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A STUDY OF HIGHER EDUCATION POSSIBILITIES FOR THE ADIRONDACK LAKES REGION, NEW YORK.

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SEVERAL PROPOSALS FOR COMMUNITY COLLEGES ARE DISCUSSED. FACTORS ARE PRESENTED WHICH RULE OUT A LOCAL COMMUNITY COLLEGE FOR THE ADIRONDACK LAKES REGION AND THE ESTABLISHMENT OF A BRANCH OF THE CANTON AGRICULTURAL-TECHNICAL COLLEGE IN THE LAKES AREA. CONSIDERATION SHOULD BE GIVEN, THOUGH, TO THE ESTABLISHMENT OF A COMMUNITY COLLEGE IN OR NEAR SARANAC LAKE TO SERVE ALL OF ESSEX AND FRANKLIN COUNTIES IN NEW YORK. THE TWO COUNTIES SHOULD BE COMBINED TO CONSTITUTE THE LOCAL SPONSOR. THESE TWO COUNTIES COMBINED WILL HAVE A PROJECTED HIGH SCHOOL GRADUATING CLASS OF 1,131 IN 1970, AND A GOOD COMMUNITY COLLEGE WOULD UNDOUBTEDLY ATTRACT HALF OR MORE OF THESE GRADUATES, THUS MEETING THE ENROLLMENT OF 500 FULL-TIME STUDENTS IN 4 YEARS. A POSSIBLE IMMEDIATE (AND PARTIAL) SOLUTION TO POST-SECONDARY EDUCATIONAL NEEDS IN THE HIGH PEAKS AREA WOULD BE THE ESTABLISHMENT OF A HIGHER EDUCATION CENTER. A MAJOR CRITICISM OF THE CENTER IDEA IS THAT THERE IS NO PRECEDENT FOR SUCH A MECHANISM WITHIN THE OPERATING FRAMEWORK OF THE STATE UNIVERSITY OF NEW YORK. (HS)

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Chapter I

BACKGROUND FOR THE STUDY

In 1964, in their Master Plan, the Trustees of the State University of New York noted the absence of a community college or technical program in the Tupper and Saranac Lake and Lake Placid region.[1] Observing that the area was too sparsely populated to support a community college, the Trustees recommended that the Agricultural and Technical College at Canton establish a branch in Saranac Lake which would "offer technical programs only, including nursing." The report cites the availability of liberal arts programs at "a nearby private institution" (Paul Smiths College), and assumes the willingness of the local community to provide the necessary classroom and office space for the establishment of an Ag-Tech branch.

According to the 1964 Master Plan of the State University, the Ag-Tech Colleges are organized to meet state-wide needs rather than purely local needs. The Trustees plan to place programs of state-wide interest and demand in colleges of this kind rather than in the community colleges. The Plan emphasizes that the latter should focus on programs for the local area.[2]

The State University plans an enrollment growth of from 92.3 thousand in 1964 to 159.9 thousand in 1970--a 72 percent increase. The Ag-Tech enrollment for the same period is expected to grow

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[1] The Master Plan, Revised 1964, State University of New York, p. 17 and p. 28.

[2] Ibid., p. 16.

from 7.8 thousand to 12.1 thousand--a gain of 55 percent. It should be particularly noted that the public community college enrollment for the State is estimated to rise in the same period from 32.0 thousand to 65.9 thousand, a growth of 106 percent.

The Regents State-Wide Plan, 1964, published in April 1965,[3] quotes the above recommendation for the Tupper-Saranac-Placid region with the indication that the recommendation should be held in abeyance for further study and discussion. Such a study was launched in early September, 1965, by the Trustees of the State University under the direction of the Executive Dean of the Two-Year Colleges of SUNY.

For the immediate direction of the project, the Executive Dean contracted for the consultant services of Professor Norman C. Harris of The University of Michigan and Professor John H. Russel of the University of Toledo. Their field work consisted of two trips to the High Peaks Area, September 23-25 and October 14-16, 1965. On the first trip they were accompanied by the Executive Dean of the Two-Year Colleges of the State University.

On these two trips the consultants met with some fifty or more interested citizens of the three communities of Tupper Lake, Saranac Lake, and Lake Placid. The first session was held in Saranac Lake with Mr. William Meyer, chairman of the Saranac Lake Citizens College Committee, presiding. Participants in this first session included representatives of the public and parochial

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[3] The Regents Statewide Plan for the Expansion and Development of Higher Education, 1964, p. 31.

schools and Paul Smiths College; of the various health research units in the area; of the business interests; of the press; and of the local government. Subsequently, on this first visit, the consultants participated in a Lake Placid citizens' meeting and radio program. On this occasion the "platform" was shared with representatives of the schools, of business, and of the local government of the Lake Placid Community.

On the second trip to the North Country the consultants took part in a major conference in Tupper Lake with representatives of business, industry, government, and the schools of that community; and met again in Saranac Lake with a group from the entire "high peaks" area. This last session included representatives of all five of the public and parochial high schools, of the press, and of the business and health research interests of the community. Several of the persons who had taken part in the September meetings were again participants in the October sessions.

The consultants, in addition to making notes at these conferences, developed questionnaires for the response of various business interests, for the response of parents of ninth graders in the five "high peaks" high schools, and for the response of the high school seniors in the same five high schools. The results of these questionnaire studies are reported in subsequent chapters.

While selection or recommendation of a site for a possible college was not within the direct charge to the consultants, they nevertheless examined and discussed several possibilities. These

included the property now owned by the American Management Association, the Raybrooke Sanitarium, the Saranac Lake Town Hall, and the Saranac Lake General Hospital. It was established further that the Saranac Lake High School might be made available for late afternoon and evening classes and that the Will Rogers Research Hospital might have classroom and laboratory space available during the academic year, September to June. All of the sites which were viewed are located in or near Saranac Lake. It was the consensus of citizens' groups that no possible facility existed in either the area of Tupper Lake or the area of Lake Placid.

The Region

The three communities of Tupper Lake, Saranac Lake, and Lake Placid are located in the southern and northwestern parts of Franklin and Essex Counties respectively. These two counties reported a 1960 population of 44,742 and 35,300 respectively; the three villages showed on the 1960 census, populations as follows: Tupper Lake, 5,200; Saranac Lake, 6,421, Lake Placid, 2,998.

The economy of the three villages and surrounding area is closely related to the natural resources and climate of this section of the State. In addition to the usual service occupations, employment is found in agriculture, forest and wood industries, health care and research, and summer and winter recreation and tourism. Most local citizens agree, and recent economic and regional planning studies state that, the region has a stagnant economy.

Five high schools are located in this High Peaks area: one

public high school in each village and two Roman Catholic schools, Holy Ghost Academy in Tupper Lake, and St. Pius X in Saranac Lake.

Paul Smiths College, located 12 miles north of the town of Saranac Lake, is the only two-year college operation in the two counties of Franklin and Essex. Paul Smiths students are preponderantly enrolled in programs in both terminal and pre-professional forestry, and in terminal and pre-professional hotel management. Of the 927 total students enrolled in the fall of 1965, only 84 freshmen and 71 sophomores were registered in a liberal arts curriculum. More than half of the Paul Smiths students come from New York State, with between 50 and 60 from the immediate area of the College and from the three towns of Tupper Lake, Saranac Lake, and Lake Placid. Tuition at Paul Smiths College is $350.00 a semester.[4]

Outside the two counties are the Agricultural-Technical College at Canton (SUNY) and St. Lawrence University at Canton--85 miles from Saranac Lake, Clarkson College of Technology and Potsdam State College (SUNY) both at Potsdam and about 85 miles from Saranac Lake; Plattsburgh State College (SUNY)--50 miles from Saranac Lake; and Baker Dey College in Ogdensburg, about 100 miles from Saranac Lake.

The opening fall enrollments[5] of these colleges for 1964 were as follows:

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[4]Based on conversations with Dean Twombley, October 15, 1965.

[5]Opening Fall Enrollments, 1964, U.S. Office of Education, Washington, D. C.

Ag-Tech College, Canton	886
St. Lawrence University	1,716
Clarkson College of Technology . .	1,976
State College at Potsdam	2,341
State College at Plattsburgh . . .	2,811
Mater Dei College	137

In the recent study, Education for Work, A Summary Report on the Need, Scope, and Operation of Vocational Education in Clinton, Essex, and Franklin Counties, N. Y., conducted by Stone McLaughlin Associates in 1964, the details of the Essex County Labor Force were shown as follows:

Type	Men	Women
Agriculture, Forestry and Fisheries . . .	637	49
Appliance Maintenance and Repair	190	0
Clerical and Sales Workers	725	1,039
Food Preparation and Service	118	263
Machining Occupations	1,999	0

Comparable data for Franklin County are as follows:

Type	Men	Women
Agriculture, Forestry, and Fisheries . . .	1,582	69
Appliance Maintenance and Repair	254	0
Clerical and Sales Workers	1,030	1,481
Food Preparation and Service	141	306
Machining Occupations	3,464	0

A December, 1963, Altamont-Tupper Lake, New York Region

report[6] indicates that unemployment was well above the 10 percent figure which had obtained in Franklin County since 1950. This report indicates the woodworking industry as then operated would probably show no expansion during the next decade. Summount, then a Veterans Hospital and now operated by the State as a School for Mentally Retarded Children, was described as a basic industry in Tupper Lake which should be maintained at all costs, else the economy of that village would suffer a disastrous set-back.

The same study indicated a decrease (3.2 percent) in retail trade in the late fifties in contrast with both a Franklin County increase (5.3 percent) and a State increase (14.8 percent). Tourism, reported as a major factor in retail trade support, was suggested as one economic activity which might be somewhat readily expanded.

A December, 1964 study of the Lake Placid-North Elba area gave the following description of the labor force in Lake Placid:

> About 13 percent of the employed labor force in Lake Placid in 1960 was made up of professional, technical and kindred workers. Service workers, including those engaged in household activities, accounted for another 24 percent. The balance of the labor force was comprised mainly of managers, officials, and proprietors; clerical workers; craftsmen and foremen. Less than 6 percent of the employed labor force in Lake Placid in 1960 was classified by the 1960 U.S. Census as laborers.

The major emphasis of the Lake Placid-North Elba report is on tourism and winter recreation as major economic factors in the

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[6] Comprehensive Master Plan in the Altamont-Tupper Lake, New York Region, Dept. of Commerce, State of New York, Albany, 1963.

[7] Comprehensive Master Plan in the Lake Placid-North Elba Region, Dept. of Commerce, State of New York, Albany, 1964.

life of the Lake Placid community.

Data comparable to those for the Tupper Lake and Lake Placid areas were not available for Saranac Lake at the time of the survey. A comparable study is reported to be ready for release in January, 1966.

The consultants made arrangements with the Chambers of Commerce of the three villages to administer the business and industry questionnaire; and with school officials to administer the high school senior and the parents of ninth graders questionnaires; and to forward all questionnaires to Ann Arbor and Toledo. The cooperation of these agencies was essential to the conduct of the study and the consultants wish to express appreciation for this considerable local effort.

Chapter 2

SECONDARY SCHOOL ENROLLMENT DATA AND PROJECTIONS

In March 1964 the State Department of Education developed projections of the number of high school graduates in New York for a 15-year period. The Department's projections for the five northern New York counties appear in Table 2-1.

Table 2-1

PROJECTED NUMBER OF GRADUATES
FOR SELECTED NORTHERN NEW YORK COUNTIES
1964-1980

County	1964	1965	1970	1974	1975	1980
Clinton	831	914	1174	1654	1955	2484
Essex	429	473	446	478	477	479
Franklin	615	674	685	774	815	[illegible]
Hamilton	63	73	58	58	58	[illegible]
St. Lawrence	1517	1717	1734	2122	2237	197[illegible]

Projections for Essex and Franklin counties should be particularly noted. The net increase for Essex, from 1964 to 198[illegible] slightly exceeds 10 percent. The estimated gain for Franklin county, however, for the same period, is about 25 percent. Between 1965 and 1970 an actual decrease for Essex County is projected and an increase of only 11 graduates is anticipated for Franklin County.

The five high schools in the high peaks area provided the following information on the number of graduates for the last five years and on their estimated number of graduates for the

next five years.

Table 2-2

NUMBER OF GRADUATES (1961-65) AND ESTIMATED NUMBER OF GRADUATES (1966-70) FOR FIVE HIGH PEAKS HIGH SCHOOLS

	Number of Graduates					Estimated number of graduates				
High School	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
Saranac Lake Central	96	75	64	99	80	102	105	110	120	120
Lake Placid Central	--	--	51	52	65	59	65	63	63	78
Tupper Lake High Sch.	56	54	54	84	65	80	90	100	100	108
Holy Ghost Academy	17	16	10	20	18	28	22	25	25	23
St. Pius X High Sch.	--	37	21	53	55	60	66	67	66	59
Total	--	--	200	308	283	329	348	365	374	388

In the last few years the number of graduates from the five high peaks high schools has risen steadily. The increase is apparent not only for the total but for each one of the schools. In actual fact, the total number grew about 40 percent in the 2-year period from 1963 to 1965. An anticipated growth of 105 graduates, (from 283 to 388, or 37 percent) is expected between 1965 and 1970. (This expectation should be contrasted with the State Department's county-wide projections in Table 2-1.)

In the last two classes at Saranac Lake 30 and 19 individuals, in 1964 and 1965 respectively, were reported as entering the Armed Services, going to work, or getting married immediately after graduation. The balance of the two classes was reported in some type of post-secondary educational program. For the same

two years, 14 and 19 respectively were enrolled in nearby colleges--identified as the Canton Ag-Tech School, Plattsburgh State College, Potsdam State College, Clarkson, Paul Smiths, and St. Lawrence.[1]

Lake Placid indicated 17 and 21 graduates in 1964 and 1965 respectively, as going into the Armed Services, work, or marriage. This high school reported four and five graduates for the two years respectively, as registered in the neighboring colleges.

