higher institutions is the Joint Council on Higher Education. The University has five delegates to the Council: the President, the Vice-President and Provost, the Vice-President and Comptroller, Dean Browne, and Director Potthoff. These, either *ex officio* or as appointees, have been the delegates from the beginning. Others confer with this group in briefing sessions before the meetings of the Council. They are: Dean Smiley, as chairman of the University Committee on Institutional Relations; Dean Dodds, as Dean of the College of Education; and Dean Dangerfield.

I have asked Dean Robert Browne to give you a brief statement on the history of the Joint Council. He has been a member, I believe, from the beginning of the Council.

DEAN BROWNE

The Joint Council on Higher Education came about through a suggestion that in matters affecting all six of the state-supported schools we would be in a most unenviable position if we were not able to say that we had talked over our common problems and had exchanged information which might bear upon the facts affecting one another.

The Council was organized as an informal body for the purpose of promoting the exchange of information and the exchange of views, without authority over matters of appropriation requests or of educational policy. In its early years the Council was not very effective. The members met and fenced with each other. While appearing to cooperate, they revealed no information of importance.

The organization of the Council was formalized with a document which took the place of a constitution. In that document it was agreed that none of the institutions would initiate any new programs until they had informed the other institutions and had given them an opportunity to present their views. It must be stated in all candor that this has not been very well observed.

The Council meets at least three times a year and the meetings are held on the various campuses, in rotation. In addition the Council on Higher Education has a program of joint studies which may be proposed by any one of the institutions and adopted by the others. It is my belief that the Council has demonstrated that it is not a good research institution. Most of the studies it has produced so far have not been very significant. It has made studies of comparative costs in the six institutions and studies on the use of space. It has also made studies of duplication of services and the extent to which the institutions are engaged in the business of recruiting students and the various means of doing so.

The most important contribution the Council on Higher Education has made is to answer the critics who might charge that the institutions have refused even to talk together. We do talk together.

The Council is almost twenty years old. Sometimes those of us who have worked with it express disappointment with what it has been able to accomplish. On the other hand we hold to an earnest hope that it can be expanded into a full-grown medium of educators themselves for trying to find resolution to difficulties confronting them.

[President Henry called on Vice-President Farber to speak on the Joint Council's role in budget presentation.]

VICE-PRESIDENT AND COMPTROLLER FARBER

One bit of evidence of cooperation emerging from the Council is the agreement on the form of presentation of the budget to the General Assembly. In the past, each institution presented its budget in the way it thought best. The General Assembly was often confused by the different modes of presentation. The agreement on form of presentation to the last session of the General Assembly worked out very well. The agreement to

present information in the same form will be followed in the next session of the Legislature. The next step is much harder to take: that of all agreeing on how much should be asked. Without some legislative mandate it is unlikely that such a procedure will ever emerge.

VICE-PRESIDENT AND PROVOST RAY

The Council on Higher Education has great potential usefulness. You all know that the proportion of the tax dollar in Illinois devoted to education is relatively small. If all the state universities could concur in their recommendations and adopt a solid front, not only on distribution of funds but also on spending proportionately greater sums on education, this would be materially helpful.

PRESIDENT HENRY

Mr. Potthoff is one of our delegates. Mr. Potthoff, is there any other point you would emphasize at this time?

DIRECTOR POTTHOFF

There is one point. There is a relationship between the Commission of Higher Education and the Joint Council on Higher Education. The Commission is designed, among other things, to carry on various studies, many of which will relate to higher institutions either individually or collectively, and one approach which the Commission might make would be through the Joint Council to obtain cooperation in certain studies. This is but one evidence that it is advantageous to have the Joint Council even though it has not lived up to expectations.

PRESIDENT HENRY

Two problems have been identified in this discussion which limit the work of the Joint Council. One is the difficulty of finding a common ground on which all can agree. Obviously when we get into matters of institutional objectives, faculty standards, educational practices, we see wide variations among the institutions. Further, we approach these matters with different philosophies, different standards, and different attitudes. There are some topics where we can make a common approach and on several of these there has been noteworthy progress. The Council aided in the establishment of the Nonacademic Personnel Program and the Retirement System. These are two areas where our interests are all the same and variations in ideas have nothing to do with differences in objectives or standards of perform-

ance. One of the studies of future enrollments in higher education in Illinois, prior to the creation of the temporary commission, was a very useful document. Here again we had a common ground that could be measured. Most of our difficulty is in identifying the common ground where we can deal with the questions unreservedly. The University of Illinois has recently made the proposal that we all agree to submit plans for new and expansions of old programs in advance of the fact, and that we ask each institution to carry the views of others to their governing boards for consideration before the institutional board concerned approves the expansion.

Another reason for the relative inadequacy of the Council is that its interests are exclusively with the public institutions, and there is no place on it for representatives from the private institutions. The private institutions for a long time have felt that in the light of their total service to the state of Illinois they have received too little consideration in terms of state planning. Some three years ago a temporary Commission on Higher Education was appointed by the Governor, in accordance with a resolution passed by the General Assembly, to deal with all of the questions which seemed to lie ahead for higher education in this state. One of the factors that led to the creation of that commission, when the questions might have been referred to the Joint Council, was the interest in giving the private institutions an adequate voice in the deliberations.

That commission met for two years. It was made up of the presidents of the public universities plus the presidents of some of the private universities, plus some of the members of the General Assembly. It rendered a long report. Its summary report, *Illinois Looks to the Future*, was published. The main recommendations of this commission are touched upon in the report of the Future Programs Committee. We need say no more at this point than that the commission demonstrated the usefulness of an "organized look" at higher education; it brought forth some facts and figures for public view and appraisal; it gave us some experience in working together. While the commission had a good many inadequacies, which are irrelevant to our discussion today, it strongly supported the junior college program in Illinois; it supported, if it did not actually lead, the movement for the state scholarship plan now in effect; and it made a strong statement on the University of Illinois in Chicago.

The temporary commission expired under the terms of the resolution creating it, and following the last session of the General Assembly, a permanent Illinois Commission of Higher Education was appointed. The plan for the new Commission was set forth in the Inaugural Address of the Governor on January 14, 1957. The legislation which implemented the

recommendation was much fuller than the statement of the Governor and a rather broad statement of scope was given to the Commission.

I am going to read another paragraph from the staff paper of the Illinois Commission of Higher Education previously quoted:

Following a precedent set for the Common Schools by the well known School Problems Commission, probably the most significant of the powers of the Higher Education Commission is its authority to review and make recommendations on university budget requests. Readily apparent are the opportunities for coordination of the several institutions stemming from the judicious use of this authority, especially after the commission has gained stature in the public eye. On the other hand, it is completely possible that the present boards, with their entrenched stature, large alumni following and other factors, may tend to disregard the Commission and continue to present successfully relatively uncoordinated budget requests to the Governor and the legislature. In addition to this duty of screening finance requests, the commission is authorized to perform other functions of a coordinating nature and to analyze various proposals for the improvement of public higher education in Illinois.

Representation of Illinois Public and Private institutions of higher education in commission deliberations is assured by the creation of an official advisory Committee of Delegates which must participate in at least one commission meeting each quarter. . . .

May I add that the delegates have been invited to attend every Commission meeting. Mr. Park Livingston has attended as the delegate of this University. Mrs. Frances Best Watkins has been his alternate.

This Committee is composed of one representative from and selected by each of the three public institutional boards, two members selected by the Commission from private institutional boards, and one commission-designated member from a governing board of a Junior College. The delegates have the right to participate in discussion but do not have a vote in deciding issues.

The Commission is setting up its committees. Recently, three of our staff members were nominated by the President to serve as advisers to these committees. One of the problems is to get expert advice for such committees. Dean Dangerfield will participate in the discussions of the committee dealing with kinds of institutions and their relationships in the state; Dean Wall will be a member of the committee to deal with the problems of graduate education; and Vice-President Farber is on the committee dealing with loan funds. Three others of our staff are working in advisory capacities on specific topics within the committee framework of the Commission.

I am going to call on Mr. Dangerfield to give a brief review of the Commission of Higher Education.

DEAN DANGERFIELD

The act which created the Commission (S.B. 547, approved July 9, 1957)

does not answer many of the questions that might be raised with respect to the powers and responsibilities of the Commission; but perhaps it would be well to read one section of the act:

Sec. 5. The Commission shall have the power and it shall be its duty:

(a) To analyze the present and future aims, needs and requirements of higher education in the State of Illinois.

(b) To study requests to the Governor or to the General Assembly for appropriations of state funds for higher education for any purpose or in any form whatsoever, and to make recommendations thereon to the Governor and the General Assembly.

(c) To study the means and methods of financing the operational and physical plant requirements of higher education.

(d) To study the role of and the need for different types of institutions and programs of higher education in the State of Illinois.

(e) To compare at its discretion higher education in the State of Illinois with other states.

(f) To advise the Governor, when the Governor may from time to time request, regarding any area of higher education.

(g) To submit a written report on or before the first Monday in February of each year of its activities and recommendations made during the preceding calendar year to the Governor, and the members of the General Assembly.

(h) To make rules, regulations and by-laws, not inconsistent with the law, for its meetings, procedures and the execution of its duties imposed upon it by this ACT.

As the Commission organizes — and it is still in the process of organizing, as demonstrated by the fact that it is creating advisory committees and the staff is being recruited — it is too early to say just what role the Commission may come to play as a coordinating agency in the field of higher education. It is not too early to conclude that it will become a leading force in the planning of future developments in the field of education.