Tupper Lake High School had 31 and 22 graduates for the past two years in the Armed Services, work, or marriage. This school showed 20 graduates for 1964 and 11 for 1965 in the neighboring higher institutions.

Holy Ghost Academy reported five of its 1964 graduates at work with none reported in the Armed Services or married. For the 1965 class, Holy Ghost showed six graduates in the Armed Services, work, or marriage. This school reported none of its 1964 graduates in the neighboring colleges and only one of its 1965 graduates in a nearby college.

St. Pius X High School reported 15 and 17 of its graduates for 1964 and 1965 respectively in the Armed Services, work, or marriage. This high school reported 11 and 10 of the 1964 and 1965 graduates as registered in nearby higher institutions.

Any trend for high school graduates in going on to some type of post-secondary school or in going into the Armed Services, work, or marriage is not readily discernible. Actually, percentages of graduates going into the Armed Services, work, or

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[1]Data on post-high school activities of graduates were submitted by the high school principals.

marriage have declined slightly in the three public schools and have increased slightly in the two Catholic high schools. The highest percentage reported was, however, for a public school and that for the 1964 graduating class.

The five high peaks high schools also reported on the extent to which members of the last three graduating classes have gone on to some type of post-secondary education. Two types of post-secondary education were identified: programs terminating in the Bachelor's degree and programs of less than the Bachelor's degree. (See Table 2-3).

Consistently for the three-year period, 1963-1965, the percentage of graduates going into non-degree programs has exceeded the percentage of the graduates who entered the Bachelor's degree programs. The difference in the two percentages for each of the years, 1963 to 1965, has consistently become greater. Finally, by 1965, 40 percent of the graduates of the five schools are reported in the following autumn as being in some type of post-high school non-degree program; in contrast, only 23 percent are said to be in a college degree program.

For the two years of 1963 and 1964, Holy Ghost Academy reports half of each graduating class in some baccalaureate program. In sharp contrast, only 22 percent of the graduating class of 1965 is so reported. The highest percentage of graduates in degree programs for the last year, 1965, is reported by St. Pius X Academy.

Table 2-3

HIGH PEAKS AREA HIGH SCHOOL GRADUATES, BY NUMBER AND PERCENT, WHO CONTINUED THEIR STUDIES IN DEGREE AND NON-DEGREE PROGRAMS: 1963, 1964, 1965

SCHOOL	1963 High School Graduates in:				1964 High School Graduates in:				1965 High School Graduates in:			
	College degree programs		Non-degree programs		College degree programs		Non-degree programs		College degree programs		Non-degree programs	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Saranac Lake	22	34	25	39	29	29	40	40	23	29	38	48
Lake Placid	8	16	10	20	18	35	12	23	16	25	19	29
Tupper Lake	14	26	14	26	27	32	32	38	11	17	33	51
Holy Ghost Academy	5	50	2	20	10	50	5	25	4	22	8	44
St. Pius X	6	29	9	43	14	26	24	45	21	38	14	25
Total Graduates	55	28	60	30	98	32	113	37	65	23	112	40

SUMMARY AND CONCLUSIONS

With the percentage of high school graduates who continue in some type of degree program changing from 28 percent to 32 percent to 23 percent in 1963, 1964, 1965 respectively; and with the percentage of graduates continuing in some type of non-degree program increasing from 30 percent to 37 percent, to 40 percent for the same period; some reference to state-wide college-going figures is suggested.

In 1963 Essex County sent 21.7 percent of its high school graduates to a 4-year college and a total of 42.8 percent to all types of post-secondary educational programs. Franklin County for the same year also enrolled 21.7 percent of its high school graduates in 4-year colleges, and a total of 44.8 percent in all kinds of post-secondary programs. For all of the State of New York, 40.1 percent of the 1963 high school graduates continued their studies in a 4-year college and 58.2 percent in all types of post-secondary education.[2]

In the high peaks high schools the total percentage of 1963 high school graduates enrolled in a 4-year college is slightly higher--28 percent--than those reported by the State Department for both Essex and Franklin Counties--21.7 percent in both counties. In contrast, the percentage of those continuing in a 4-year college is appreciably below that which is reported for the State as a whole. The percentage in all post-secondary programs for the 1963 high peaks graduates--58 percent--is essentially

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[2]Special report submitted by Elvis L. Eckles, Associate Director, Office for Higher Education Planning, State Education Department, Albany, N.Y. Figures were available for only the 1963 graduating class.

the same--58.2 percent--for all the State of New York.

Conclusion. Total post-secondary educational continuation for the high peaks area for 1963 is just about the same as that of the State at large. The appreciable difference is that a much higher percentage of the 1963 New York State graduates (40.1 percent) continued in a 4-year college than did the high peaks graduates. State-wide, 11.9 percent of the 1963 graduates entered a 2-year college while only 10 percent of the high peaks graduates so enrolled. On the other hand, some 20 percent of the high peaks graduates entered some other type of non-degree program while only 6.1 percent of the 1963 graduates, state-wide, so enrolled.

Chapter 3

EDUCATIONAL AND CAREER PLANS OF PRESENT HIGH SCHOOL SENIORS

Introduction. Though the plans and aspirations of youth are subject to change, one important part of assessing the feasibility of a two-year college for a region is through an inquiry into the interests, aspirations, plans, and abilities of students nearing the end of their high school careers. It is highly important to ascertain the extent to which the proposed attendance area contains youth who can profit from and who would be interested in the kinds of educational programs which might be offered by a two-year college.

If it can be assumed that certain characteristics of high school seniors of the 1965-66 year are similar to those of the youth who will be following them in succeeding years, certain conclusions based on data obtained from present seniors can be used to make projections for the future.

The investigators were interested in such matters as the following:

1. What proportion of present seniors (number and percent of total) is planning on post-high school education?

2. Is money a determining factor--that is would others "go to college" if the family budget would permit?

3. Is distance a factor--that is would increased numbers attend a local college, if there were one available?

4. What kind of college opportunity is desired: (1) Public four-year college or university; (2) Private four-year college; state agricultural and technical college; a public two-year community college; a private two-year college; or other type school such as business college, nursing school, beauty school, or trade school?

5. What proportion of high school seniors is not planning on any kind of college and what are the reasons for ending formal education with high school graduation?

A questionnaire which elicited responses on these and some other matters was prepared and duplicated in sufficient copies for every high school senior in the study area.[1] All public and parochial high schools of the region[2] administered the instrument to their senior classes on or about October 25, 1965. The completed questionnaires were then mailed to the study consultants at The University of Michigan and the University of Toledo for coding, tabulation, and analysis. A total of 298 completed questionnaires were analyzed, a number which represents nearly 91 percent of the 1965-66 seniors enrolled in the five high schools of the area.

The results follow, divided into sections.

I. High school program of study.

Seniors were asked to indicate the kind of high school program in which they were enrolled--i.e., the purpose or "track" of their course of study. The responses are shown in Table 3-1.

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[1] See Appendix for copies of instruments used.

[2] Lake Placid High School, Saranac Lake High School, Tupper Lake High School, Holy Ghost High School, St. Pius X High School.

Table 3-1

PROGRAM OF STUDY OF CURRENTLY ENROLLED HIGH SCHOOL SENIORS.

Program or "Track"	Current Enrollment Pattern					
	Total Boys-141		Total Girls-157		Total All Seniors-298	
	Boys	Percent Total Boys	Girls	Percent Total Girls	Sum: Boys & Girls	Percent All Seniors
Commercial or business education	32	22	64	41	96	32
College or university preparatory	72	51	71	45	143	48
Shop or industrial arts	24	17	0	0	24	8
Homemaking or home economics	0	-	3	2	3	1
General studies program	14	10	18	12	32	11

Roughly four girls out of ten and two boys out of ten consider themselves to be in a business education program. Over half the boys and slightly less than half of the girls list themselves as "college prep." Less than two boys out of ten are in an industrial arts or shop program, and only three of the total of 157 girls consider their major study to be in home economics. Approximately one senior in ten (slightly higher for girls than for boys) is in a "general studies" program.

From these results it can be concluded that, except for business education, the high schools of the region are not giving specific job preparation to very many students. The 48 percent figure for "college prep" courses should be compared with the findings reported before in Table 2-3, where the high school offices reported the numbers of graduates who actually registered in College degree programs. In 1963, as reported in Table 2-3,

28 percent of the graduates went on to college in a degree program; in 1964, 32 percent; and in 1965, 23 percent. The mean of these three percentages is 27.7 percent.

However, 30 percent (1963), 37 percent (1964), and 40 percent (1965) of the graduating classes of those years continued their education in post-high school non-degree programs. If the pattern of the recent past can be relied upon to forecast the future it would appear that about three out of every ten high school graduates will begin a college degree program (called "transfer program" in the two-year college) and at least another three out of ten will begin some kind of post-high school non-degree program. It is worth noting that the above patterns were established without a local college opportunity. The presence of a local institution might well increase the total college-going tendency to 70 or 80 percent, depending on what kinds and levels of programs were offered.

II. Length of residence in area.

All seniors were asked to indicate the length of time their families had resided in the school district of their present residence. Knowledge of geographic mobility (or stability) is one factor to take into account in long term planning of the sort required when a two-year college is contemplated.

The results follow in Table 3-2.

Table 3-2

LENGTH OF RESIDENCE OF HIGH SCHOOL SENIORS
IN THEIR PRESENT HIGH SCHOOL DISTRICT
(290 students responding)

Length of Residence	Number of Seniors	Percent of Total
Less than one year	7	2.5
1 to 2 years	1	---
3 to 5 years	25	8.5
6 to 10 years	15	5
Over 10 years	242	81

A rather pronounced geographic stability is indicated by the results of this inquiry--far greater than for most communities. Eight out of ten seniors have resided in their present school district for more than ten years. Families, in other words, are not moving away in large numbers. By the same token new families are not moving into the area in large numbers.

III. Plans for first year after high school graduation.

Although the plans of high school seniors may in some cases have a shaky foundation, and are in all cases subject to change, it is important to know what young people are thinking about as they near their 18th birthday.

Seniors were asked: What do you plan to do on a full-time basis the first year after high school graduation? A check list was provided with provision for write-ins if desired. Boys were asked to check one item; girls could check one or two, since girls might become housewives and also engage in other

activities such as work outside the home or school attendance. The results are compiled in Table 3-3.

Table 3-3

PLANS OF HIGH SCHOOL SENIORS FOR THE FIRST YEAR AFTER HIGH SCHOOL GRADUATION
(292 students responding)

Planned Activity	Numbers and Percents Planning Each Activity					
	Total Boys - 141		Total Girls - 157		Total all Seniors - 298	
	Boys	Percent Total Boys	Girls	Percent Total Girls	Sum: Boys & Girls	Percent All Seniors
1. Work	19	13.5	37	24	56	19
2. Enter military service	19	13.5	1		20	7
3. Become a housewife			20	13		
4. Attend a 4-yr. college or university	58	41	58	37	116	39
5. Attend a 2-yr. college	25	17.5	27	17	52	17.5
6. Attend a business college	14	10	24	15	38	12.5
7. Attend a trade or voc. school	9	6.5	12	8	21	7
8. Attend a 3-yr. nursing school			9	6		

Two out of ten seniors expect to enter directly into the labor force upon graduation. Less than one in ten plans on military service. Nearly 40 percent now think they will enroll in a four-year college or university; only two in ten expect to attend a two-year college; only about one in ten a business college; and surprisingly, less than one in ten expects to attend a trade or vocational school. It is also surprising to note the very small percentage of girls who plan on attending nursing

school, in view of the demand for nurses (See Chapter 5) in the high peaks area.

Based on these "plans" it would appear that nearly 70 percent of the seniors of the region expect to attend a college of some kind during the first year after graduation. This result checks very closely with the reports from the high schools as shown in Table 2-3 on the graduating classes of 1963, 1964, and 1965. A local college with a comprehensive program of offerings might result in an even higher percentage.

IV. Desired Fields of Post-High School Study

Seniors were asked about the kinds of post-high school education and training they would desire. The specific question was stated as follows:

"If you plan on some additional training after high school graduation, what is the one field of greatest interest you want to study? (Write in)."

The written-in free responses to this question are summarized below in Table 3-4. Some grouping has been done to pull the many responses into a smaller number of categories.

Table 3-4

FIELDS OF GREATEST INTEREST FOR POST-HIGH SCHOOL STUDY

(264 seniors reporting)

General Field of Study	Number Selecting Field As The One of Greatest Interest
Business (office & management)	58
Teaching (all fields)	31
Liberal arts	20
Nursing	19
Cosmetology	18
Engineering	17
Science (all fields)	16
Mechanical trades	13
Physical therapy	9
Fine arts	10
Sociology & psychology	8
Mathematics	6
Building trades	5
Technician (engr. & indus.)	5
Technician (med., dental, X-ray)	5
Agric. & forestry	5
Medicine & dentistry	4
Law	3
Law enforcement	3
Airline hostess	3
Home economics	2
Architecture	1
Veterinary medicine	1
Journalism	1
Fashion design	1

To the extent that the interests thus identified are matched by aptitude and motivation, there would appear to be several occupational fields in which a 2-year college might enroll sufficient numbers of students to justify a quality program. It would appear that business education, nursing, and the mechanical and industrial trades might be viable programs. Some thought might also be given to cosmetology and to one or more paramedical

fields.