There are many plans for commissions on higher education being tried by the several states. One pattern followed by some states is the creation of one state-wide board for higher education. It was adopted by Georgia, Oklahoma, and Oregon. Under this plan the legislature appropriates all funds to the one board, which in turn allocates to the governing boards of the institutions. A second pattern is that of an advisory board to counsel with and advise the governing boards. The Indiana Plan is an interesting development. Here the heads of the public institutions were coerced by the legislature into developing a coordinated budget request. The individual institutions make up the budget but do so in consultation with each other.

In a number of states there have been created commissions to study public higher education. There are thirteen such study commissions at work.

It is clear that the state legislatures are coming to demand more information and better coordination of programs in the field of higher education.

The activities of the Illinois Commission of Higher Education should be observed carefully. It is most difficult to say just what will emerge from the Commission in the way of plans for coordination. It is hard to determine to what extent the Commission will exercise and develop the powers specified in the act creating it.

It appears not to be the intent of the Commission to go to the extremes in developing budget control. It is clear that the Commission is moving in the direction of coordinated plans for future development.

PRESIDENT HENRY

We must emphasize that the citizen is going to expect state planning in the field of higher education. It is obvious that the people who are to pay the bill are going to expect wise planning and efficient management of educational resources.

Professional studies of needs and ways of meeting them are essential to wise decisions. This is an effective part of state planning.

The danger in state planning is that the uninformed, partially informed, or ill-informed will conclude that this is a simple business and that all that is needed is to put all institutions under one board. Coordination can be achieved only through careful cooperative planning. It does not come through mandate or edict. Rather, it grows out of the experience of institutions in working together.

The emphasis on planning is national and not limited to local areas.

Internal planning is related to external planning. External planning will affect our internal planning, but conversely the internal planning in the University will affect the state as a whole.

There is no doubt that increased state planning will come to Illinois. The key questions are "how," "what form will it take," and "what will be the role of the University of Illinois in it?"

There is a great difference between planning and being coordinated by planners. How to achieve one without getting the other is a central question.

Résumé of Discussion on State Planning for Higher Education

It was pointed out that the proposal to issue state bonds for educational and public welfare institutions' buildings, to be voted on November 4, 1958, afforded an opportunity for coordinated action on the part of the Joint Council on Higher Education. Steps have already been taken in the development of coordinated programs for supplying information concerning the need for educational buildings.

In response to questions from the floor it was indicated that the Committee of Delegates, provided for in the act creating the Commission of Higher Education, does not duplicate or supplant the Joint Council on Higher Education. The Committee of Delegates does not operate as a committee. Rather, the delegates serve as advisers to the Commission of Higher Education. There is still need for the Joint Council on Higher Education, which brings together the presidents of the six state universities.

The control and supervision of the junior college system is vested in the Superintendent of Public Instruction. His powers and duties were briefly outlined. Some emphasis was placed on the importance of state-level leadership in the development of junior colleges within the state.

First Report of the University Study Committee on Future Programs

Members of the Committee:

G. M. ALMY, *Chairman*
H. K. ALLEN
HOLLIS BARBER
J. E. CRIBBET
L. J. CRONBACH

A. D. CULLER
B. J. DIGGS
C. A. KRAKOWER
M. B. RUSSELL
A. S. WELLER

Ex officio Members:

PROVOST GORDON N. RAY
DEAN C. W. SANFORD
DEAN F. T. WALL

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First Report of the University Study Committee on Future Programs

INTRODUCTION

In his letter of appointment, dated June 3, 1957, President Henry outlined the task of the Committee with this statement:

Following extensive consultation with representatives of the faculty and the administrative staff, including the Executive Committee of the Council, I am establishing a University Study Committee on Future Programs. . . .

You may recall that a similar committee reported in 1945. Many of the features of that report are pertinent today and I am suggesting that the committee begin its work with a review of the 1945 report, indicating the portions that remain appropriate for present University planning and adding new suggestions.

While I do not wish to restrict the committee in its assessment of the tasks ahead, it is my hope that it will emphasize outstanding guidelines for future development, some points of emphasis, some restated objectives, some new objectives, and programs to implement these suggestions. In short, I hope the committee will give us the ground work for future educational planning for the University.

Many units of the University have plans for the future. Some do not, and perhaps should be stimulated to prepare them. An over-all view of these plans and a canvass of areas for experimentation should be a part of the committee's analysis.

I am not suggesting a comprehensive self-study of the kind carried out at a number of institutions, a particularly good example being New York University; but I hope the committee will be a medium for institutional self-examination, along certain broad outlines with suggestions for next steps in over-all educational planning.

I would hope that the administrative structure and organization, while open to committee study, would not be the point of major attention. I think the emphasis at this time should be on educational planning as contrasted with physical and organizational planning.

The 1945 report of a similar committee, with Professor R. R. Hudelson

as chairman, was sent in July to members of the present committee for review. On October 23, 1957, a letter was sent to deans, directors, and heads of departments asking for specific information on future plans of departments and colleges and for general opinion and comment on the long-range role and responsibilities of the University. The response from the faculty was prompt, thoughtful, and extensive.

As the Committee undertakes to formulate a position on almost any significant aspect of the future educational program of the University, it finds that its conclusions must rest to an important extent upon decisions or assumptions as to the future role of the University in the state's total program of higher education. State-wide planning has not proceeded far enough to give a clear prospect of the institutions and resources that will be available to carry on higher education, nor has the particular role of the University been clearly defined. Hence the Committee has attempted in this preliminary report to develop a point of view and to assert its convictions in respect to the role and responsibilities of the University and to the related question of the size and structure of the student body in the years ahead. In doing so it has tried to reflect the consensus of the faculty expressed orally and in letters. The Committee's recommendations on more specific future programs are contingent upon whether its conclusions on these central questions are valid and acceptable to the University and the state.

The need for more explicit planning or coordination in the state is illustrated by considering two different approaches to the problems of higher education. On the one hand our democratic ideals recognize that every graduate of the high schools should have available the opportunity to develop his talents through further education or training. On the other hand, the state and national welfare calls for a steadily increasing number of experts with the best possible education in the advanced branches of learning and the professions. Both objectives are worthy of fulfilment and are not incompatible when sufficient resources are made available to education beyond the high school. The magnitude and cost of the task, however, compel careful planning as to the number and kinds of public institutions needed in the state and a reasonably clear definition of the major responsibilities of each. The recent Illinois Higher Education Commission and the present Illinois Commission of Higher Education have undertaken important aspects of such planning. The University itself should continue to participate actively in planning ways of meeting the educational needs of the state as a whole.

The University Study Committee on Future Programs is necessarily limited to study and recommendations on the educational plans of the University of Illinois. As noted above the Committee is convinced that the

essential first step is agreement on the main responsibilities and aims of the University and the consequent growth and distribution of the student body among the different levels of study in the next decade. These are the subjects of the following two sections of this first report.

In a third section some aspects of the problem of general education in the University are discussed and recommendations are made. This University-wide problem is included in the preliminary report because a report by a University Committee on General Education is under discussion at this time in the University and may lead in the near future to decisions of long-range importance.

I. THE CHIEF RESPONSIBILITIES AND AIMS OF THE UNIVERSITY IN THE NEXT DECADE

In a consideration of the chief aims and responsibilities of the University of Illinois in the next ten years attention must be given to its traditional aims and functions, to changing conditions which affect demands on centers of higher education of the state, and to the University's particular role in relation to other centers of education as they seem likely to develop.

In 1944 a committee on future programs of the University began its preliminary report¹ with a statement of the aims of the University. It included a brief review of the historical development of the University's objectives and a statement of its aims in the postwar world, as then seen by the committee after an extensive canvass of faculty opinion. The pertinent parts of the statement are as follows:

Any realistic analysis of the University's aims must take into account the purposes and ideals which have inspired its past development and the nature of the changing social, economic, and educational conditions which will determine its development in the future. . . . The history of the University throughout its seventy-six years of existence is one of constantly expanding educational service. Its charter makes plain that the original intention of its founders was to provide special encouragement for agriculture and the mechanic arts. It is equally clear, however, from the language of the Morrill Act that there was never the intention of fostering a narrowly vocational conception of education. . . . In the early days of the institution's existence as an "Industrial University," its principal avowed aim was the preparation of students in agriculture and engineering. . . . As a second phase of development, we can recognize the gradual extension of the field of professional preparation to include training for a vast assembly of the most diverse occupations. . . . A third phase of development has consisted in the

¹ "University of Illinois Future Programs," *University of Illinois Bulletin*, Vol. 43, No. 12, p. 5-7 (1945).

construction and expansion of a system of educational service rendered directly to the citizens of the State. . . . The University should now recognize that its student body consists potentially of the entire adult population of the State. An equally important though occasionally less direct form of public service is to be seen in the benefits accruing both to the State of Illinois and to the nation as a whole from the distinguished and still expanding programs of research conducted in the University. . . . The University has as its first large responsibility the education of its undergraduate and graduate students; but it is becoming increasingly evident that it can justify the outlay made by its larger constituency only by the extent to which it is prepared to diagnose and satisfy the immediate and long-term educational needs of the State *as a whole*. . . . We may say then that the University is entering upon a stage of development in which the dominant emphasis can and should be upon energetic and planned educational initiative in the service of the needs of society as a whole. The University has long outgrown the time when it could afford to restrict its attention merely to those young people who were under its supervision. If it is to play a full part in the future, it must be prepared to assume vigorous leadership in the extension of educational opportunities.