There is considerable interest in liberal arts and pre-professional studies, which might indicate that a lower division transfer program would be sufficiently well supported by enrollees from the attendance area.

Other fields appear to have such small numbers of interested students as to preclude successful programs.

V. Degree of certainty about going to college.

Seniors were asked to check a rating scale indicating how certain they were that they would attend a college or a university. The results are summarized in Table 3-5. Responses from boys and girls are grouped together, since no significant differences were noted in the raw data.

Table 3-5

DEGREE OF CERTAINTY OF COLLEGE ATTENDANCE
(298 seniors responding)

	Number of seniors checking	Percent of total seniors
1. Yes, definitely	148	49.5
2. Probably so	47	16
3. Probably not	8	2.5
4. No	65	22
5. Don't know	30	10

Nearly one half of current seniors feel that they definitely will attend college. Another 16 percent regard college attendance as "probable." The sum of the "definite" and "probable"

percentages compares very closely to the aggregate of items 4, 5, and 6 from Table 3-3. The range of from 50 percent to 66 percent, sum of "definite" and "probable" responses, should be compared with the history of college going by area high school graduates, as reported above. Again, the figure of about 70 percent emerges, as it has in the previous analyses of the same question.

VI. Where do college-bound students plan to enroll?

Students who answered the previous question with "Yes, definitely," or "Probably so," were asked to indicate their present intentions as to where (in what type of college) they plan to enroll. Results follow in Table 3-6.

Table 3-6

TYPE OF COLLEGE IN WHICH SENIORS PLAN TO ENROLL

(195 "college-bound" seniors reporting)

Type of College or University	Number Seniors Checking	Percent of College-bound Seniors
1. State supported 4-yr. college or university.	72	37
2. Private 4-yr. college or university	56	29
3. State Ag-Tech. College	26	13
4. State public community college	34	17
5. Private 2-yr. college	7	4

It would appear that most "college-bound" seniors are thinking of attending a 4-year college or university, public or private. Only about one-third of these "college bound" seniors

"see" themselves as attending a 2-year college (Ag-Tech., public community college, or private 2-year college). This low rating given to the 2-year college may be merely a reflection of the fact that the high peaks area has had no past experience with the comprehensive community college idea. A private 2-year college is not far away but its program is rather limited in scope, while the nearest Ag-Tech college is too far for commuting and does not offer liberal arts or transfer programs.

To the extent that such "plans" can be trusted, an Ag-Tech branch in the region would probably attract very few students, since it could offer little if any college parallel or "transfer" work. Perhaps only 50 students might attend as freshmen, and a total of possibly 75-90 might be in attendance after two or three years.

A public community college might draw 80 to 100 freshmen, and perhaps eventually 150 full-time equivalent students if it offered a comprehensive (occupational and college parallel) program.

VII. Parental interest in college attendance.

One indicator of the probability of college attendance by high school seniors is the extent to which parents support the idea of college attendance. Seniors were asked to respond to a check list expressing a sliding scale of parental interest. The results are summarized in Table 3-7.

Table 3-7

PARENTAL ATTITUDES TOWARD COLLEGE ATTENDANCE

(294 seniors reporting)

Students' Perceptions of Parental Attitude	Number of Seniors Checking Item	Percent of Total Seniors
1. Insist or expect you to go	120	41
2. Want you to go if you want to	159	54
3. Don't care one way or other	7	2.4
4. Don't want you to go	5	1.7
5. Won't allow you to go	1	
6. Don't know what they think	2	

It appears that the parents of four out of ten seniors either will insist on or expect college attendance from their sons and daughters nearing high school graduation. Another large group of parents favors college attendance provided the youngster himself wants to go. It is emphasized that these "parental attitudes" are not necessarily those of the parents themselves, but are the students' perceptions of their parents' attitudes. In a sense the youngsters' perception of parental attitude may be more important than the true attitude, since it is through the perception that the younstar is motivated or discouraged.

Here again, a "college attendance factor" of above 60-70 percent would seem to be indicated.

VIII. Plans of seniors not expecting to go to college.

Since "going to college" has connotations (to most youngsters at least) of ivy-covered halls, with liberal arts and pre-professional studies leading to a baccalaurate degree, it is advisable to ask those seniors who are not "planning on college" what their future plans are. Consequently, those seniors who said they were "not" or were "probably not" going to college, were asked to give some indication of interest in other post-high school training programs. Table 3-8 presents the results.

Table 3-8

TYPES OF TRAINING OR EDUCATION OF INTEREST TO NON-COLLEGE BOUND YOUTH

(72 students responding)

Type of Post-High School Education or Training	Number Students Indicating Interest	Percent of Non-College Bound Students
1. Apprenticeship training to learn trade	15	21
2. Company on-the-job training	17	24
3. Correspondence study	0	
4. Adult night school	2	
5. Military service school	13	18
6. None of the above	25	35

Nearly half of the "non-college bound" respondents seem to have little interest in any kind of post-high school training for jobs. The relatively small degree of interest in apprenticeship training and company on-the-job training may be due to the

fact that there are few opportunities for these kinds of training in the high peaks area. If a 2-year college or Ag-Tech branch were established in the region, some attention should be given to providing training at a "less-than-college-level" for high school graduates (and drop-outs) whose aspirations now seem to be at a rather low ebb.

SUMMARY

1. Based on several different approaches to the question of post-high school education (including the record of the graduating classes for 1963, 1964, and 1965) it appears that 60 to 70 percent of the high school graduates of the high peaks region expect to (perhaps <u>will</u>) enroll as first year students in some kind of college. This percentage will indicate an average of from 215 to 250 first time "college" enrollees in all kinds of colleges over the next five graduating classes (see Table 2-2).

2. The proportion of "college bound" seniors interested in attending an Ag-Tech college is quite small--only 13 percent, by their own statement of preference. This figure would indicate an enrollment of not more than 30-50 freshmen per year. However, a <u>local</u> branch might change some students' minds on this matter, and actual total (2-year) enrollment in such a branch might reach 90 or more within a few years. (For parents' opinions see Chapter 4).

3. Slightly larger numbers of "college bound" seniors indicated an interest in a community college than in an Ag-Tech

college. Seventeen percent indicated that they planned to enroll in this kind of institution. This percentage would predict a freshman (first-time) enrollment of about 62 students annually over the next five years. Again, the existence of a local college would probably increase this figure materially. A comprehensive community college with occupational and college parallel programs might well have 150 or more full-time equivalent students within a few years of its establishment.

4. Most "college bound" students "plan" to enroll in a four-year, degree granting college or university. Sixty-six percent of all those "planning" on college said this was their intention. The extent to which the presence of a local two-year college would change this picture is entirely a matter of conjecture, and would depend on the educational programs offered, the competence of the faculty, the tuition charged, and perhaps most important of all on the extent to which a "college atmosphere" could be developed.

Chapter 4

ATTITUDES OF PARENTS OF NINTH GRADERS WITH REGARD TO POST-HIGH SCHOOL EDUCATION

Introduction. A civic undertaking which explores the feasibility of establishing a 2-year college is an important step. Reaching a decision is a responsibility of no small magnitude. There are few indeed who would denigrate the value of post-high school educational opportunity; but many factors need to be explored, including parental attitudes on such questions as:

1. What educational and career expectations do parents hold for their children?
2. To what extent do parents plan to provide money for their children's post-high school education and training?
3. How certain are parents that their children would attend a 2-year college if one were established in the community?

These and other related matters were explored with parents of ninth-graders within the Adirondack Peaks study area[1]. A questionnaire (see Appendix) was devised to solicit fact and opinion from parents of ninth grade students in the public and parochial schools of the Lake Placid, Saranac Lake, and Tupper Lake region. A copy of the questionnaire was sent to

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[1] Parents of ninth-graders were chosen rather than parents of high school seniors or juniors, because of the "lead time" required to establish a college. Furthermore, plans of present seniors and juniors may already be crystallized.

each parent in a sealed envelope delivered by the ninth grade child. The returned questionnaires were collected by the high schools and mailed to the study consultants at the University of Michigan and the University of Toledo.

Questionnaires were received from 333 parents representing almost 82 percent of the families in the study area with ninth grade students, as of October 15, 1965. The returned questionnaires were coded, tabulated, and analyzed by the consultants.

The results follow, divided into sections.

I. Further Education Planned by Parents for Current Ninth Graders. Parents were asked to indicate their present thinking with respect to the continuing education of their ninth grade children. An attempt was made to get parents to think realistically by phrasing the question as follows: "In view of your child's scholarship record so far in school, how much further education do you plan for him (her) to complete?"

Responses are compiled in Table 4-1.

Table 4-1

PARENTS' PLANS FOR POST-HIGH SCHOOL EDUCATION OF CURRENT NINTH GRADERS
(333 parents responding)

Kind and Level of Expected Educational Attainment	Parents of Boys	Percent of Boys' Parents (174 total)	Parents of Girls	Percent of Girls' Parents (159 total)	Total Parents Checking	Percent of Total Parents
1. High school, with "college prep" major, but no college.	5	3	9	6	14	4
2. High school with a vocational emphasis.	19	11	14	9	33	10
3. Two-yr. college, if one were available locally.	47	27	41	26	88	26
4. Four-yr. college or university.	65	37	65	41	130	39
5. Undecided	51	29	42	26	93	28

Percent of Total Parents column sum is greater than 100 percent since some parents checked more than one item.

It appears that about 65 percent of parents of ninth graders now expect their ninth grade child to "go to college". Strangely enough the "boys' parents" percentage is not significantly higher than the "girls' parents" percentage. Apparently only about one set of parents in four would expect a 2-year college level of educational attainment (and stopping with two years), even if such a college were available locally. However over one-fourth of the parents are undecided about the eventual educational attainment of their children, and these "undecided" families would undoubtedly generate some 2-year college students. Also, many parents do not know much about 2-year colleges, and perhaps do not realize that semi-professional-technical courses

and lower division college parallel work are offered by 2-year colleges. On the basis of the 26 percent who would plan on sending their offspring to a 2-year college, and in view of the fact that current ninth graders are in the high school graduating class of 1969 (estimated to have 374 graduates--Table 2-2) a freshman class of 97 students for the fall of 1969 could reasonably be predicted for a 2-year college. This figure compares rather closely with the projectionssummarized from the high school senior questionnaire at the end of Chapter 3.

II. Parental Attitudes on the Question, "Who should go to college?" Table 4-2 presents data which show how parents of ninth graders in the high peaks area feel about this question.

Table 4-2

PARENTAL RESPONSES ON "WHO SHOULD GO TO COLLEGE"
(329 parents responding)

Statement On Who Should Go To College	Number of Parents Checking	Percent of Parents Responding
1. Those with superior academic ability only.	1	
2. Those with ability who have the financial means.	6	2
3. All those who have the ability to profit from either academic or occupational education, regardless of financial means.	199	61
4. All who wish to try.	123	37

There is certainly strong support here for the philosophy that higher education should be readily available at low cost

to all who can profit from it.

III. Degree of Parents' Certainty With Regard to the Future College Attendance of Ninth Grade Child. Parents were asked the following question: "How certain are you that your ninth grade child will attend college?"

Their answers are tabulated below.

Table 4-3

DEGREE OF PARENTAL CERTAINTY ON FUTURE COLLEGE ATTENDANCE
(324 parents responding)

Statement On Degree of Certainty	Number of Parents Checking	Percent of Parents Responding
1. Definitely plan on his (her) attending.	137	42
2. Will probably attend.	72	22
3. Uncertain	85	26
4. Will probably not attend.	30	10

The sum of items 1 and 2 again falls within the 60-70 percent bracket--a result which corroborates previous findings. It would appear that a figure of 70 percent of high school graduates attending some kind of post-high school institution could easily be defended, for the high peaks area. If a local college were available, this percentage would quite probably be reached.

IV. Extent of Parental Interest in the Semi-Professional and Technical Occupations. Since one of the major functions of a 2-year college (almost the sole function of an Ag.-Tech. college in New York) is

education and training for semi-professional and technical occupations in industry, business, health, agricultural and public service fields, it was felt that the extent of parental interest in this kind of education should be determined. Consequently, parents were asked the following question: "Are you interested in your child's preparing for entry into semi-professional, technical, or business occupations? (Usually requires two years of college-level education and training)."

Responses were as follows (315 parents responding):

Yes---211; 67 percent No---104; 33 percent.[2]

This question was followed by asking parents which fields of semi-professional and technical education would be in accord with their present thinking about their ninth grade child's future education. Responses are tabulated in Table 4-4.

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[2]Being "interested in" the semi-professional occupations does not imply an exclusion of other levels of the occupational spectrum. See the next question on the extent of "interest" in the professional occupations.

Table 4-4

SEMI-PROFESSIONAL, TECHNICAL FIELDS OF INTEREST TO PARENTS, WITH RESPECT TO FUTURE EDUCATION OF NINTH GRADE CHILDREN
(413 parental responses to all items)

	Number of Parents Interested In the Item	Percent of Parents Responding To the Item
1. Accounting	27	6.5
2. Architectural drafting	11	2.7
3. Banking or other finance	12	2.7
4, Chemical technology	6	1.4
5. Civil technology	5	1+
6. Conservation	25	6
7. Dental tech., dental office assisting, dental hygiene	13	2.7
8. Drafting	4	1-
9. Electronic data processing	8	2-
10. Electronics technology	18	4.3
11. Home economics	16	3.9
12. Engineering lab technology	14	3.3
13. Medical technology	9	2+
14. Medical records librarian	10	2.4
15. Mechanical technology	14	5.8
16. Music	7	1.7
17. Nursing (R.N. and L.P.N.)	43	10.4
18. Radio-TV technology	14	3.3
19. Refrig., air-conditioning, heating,& ventilating tech.	6	1.4
20. Retail selling	2	
21. Salesmanship	6	1.4
22. Secretarial	50	12
23. Surveying	5	1+
24. Wood technology	7	1.7
25. X-ray technology	10	2.4
26. Undecided	41	10
27. Write-ins		
Agriculture technology	1	
Airline hostess	2	
Beautician	6	1.4
Law enforcement	2	
Mortician	3	
Musician	2	
Physical therapy	3	
Radio-TV broadcasting	1	

Naturally, a wide spread of occupations is indicated. There is enough clustering however to indicate serious consideration of 2-year programs in the following fields; secretarial and other office; accounting, business management, and finance; engineering and industrial technologies; nursing; several paramedical fields; conservation; and a cluster of trade and craft occupations.

V. Extent of Parental Interest in Future Professional Careers for Their Ninth Grade Children. In order to clarify further the possible role(s) of a two-year college in the area, parents were asked the following question: "Are you interested in your child's preparing for a professional career? (Ordinarily requires graduation from a four-year college, and frequently requires an advanced professional degree. Good scholarship, represented by a "B" or better average in high school college prep courses, is the normal expectation for students with this goal").

The replies were divided as follows (311 parents responding): Yes---182; 58 percent. No---129; 42 percent.

As a follow-up, parents were asked to write in the professional field which is in accord with their present thinking. The results are compiled below in Table 4-5.

Table 4-5

PROFESSIONAL CAREERS IDENTIFIED BY PARENTS AS DESIRED FUTURE GOALS FOR THEIR NINTH GRADE CHILDREN (179 parents responding)

Professional Career	Number of Parents Writing It In	Percent of Parents Responding
Teaching	36	20
Nursing	29	16
Engineering	14	8
Medicine	6	3
Dentistry	5	3
Forestry	5	3
Scientist	5	3
Business Administration	4	2+
Conservation official	4	2+
Social worker	3	2-
Veterinary medicine	3	2-
Mathematician	2	1+
Artist	2	1+
Interior decoration	2	1+
Dietitian	1	
Home economist	1	
Military officer	1	
Journalist	1	
Undecided	55	31

Nearly sixty percent of parents of ninth graders are "interested" in having their children prepare for the recognized professions. Such a figure is unrealistic, of course, but it indicates the desire which parents will have for college parallel programs if a 2-year college is established in the area.

VI. Family Fiscal Planning For Educational Purposes.

One measure of the realism with which parents approach the problem of post-high school education for their

children is the extent to which they are actually doing something about fiscal planning. Parents were asked to respond to the following: "If you are interested in your child's receiving post-high school education and training, check the item(s) which describe(s) the current status of your planning to finance his (her) college education and training."

One or more items could be checked. Answers are summarized below, in Table 4-6.

Table 4-6

PARENTS' PLANS FOR FINANCING FUTURE POST-HIGH SCHOOL EDUCATION OF NINTH GRADE CHILDREN
(333 parents responding)

Plan in Effect	Number of Parents Checking Each Item	Percent of Parents Checking Each Item
1. No plan at present.	88	26
2. Am leaving it up to child.	34	10
3. Have a definite educational savings program.	46	14
4. Will help child work way through.	122	37
5. Expect child to get scholarship.	43	13
6. Expect training by government or armed forces.	9	3-
7. Expect a public-supported two-year college.	22	7-
8. Will use a federal or state loan.	84	25

The percent column does not total 100 since parents could check more than one item.

The sum of items 1 and 2 indicates that over one-third of the parents are not facing up to the fiscal problem of college attendance for their child.

VII. Extent And Nature of Parental Interest in a Local 2-Year College for Their Children. As a final inquiry, parents were asked to make a definite statement with regard to the probable future attendance of their present ninth grade child at a local 2-year college. They were also asked to distinguish between 2-year (terminal) occupational curriculums, and a 2-year college parallel (transfer) curriculum. The question was worded as follows: "Assuming that a 2-year college (or branch) is established in this region in time for your present ninth grade child to attend, and further assuming that the tuition charges would not exceed $200 to $400 per year, please check one of the following."

The responses are tabulated in Table 4-7.

Table 4-7

EXTENT AND NATURE OF PARENTAL COMMITMENT TO A 2-YEAR COLLEGE
(301 parents responding)

Statement of Parents' Definite Plans	No. of Parents Checking Each	Percent of Parents Responding
1. I definitely would plan to send my child to the local 2-year college for one of the occupational programs identified in Section IV, above.	128	43
2. I definitely would plan to send my child to the local 2-year college for a college parallel program so he (she) could then transfer to a university or four-year college.	87	29
3. I plan to send my child directly to a four-year college.	43	14
4. My child will probably not go beyond high school	43	14

It is difficult to interpret the striking difference between the responses in Table 4-7 and those summarized in Table 4-1. (Note that in Table 4-1 only 26 percent of parents considered a 2-year college as a desired level of educational attainment for their child; whereas here 43 percent would plan to send their offspring to a local 2-year college for occupational (i.e., terminal-technical) education.

The difference in these two results probably lies in the fact that, while responding to the earlier question (Table 4-1).

many parents had no real idea as to the kind and level of programs offered by 2-year colleges. Responses to the later question (Table 4-7) were, on the other hand, conditioned by the listings of the kinds of semi-professional and technical programs in Section IV (Table 4-4).

Forty-three percent of the parents of present ninth graders would definitely plan to make use of a local 2-year college for occupational education for their children. (Contrast with only 13 percent of current "college bound" seniors planning to enroll in an Ag.-Tech. college as reported in Table 3-6). Nearly one parent in three would definitely enroll his offspring in a 2-year college in a "transfer" program if such an opportunity were available. (Contrast with only 21 percent of present high school "college bound" seniors interested in a community or junior college, as reported in Table 3-6).

Interestingly enough, if a 2-year college were available locally, only 14 percent of parents of ninth graders would definitely send their offspring directly to a four-year college. (Contrast with 66 percent of current high school "college bound" seniors who say they will "go away to a 4-year college", Table 3-6).

Summing up items 1 and 2 gives 72 percent of parents indicating that they would "definitely plan to send" their offspring to a local 2-year college for either occupational education (43 percent) or college parallel education (29 percent).

For the 301 parents responding (each with a present ninth grade child) these percentages would indicate 128 freshmen in occupational programs and 87 freshmen in college parallel programs, in 1969-1970. These totals are approximately double those arrived at from an analysis of the intentions of current high school seniors.

Parents' attitudes would indicate an FTE enrollment in Ag.-Tech. (occupational) kinds of programs of perhaps 190 (as against only 90 from high school senior attitudes); and an FTE of perhaps 320 for a community college (parental attitudes), as against 150 (high school senior attitudes).

These estimated total FTE figures are arrived at by assuming that 50 percent of an entering freshman class will return as sophomores. The "holding power" would depend on many factors of course, including the variety and quality of sophomore programs offered, and the extent and quality of guidance services provided.

Summary

1. About 65 percent of parents of current ninth graders "expect" their child to "go to college", 40 percent at a four-year college or university, and 26 percent at a 2-year college, if one were available locally.
2. Parents feel that college opportunity should be available to all who can profit from the instruction, regardless of financial means.

3. Sixty-seven percent of parents of ninth graders expressed some degree of interest in the semi-professional and technical occupations for their offspring; and 58 percent in the professional and managerial occupations. (They could check either or both).
4. Financial commitment to future college attendance for their children is not pronounced among high peaks parents of ninth graders. Only 14 percent report a definite educational savings plan in effect.
5. Forty-three percent of parents of current ninth graders said they would definitely plan on sending their son or daughter to a local 2-year college for an occupational education program.
6. Twenty-nine percent would definitely send their son or daughter to a local 2-year college for a college-parallel program.
7. Based on parental responses, as reported in Table 4-7, the following rough estimates of possible enrollments by 1969-1970, for two kinds of 2-year colleges are presented. (Sophomore enrollment assumed to be 50 percent of freshman enrollment).

   Ag.-Tech. College (branch)---190 FTE

   Public Community College-----320 FTE

   It is emphasized that these are probably much too high, since the parents themselves, in answer to an

earlier question (see Table 4-1) indicated a much lower degree of interest in the 2-year college; and current high school seniors (see Table 3-6) indicate that only 34 percent of "college bound" seniors plan to enroll in all kinds of 2-year colleges.

8. For purposes of comparison with the estimates immediately above, enrollment estimates based on Table 4-1 (parents) and on Table 3-6 (current seniors) are collected below. It is emphasized that these are also rough estimates. They may be too low, since current seniors have probably already made their plans without considering the possibility of a local 2-year college; and since many parents, as they responded to the question of Table 4-1, probably had no clear idea of the educational programs offered by 2-year colleges.

Kind of Local 2-Year College	Rough Estimates of Enrollment by 1969-70	
	Based on Parents Responses, Table 4-1	Based on Seniors Responses, Table 3-6
Ag.-Tech.College (branch)	N. A.	90 FTE
Public Community College	145 FTE	150 FTE

Chapter V

EDUCATION AND TRAINING NEEDS OF INDUSTRY AND BUSINESS

Introduction. An important aspect of assesssing the need for post-high school education and training is an inquiry into the needs of industry and business for qualified employees. In many occupational fields where a high school education was once the accepted norm, increased complexity and sophistication today demand technical and general education of college level.

This chapter is largely devoted to a presentation of the results of a survey conducted among industrial and business firms and governmental units of the Adirondack Peaks area to explore the interest which employers might have in college-level educational programs.

A questionnaire was devised by the consultant team with assistance from local school and business officials. It was duplicated in quantity and mailed out by the chambers of commerce of the three villages of Saranac Lake, Lake Placid and Tupper Lake. The completed questionnaires were mailed to the consultants at the University of Michigan and the University of Toledo for tabulation and analysis.

A total of 184 questionnaires was sent out and 101 useable replies were received, giving a percentage return of 55 percent.

It is unfortunate that several of the larger firms known to employ significant numbers of technical and highly skilled employees did not reply to the questionnaire. Consequently, the summaries presented on the following pages are in no sense to be

taken as representing the total semi-professional, technical, and skilled labor force of the area. Further, since limits of time and distance prevented the use of statistical sampling techniques, the occupational distribution indicated by the survey findings may not be typical of the actual distribution in the total labor force of the area.

Kinds of Businesses Reporting. In order to formulate some idea of the nature of business and industrial enterprises operating in the high peaks region, respondents were asked to identify the kind of activity which best identified their firm. Table 5 - 1 presents the results of this inquiry.

Table 5 - 1

PRINCIPAL BUSINESS ACTIVITY OF REPORTING FIRMS
(101 firms reporting)

Type of Business (Major Activity)	Number of Firms Reporting
Agricultural Services	3
Advertising	1
Auto Sales and Service (also trucks)	3
Banking and Finance	2
Communications	1
Construction and Building Supplies	5
Education	5
Entertainment and Recreation	5
Food, Dairy, and Drink	7
Government--Federal, State and Local	2
Health, Hospital, Medical, Dental	10
Hotel and Motel	3
Industrial and/or Manufacturing	3
Insurance and Real Estate	2
Lumbering and Forestry	4
Management Consultants--Auditors and Accountants	3
Printing and Publishing	2
Professional Offices (other than medical and dental)	4
Retailing (other than food, dairy, and drink)	21
Service Business	3
Transportation	3
Wholesaling	6
Wood Products	3

Subject to the limitations of the sample of firms reporting, the following conclusions may be drawn from Table 5 - 1.

1. There is a preponderance of activity in the health-medical field.
2. Recreation, entertainment, and education are quite heavily represented.
3. Wholesale and retail trade make up over one-fourth of the total firms reporting.
4. There is little evidence of manufacturing or "basic industry" types of business.
5. Significant increases in the labor force would seem to depend almost entirely upon growth in two industries--health-medical, and recreation-tourism-service.[1]

Information on Semi-Professional, Technical, and Highly-Skilled Jobs. Since occupational education as offered at a 2-year college is principally concerned with "middle manpower" occupations rather than with the entire occupational spectrum, the Professional-Managerial group of jobs and the semi-skilled-unskilled group of jobs were not subjected to any extended inquiry. In a section of the questionnaire headed, Jobs for People With Formal Education Beyond High School But Less Than Four-Year College Degree, employers were given the request:

> "Please list the job titles and the other information requested about your employees in the semi-professional

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[1]But see discussion on a later page of potential developments in the Tupper Lake area, not reported on the questionnaire survey.

and technical job categories, for which one or two years of post high school education are ordinarily considered desirable or essential."

In addition to listing numbers of persons presently employed in these categories, employers were also requested to render opinions as follows:

1. In each job category reported, what changes are anticipated (increase, same, decrease) in numbers employed by the firm reporting over the period 1965-1970?

2. For each job category reported how adequate is the present supply of qualified employees (scarce, adequate, surplus)?

Table 5 - 2 presents the results of this inquiry.