The emphasis in the above statement of aims is on the broadest kind of educational service to the citizens of the state. The University will continue to work in this spirit. Rapidly changing conditions, however, are so increasing the importance of higher education, the kinds of education needed, and the number of students that the needs cannot be met efficiently and with high standards by simple expansion of the University in all of the directions which may seem desirable to individual groups. The functions of the University must be more explicitly defined than in 1945. The University's role in relation to that of other present and developing centers of education must be more carefully considered.

Changes in Conditions Affecting Higher Education Since 1945

There have indeed been changes in "social, economic, and educational conditions" since the 1944-45 report was written. Five noteworthy examples will be described briefly.

The first change is the greatly increased dependence of the state and national welfare on science and technology and the consequent shortage of trained persons at all levels in nearly every field of science and technology. The period since 1945 has seen developments and applications in all of the sciences which have profoundly affected the material conditions of human life, including new and efficient means of agricultural and industrial production, communication, transportation, control and cure of disease. Scientists, doctors, engineers, and technicians are needed in much greater numbers than our institutions of higher education can now supply them. These conditions strongly affect the responsibilities of the University.

A second important change is the new demand by the state, the nation, and, indeed, by a troubled world on the social sciences and humanities. Some of the most striking advances in science and its application are at the same time the hope and the despair of mankind. For their great benefits to be realized in peace, extremely difficult social, economic, and political problems, national and international, must be solved. Progress requires the intensive development of wise leadership, backed by sound learning and research in many fields. It requires also a wide general understanding among citizens of the nature and uses of science and of the nature and aspirations of human beings. Education and the advancement of knowledge and understanding are the roots of progress toward the solution of the complex and difficult problems that face mankind.

A third change is the increasing realization within the state of the role that Illinois must play in the nation and the world. Since 1945 it has become steadily clearer that the United States must actively maintain a position of world leadership or resign itself to second place in world influence and power. Illinois in turn has resources and geographic advantages matched by very few other states with which to contribute to the nation's strength and influence. The state's human and material resources are described in the report of the Illinois Higher Education Commission.² For example, in 1950 Illinois was fourth among the states in population with one-seventeenth of the nation's people. In 1955 it ranked third in total personal income and seventh in per capita income; fourth both in value of manufactured goods (1954) and in agricultural receipts with one-twelfth and one-seventeenth, respectively, as its share of total national production. However, the ratio of total per capita state and local taxes to per capita income is less than the national average.

Thus Illinois has the resources to play an increasing role in the economic and cultural life of the nation and the world. Its natural advantages, combined with modern air and seaway transportation, have given Illinois and its principal city, Chicago, the opportunity to become a national and world center, economic and cultural, with an influence limited only by the imagination, energy, and wisdom of its people. But to realize its proper role Illinois must educate its youth soundly in many fields and at all levels and it must make certain that the advancement of knowledge is continuously encouraged.

A fourth very marked social change affecting education is the steadily increasing birth rate, which promises that the college age population in the

² *Illinois Looks to the Future in Higher Education*, p. 63. (Report of the Higher Education Commission to the Governor and Legislature of the State of Illinois, 1957.)

state of Illinois will double in the next two decades. Moreover, we should note the conclusion of the Illinois Higher Education Commission that "any estimated increase of the demand for higher education which projects merely on the basis of population changes alone will understate the increased demand for higher education." The Commission has prepared comprehensive estimates of college age population and college enrollments,³ which include the following figures:

ILLINOIS POPULATION 18-24 YEARS OF AGE			FULL-TIME DAY ENROLLMENT		
<i>Year</i>	<i>Number</i>	<i>Rel. No.</i> <i>(1955=100)</i>	<i>Number</i>	<i>Rel. No.</i> <i>(1955=100)</i>	<i>Ratio of</i> <i>Enroll. to</i> <i>Pop. (18-24)</i>
1955	790,000	100	97,000	100	.12
1960	848,000	107	113,000	116	.13
1965	1,060,000	134	133,000	137	.13
1970	1,308,000	166	177,000	182	.135
1975	1,489,000	189	212,000	219	.14

As the authors point out, all estimates of this sort are uncertain. Unforeseen events can lead to a demand substantially higher or substantially lower than that projected here. These figures are far from speculative, however, referring as they do mainly to persons already born and progressing in our educational system. The fact that more precise forecasts are difficult or impossible to achieve need be of no great concern, since sound social planning would in any event require that plans be adaptable promptly to the needs that actually develop. It would be irresponsible for the state not to begin at once to plan for educational facilities which can take care of enrollments of the size projected, namely, double the present enrollment by 1970 or 1975.

Rising costs of education are the fifth major change affecting the program of the University. The total and individual costs of education will continue to rise in the period ahead. The President's Committee on Education Beyond the High School⁴ concludes that "if the needs for major increases in faculty salaries and for new facilities are to be met, it does appear reasonably certain that the requirements of higher education, based on the current value of the dollar, will at least have doubled by 1970." The Committee estimates that by 1970 the national cost of higher education will have risen to \$6 billion and that this cost will be near 1.0 per cent of the Gross National Product, compared to 0.7 per cent at present.

³ *Ibid.*, Chap. IV. See also the report to the Commission by P. P. Klassen.

⁴ *Second Report to the President*, July (1957), p. 84.

The Illinois Higher Education Commission in its report examines in considerable detail the future economic development of the state and its implications for higher education.⁵ Its "analysis leads to one conclusion: Illinois' economy should continue to grow at the same rate as that of the nation."

Illinois must provide opportunity for higher education to all who have the ability and serious intent to learn, and it may reasonably be assumed that the state will have the resources required. Yet the financial cost will be so great that the state's total program of higher education must be planned with great efficiency so as to achieve its ends at the least cost consistent with high quality. Efficiency demands that the role and function of each publicly supported institution be well defined and differentiated. Each institution must be strongly encouraged to do full justice to its chief or unique responsibilities, and to devote resources to those responsibilities which it shares with other institutions only to the extent justified by the total needs of the state.

**Trends of Educational Planning in Illinois
Recommendations of Illinois Higher Education Commission**

The 1957 report of the Commission contains a thorough survey of present institutions of higher education in Illinois.⁶ It analyzes present enrollments and unused capacities, projects enrollments, and considers certain costs of expansion. It makes three definite recommendations as to steps that should be taken to increase educational opportunities for the young people of the state:

1. Extend locally controlled public junior colleges eventually to cover the state.
2. Establish a program of state scholarships to enable superior Illinois students, deterred by financial considerations, to attend qualified institutions of their choice, public or private, within the state.
3. Acquire a site and construct suitable quarters to permit the present two-year program of the Chicago Undergraduate Division to be moved from Navy Pier.

Junior Colleges. The functions of the junior colleges are to provide two-year terminal programs of a vocational nature, preparation for transfer to a four-year institution, and general and adult education of the kinds wanted in the community.

The Commission's detailed study of enrollment and of potential financial resources of all communities in the state leads to the conclusion that with state support of \$200 per student there are twenty-one to twenty-four specific

⁵ *Op. cit.*, p. 11 and Chap. IV.

⁶ *Op. cit.*, Chap. VI.

locations where junior colleges might be established, in addition to the present nineteen, public and private. The Commission recommends that Illinois plan now to accommodate, within twenty years, 25,000 to 30,000 full-time day students in junior colleges in addition to those now enrolled, with at least 10,000 of the additional enrollment in junior colleges outside of Chicago. The present full-time day enrollment is approximately 10,000. Illinois would then have in 1975 approximately forty junior colleges with an enrollment of 35,000 to 40,000 students.

State Scholarships. The General Assembly accepted the recommendations on state scholarships in 1957. It enacted legislation to establish the program and appropriated \$600,000 to initiate at least 1,000 scholarships for 1958-59, which will pay the tuition of superior Illinois students who are deterred by financial considerations from attending college, at Illinois institutions of their choice, public or private. One purpose of the program is to encourage enrollment in the private institutions. Scholars are selected by examination.

Chicago Undergraduate Division. The Commission expressed the opinion that the need did not exist at that time (1956) for the development of four-year degree-granting programs at the Chicago Undergraduate Division. The Board of Trustees of the University has agreed that the need for expansion of the present program should be fully established and that resources should be provided by the General Assembly before expansion to four-year programs. A University committee has been appointed to study the educational questions related to the expansion.

Effect on the University. Our present concern with the above recommendations is their effect, if carried out, upon the role of the University and the size and structure of its student body in the period ahead. Their most pronounced effect will be further to disperse and increase the opportunities for freshman- and sophomore-level college work and to some extent for more advanced studies. This will lead to increased numbers transferring to the University for junior-senior and graduate enrollment in the basic fields of learning and in those professional and occupational kinds of education which the University is best equipped to provide. Demands on the University will focus more and more strongly on the advanced levels of instruction, continuing and enhancing the trend of recent years.

The state scholarship program will have the desirable effects of increasing interest in higher education and of enabling some superior students to go to college who could not otherwise do so. Though substantial as a scholarship program it will not have, on its present scale in numbers and stipend, a large relative effect on the enrollment in the University.

The Commission's recommendations fall short of meeting the problems raised by their projected estimates of enrollments. Their estimate of the total full-time day student capacity of all public and private higher educational institutions in the state in 1955 is about 119,000. The recommended junior college expansion, if it were to be carried out, would bring the total capacity to about 145,000 in 1975. The full-time day enrollment anticipated by the Commission for 1975, however, is 212,000 for all institutions combined; and even for 1970 it is 177,000. Moreover, the total capacity in our educational institutions must at any given time exceed considerably the total enrollment, since the needs and choices of students will never fit precisely the capacities of the diverse and scattered institutions. It is, therefore, apparent that even if the recommendations made by the Higher Education Commission are followed there is likely to be a deficit in 1975 of 60,000 to 80,000 places for students. To meet the needs of 1970 and beyond, this Committee judges it essential to have in full operation well before 1970 a four-year branch of the University in Chicago and to provide for substantial expansion at Urbana-Champaign and in other state-supported centers of higher education.