Table 5 - 2
KINDS OF MIDDLE MANPOWER JOBS, NUMBERS OF PERSONS CURRENTLY EMPLOYED AND EMPLOYERS' OPINIONS OF FUTURE CHANGES AND CURRENT AVAILABILITY
(101 firms reporting)

Type of Job (Alphabetical Listing)	Average No. Employed Current Year 1965-66	Employers' Opinions On Changes to be Expected, Period 1965-1970	
		Total Response To Each Item	Number Expecting Increase
Appliance repairman	12	4	3
Auto mechanic	11	3	2
Auto salesman	5	2	
Bank Employees(tellers, Acctg., machine operts	36	3	2
Bookkeeper-Accountant	34	17	6
Bldg. trades craftsman	17	6	5
Chef, cook baker	10	2	
Computer programer	4	1	
Dairy products worker	7	2	1
Delivery(route)salesman	14	6	2
Dental hygienist	2	1	
Dental technician	2	1	
Draftsman	4	2	2
Engineering technician	5	4	4
Equip. maintenance tech.	6	2	1
Indus. (highly skil'd)tech.	21	8	5
Foods manager(cafeteria)	4	2	1
Foreman(manufacturing)	4	2	1
Forester & logging supt.	5	2	1
Heating, air cond.,refrig.mechanic	7	2	2
Manager, business	25	13	4
Medical lab technician	25	7	4
Medical records tech.	2	2	2
Medical office sec'y.	12	4	2
Nurse, L.P.N.	40	6	4
Nurse, R.N.	74	6	5
Office machine repairman	3	1	
Printer & graphic arts tech.	9	2	1
Sales clerk	52	11	5
Sales representative	30	8	6
Secretary	38	17	11
Service station attendant	9	4	3
Switchboard opers. (recp.)	2	1	
Truck driver	32	4	2
Warehouse(stock)man	9	3	2
X-ray technician	8	4	2
Total reported employees, "middle manpower" jobs	580		

Number Expecting About Same	Number Expecting Decrease	Total Response To Each Item	Number Indicating Supply is Scarce	Number Indicating Supply is Adequate	Number Indicating a worker Surplus
1		4	4		
1		3	3		
2		2	1	1	
1		3	1	1	1
9	2	19	11	5	3
1		6	3	3	
2		2	2		
1		1	1		
1		2		1	1
4		5	2	2	1
1		1	1		
1		1	1		
1		2	2		
3		3	3		
1		2	2		
3		10	8		
1		3	1		
1		2	1		
1		2	1		
9		12	10	2	
3		5	5		
2		1	1		
2		4	4		
1		5	3	2	
1		5	4	1	
1		1	1		
4	2	2	2		
2		10	5	3	2
6		8	7	1	
1		19	11	8	
1		4	1	1	
2		1		1	
1		4	2	1	1
2		4	3	1	1
		4			

The following inferences can be drawn from an analysis of Table 5 - 2.

1. Workers in the paramedical occupations are present in relatively greater numbers than in the typical community. In most instances, employers report both a present scarcity and an increasing future need for persons in these job categories.
2. Workers in the business office and business management (including sales) occupations represent the second greatest concentration of employees. In most instances employers report some scarcity of qualified persons at present, and they anticipate that there will be an increased future demand for these workers.
3. Employers reported a serious shortage of qualified persons for such job openings as engineering technician, industrial technician, auto mechanic, equipment maintenance technician, graphic arts technician, appliance repairman, etc., but the numbers of such jobs currently reported by the respondents totals only about 80 employees for all these classifications. This total might have been significantly higher had a 100% employer participation been obtained.
4. Although forestry, conservation, tourism, and recreation constitute a significant part of the economy of the high peaks region, there seem to be no clusters of semi-professional and technical occupations of significant size which are directly related to these economic activities. It is

possible that jobs in these industries tend to polarize in a professional-managerial cluster at one extreme, and a semiskilled-unskilled (and seasonal) cluster at the other. If so, it is unlikely that a two-year college would be more than tangentially involved in offering educational programs specifically for these industries.

Employer Opinion On Present Status of Occupational Education. In any study considering the need for post-high school occupational education, information is necessary on the present status of job training in the region being studied. Three avenues of inquiry were decided upon for the high peaks area study. They are reported in the following three tables.

Employment of "new high school graduates" in specific job categories. Employers were asked the following question:

"With respect to the requirements of your firm for entry employment, in what job categories do you employ young persons who have just graduated from high school?"

Table 5 - 3 presents the findings.

Table 5 - 3

EMPLOYERS' POLICIES WITH REGARD TO EMPLOYING NEW HIGH SCHOOL GRADUATES IN CERTAIN JOB CATEGORIES

Entry Job Category	Company Policy With Regard to Employing Persons Just Graduated From High School		
	Common Practice	Infrequently	Almost Never
Technician jobs	1	10	11
Highly-skilled jobs	8	16	26
Business office jobs	20	21	21
Sales jobs	6	15	8
Apprenticeship for the skilled trades & crafts	5	10	3
emi-skilled jobs	3	4	2
Service jobs	17	6	3
Unskilled labor	31	8	2

On the basis of the replies from the sample of employers responding, it would appear that new high school graduates cannot expect much consideration for entry employment in such fields as: technician jobs, highly-skilled jobs, and sales jobs. On the other hand, employers report reasonably good chances for employment of these youth in business office jobs, and in semiskilled, service, and unskilled jobs.

Evaluation of new high school graduates. Employers were asked the following question:

> "Recalling the employing practices of your firm for the past five-year period, which one of the following statements best describes your evaluation of young persons who have applied for entry jobs with your organization?"

The results are presented in Table 5 - 4.

Table 5 - 4

EMPLOYER EVALUATION OF NEW HIGH SCHOOL GRADUATES
APPLYING FOR ENTRY JOBS
(97 firms responding)

Evaluative Statement	No. of firms Checking Each	Percent of Total Firms Responding
1. Most young high school graduates seem reasonably well prepared for entry employment; we have employed them as openings have occurred.	18	18.5
2. We have employed a number of young high school graduates but find that they need a considerable amount of additional education and training before they can perform satisfactorily.	33	34
3. We have found it inadvisable to employ young high school grads, except for unskilled jobs.	21	21.5
4. The nature of most of the entry jobs in our firm is such that young high school graduates are virtually unemployable, because of a lack of occupational training.	25	26

It would appear, from an analysis of Table 5 - 4 that employers of the high peaks area, in general, feel that the presently offered high school programs are not giving very good preparation for entry employment.

This inference is borne out by the results from another question asked:

"To what extent do existing educational facilities in the Northern Adirondack area meet the occupational and training needs of your firm?

Table 5 - 5 presents the findings.

Table 5 - 5

EMPLOYER EVALUATION OF EXISTING FACILITIES
FOR OCCUPATIONAL EDUCATION AND TRAINING
(100 firms responding)

Statement	Evaluation	No. firms checking	Percent of respondents
xisting facilities meet ccupational education nd training needs---	Very Well	6	6
	Fairly Well	24	24
	Poorly	70	70

Suggested Solutions To The Problem. A final question was asked the employer group, soliciting their opinions on three possible steps to be taken to improve occupational education in the area. The opinions are tablulated in Table 5 - 6

Table 5 - 6

EMPLOYER EVALUATION OF THREE POSSIBLE
SOLUTIONS TO THE PROBLEM OF DEVELOPING BETTER EDUCATION
(92 firms responding)

Proposed Solution	No. of firms Checking each	Percent Respondents
1. Substantial expansion of vocational education programs in the existing high schools.	16	17
2. Creation of an area branch of the New York State Ag. & Tech. College at Canton.	44	48
3. Establishment of a 2-year community college with a strong program of occupational education.	32	35

Employer Interest in Assisting With Planning. Business and industrial firms were asked if they would be interested in participating in discussions and further study of plans to improve occupational education. Eighty firms responded to this question with the following results:

Yes -- 74 No -- 6

Organized Training Programs in Industry. Employers were asked to indicate whether or not they operated "formally organized training programs" for their employees. Seventy-four firms responded as follows:

Yes -- 18 No --56

Those answering "Yes" were requested to indicate the type of organized training programs in effect in their companies. The following findings resulted:

Apprenticeship	18	Nurse in-service training	6
Supervision	9		
Executive development (management trainee)	9	Technician	5
Business machine operation	6	Machine operator	4

It can be inferred from the foregoing that industry in-service training is not a very important factor for occupational education in the high peaks region. Most business and industrial firms are not large enough to plan and maintain formally organized training programs for new employees. On-the-job training of an informal character is, of course, present in almost every job situation.

General Comments of Employers. Employers were asked to add any general comments and suggestions which might assist in identifying problems or seeking solutions with regard to the improvement of occupational education. A small selection of these comments is included below:

"Most of the employees of this firm have been trained outside of the area. One at Hudson Valley Tech., two at armed forces schools, one at Coyne Electrical School in Chicago. As these employees retire, we cannot foresee where their replacements will be found. Further education is definitely needed in this area."

"The Saranac Lake area is the only (25 mile radius) area in the whole state of New York which does not provide low tuition schooling (either state or community college) for its youth. Many of our young people either drop out of high school or never go to college after graduation because they cannot afford to pay both tuition and room and board in other cities."

" I would like to see Nurses' Training and Laboratory Technician Traning Schools in Saranac Lake, New York."

"I believe present branch of SUNY at Canton serves area sufficiently as far as two-year technical courses are concerned. Paul Smiths College serves two-year liberal arts area. Local district is facing large increase in school tax and this will be a heavy enough burden without getting into the cost of a two-year college."

"The need for a 2-year community college is great in this area - many high school graduates are lacking the ability to go on to higher education. A program of occupational education is lacking in this area."

"I find high school students who do not go on to college are virtually unprepared for jobs available in this community. Although many people are unemployed, it is almost impossible to find young people to fill the jobs that exist because they lack the ability. There is a severe shortage of skilled appliance servicemen; trained sales personnel; young, small business men, and tradesmen. Our present educational system simply does not train young people for the jobs that are available in this area."

"For the most part business establishments in the Adirondack region are too small to maintain a formal training program. I believe any training that is done is handled by the managers or owners of the companies. The owners and managers are not experienced in training personnel and do the work themselves whereas they should be concentrating on the development and growth of their business.

If we had a two-year community college with a program of occupational education to train our young people. I believe this would help our local business concerns to grow, attract new business concerns to the area and would help a great deal to influence the young people that are born and raised in this area to stay and seek their livelihood here."

"The supply of trained medical technicians and trained medical secretarial and front-office help is practically non-existent. With the increasing openings for this type of employee in this area, local youth should have such training opportunities available."

"At least two years of technical education beyond the high school should be available locally on a commuter basis for those unable to afford residence at school outside the area."

"Improved educational background of new employees would assist them in faster advancement to more responsible jobs and reduce our costs of training and enable us to provide better service to our customers and our community. At least two years of higher education would improve the percentage of employable applicants."

"The training of more highly skilled manpower is not only essential for the commercial and industrial enterprises that already exist in the area but even more important for the purpose of attracting new enterprises to the area. Futhermore, our high school graduates are entitled to be equipped for our increasingly technological society, whether they stay in the area to use their skills or move elsewhere."

"Most high school students seeking work appear to be lost--not knowing where or what to do. Most firms find it easier to work with this group at a later age and training would be more valuable and results better if it were at post-high school levels."

"I can say with absolute certitude that the need for a two-year college in this area is a must. It is most difficult to keep trying to send students out of the area to further their education."

In addition to the questionnaire study above reported, the consultants interviewed many employers, business men, professional men, civic leaders, and educators; and digested the reports of certain regional planning studies which had been recently conducted in the Adirondack Lakes region. The following pages discuss these findings.

Other Aspects of Business-Industry Needs.

1. A stagnant industrial economy. Both the economy and the population of the high peaks region are at a standstill.

In some areas, in fact, slow but steady declines are in effect.[2] Franklin County's population decreased by 0.2 percent and Essex County grew by only 0.6 percent in the 1950's. The Town of Altamont actually experienced a net out-migration of 1425 persons during the 1950-60 decade. Southern Essex County and Northern Franklin County are exceptions to this negative population trend, but the "high peaks area"--the subject of this study--has definitely not been growing.

A declining population is ordinarily a sign of a stagnant economy, and this appears to be the case in the Adirondack Lakes region. Timber, wood products manufacturing, and mining were all at one time major factors in the economy of the area, but now seem to be declining. At present, retail trade is the dominant factor[3], both in terms of persons employed, and in terms of total volume of receipts and transactions. "Basic job" employment of the type that produces wealth for the region has declined over the past two decades. Unemployment during this period has been significantly higher in the Adirondack Lakes region than in other areas of the state, ranging from 12% to 15% of the labor force.

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[2] See Economic Factors in Planning in the Altamont-Tupper Lake, New York Region, Altamont-Tupper Lake REgional Planning Board, Tupper Lake, New York. (a study by Fred W. Tuemmler and Associates), pp. 27-32

[3] Ibid, p. 4

2. A fluctuating institutional economy. The institutional economy (mainly health and medical) has declined also in recent years. Case loads at the large tuberculosis hospitals are only a fraction of what they were a decade or two ago. Some of the larger hospitals and sanitoria have ceased operations and others are near to closing. Medical and health research activities, however, are increasing in importance and it appears that this facet of the institutional economy may continue to grow. The Veterans Administration facility at Summount (Tupper Lake), which was closed for a time, has reopened as a state-operated school for mentally retarded children, and is currently undergoing staff expansion.

It is perhaps reasonable to assume that there will be a significant and continuing demand for young persons with education and training for the paramedical occupations--perhaps as many as 20-50 new workers per year across the spectrum of the semi-professional health occupations.

3. Recreation and tourism. Tourism is rated by New York State as one of its three "most important" industries.[4] Certainly the Adirondack Lakes area is one of New York State's prime tourist-recreation areas, both for long-term summer vacationers and for winter sports enthusiasts. The fact that retail trade is the dominant factor in the

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[4]Altamont-Tupper Lake Regional Planning Board, op. cit., p 21.

overall economy of the region suggests that tourism is an economic factor of considerable importance. Undoubtedly, recreation and tourism will continue to grow, and increased numbers of persons will be employed in business enterprises which serve the vacationer. However, not very many of the jobs which serve the tourist trade require semi-professional or technical education at the level of the 2-year college.

4. Miscellaneous data from conferences with citizens' groups. The study consultants conferred at length with citizens' groups in Saranac Lake, Tupper Lake, and Lake Placid for the purpose of gathering information and opinions on a wide range of subjects, including economic and job factors. Some generalizations "distilled" from these conversations (consensus of opinions expressed by local citizens) follow:

a) Saranac Lake.

1. No immediate increases in manufacturing or industrial activity are foreseen.

2. A continued but slow growth of health research activities is envisioned, and a need for properly trained personnel exists.

3. Tourism and recreation will undoubtedly continue to grow.

4. The high peaks area needs a state supported 2-year college, not just to serve local youth, but as an economic asset to the area.

5. State support, rather than local support, would be necessary, since local tax resources are already strained.

6. Several existing buildings are good possibilities for the proposed 2-year college.

b) Lake Placid.

1. No significant increases in manufacturing or industrial activity are expected.

2. Medical and health research is not expected to be a big factor in the immediate Lake Placid area.

3. Tourism and recreation are seen as having great growth possibilities, particularly in the Lake Placid area.

4. No existing building(s) could be counted on for the location of a two-year college.

5. The proposed college is desired, in part at least, as an economic asset to the Adirondack Lakes region.

c) Tupper Lake.

1. Certain new developments are under way which indicate some growth in manufacturing and basic industries. A relatively new dress factory (130 employees); a planned expansion of the U. S. Plywood plant (old Oval Wood Dish Co.) involving an increase in the work force from 115 now to 550 by 1970; a new plant manufacturing dimensioned stock for hardwood furniture; and continued slow growth of a long established industrial bobbin plant were cited as healthy portents of industrial growth in the Tupper Lake area. Draftsmen, industrial technicians, business management personnel, secretaries and office workers, machine operators, and accounting-data processing personnel were identified as being needed both now and in the future. A reasonable estimate of these needs for the Tupper Lake industries would be perhaps 100 persons for new entry jobs during the period 1965-1970.

2. The Sunmount State School (formerly a Veterans Administration Hospital) will expand to a case load of 700 "patients" by 1970. Approximately 50 new employees distributed among such categories as psychiatric technician, dental technician, practical nurse, teacher aide, maintenance technician, and secretary-clerk will be needed over the next five-year period.

3. No facilities exist in the Tupper Lake area in which the proposed college could be housed.

4. There were strong feelings expressed by some Tupper Lake citizens that the proposed 2-year college development must not bring any additional tax burden. Again, the implication came through clearly that the 2-year college proposal is attractive partly because it would conceivably bring in many students from other parts of the state, and would thus be an economic asset as well as an education asset, to the high peaks area.

SUMMARY AND CONCLUSIONS

Based on the questionnaire survey conducted by the consultants; on information from other recently conducted economic and regional planning surveys; and on conversations with several score citizens representing business, industrial, institutional, tourism-recreation, and educational interests, the following summary statements are offered.

1. Except for the few new developments noted in the Tupper Lake area, no significant increase in industrial or manufacturing activity seems likely. There is now some small demand (and in the future this demand may increase slightly) for industrial, mechanical, and electrical technicians; for draftsmen machine operators, and skilled wood technology workers; and for business management and secretarial workers.

2. The high peaks area civic leaders feel that tourism-recreation is the real hope of the future for the economic growth of the area. This may indeed be true, but tourism-recreation does not generate a high preponderance of the kinds of jobs for which collegiate-technical traning is considered essential or desirable.

3. In two of the three communities the future of the health and medical research "industries" is felt to be bright. The findings of the consultants support this contention, and if a two-year college is provided, the curriculum should certainly have some emphasis on the paramedical occupations. Such fields as registered and practical nursing; medical laboratory technology; medical research technology; x-ray technology; psychiatric technology; medical records, and medical (dental) office work should be given consideration.

4. Wholesale and retail trade dominate the economy of the entire region, and if tourism-recreation does boom this trend will be accentuated. Consequently, any program of post-high school education should include curriculums in small business management, business office training, accounting, and salesmanship.

5. There is at present a shortage of skilled workers for the service occupations. Auto mechanics, appliance repairman, maintenance technicians, refrigeration and heating mechanics, cooks and food service workers, and competent service salesmen are in short supply. No facilities exist in the region now to train such workers. If a 2-year college is approved, programs in at least some of these fields should be offered.

6. In general, the employers of the study area feel (70 percent level) that existing facilities and programs for occupational education are inadequate.

7. About half of the employer respondents favored a branch of the New York State Ag-Tech College; while somewhat over one-third favored a public community college.
8. There was strong sentiment expressed by many of the citizens interviewed that the high peaks area could not afford to tax itself to help support a college. The consultants came away with the rather distinct impression that, although a 2-year college was desired as a local educational asset for local youth, the major "drive" of many citizens was for a college which would bring students from all over the state and would bring in state money to create an economic asset for the region. This may be a harsh judgment, butthis idea of the college as a prop for the local economy was expressed by many local citizens.
9. Finally, it should be pointed out that, although there is a need now for all the kinds of workers above mentioned and a possible greater demand for the future, the numbers of workers in each category capable of being absorbed by the economy of the Adirondack Lakes region is relatively small. It should also be pointed out that, except for a few fields (paramedical and business fields for example) not enough students would be available from the local region to justify the cost of very many such programs. The usual guidelines for establishing semi-professional and technical programs include an assumption of 30 or more first-year

enrollees in a given program. Attrition factors usually operate to reduce this figure by about 50 percent by the time the original enrollees are ready to graduate.

It is extremely doubtful that a college in the study area could meet these criteria except in a very few paramedical and business curriculums.

Chapter VI

LEGAL AND FINANCIAL BASES--SITE POSSIBILITIES

Two-Year Colleges

New York now operates two kinds of 2-year post-secondary colleges as part of the State University of New York.

The Colleges of Agriculture and Technology tend to be regional or state-wide in program, are created by specific State action, receive their capital funds from the State, and their current operational funds from the State and from student tuitions. No local tax funds are used. They are designed to meet state-wide needs through programs of a terminal-technical or semi-professional nature. They do not provide a program of liberal arts or college transfer. Specific criteria for the establishment of new Ag-Tech colleges, comparable to the published criteria for community colleges are not available.

The Community Colleges, in contrast, are expected to have local initiation from a sponsoring agency with a curriculum designed for local or immediate regional needs. These colleges offer both terminal occupational programs and college-parallel transfer programs. Capital funds are provided on a matching basis by the local areas from tax sources and by the State, and current operating funds are derived from local taxes, State funds, and student tuition charges on an approximately equal basis. When the community college is opened it is expected to have a potential enrollment of 500 full-time students within four years, and the sponsoring locality must have a true valuation of $300 million.[1]

1 / This is currently under review and may be changed to $150,000,000.

Other criteria relate to adequacy of classroom and laboratory space; faculty; library; description of proper budgetary items; title of property, etc.[1]

Tax Base

The assessed valuation of taxable real property in the four counties in northern New York, with the rate of assessment and full valuation of taxable real property appears in Table 6 - 1.

Table 6 - 1

ASSESSED VALUATION OF TAXABLE REAL PROPERTY (1960), RATE OF ASSESSMENT, AND FULL VALUATION OF TAXABLE REAL PROPERTY, NORTHERN ADIRONDACK COUNTIES

Counties	Assessed Valuation	Rate	Full Valuation
Clinton	$ 96,031,859	53	$180,909,515
Essex	44,680,806	28	159,244,322
Franklin	42,234,075	35	129,599,332
St. Lawrence	166,100,017	42	397,842,376

[1] Regulations for State University Two-Year Community Colleges, Draft, November 1, 1965. Only a few of the minimum criteria as indicated in this proposal draft have been included above.

[1]Full valuations are based on assessment rolls, completed in 1960 and State equalization rates established therefor. Equalization rates are based on the average of 1952 and 1957 market levels which give triple weight to 1957. Source: N. Y. State Board of Equalization and Assessment, State Equalization Table for the year 1960; dated September 29, 1961.

The assessed valuation for Saranac Lake School District was reported as $18.18 million and the full value was $52.54 million, for 1964-65. Taxes raised totaled $763,680.98. Rates in the area ranged from $29.43 per thousand to $68.73. The rate used in the unit of the district with the highest valuation was $37.99.

The assessed valuation for the Central School District #1 (Tupper Lake) was reported as $5.59 million with a full valuation of $26.99 million for 1965-66. Taxes scheduled to be raised total $282,100. The rate used on the unit with the highest assessed valuation was $61.47.

The Central School District for Lake Placid reported an assessed valuation of $6.76 million for 1965-66. Taxes to be raised totaled $404,150.32 with a tax rate of $59.35 on the unit with the highest assessed valuation.

The above review of assessed valuation of real property for the northern counties, especially for Essex and Franklin Counties, and the review of the assessed valuation for the three public school districts most closely concerned with this study have been presented as background information in relationship to New York's criteria for establishment of community colleges.

Site

As indicated in the introductory comments in Chapter I, recommendations an a possible location for a post-secondary school were not required from the consultants. Only locations in or near Saranac Lake appeared to be available. The consultants visited several possible facilities:

(1) Raybrook Sanitarium, located about four or five miles out of Saranac Lake. This is a large state hospital, not now used to full capacity.

(2) American Management Association, located in the former Trudeau Sanitarium, not now available as a college location.

(3) General Hospital of Saranac Lake, a fifty-bed hospital, possibly available in 1 1/2 or 2 years. The community is building a new hospital on another location.

(4) The Saranac Lake Town Hall has space for several possible classrooms and a gymnasium-auditorium. This facility would be available only if the village and town officials make other arrangements for their own activities.

(5) Will Rogers Hospital. Some classroom and laboratory space would possibly be available from September to June.

The consultants did not explore the possibility of the use of late afternoon and evening space in the other high schools in the High Peaks area. They opened the question concerning Saranac Lake High School since it is both the largest and the most centrally located.

Summary & Conclusions. There is apparently no lack of potential space in or near Saranac Lake for some type of post-secondary

educational program.

Saranac Lake Central High School is in many ways a most desirable site, especially if the post-secondary program is organized on an extension basis and offered in the late afternoon and evenings. If, on the contrary, a full-fledged 2-year program--either a community college or an Ag-Tech branch--is approved, Sites #1, 3 and 4 could be adapted. Since use of the Saranac Lake Town Hall could be only temporary, a selection for a final site would be between the Raybrooke Sanitarium and the General Hospital of Saranac Lake. The latter, if and when it becomes available, would be more desirable in view of the relatively small student body to be expected in the high peaks area. This site could easily accommodate up to 350 full time day students.

The full valuation for the Saranac Lake School District was reported as $52.54 million for 1964-65. The Tupper Lake District reported a full valuation of $26.99 million for the following year 1965-66. During that same year Lake Placid School District reported an assessed valuation of 6.76 million. Since comparable data were not available to the consultants, some approximations are made herewith.

If one assumes the same ratio of assessed valuation to full valuation for Lake Placid as obtained in Tupper Lake, the approximate full valuation for Lake Placid would be slightly in excess of $32 million. Acknowledging the difference in years in the above data, the consultants note that a full valuation of approximately $112 million for the

three high school districts combined.

Attention should also be directed to the total full valuation for the two counties of Essex and Franklin, which comes to about $290 million in 1960 (Table 6-1).

It is quite apparent that the full valuation for the three school districts in the high peaks area does not meet the recommended criterion of a $300 million true valuation for a state-supported community college. All of Essex and Franklin counties combined, as of 1960 valuations, could not quite meet the criterion.

The Criterion of Enrollment. The regulations governing SUNY 2-year community colleges call for a potential enrollment of 500 full-time students within four years after the opening of a college.

Based on the evidence available from demographic data, the college-going habits and future plans of high school graduates, and on the expectations and attitudes of parents of current ninth-graders, as reported in previous chapters, it would appear that the study area (i.e., a geographic area with a radius of 30 miles from say, Saranac Lake) could not possibly meet this criterion.

Pulling together all of the "projections" previously mentioned, and applying the consultants' best judgment (based on a knowledge of attendance patterns at community colleges in New York State and elsewhere), the following enrollment estimates are offered for the consideration of SUNY planners.

Table 6-2

RANGE OF EXPECTED FULL-TIME DAY ENROLLMENTS (1969-70) FOR TWO KINDS OF 2-YEAR COLLEGE, HIGH PEAKS AREA

Kind of 2-Year College	Estimated FTE (1969-70)	
	Low	High
1. Public community college, offering 2-year associate degree programs in "transfer" and occupational fields	150	300
2. Branch of Canton Ag-Tech, offering only occupational (i.e., terminal) programs.	80	150

Chapter VII

PROPOSALS FOR DISCUSSION

In the foregoing pages the problem of providing post-high school educational opportunity for the Adirondack Peaks area has been examined at some length. A brief summary of pertinent economic, demographic, sociological, and educational data about the area has been presented. The aspirations and plans of youth currently in their senior year of high school have been explored. The extent to which parents of a younger group of children (9th-graders) are desirous of having a college opportunity available locally for their future eighteen year-olds has been studied. Enrollment projections and estimates of the number of high school graduates from public and parochial schools have been made. Some small inquiry has been made into the needs of business, industrial, institutional, and other employers of the region for persons with education and training beyond high school. And finally a brief discussion of the legal and financial problems involved in establishing a 2-year college was presented. The results of these brief studies were presented in the Summary paragraphs of Chapters 2, 3, 4, 5, and 6.