The trends of educational planning, such as that of the Illinois Higher Education Commission, are in the desirable direction of sharing responsibilities which can most readily be shared and of emphasizing in the University those which it can best fulfil. This Committee has been repeatedly concerned with questions raised by the growing necessity of dispersal and decentralization of higher education in the state. Will the community junior colleges be established at the needed rate and will they have the resources to develop good two-year programs? Will the other state colleges and universities be strengthened, where necessary, to provide first-class liberal education as well as appropriate kinds of occupational education? Will it become necessary or desirable to establish two-year or four-year branches of the University downstate as well as in Chicago? One cannot escape the fact that the actual demands upon the University at Urbana-Champaign will depend upon the answers to such questions. The Committee hopes and urges that state-wide planning and coordination lead to clear agreement with respect to the development of all institutions concerned.

The University cannot lose sight of its responsibility toward higher education in the state as a whole, but the Committee, in this report, is limited to expressing its views, based substantially on the thinking of the faculty, as to the main role of the University in the years ahead and the proper direction of and limitations upon the expansion of its student body.

Future Aims and Responsibilities of the University

We will assume that state-wide educational developments look toward wider sharing of undergraduate education among public and private institutions, especially at the freshman and sophomore level. On the other hand it may be assumed that for the next decade at least the University will continue to be the principal public institution with comprehensive programs at advanced levels in the fundamental fields of learning and in the professions. The spectrum of the University's activities will continue to be broad, but the chief functions on which its efforts should be focused as the state's educational system develops are the following:

1. Teaching, research, and scholarly and creative activity in the fundamental fields of learning.
2. Teaching and research in professional and occupational areas closely dependent on the fundamental fields of learning.
3. Liberal education of able young men and women who do not intend to become highly trained specialists and, to the extent possible, of students aiming toward specialized or professional training.
4. Vocational training in fields which are clearly of substantial and wide importance to the state and nation, especially those which require four-year programs including sound preparation in the fundamental fields of learning and which the University is uniquely or best fitted to provide.
5. Extension education and essential public services which require the kinds and level of expertness represented in the faculty of the University.

The characteristic feature in all of these functions is the emphasis and dependence on the fundamental branches of learning. It is this feature which will give the University unity and coherent purpose in the midst of diversity of function and of large numbers of students and faculty. The order in which the objectives are listed expresses the completeness with which the University must attempt to fulfil them. Thus teaching and the advancement of knowledge in the basic fields must underlie all of the University's essential work. For the next decade at least the University will have nearly unique responsibilities among the state-supported institutions in graduate teaching and research in the basic fields and in a number of professional and occupational fields. Liberal education, however, will be shared among many colleges, as will vocational and some professional training among a different group of colleges. The opportunities and needs for extension education and public service will be so numerous that the University will have to select those in which it can be most useful and effective and which are consistent with the major educational responsibilities of the University.

Fundamental Fields of Learning. The fundamental fields are mathematics, the biological and physical sciences, the humanities, the fine arts, and the social sciences. They are fundamental not only because they have long been studied for their own sake but also because they underlie most fields of applied knowledge. In science, for example, basic research is the source for every advance in applied science.

There are a number of reasons why the fundamental branches of learning should be given high priority in the University. The creative advancement and dissemination of knowledge in the basic fields is crucial to the scientific, economic, and cultural strength of the state and nation; a university provides the best environment for these purposes; the University is the only public institution in the state which is broadly equipped for advanced instruction and research in the fundamental fields. Further, strong faculties and programs in these fields are essential to sound education and research in the applied and professional areas. Finally, graduate instruction and research supply college and university teachers to carry on the dissemination and further advancement of knowledge. To provide an appropriate share of teachers in the next decade would alone tax the capacity of the Graduate College to the utmost.⁷

The times call for increased recognition in the University of the role and importance of the fundamental fields of knowledge. Illinois and the University have developed gradually from a primary concern with meeting pressing, immediate needs for vocational training to the point where the long-range needs of the state must become a primary consideration. It follows that the University must increase its strength in faculty and facilities in the fundamental fields and in their application to the professional fields. In a number of fundamental areas outstanding departments have been developed, but the University's strength is not as great in all areas as it should be in comparison with that of other American universities of similar resources and size. As the University grows in the fundamental fields, strong emphasis should continue to be placed on the need to build a faculty distinguished in research and teaching rather than on the need simply to increase the staff in proportion to over-all enrollment.

It is easy to understand the need and value of training and research for immediately practical use. Such fields have received major attention in the University's growth in curricular offerings, staff, and buildings during the

⁷ The President's Committee on Higher Education in its Second Report (1957) estimates that in the nation between 15,000 and 22,500 new college and university teachers will be needed annually in the next twelve years. The graduate schools are currently awarding 9,000 doctoral degrees annually, but no more than 5,000 of the recipients go into teaching.

past decades. It is therefore all the more important to make clear to the people of the state the long-range importance to them of education and research in the fundamental fields and the unique responsibility of the University in developing these fields.

Professional, Occupational, and Vocational Education. Items 2 and 4 in the list of University responsibilities above have to do with preparation for specific kinds of life work. For our purposes it is not necessary to draw sharp boundaries between professions, occupations, and vocations. At Illinois, as the Hudelson Committee put it, "Professional preparation has been extended to include training for a vast assembly of the most diverse occupations." The College of Agriculture, including the Department of Home Economics, offers in the 1957 catalog nine different bachelor's degrees with thirty-four options for specialization, most of them in rather specific occupations. The College of Commerce and Business Administration offers thirty-three options leading to ten bachelor's degrees. To prepare to be an engineer, a student enrolls in one of twelve departments which together offer twenty-eight options for specialization. Liberal Arts offerings include fourteen distinct bachelor's degrees in curricula preparatory to the teaching of particular subjects in the high schools. These are only a fraction of the total number of possibilities of occupational specialization at Illinois.

The increase over the years in numbers of curricula reflects the increasing degree of specialization in industry, the health professions, education, and other fields in which people work. Few graduates, however, find their life work in precisely the field in which they specialized in the University. Furthermore, the kinds of special technical knowledge needed in most occupations change markedly within a generation. Graduates who have been in professional positions requiring a high degree of judgment and adaptability to new problems usually look upon college studies in the basic knowledge underlying the profession as more useful than the specialized courses in the techniques of the profession.

For these reasons the University's professional and occupational curricula should be closely connected with the arts and sciences from which the applied fields stem. Some of the research carried on in a professional college may well be in a related basic field: research in the Colleges of Medicine or Agriculture may be fundamental biochemistry; of Law, history or government; of Engineering, physics; of Commerce, economics.

Thus it is the University's responsibility to provide professional education in those needed areas which by nature depend upon and in their programs stress the fundamental bases of the subject. By the same token, kinds of vocational training which do not depend strongly upon or need not be

taught in a way which relates them closely to the basic fields should be curtailed or established at centers such as the junior colleges in regions where there is need for such training. In such cases the University might well have limited programs of high quality with emphasis on the education of teachers. It should also assist in the establishment of programs in other centers. One example is the training of skilled technical aides to work under the supervision of highly trained engineers or scientists. They are needed in industry in the ratio of at least five per engineer. However, an institute in which large numbers of them are trained cannot be properly operated as an integral part of a college devoted primarily to the education of highly trained engineers.

II. THE GROWTH AND SIZE OF THE UNIVERSITY AT URBANA-CHAMPAIGN

The Committee is convinced that in order to focus on the future programs of the University it is necessary either to be informed, or to make assumptions, or to assert convictions, first, on the chief aims and responsibilities of the University and second, on the rate of growth and the structure of the student body in the years ahead. In the previous section a point of view on the major responsibilities of the University is developed. The aims of the University determine to an important extent the rate of growth and the distribution of its student body, which are the subjects of this section.

On these basic points the Committee has been greatly aided by the reports of the Illinois Commission of Higher Education, the South Campus Site Committee, and by opinions from the faculty in response to our letter of inquiry.

The Committee believes and assumes that the responsibilities which will fall uniquely or most completely on the University of Illinois in the next decade will be advanced teaching and research in the fundamental branches of learning and in professional and occupational fields which depend closely upon these branches. The important tasks of liberal education, of vocational education, of extension education and public service will be widely shared among institutions.

The University's Bureau of Institutional Research has arrived at an estimate, for 1969, of 33,500 students at Urbana-Champaign and 20,000 in a four-year branch in Chicago. These numbers are based primarily on population studies without consideration of possible changes in emphasis among the functions of the University at Urbana-Champaign. The South Campus Site Committee, asked to study the need and implications of a major expan-

sion of the campus to the south, has recommended such an expansion and has discussed in detail the relative merits of two alternative plans: (1) a southward movement by colleges or logical divisions thereof and (2) a development which would concentrate freshmen and sophomores south of Florida Avenue. It has assumed a growing enrollment which would reach 33,500 in 1969, divided among classes in about the same proportions as at present. In particular it has assumed that there would be 14,600 freshmen and sophomores in the University in 1969.

A markedly different picture emerges with respect to the structure of the student body and rate of growth of the University at Urbana-Champaign if one develops the consequences of the views of this Committee: (1) that continued improvement and expansion of education and research at advanced levels are vitally important to the state, (2) that for the next decade the University is the only public institution in the state which can assume major responsibility for such developments, and (3) that kinds and levels of higher education which can readily be shared should be distributed among appropriate institutions.