The present section presents several possible proposals for consideration as SUNY planners consider the problem of post-high school educational opportunity in the Adirondacks region, together with a brief list of advantages and disadvantages of each alternative.

Alternative No. 1.

Establish a 2-year public community college under the State University of New York.

Advantages

1. Would offer both occupational education and college parallel (transfer) education in liberal arts and pre-professional fields, thus serving the educational needs of a large number of high school graduates. Many local youth could get the first two years of a 4-year college degree at home, and many others could obtain occupational education for semi-professional and technical careers.

2. Would serve as a regional center for educational, cultural, and economic development for the entire high peaks region. Its faculty would be a resident faculty, adding to the cultural life of the region.

3. Would have status as a "real college" in the minds of youth and adults alike.

4. Would have a considerable degree of local autonomy as provided for under the community college system of the State University of New York.

5. Would have the prestige and support of the State University of New York.

Disadvantages.

1. Would have to have considerable local support from taxes and student tuition. Both capital costs and operating costs would have to be supported in part from local levies.

2. Would be able to offer only a rather limited curriculum since total enrollment would probably not exceed 200-300 (local) students. Not very many highly specialized courses and curriculums could be offered.

3. Would have rather high unit operating costs because of the low enrollment.

Might impose a rather heavy strain on local tax resources, since the assessed valuation of the region is quite low.

Would probably not enroll enough students to meet the suggested minimum (500 full-time students within four years after opening) in the SUNY regulations. Further, the region could not meet the $300 million true valuation criterion.[1]

Alternative No. 2.

Establish a 2-year community college under The State University of New York with either of the following geographic arrangements:

(a) Essex and Franklin Counties, or portions of these counties, might join with Clinton County which is already committed to the establishment of a public community college.

(b) Essex and Franklin Counties or portions of these counties, might join with a portion of St. Lawrence County, to establish a community college.

(c) Essex and Franklin Counties might create a two-county regional community college district.

Advantages

1. Would have all of the advantages cited for Alternative #1.

2. Would have an adequate enrollment potential and a sufficient tax base if the geographic area is extended well beyond the immediate high peaks area.

3. Would reduce the tax burden apparent in Alternative #1.

Disadvantages

1. Would cover an extended geographic area possibly beyond a feasible commuting distance, thus creating the need to provide student housing. (Generally a 30 mile commuting radius is suggested, and no residence halls are provided for New York Community Colleges).

1 / See footnote at bottom of page 69.

Alternative No. 3

Establish a branch of the Canton Agricultural and Technical Institute to offer one- and two-year occupational education program.

Advantages

1. Would be relatively free of cost to the high peaks communities, except for the necessity to provide a site and fit out classrooms and laboratories.

2. Would be able to offer a reasonably good selection of occupational and technical courses. (Perhaps some necessity to take specialized sophomore work at Canton, however).

3. Could conceivably share faculty with the parent campus in Canton. (But there are disadvantages here--see below).

4. Might possibly provide space for students from other areas of the state, as New York's higher education system expands over the next several years. The net result of such a development might be an economic asset to the region, which currently is experiencing some degree of economic stagnation.

Disadvantages.

1. Would be controlled by an administration and faculty many miles away in a different county. All the difficulties and frustrations of a "branch campus" would be present. Branch campuses have very little autonomy and may be cancelled out at any time. Branch campuses are usually nourished only after the parent campus is well fed.

2. Would (by state regulations) be limited to offering occupational (i.e. technical and vocational) programs. Liberal Arts and most pre-professional courses could not be offered. As a consequence, many youth of the High Peaks area would still have to go elsewhere for all four years of college.

3. Would probably not become a regional center for cultural and educational development. "Branch colleges" rarely do. And Ag-Tech colleges usually do not emphasize local cultural development. They are regional colleges with an emphasis on the technologies.

4. Part time, "drive in, drive out" faculty members frequently are less than enthusiastic about being assigned to "the branch campus," are not readily available for student consultations, and are usually not a cogent force for the long-term development of the college.

5. A normal tendency in parent campus-branch campus relationships is to encourage students with superior competencies (scholastic or otherwise) to attend the home campus. Students who might be "assigned" to the branch campus would probably tend to cluster in "average" and "marginal" categories.

6. There is no precedent for "branches" of Ag-Tech colleges. These colleges are supposed to serve statewide or broad regional interests.

Alternative No. 4

Plan for a Higher Education Center in which Canton Ag-Tech could offer, on a contract basis, selected occupational courses, and Plattsburgh (or other state-supported 4-year college) could offer selected liberal arts and transfer courses. (As a variation on this alternative, Paul Smiths College might provide the liberal arts & transfer courses, possibly on some contract basis.)

Advantages.

1. Both needs (occupational education and college-parallel education) would be served locally at relatively low cost to students and their parents. Local tax levies might not be required, or if necessary, they could be low.

2. With both occupational students and transfer students attending, total enrollment might double that for the one function alone.

3. The basic general education and liberal arts courses could be provided by the state college, allowing Canton Ag-Tech to concentrate on providing occupational courses.

4. Upper division and perhaps graduate courses for adults might be offered at the Center under the auspices of the state college.

5. Tax costs to the region would not be an inhibiting factor. Facilities in the form of buildings and

equipment would have to be provided locally however

6. Such an arrangement might be a good transitional devise to eventual community college status.

Disadvantages.

1. Lack of local autonomy and the frustrations of divided responsibility would be ever-present problems.

2. Competition between the two agencies for the "good" students, and lack of interest in the "poorer" students would probably result.

3. The question as to the basic responsibility for a student personnel services program (testing, guidance, counseling) would be difficult to solve.

4. The problems of part-time faculty, "assigned" to the branch campus would be present for both programs.

5. Such a center with its divided program and divided responsibilities would probably not develop a co-ordinated program of community-centered education. In practice, it might become largely a "freshman year school," with most students moving to the parent campuses for sophomore-level work.

Alternative No. 5.

Drop the whole idea of a two-year college, and work with the State Education Department (Vocational Education) in securing one of the proposed area vocational centers for the high peaks region.(1)

Advantages.

1. Such area centers would have fairly large potential enrollments and consequently could offer a wide variety of vocational programs (2).

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(1) See Education for Work, A Summary Report on the Need, Scope and Operation of Vocational Education in Clinton, Essex, and Franklin Counties, N.Y., The University of the State of New York, Albany, 1964.

(2) Ibid., pp 38-39

2. High school students, high school dropouts, and adults could all be served.

3. Such a center could be financed by moderate additional millages levied on the (existing) participating school districts. Large state and federal vocational education appropriations would be available to assistin financing such a center.

4. Specialized job training for the skilled, semi-skilled, and service jobs of the region could be offered.

Disadvantages.

1. None of the work would be college level, nor would it carry college credit.

2. Semi-professional and technical level programs in business health, and industrial fields would not be offered--the training in such area vocational centers is ordinarily at the skilled, semi-skilled, and service levels.

3. High school graduates with a desire for further work in liberal arts and pre-professional fields would not be served by such a center.

4. In view of the demands of modern industry and business, (supported by employer responses in Chapter V), it is doubtful that the "job training" philosophy of such a school would produce the kind of citizen-worker needed in America today.

5. Such a school would not serve as a regional or community center for educational and cultural development.

Alternative No.6.

An extended Student Financial Assistance Plan might be provided for those students who wish to continue their education, in the more sparsely settled areas of the state, where a 2-year college cannot be undertaken.

Advantages

1. Would probably cost the State less than a program of direct financial support for a 2-year college in such an area.

2. Would not impose a tax burden on the local community

3. Would permit students to enroll in a greater variety of post-secondary programs.

Disadvantages

1. Despite direct financial support, the cost for the student to live away from home would probably be greater than he would experience in his home community.

2. Would deprive the local area, the high peaks community in this instance, of the many advantages, cultural and economic, which would accrue from the establishment of a local college.

3. Would deprive the local community of educational and training programs designed to meet particular local needs.

Chapter VIII

CONCLUSIONS AND RECOMMEDATIONS

Of the several proposals for discussion put forward in the previous chapter the consultants for many reasons are inclined to favor a local SUNY Community College. The advantages of this kind of institution, in terms of the total educaticnal impact on a community, have already been cited, and need no further elaboration at this point.

However, what is desirable is not always possible, and it appears that the present study presents a perfect illustration of this dilemma. Some of the factors which combine to rule out a local Community College for the Lakes region are:

1. The stated criteria for the establishment of such an institution (tax base and potential enrollment) cannot be met within an accepted commuting distance. Indeed, if the campus were located in or near Saranac Lake they could not both be met within a radius of some seventy miles.
2. The sluggish economy of the region, combined with its low tax base, indicate conclusively that local support for such a college would neither be adequate nor forthcoming.
3. The very small student body would result in either a very limited course and curriculum offering or inordinately high unit operating costs (high local tax and high tuition to students) or both.

The consultants also carefully weighed the feasibility of establishing a branch of the Canton Ag-Tech College in the Lakes region. This solution would perhaps be the easiest to accomplish, it would require minimum support from local tax sources, and employers seem to favor it over other suggested steps (see Table 5 - 6). Despite these supportive factors however, the consultants do not recommend an Ag-Tech branch for the following reasons:

1. Such a school would provide post-high school education only for those students with terminal-technical interests and objectives. Other students (possibly a majority of the region's college-age group) would still have to leave home to go to college.
2. Only 13 percent of "college bound" seniors indicated an interest in an Ag-Tech College (Table 3 - 6).
3. Almost a third of the parents of ninth graders were "definitely" interested in a college-parallel program in a 2-year college for their future college age youngsters.
4. It appears that only about 75 to 100 students would enroll in an Ag-Tech branch, even if sophomore level courses and programs were offered. Such a small enrollment would make for a high-cost, non-diversified program with very little education impact on the communities of the Lakes region.
5. The establishment of such a branch is contrary to present SUNY policy in that it would not have a regional or state wide character. If SUNY policy can be changed to permit

a local Ag-Tech school, it could be changed to permit a regional community college.

6. The branch would be a step-child of the parent campus, with administration (and many faculty) 85 miles away in Canton most of the time. Would probably not develop into a center for community educational and cultural development.

Recommendation No. 1.--A Two-County Community College.

Since a purely local college is patently out of the question, an alternative community college proposal is presented herewith for consideration. Mindful of the fact that Clinton County is in the process of establishing a community college on a county-wide basis, and equally mindful of the fact that Saranac Lake is centrally located with respect to Essex and Franklin Counties, the consultants recommend that serious consideration be given to the establishment of a community college in or near Saranac Lake to serve all of Essex and Franklin Counties. These two counties should be combined to constitute the local sponsor. The tax base of the two counties as of 1960, was nearly $290 million, and is probably higher than that by this time. Thus the criterion of tax resources ($300 million) could be met. [1]

These two counties combined have a projected high school graduating class of 1131 in 1970, and a good community college would undoubtedly attract half or more of these graduates, thus meeting the enrollment of 500 FTE in four years.

1 / See footnote at bottom of page 69.

A reasonably good transfer program could be supported with acceptable class sizes, and so could a carefully selected group of occupational programs. A quality faculty (mostly full-time) could be supported, a good student services program would be possible, and the college could gradually become a community educational and cultural center.

Certain departures from established SUNY policy would be necessary, however:

1. The college would be <u>regional</u>, rather than local, and SUNY would have to accept this innovation without reservation.
2. A good share (perhaps half) of the students would reside so far away that commuting would be difficult if not impossible. Consequently residence halls would have to be provided. Residence charges to students would have to be low, else families from the northern and southern extremes of the proposed district would be unduly penalized Some kind of equalization factor would have to be worked out for students beyond commuting distance.

<u>Recommendation No. 2.--A Higher Education Center.</u>

A possible immediate (and partial) solution to post-secondary educational needs in the high peaks area would be the establishment of a Higher Education Center. Such a Center could be set up in the Saranac Lake Central High School (or other suitable

location) to operate on a late afternoon and evening basis at first. It could be placed under the direction of an administrator whose office might be supported either by a direct SUNY grant or by a fund created from a pro-rata assessment on each of the several public school districts involved, or by some combination of these methods. Students would pay tuition charges at the level currently typical of SUNY community colleges.

The Director of the Center would have a sufficient budget and adequate authority to contract for instructional services in occupational and technical courses with the Ag-Tech College in Canton, and for instruction in liberal arts and other "transfer" courses with one of the nearby State Colleges or perhaps with Paul Smiths College. Funds for maintenance and operation of buildings, heat and light, clerical services, public information services and the like would have to be made available.

The Director's permanent staff could be rather small, but provision would have to be made for admissions and career counseling, for record keeping and for coordinating and supervising the instructional program. Some faculty should be full time perhaps, but most of the actual instruction could be on a contract basis.

Provision should be made for perhaps three or four associate degree occupational curriculums and a liberal arts "transfer" program broad enough to meet the lower division requirements of the SUNY state colleges. Administrative, instructional, and equipment costs might be shared by SUNY and student tuition, leaving all site, facilities, and maintenance costs to be borne by the local participating districts.

In addition to providing educational programs for college age youth, the Center could also assume a responsibility for organizing and providing an adult education program for the high peaks area. Such courses could be made self-supporting from tuition, and could be either non-credit or collegiate credit.

It would be hoped that such a center could lay the foundation on which a regional community college could later be built.

Final Summary

A major criticism of the Center idea is that there is no precedent for such a mechanism within the operating framework of SUNY. But it has already been pointed out that none of the other alternatives can be implemented either without significant changes in SUNY policy.

Finally then, the consultants recommend:

1. Establishment of a regional community college as outlined above; or if this is impossible at present;
2. Establishment of a Higher Education Center which would be transitional to a regional community college at some later date.