In the fall of 1957-58 the distribution among freshmen-sophomore, junior-senior, and graduate students was approximately 7500:7600 (including law and veterinary medicine):3500 (full or part-time) or in the ratio of about 2:2:1. Nearly equal numbers of the two undergraduate groups reflect the fact that although half of the entering freshmen drop out before reaching junior status large numbers of students enter at advanced levels to specialize in the widely diversified fields of learning offered by the University. It must be assumed that new fields of specialization will be needed and developed and that the numbers of students seeking advanced education will continue to increase. The University's most unique and urgent responsibility is to prepare to accommodate them under conditions which will stimulate and retain their interest in developing their talents. A four-year branch at Chicago can share the teaching of juniors and seniors, as can other public and private colleges in the state. The growing numbers of freshmen and sophomores, on the other hand, can be more widely distributed, many of them in the proposed expanded system of junior colleges.

For these reasons it is proposed that at Urbana-Champaign the distribution among the three levels of students should in the next ten years approach a ratio of 2:3:2 instead of the present 2:2:1. Since some professional programs require more than four years and since advanced undergraduate courses are taken by many graduate students, it would be better to say that the ratio of freshman-sophomore to all more advanced enrollment should approach 2 to 5, instead of the present 2 to 3. Then if, as predicted by

the Bureau of Institutional Research, the number at the advanced levels increases to approximately 19,000 by 1969, the appropriate number of freshmen and sophomores at that time would be 7,500 and the total enrollment about 26,500. This kind of control of growth implies, in 1969, an enrollment of freshmen and sophomores about the same as the present number and hence the need for counseling and admission procedures which will select freshmen who appear to have the ability to thrive intellectually under the conditions of a large university with high standards. In the nearer future the freshman-sophomore enrollment could be allowed to rise above the present figure, and then be reduced to restore the proposed balance as the capacities increase in other institutions, such as the junior colleges.

It is not intended to propose that at this time an ultimate limit be set on enrollment at Urbana-Champaign. The illustrative number of 26,500 students in 1969 is one which would probably accommodate all of the qualified advanced students who may be expected to enroll at that time plus numbers of freshmen and sophomores to give a reasonable balance in an institution with the responsibilities characteristic of a major university.

In justification of the proposed distribution of students and rate of growth the advantages and difficulties of a large university at the different levels of instruction will be discussed briefly. Most of the points will reflect comments of the faculty.

The principal advantage of a large, well-supported university is that it can embrace the diverse fields of learning with relative completeness and excellence. First-class library, laboratory, and other facilities for advanced study and research can be justified economically if the enrollment is sufficient to utilize them fully. Extensive opportunities for research and scholarly work, with healthy cross-fertilization among related fields, can attract an outstanding staff and student body. Students and faculty can enjoy a wide range of cultural activities.

Such advantages can be realized with relative economy by an increasing number of students as a university grows. Eventually, however, they are offset by the physical and psychological disadvantages of sheer size. The point at which this happens depends on the rate of growth and can be deferred by skillful planning and assurance of resources to carry out plans. In the absence of long-range plans, rapid growth beyond an optimum size leads first to crowded conditions, then to duplication of facilities, often to separation of parts of educational units. The campus becomes inconveniently extended, operations that must be centralized become ponderous and rigid, and traffic and parking problems become intolerable. Boomtown conditions on and off the campus that accompany too rapid growth make it difficult

to attract the first-class faculty and students who are sought by many universities.

There is, nevertheless, a widespread feeling of obligation in the faculty that at and above the level where students begin to concentrate in a field of learning or profession the University must make every effort to accommodate all who are able, well-prepared, and serious in their intent to learn. The number of fields of specialization is large. If each has adequate facilities, a faculty that covers reasonably well the branches of the field, and a healthy but manageable enrollment of advanced students, the total number of such students in the University can become very large without massive enrollments occurring in any one area. Variations in demand among fields will cause pressures here and there. In general, however, the University should seek the resources to provide education at the advanced levels for all well-qualified students who apply. Enrollment of students in any area should be limited only by the capacity of facilities and faculty. In some professional fields the capacity may have to be limited to numbers that are deemed to be the state's fair share of education in those fields.

At the freshman-sophomore level the situation is different. Common elements in educational programs lead to large enrollments in relatively few courses — for example, in English, mathematics, biology, chemistry, economics, psychology, and certain languages. In each of these fundamental fields of learning the University should have a distinguished faculty which should not be divided into a group which teaches only advanced courses and one which teaches only freshmen. As far as practicable all members of a department should be concerned with both basic and advanced instruction, for the benefit of the students and the morale of the staff. With unrestricted enrollments of underclassmen, however, the numbers of sections in introductory courses in a department mount by the score and the number of staff needed to teach them becomes much greater than the number needed for the advanced courses and the direction of graduate students. Graduate teaching assistants are usually added to teach the sections. The much maligned assistants often do a superior job, especially if the numbers required are small enough to allow careful selection and if they can work in close association with experienced teachers — a few to each teacher. It is a question of proper balance between numbers of senior and junior faculty. Even at present some departments are seriously out of balance, with too large a fraction of sections taken by assistants. The balance will shift in the right direction if over the next decade the enrollment of advanced students increases more rapidly than the numbers of freshmen and sopho-

mores and if the necessary additional senior faculty participates in both elementary and advanced instruction.

Restriction of freshman-sophomore enrollments should be done by increasingly selective admission in order to limit the range of abilities of students in the large introductory courses. A faculty which is expected to devote a major effort to advanced instruction and research can not also be expected to devote the special attention to large numbers of weak, ill-prepared, or uninterested students which is necessary to enable them to get much from courses of university standard. On the other hand, a large university holds special and stimulating advantages for the able and well-motivated freshman who can himself assume a good deal of responsibility for learning.

A proposal to restrict the numbers of freshmen and sophomores in the University must assume that many new junior colleges or other educational institutions will be established or expanded. The University must be prepared to stimulate and assist the development of the junior colleges and to advise in the articulation of their curricula with those of the University for those students who plan to transfer for advanced work. The kind of effort needed is illustrated by the current work of the English Department with the high schools in connection with the plan to drop remedial English for entering freshmen and the recent efforts of the Mathematics Department and College of Engineering in helping the high schools to prepare students for new entrance requirements in engineering. This service, however, will have to be placed on a continuing basis with appropriate organization and staff. Advanced placement examinations for students transferring from the junior colleges may be necessary since it will be no service to students to allow them to transfer to the University without sufficient preparation. Coordination of high school curricula with those of the University for students who plan to enter as freshmen should also be considerably extended and improved. This could be done through the same organization which advises the junior colleges.

The Committee is aware of the many problems raised in adapting the structure and size of the student body at Urbana-Champaign to the major educational responsibilities of the University as it sees them. Most important is that the proposal depends upon the establishment of a number of junior colleges of good quality and possibly upon setting up downstate branches of the University. Within the University some of the major problems raised by the proposal are:

1. The development of higher standards of selective admission of fresh-

men and transfer students, and improved procedures for counseling students who are interested in attending the University.

2. The allocation among colleges of freshmen and sophomores and the ratio of Illinois to out-of-state students.

3. The subsidy of graduate students as their numbers increase relative to the numbers of assistantships in freshman-sophomore instruction.

The Committee believes that over the long term these problems can gradually be solved. At all events it is convinced that with unrestricted growth at all levels and in all kinds of educational programs which are individually desirable the University will fall far short of its capabilities in meeting its major responsibilities and the vital needs of the state for the best possible education and research at the more advanced levels. Further, it believes that the responsibility which can best be shared with other centers is education appropriate to the first two years beyond the high school.

To summarize the above discussion and proposals the Committee makes five recommendations concerning the size and growth of the University at Urbana-Champaign:

1. At the junior-senior and graduate levels in the fundamental fields of learning and in professional and occupational fields closely dependent upon the basic fields the University should endeavor to secure first-class faculty and facilities to accommodate all able and well-prepared students who apply. In certain professional fields facilities may limit enrollment to numbers deemed to be the state's fair share of education in those fields.

2. At the freshman and sophomore levels the University should accelerate efforts to develop counseling and admissions procedures which will select students who have the ability and maturity to succeed in a large university with high standards. As the need to limit enrollment develops, tested procedures can be applied to maintain an appropriate balance between the tasks of teaching large (but limited) numbers in the relatively few basic introductory courses and of teaching large numbers of more advanced students widely distributed among the diversified fields of specialization.

3. The physical expansion of the University should be planned to accommodate 25,000 to 30,000 students at Urbana-Champaign by 1969, distributed between freshman-sophomore and more advanced students approximately in the ratio of 2 to 5. This recommendation leaves open the question of expansion beyond 1969 but campus planning should permit further increase of enrollment in case it should turn out to be necessary or desirable.

The most urgent needs are improved facilities and increased capacities for advanced study. The teaching of freshmen and sophomores should be an integral part of the work of the large departments. All activities of each department should be kept as near together as practicable to preserve the important benefits to students and faculty that derive from reasonably close association. If possible each college should also preserve a physical unity for reasons well expressed by the South Campus Site Committee in presenting one of its alternative plans, i.e., expansion to the south by colleges.

4. The University should participate actively, in an advisory capacity but with suitable staff and organization, in the development and strengthening of the junior colleges, to the ends that all high school graduates who seek to continue their education will have the opportunity to do so and that junior college graduates who wish to transfer to the University will be able to prepare fully for more advanced study. Similar advisory service should be provided to the high schools in a more completely organized way than at present.

5. The University should press forward on the expansion of the Chicago Undergraduate Division into a four-year branch of the University. If continued study of the needs of higher education in Illinois and of the developments in the other public and private universities and colleges in the state show the necessity for additional two- or four-year branches of the University at centers other than Chicago, the University should be prepared to establish them. The aim is to assure that a sound program of higher education will be available to all properly qualified high school graduates.

III. GENERAL EDUCATION IN THE UNIVERSITY

The following statement deals with general education, for many years a subject of concern in the various colleges of the University. The subject is brought forward at this time because an *ad hoc* University Committee on General Education, in its report of December 18, 1957, proposed that the University Council take steps to resolve the question of the desirability of a University-wide policy on general education. The following statement was addressed, therefore, to the University Council, via the Provost, on February 27, 1958:

In September, 1957, the Provost appointed a University Committee to consider problems in general education. The Committee recently submitted its report and recommended that the issue of a University-wide program of general education be referred to the University Council. This report was

also sent to the University Study Committee on Future Programs, as falling within the range of its deliberations. Sections I and IV of this report have been carefully considered by this Committee.

The Committee on Future Programs is indebted to the General Education Committee for its accurate statement of existing University policy on general education. Present *University* policy does consist largely in leaving the matter of general education to *college* policy. But although this policy has some merit, the Committee on Future Programs after due deliberation has come to the conclusion that present University policy is unwise and should be altered.

The Committee on Future Programs has not debated the merits of general education — it has assumed them. It is mindful of the fact that a specialized course of a given number of hours, essential to a professional curriculum, can be superficially defended more easily and directly than a course of the same number of hours in general education. It is nevertheless convinced that a sound program of general education is essential to intelligent and useful citizenship and to the kind of personal life a University seeks to afford its students. Numerous reports and proposals attest to this as an ever present need, competing in importance today with the great research and professional needs in our society.

The issue which this Committee has considered is whether this University can wisely delegate its responsibility for the general education of its students to the special colleges. This Committee thinks that it cannot. It believes that this responsibility should rest *primarily* on the University, *secondarily* on the colleges. This Committee does not mean to criticize, openly or by implications, the substantial efforts of some colleges — even though faced with exacting requirements of professional competence — to provide a sound general education for their students. The Committee takes its stand on grounds that general education in principle should be a University requirement, for all graduates. A college should not have the power, or the temptation, to judge its professional goals as more important than the goals of humane life and the needs of enlightened citizenship.

In point of fact demands for specialized curricula have been constantly on the increase. This trend indicates man's increasing needs and his greatly increased specialized knowledge. A college, however, should not be subject to academic pressures solely from within, for more specialized curricula. It should also be subject to pressures which derive both from increasing knowledge in fields outside the college in question and from that vast part of man's cultural heritage which a university as a whole seeks to preserve and transmit. It is the business of a university to strike the right balance:

to stand for sound professional training on the one hand and civilized graduates on the other. The tension between college and university, far from being a destructive one, is the kind of tension on which the health of both parties directly rests.

Precisely what kind and how much general education this University should require is not easy to decide. The effect of specialized demands in our society has been to shrink the traditional four-year liberal arts requirement to something like one year's university work. If the University should require as little as thirty hours, this would add a year to some specialized curricula. This Committee does not regard this as necessarily undesirable. Increased requirements would put pressure on the high school student to satisfy more requirements prior to entering the University. But in any case the University should require more than rhetoric and physical education. Actual practice in the University is fortunately well ahead of University policy.

This Committee does not favor a system of rigid requirements in general education for this University. It is of the opinion that many students will derive maximum benefit from broad survey courses. At the same time, since surveying the whole range of human knowledge is completely impossible, many students will derive much greater benefit from specialized sequences outside the areas of their major work. A system of basic and distribution requirements allows for flexibility of this kind. It embodies the principle, to which this Committee subscribes, that sound general education consists in the acquisition of (1) basic literacy and (2) some insight into the ways of thinking characteristic of developed fields of knowledge outside the area of the major. Such a system, however, should have its flexibility tempered by well organized and logically coherent sequences of courses. As an *illustration* of what this Committee has in mind, the following is suggested:

Basic requirements:

1. Rhetoric, 6 hours
2. Mathematics, or logic, or foreign language, 6-8 hours

Distribution requirements:

1. Humanities (6-8 hours — two courses in sequence)
2. Social studies (6-8 hours — two courses in sequence)
3. Natural science (6-8 hours — two courses in sequence)

This Committee is of the opinion, however, that University policy on general education should not consist simply in a requirement. The University should *stand for* the well educated man as well as the thoroughly trained and professionally competent specialist. It should be fully aware of

the possibilities of intellectual development of its students outside the classroom as well as within, and should exercise vigorous leadership in stimulating this development. Progress in this direction presently suffers from (1) rarity of personal contact between undergraduate and any professor, (2) residences which are designed as mass facilities for eating, sleeping, and studying, not as centers of scholarly life, (3) lack of departmental lounges, language tables, and the like, (4) lack of effective recognition of honors students, (5) lack of a bookstore dealing in scholarly and antiquarian books. This is only a sample of deficiencies which have been pointed out to us.

For the reasons indicated, the University Study Committee on Future Programs recommends that the University Council (1) endorse the principle that the University should set up a system of requirements in general education for undergraduate students in all colleges and (2) request the Provost to appoint a University Committee to study concrete proposals for (a) a formal University requirement in general education, and (b) ways and means which would allow the University to take a more active part in developing the general education of its students.

EDITOR'S NOTE: At its meeting on June 5, 1958, the University Council suggested the creation of a University Committee on General Education. President Henry requested each of the three Senates to elect members of the Committee.

Résumé of Discussion on the First Report of the University Study Committee on Future Programs

THE CHIEF RESPONSIBILITIES AND AIMS OF THE UNIVERSITY IN THE NEXT DECADE

Professor Almy opened the discussion of Part I of the report by presenting the five major responsibilities of the University as the committee sees them.

1. Teaching, research, and scholarly and creative activity in fundamental fields of learning.
2. Teaching and research in professional and occupational areas closely dependent on the fundamental fields of learning.
3. Liberal education of those who do not intend to become highly trained specialists and, to the extent possible, of students aiming toward specialized or professional training.
4. Vocational training in fields which are clearly of substantial and wide importance to the state and nation, especially those which require four-year programs including sound preparation in the fundamental fields of learning and which the University is uniquely or best fitted to provide.
5. Extension education and essential public services which require the kinds and level of expertness represented in the faculty.

For purposes of discussion the definition of the fundamental fields as set forth in the report was accepted.

The fundamental fields are mathematics, the biological and physical sciences, the humanities, the fine arts and the social sciences. They are fundamental not only because they have long been studied for their own sake but also because they underlie most fields of applied knowledge. In science, for example, basic research is the source for every advance in applied science.

President Henry spoke on the historical nature of the state university. He paraphrased Lotus D. Coffman, former President of the University of Minnesota: "The state university should be concerned with any intellectual activity of benefit to mankind, without distinction as to whether fundamental or applied, without any other distinction." He pointed out that establishment of priorities among the five central objectives, while modifying the historical approach, would give direction to the programs to which the University is now committed and would provide a framework within which to consider new proposals.

There was consensus on the necessity of the University's pursuing points 1, 2, and 3 with vigor, and there were present those who felt that where choices had to be made they should be made at the expense of the "service" programs. There was no question of the desirability of providing "service," and the effectiveness of service programs in building support throughout the state was acknowledged.

President Henry mentioned that the tradition of the land-grant college is one of providing teaching, research, and services, and elimination of any one of these functions would be a departure from the established pattern.

Vice-President Ray asked if the Committee was not proposing a table of priorities rather than intending to proscribe certain of the five types of programs. He felt that a very strong case could be made for adopting a list of priorities.

Professor Cribbet pointed out that the focus of the problem lies in the question: "Should the state university be 'all things to all people'?" He stated that the Huddleson Report of 1945 had answered the question affirmatively. He felt that, under rapidly changing conditions, all of the educational needs cannot be met efficiently and with high standards by simply expanding the University in all directions in response to pressures brought by particular groups. The functions of the University need more explicit definition; a reasonable policy of operation must be formulated. Such a policy involves establishing a table of priorities so that application of the policy can be made in terms of dollars and cents in specific cases.

The University's obligation to provide professional education, in those areas where the fundamental basis of the subject is stressed, was generally recognized. There was considerable discussion of the University's responsibility in connection with the providing of technical training. In many instances technical training can be undertaken only in connection with professional education. Training in dental hygiene was cited as an example. There appeared to be a consensus that the University should not undertake programs involving strictly subprofessional training, but that it does have a

primary responsibility to supply leadership to other agencies which offer such training.

It was pointed out that adhering strictly to the criterion that teaching and research in the fundamental fields must underlie all of the University's essential programs would depart so far from present practice that University programs would have to be drastically revised, placing a strain on our present administrative arrangements. In view of both internal and external pressures, it is doubtful that the state university could operate realistically on such a strict criterion.

Is it possible to settle the fundamental issues of how and when and by what standards the University should plan its programs?

President Henry pointed out that in the past much of the consideration of new developments has been disjointed and sporadic. It now becomes necessary for the administration and the faculty to share planning responsibility, and there is need to outline a procedure for carrying this out. Such a procedure would lessen the internal strain. The Committee report is the result of an organized look at the total structure of the University and an attempt to make a coherent effort at educational planning which will match our physical planning.

It was pointed out that there exists a system of external pressures some of which might be, while others might not be, good for the future over-all service of the University to the people of Illinois. To counter adverse pressures we now need a system of positive counter pressures or a policy so clearly stating our function and objectives that the shadow of each future proposal is clearly outlined against it. Of the two counter measures the latter is preferable.

The President invited the attention of the participants to the traditional strength of the University, which was derived from the fact that, in the popular image, it has been both economically and culturally close to the hopes of the people. The land-grant college has stemmed from this concept. It might be a great mistake for the state university to diminish its direct relationships with the people of the state. The service programs of the University constitute one avenue for strengthening relations with the people, holding their personal interest.

The Afternoon Session

The afternoon session opened with rather full discussion of whether or not the University should devote its resources equally to the five objectives, or whether the situation is now such as to require the establishment of

priorities. There was considerable debate as to the relative importance of the function of extension education. The conference was prepared to recognize the idea that extension education is a major responsibility of the state university. It was stated that the University should carry on extension programs (1) which require the resources of the state university; (2) which it can do well; (3) which are in the public interest; and (4) which require an in-service setting as opposed to pre-service. The University should not attempt to undertake those extension education programs which can be carried on equally well by other schools or special agencies.

The question was raised as to whether or not it was the intent of the Committee to establish a set of priorities. It was answered that all five types of programs were deemed important but that point 1 would take precedence over the other four if resources were so limited as to preclude adequate financing for all. It was reported that the Committee viewed teaching and research as being so closely related that no distinction in priority should be made between them.

It was pointed out that, in considering the priorities suggested in the report, it must be recognized that uniform freedom of choice is not possible since the University receives money from various sources specifically earmarked and not available for general distribution.

The trend of the discussion was characterized by a participant as "heated agreement." The fact is that the time has come when we must make choices. The University can not do everything, and we are at a point where resources are such that the most central objectives must be selected. Are the five points in the report a "package deal," or is there an implicit order of priorities?

A member of the Committee, Professor Diggs, expressed the view that false emphasis had crept into the discussion of the specific five points, and that it was the Committee's intent that the items dependent upon fundamental research should take precedence over the items which do not rest on such research.

Professor Almy reiterated that the Committee's task was not to evaluate the relative importance to the state of the five educational objectives under discussion but rather to identify the role of the University in meeting these needs. The order in which they are listed corresponds to the degree of the University's responsibility in fulfilling them. In this sense they are held to be in order of priority for the University. The total task of meeting these five important objectives will be shared among all of the higher educational institutions of the state.

THE GROWTH AND SIZE OF THE UNIVERSITY AT URBANA-CHAMPAIGN

Professor Almy remarked that the University's Bureau of Institutional Research had estimated an enrollment for 1969 of 33,500 students at Urbana-Champaign and 20,000 at a four-year branch in Chicago.

Studies show that at present only 50 per cent of the entering freshman students reach the junior level. The heavy enrollment at the lower level makes it difficult in many departments to provide senior staff for the teaching of elementary courses. The present distribution of enrollment at the three levels — freshman-sophomore, junior-senior, and graduate — is in the ratio of 2:2:1.

The Committee believes that the University's unique and most urgent responsibility is to provide education for the advanced students. This belief is based on the assumption that the growing numbers of freshmen and sophomores can be widely distributed — many of them will be enrolled in junior colleges, whereas the University is the only Illinois public institution which for the next decade can assume major comprehensive responsibility for education at advanced levels. The Committee therefore recommends that the University seek, through the control of admissions, to establish a ratio approaching 2:3:2, or, to put it more generally, two freshmen and sophomores to five more advanced students. Accepting the Bureau's estimate, for 1969, of 19,000 students above the sophomore level, the appropriate number of freshmen-sophomores would be 7,500 — a total enrollment of 26,500.

Professor Cribbet pointed out that this recommendation of the Committee did not stem from a belief that there must be a fixed limit on the size of the University at Urbana-Champaign, but rather that since there must be control somewhere it can best be applied at the freshman-sophomore level.

There seemed to be general agreement among the participants that such a policy could be adopted only if other institutions in the state are prepared to accommodate all qualified students who wish to go beyond the high school.

The view of the local AAUP chapter that there should be a numerical limitation on growth — with the upper figure of 25,500 — was reported. The chapter's feeling is that, rather than expand beyond that number on the local campus, expansion should take place in Chicago and perhaps elsewhere in the state. The economic advantages to the commuting student were cited. It was pointed out that undue local expansion would put great strain on Urbana-Champaign resources. Fear was expressed that the plans of the building committee indicate great growth at the Urbana-Champaign campus.

The President observed that in his opinion the building committee's report

and this Committee's report were not out of step. Professor Parker, chairman of the building committee, said that his committee was trying to keep the building plans flexible as long as possible and that their plans were based on departmental estimates of needs up to 1969. Present planning is on the basis of 2:2:1 for 30,000 students (12,000 freshmen-sophomores and 18,000 juniors, seniors, and graduate students). Eleven per cent overcrowding would be necessary to accommodate the predicted 33,500.

The building committee estimates that on the basis of 2:3:2 distribution, the same facilities would accommodate 27,000 (7,000 freshmen-sophomores and 20,000 juniors, seniors, and graduate students), as it takes more space to accommodate the advanced students. It was recognized that physical planning must be based upon educational planning and that the building committee is a faculty committee aware of academic problems.

Within the next few months, the President said, the budget will go to the Board of Trustees and then to the Legislature. Many buildings are proposed in two stages, but the advanced planning for the next four years will be done in the light of the ten-year building program plans. In the course of the next four years, these building plans can still be adjusted to fit educational planning and revised estimates of future enrollments.

A question was raised concerning the development of the south campus site, and assurance was given by the President that only the area south of Florida Avenue and immediately adjacent to the present campus was under consideration at the present. The whole question is still open, since no decision has to be made soon.

It was stated that all institutions will be faced with tremendous enrollment increases according to the projections based on the past twenty years. It was pointed out that the Committee recommendation is based on the assumption that the junior colleges will be able to take care of the lower-level enrollment; but we must face the fact that new junior colleges create a demand for advanced training. Experience shows that an increased proportion of high school graduates go on to college if junior colleges are locally available.

Doubt was expressed as to the wisdom of the current practice of having so large a number of freshman-sophomore classes taught by graduate students. The question of the cost of subsidizing graduate students was raised. Professor Almy reported that no detailed cost studies have been made but that it was acknowledged that an increased number of fellowships would be needed if the new ratio were attained. The idea was also expressed that advanced graduate students could be used more effectively in advanced courses than is now the case. If teachers' salaries continue to rise, there will

be more students who are willing to borrow to prepare for these better paying jobs. It was also assumed that other kinds of support for graduate students will be developed.

The President commented that it has been generally assumed that the development of the four-year campus in Chicago will give uniform relief to the Urbana-Champaign campus. This, however, is an unproved premise; it may actually increase the load in certain areas of advanced and graduate work. The President also cautioned, in planning to attract the superior student, not to leave the impression that we aren't interested in the good average student. On this comment there was general consensus.

There was considerable discussion of the need for better high school-college relations. This led to consideration of admission standards. Three years of English is the only general requirement for admission to the University, but the various colleges have additional specific requirements. Question was raised as to the distinction between "accredited" and "recognized" as used in the University catalog. Dean Sanford explained that "accredited" is the term applied by the North Central Association and "recognized" is the one used by the State Department of Education. So far as meeting the University's entrance requirements is concerned, they are interchangeable.

A strong plea was made for the University to try to impress its philosophy on the secondary schools. It was regretted that the University has seemed to take the position that it must do the best it can with the type of students it gets. It was felt by many of the participants that it is incumbent upon the University now to give leadership to the secondary education of the state. Many present held the view that the University could well impose further entrance requirements in terms of specific subject prerequisites. This is done in a number of states — California was cited — and many feel that it would not be unreasonable to do the same here.

Dean Dodds stated that it is quite appropriate for the University to explore admission requirements with the high schools, although he was of the opinion that the academic sequences suggested in the conference are not too different from the records presented by many of the better entering students. It was explained that high school visitation and regulatory functions are more properly the role of the state than of the University and that for this reason the University has withdrawn from many such activities which it formerly carried on.

The President observed that the University can look to the regional agencies to do the accrediting job. This makes it possible for the University to proceed along guidance lines rather than on a policing basis.

The Committee urges the development of improved counseling and test-

ing procedures for the lower half of the high school graduates. Higher admission standards were advocated, by a participant, as a means of reducing casualties. The President indicated that it is not necessarily true that increases in admission requirements alone greatly improve retention.

Mr. Ray pointed out that much of what is implied in the raising of admission requirements can be accomplished through the counseling process. As we come to stand for a certain kind of education, the cooperation of the high schools will be more readily attained.

It was stated that the Committee admitted that limitation on out-of-state and foreign students might be necessary where facilities are especially limited and expensive (such as in medicine). This has already been done in such fields as architecture, dentistry, and medicine, and the report recognizes that kind of situation.

Many agreed that it would be impossible for the Chicago campus to grow to 20,000 students without developing a graduate school. It was pointed out that the faculty in a branch of that size will want the stimulus of creative research and high-level instruction.

Dean Wall stated that the single most important factor in graduate enrollment is the extent of subsidy available. He said that the University must take cognizance of the effect of the change in ratio of students and seek ways to fill the vacuum if fewer graduate students can find employment in the teaching of elementary courses. It is his belief that the distinguished members of the staff want the stimulus of working with graduate students on their research and that the graduate students contribute as much to the standing of the University as they receive. He believes that 80 per cent of the graduate students should be subsidized in whole or in part. The President commented on the financial implications of such a subsidy and indicated that it would be beyond normal expectation for the state to provide increased faculty salaries plus living expenses for 80 per cent of the graduate students.

The President observed that if the substance of the report reflects the consensus of the faculty, and if it is well stated and properly documented, it will be well accepted. He expressed the hope that in the resolutions and in the editorial comment every effort will be made not to be misunderstood. What is said must be in the total context. He then referred to growth as a normal function and expressed hope for a plan in balance.

Report of the President's Faculty Conference

[At the close of the President's Faculty Conference on the *First Report of the University Study Committee on Future Programs*, agreement was indicated on the following points. It should not be assumed, however, that every participant necessarily subscribed to every detail of every statement.]

1. The President's Faculty Conference as exemplified by today's meeting is useful and should be repeated.

2. There is a need for continued planning and coordination of higher education on a state-wide basis.

3. The University should exercise strong leadership in the direction of state-wide planning of higher education in Illinois. To facilitate such planning it should undertake extensive studies and where appropriate invite other institutions and agencies to participate.

4. The Conference supports the view that the University should be concerned with all appropriate forms of intellectual activity. In a period of increasing demands, it will be necessary to establish more stringent priorities for future programs.

5. The Conference approves the "Future Aims and Responsibilities of the University" as set forth in the First Report of the University Study Committee on Future Programs (pages 25-28). The Conference feels, however, that the following paragraph of the report (page 25) should be amended to include the italicized sentence.

The characteristic feature of all of these functions is the emphasis and dependence on the fundamental branches of learning. It is this feature which will give the University unity and coherent purpose in the midst of diversity of function and of large numbers of students and faculty. *All of these objectives are important.*

The order in which they are listed expresses the completeness with which the University must attempt to fulfil them. . . .

Because of the difficulties of definition, the Conference recommends the closest cooperation between the Educational Policy Committees of the three University Senates and the administration in the development of specific criteria to be applied with respect to new programs.

6. The Conference believes that the University has an important obligation to render service on a broad scale to the people of the state. It is believed, however, that services undertaken should be closely related to teaching and research programs.

7. The University should continue to exercise positive leadership, through appropriate channels, in encouraging the development of high school curricula and standards designed to improve student preparation for college work.

8. The University should participate actively, in an advisory capacity but with suitable staff and organization, in the development and strengthening of the junior colleges, to the ends that all high school graduates who seek to continue their education will have the opportunity to do so and that junior college graduates who wish to transfer to the University will be able to prepare fully for more advanced study.

9. Counseling and admission procedures should be further developed to encourage those students to enroll who have the ability, maturity, and preparation to succeed in university work.

10. At the junior-senior and graduate levels in the fundamental fields of learning, and in professional, vocational, and occupational fields closely dependent upon the basic fields, the University should endeavor to accommodate all able and well prepared students who apply.

11. The future growth of the University at Urbana-Champaign should be planned to provide a distribution between freshmen-sophomores and more advanced students approximately in the ratio of 2 to 5.¹ This recommendation leaves open the expansion beyond 1969. The recommendation assumes commensurate growth on the part of other educational institutions in Illinois.

12. The University should press forward towards the expansion of the Chicago Undergraduate Division into a degree-granting division of the University. If continued study of the needs of higher education in Illinois and

¹On the basis of current estimates of future enrollment of junior, senior, and graduate students, such a distribution would result in a total enrollment at Urbana-Champaign of between 25,000 and 30,000 by 1969.

of the developments in the other public and private universities and colleges in the state show the necessity for additional divisions of the University at centers other than Chicago, the University should be prepared to establish them. The aim is to assure that a sound program of higher education will be available to all properly qualified high school graduates.

13. The Conference recognizes that fellowship and scholarship grants, and appointments as graduate assistants, are necessary for a large part of the graduate student body. It is from the graduate students that future faculty members must be recruited. These students contribute greatly to the success of University instructional and research programs. For these reasons the Conference emphasizes the importance of increased funds to provide for fellowships, scholarships, and assistantships for the increased number of graduate students expected.

Participants

PRESIDENT'S FACULTY CONFERENCE, JUNE 9, 1958

Code:

FP Study Committee on Future Programs
SC Steering Committee
CR Committee on Resolutions

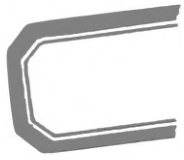
Campus:

UC Urbana-Champaign Campus
CPC Chicago Professional Colleges
CUD Chicago Undergraduate Division
AU All-University

H. K. Allen (UC) — FP <i>Economics</i>	C. A. Brandly (UC) <i>Veterinary Medicine</i>
G. M. Almy (UC) — FP, SC, CR <i>Physics</i>	C. K. Brightbill (UC) <i>Recreation</i>
H. W. Bailey (CUD) <i>Mathematics</i>	A. G. Brodie (CPC) <i>Orthodontics</i>
N. M. Bedford (UC) <i>Accountancy</i>	E. L. Broghamer (UC) <i>Mechanical Engineering</i>
J. S. Begando (CPC) <i>Pharmacy</i>	R. B. Browne (UC) <i>Extension</i>
Thomas E. Benner (UC) <i>Education</i>	Emily C. Cardew (CPC) <i>Nursing</i>
L. E. Boley (UC) <i>Veterinary Medicine</i>	C. C. Caveny (CUD) <i>Executive Dean</i>

- John E. Cribbet (UC) — FP, SC
Law
- R. G. Cohn (UC)
Law
- A. Dwight Culler (UC) — FP, SC
English
- Royden Dangerfield (AU) — SC, CR
Associate Provost
- M. M. Day (UC)
Mathematics
- Milton Derber (UC)
Labor and Industrial Relations
- Donald E. Dickason (AU)
Nonacademic Personnel
- B. J. Diggs (CU) — FP
Philosophy
- B. L. Dodds (CU)
Education
- T. J. Dolan (CU)
Theoretical and Applied Mechanics
- R. B. Downs (AU)
Library
- W. J. Dunne (CUD)
Commerce
- Fred P. Ellison (UC)
Spanish
- H. O. Farber (AU)
Vice-President and Comptroller
- W. A. Ferguson (UC)
Mathematics
- F. H. Finch (UC)
Education
- R. W. Fleming (UC) — CR
Labor and Industrial Relations
- D. W. Gotshalk (UC)
Philosophy
- Norman A. Graebner (UC)
History
- Paul M. Green (UC)
Commerce
- Coleman R. Griffith (UC)
Education
- H. E. Gulley (UC)
Speech
- R. P. Hackett (CUD)
Commerce
- T. S. Hamilton (UC)
Agriculture
- H. W. Hannah (UC)
Agriculture
- David D. Henry (AU)
President
- L. B. Howard (UC)
Agriculture
- Laura J. Huelster (UC)
Physical Education
- Roy Huitema (CUD) — CR
Physical Sciences
- A. J. Janata (AU)
Secretary, Board of Trustees
- Valentine Jobst, III (UC)
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- E. C. Jordan (UC)
Electrical Engineering
- C. M. Kneier (UC)
Political Science
- C. A. Knudson (UC)
French
- C. A. Krakower (CPC) — FP, CR
Pathology
- Alan K. Laing (UC) — SC
Architecture
- Harold Lancour (UC)
Library
- L. H. Lanier (UC)
Psychology
- Mark H. Lepper (CPC)
Preventive Medicine
- R. F. Lesemann (AU)
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- S. E. Luria (UC)
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Humanities
- G. C. McVittie (UC)
Astronomy
- Carl R. Meloy (CUD)
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- Van Miller (UC)
Education
- N. M. Newmark (UC)
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- Milan V. Novak (CPC)
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- R. T. Odell (UC)
Agronomy
- N. A. Parker (UC)
Mechanical Engineering
- Theodore B. Peterson (UC)
Journalism
- S. H. Pierce (UC)
General Engineering
- E. F. Potthoff (UC)
Bureau of Institutional Research
- R. M. Price (CUD)
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- O. L. Railsback (CUD)
Physics
- J. Austin Ranney (UC)
Political Science
- Gordon N. Ray (AU)
Vice-President and Provost
- J. G. Replinger (UC)
Architecture
- Marcus Rhoades (UC)
Botany
- M. B. Russell (UC) — FP
Agronomy
- G. W. Salisbury (UC) — SC, CR
Dairy Science
- C. H. Sandage (UC)
Advertising
- C. W. Sanford (AU)
Admissions and Records
- H. M. Scott (UC)
Animal Science
- Frederick Seitz (UC)
Physics
- James R. Shipley (UC) — CR
Art
- C. P. Slichter (UC)
Physics
- J. R. Smiley (UC)
Liberal Arts and Sciences
- Janice M. Smith (UC)
Home Economics
- James N. Snyder (UC)
Physics
- S. C. Staley (UC)
Physical Education
- G. Y. Steiner (UC)
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- Marietta Stevenson (UC)
Social Work
- H. S. Stillwell (UC)
Aeronautical Engineering
- Russell Sullivan (UC)
Law
- R. M. Sutton (UC)
History
- Earl R. Swanson (UC)
Agricultural Economics
- F. W. Trezise (CUD)
Engineering
- Fred H. Turner (UC)
Dean of Students
- F. T. Wall (AU)
Graduate College
- Karl R. Wallace (UC)
Speech
- D. A. Wallace (CPC)
Medicine
- G. L. Webster (CPC)
Pharmacy
- L. B. Wetmore (UC)
City and Regional Planning
- P. E. Yankwich (UC)
Chemistry
- Raymond J. Young (UC)
Education



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