APPENDIX

ADIRONDACK REGION EDUCATION STUDY

Information Sheet for High School Seniors

READ THIS BEFORE YOU BEGIN:

A study is underway aimed at improving educational opportunities in this area. You can help, too, by answering each of the questions which follow.

This is not a test. The answers you give will not affect your grades. Neither your teachers nor your classmates will see your answers. DO NOT SIGN YOUR NAME.

For the most part you simply check the questions that apply to you. Please answer all questions as completely as possible.

1. Sex (Check one.)

_____ 1. Boy _____ 2. Girl

2. Which of the following best describes your high school program of study? (Check one.)

_____ 1. Commercial or business education
_____ 2. College or university preparatory
_____ 3. Shop or industrial arts
_____ 4. Homemaking or home economics
_____ 5. General

3. List the number of extra-curricular school activities, such as clubs, athletics, band, orchestra, choir, student government, etc., in which you participate this year.

_____ 1. (Write figure.)

4. To the best of your knowledge, where do you rank in your graduating class? (Check one.)

_____ 1. Top third _____ 2. Middle third _____ 3. Lower third

5. How long have you lived in this school district? (Check one.)

_____ 1. Less than a year
_____ 2. 1 to 2 years
_____ 3. 3 to 5 years
_____ 4. 6 to 10 years
_____ 5. Over 10 years

6. What do you plan to do on a full-time basis the first year after high school graduation? (Boys check only one; girls may check one or two.)

_____ 1. Work
_____ 2. Enter military service
_____ 3. Become a housewife
_____ 4. Attend a four-year college or university
_____ 5. Attend a two-year college
_____ 6. Attend a business college
_____ 7. Attend a trade or vocational school
_____ 8. Attend a three-year nursing school
_____ 9. Other post high school (Write in.) _____
_____ 10. Don't know

7. List one job which would be your first preference to be doing ten years from now. (Write in.)

_____

8. If you plan on some additional educational training after graduation, what is the one field of greatest interest you want to study? (Write in.)

_____

9. Do you plan to attend college or university? (Check one.)

_____ 1. Yes, definitely
_____ 2. Probably so
_____ 3. Probably not
_____ 4. No
_____ 5. Don't know

10. If you plan to go to college, where to you plan to enroll? (Answer only if you checked either 1 or 2 in question 9.)

_____ 1. State supported four-year college or university
_____ 2. Private four-year college or university
_____ 3. State Agricultural and Technical College
_____ 4. State public community college
_____ 5. Other (Write in.) _____

11. If a public two-year college were established in this region, check one of the responses below

_____ 1. I definitely would attend
_____ 2. I probably would attend
_____ 3. I probably would not attend
_____ 4. I definitely would not attend

12. What do your parents feel about whether or not you attend college. (Check on.)

_____ 1. Insist or expect you to go
_____ 2. Want you to go if you want to
_____ 3. Don't care one way or the other
_____ 4. Don't want you to go
_____ 5. Won't allow you to go
_____ 6. Don't know what they think

13. How much education has your father had? (Check one.)

_____ 1. Eighth grade education or less
_____ 2. Some high school
_____ 3. Graduated from high school
_____ 4. Business or trade school
_____ 5. Some college
_____ 6. Graduated from college
_____ 7. Don't know

14. How much education has your mother had? (Check one.)

_____ 1. Eighth grade education or less
_____ 2. Some high school
_____ 3. Graduated from high school
_____ 4. Business or trade school
_____ 5. Some college
_____ 6. Graduated from college
_____ 7. Don't know

15. Which of the following relatives have attended college? (Check all that apply.)

_____ 1. Sister or brother
_____ 2. Aunt, uncle, or cousins
_____ 3. None
_____ 4. Don't know

16. Do you have a part-time job during school? (Check one.)

_____ 1. Yes
_____ 2. No

17. NOTE: Answer the following questions ONLY if your future plans include "NOT" or "PROBABLY NOT" going to college as indicated in question 9. (If you answered, "Yes, definitely", "probably so" or "don't know", to question 9, skip this entire section and do not answer.)

Which of the following types of training or education interest you most? (Check one.)

_____ 1. Paid apprenticeship as a helper to learn a trade
_____ 2. On-the-job training with a company or industrial firm
_____ 3. Correspondence study
_____ 4. Post-graduate high school work in high school at night
_____ 5. Adult education classes
_____ 6. Military service or training
_____ 7. None of the above

18. What is the most important reason why you do not plan to go to college?

_____ 1. Tired of school
_____ 2. Want to work and make money
_____ 3. Can't afford it
_____ 4. Parents don't want me to
_____ 5. Can be just as successful without going to college
_____ 6. Waste of time
_____ 7. Couldn't make good enough grades
_____ 8. Want to get married
_____ 9. Other (Write in.) _____

19. Would you go to college if you had more money? (Check one.)

_____ 1. Yes _____ 2. No _____ 3. Maybe

22. If you answered "Yes" or "Maybe" to question 19, you would go to college if you had more money, how much would you need? (Check one.)

_____ 1. Enough to pay all expenses ($1,200 to $2,000 per year)
_____ 2. Enough to pay half of the expenses ($600 to $1,000)
_____ 3. Enough to pay less than half of the expenses ($200 to $600)

PLEASE DO NOT SIGN YOUR NAME

Please return questionnaire to your teacher.

Thank you for your cooperation.

ADIRONDACK REGION EDUCATION STUDY COMMITTEE

ADIRONDACK REGION EDUCATION STUDY

Parent Questionnaire

The purpose of this questionnaire is to gather information and opinions from parents of children now in the ninth grade about long-range plans for education and training. The information and opinions obtained will become a part of an area study now being conducted by the State University of New York in cooperation with the schools in the area and the Citizens' Survey Committee studying the establishment of a two-year college.

You can aid in this study by completing this brief questionnaire for the Committee. Please return the questionnaire in the envelope provided as soon as possible. The results will be for statistical purposes only, so PLEASE DO NOT SIGN YOUR NAME.

1. Sex of ninth grade child.

_____ 1. Male _____ 2. Female

2. Number of children now in school (K-12 grades). _____

3. Father's occupation _____

4. Location of father's employment. (Check one.)

_____ 1. Saranac Lake
_____ 2. Lake Placid
_____ 3. Tupper Lake
_____ 4. Other _____ (Be specific.)

5. Mother's occupation _____ (If housewife, so state.)

6. Location of mother's employment. (Check one.)

_____ 1. Saranac Lake
_____ 2. Lake Placid
_____ 3. Tupper Lake
_____ 4. Other _____ (Be specific.)

7. How long have you lived in your present school district as a family? (Check one.)

_____ 1. Less than one year
_____ 2. 1 to 5 years
_____ 3. Over 5 but less than 10 years
_____ 4. Over 10 years

8. How much formal (in school) education did you have? (Check the highest level completed.)

	A. FATHER		B. MOTHER
_____	1. Eighth grade education or less	_____	1. Eighth grade education or less
_____	2. Some high school	_____	2. Some high school
_____	3. Graduated from high school	_____	3. Graduated from high school
_____	4. Some college	_____	4. Some college
_____	5. Graduated from college	_____	5. Graduated from college

9. In view of your child's scholarship record so far in school, how much further education do you plan for him (her) to complete? (Check one or more.)

_____ 1. High school, with college preparatory major
_____ 2. High school, with a vocational emphasis
_____ 3. Two-year college, if one were available locally
_____ 4. Four-year college or university
_____ 5. Undecided

10. In general, who do you feel should go to college? (Check one.)

_____ 1. Those with superior academic ability only
_____ 2. Those with ability who have the financial means
_____ 3. All those who have the ability to profit from either academic or occupational education, regardless of financial means
_____ 4. All who wish to try
_____ 5. Other (specify) _____

11. How certain are you that your ninth grade child will attend college? (Check one.)

_____ 1. Definitely plan on his (her) attending
_____ 2. Probably attend
_____ 3. Uncertain
_____ 4. Probably not attend

12. Are you interested in your child's preparing for entry into semi-professional, technical, or business occupations? (Usually requires two years of college-level education and training.) (Check one.)

_____ 1. Yes _____ 2. No

If you check yes, indicated those which are in accord with your present thinking.

_____ 1. Accounting
_____ 2. Architectural drafting
_____ 3. Banking
_____ 4. Chemical technology
_____ 5. Civil technology
_____ 6. Conservation
_____ 7. Dental assisting
_____ 8. Drafting
_____ 9. Electronic data processing
_____ 10. Electronics technology
_____ 11. Homemaking
_____ 12. Laboratory technology
_____ 13. Medical technology
_____ 14. Medical records librarian
_____ 15. Mechanical technology
_____ 16. Music
_____ 17. Nursing
_____ 18. Radio-television technology
_____ 19. Refrigeration & air conditioning technology
_____ 20. Retail selling
_____ 21. Salesmanship
_____ 22. Secretarial
_____ 23. Surveying
_____ 24. Wood technology
_____ 25. X-ray technology
_____ 26. Undecided
_____ 27. Other (Write in) _____

13. Are you interested in your child's preparing for a professional career? (Ordinarily requires graduation from a four-year college, and frequently requires an advanced professional degree. Good scholarship, represented by a B or better average in high school prep courses, is becoming the normal expectation.)

_____ 1. Yes _____ 2. No

If you checked yes, indicate the profession (write in) _____

14. If you are interested in your child's receiving post-high-school level education and training, check the item(s) which describe(s) the current status of your planning to finance his (her) college education and training.

_____ 1. No plan at present -
_____ 2. Am leaving it up to the child
_____ 3. Have a definite educational savings program
_____ 4. Will help child to work his way through
_____ 5. Expect child to win scholarship
_____ 6. Expect child to get training at government expense (Armed Service Schools).
_____ 7. Expect a public-supported post high school program, such as a two-year college
_____ 8. Federal or state loan program
_____ 9. Other (specify) _____

15. Assuming that a two-year college is established in this region in time for your present ninth grade child to attend, and further assuming that it offers quality programs, and further assuming that the tuition charges may be of the order of $300-400 per year, please answer the following:

_____ 1. I definitely would plan to send my child to the two-year college for one of the occupational programs checked above in Item 12.
_____ 2. I definitely would plan to send my child to the two-year college for a college parallel program so he (she) could then transfer to a university or four-year college.
_____ 3. I plan to send my child direct to a four-year college
_____ 4. My child will probably not go beyond high school

16. In what additional education, if any, would the heads of the household be most interested? (Check one.)

FATHER

_____ 1. None
_____ 2. Work on college degree
_____ 3. Courses for job improvement
_____ 4. Courses for self-improvement
_____ 5. Other (specify) _____

MOTHER

_____ 1. None
_____ 2. Work on college degree
_____ 3. Courses for job improvement
_____ 4. Courses for self-improvement
_____ 5. Other (specify) _____

Please return the questionnaire in the envelope which is provided.

Thank you for your help

ADIRONDACK REGION EDUCATION STUDY COMMITTEE

CONFIDENTIAL CONFIDENTIAL

ADIRONDACK REGION EDUCATION STUDY

Business and Industry Survey

Introduction: The purpose of this questionnaire is to gather information and opinions from business and industrial employers to use in improving educational programs for employment-bound youth in the Northern Adirondack area. You can help by completing the questionnaire as completely as possible. The results will be used for statistical analysis and your firm will not be identified in any published reports.

PART I--GENERAL INFORMATION

1. Firm name _____

2. Mailing address _____

3. Name of person reporting _____

4. Your job title _____

5. Telephone number _____

6. Check the space opposite the description which best identifies the activities of your firm. Check more than one if needed.

_____ 1. Agricultural services
_____ 2. Advertising
_____ 3. Banking and finance
_____ 4. Communications
_____ 5. Construction
_____ 6. Education
_____ 7. Entertainment & Recreation
_____ 8. Food, dairy and drink
_____ 9. Government--Federal, state, local
_____ 10. Health, hospital, medical, dental
_____ 11. Hotel and motel
_____ 12. Industrial or manufacturing
_____ 13. Insurance
_____ 14. Marine services
_____ 15. Lumbering and forestry
_____ 16. Printing and publishing
_____ 17. Professional offices (other than medical and dental)
_____ 18. Real estate
_____ 19. Retailing--other than food, dairy and drink
_____ 20. Service establishment
_____ 21. Transportation
_____ 22. Utilities
_____ 23. Wholesaling
_____ 24. Wood Products
_____ 25. Other: (Write in below.)

_____ 26. _____

PART II--JOBS FOR PEOPLE WITH FORMAL EDUCATION BEYOND HIGH SCHOOL, BUT LESS THAN 4-YEAR COLLEGE DEGREE

In the spaces below, please list the job titles and the other information requested about your employees, in the semi-professional and technical job categories, for which one or two years of post-high school education are ordinarily considered desirable or essential.

Type of Job (e.g., engineering technician, private secretary, medical technician, draftsman, sales representative, industrial technician, etc.) (1)	Average No. on Payroll This Year (2)	Expected Annual Rate of Employment 1965-70			Local Supply of Qualified Employees (Check One)		
		Increase (3)	Same (4)	Decrease (5)	(6) Scarce	(7) Adequate	(8) Surplus
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

PART III--EMPLOYER OPINION AND PRACTICE

1. With respect to the requirements of your firm for entry employment, in what job categories do you employ young persons who have just graduated from high school? Please put check marks under the headings which best describe your firm's operating policy.

Entry Job Category	Frequency of Employment: Common Practice (1)	Infrequently (2)	Almost Never (3)
1. Conservation Department			
2. Technician jobs			
3. Highly-skilled jobs			
4. Business office jobs			
5. Sales jobs			
6. Apprenticeship for the highly skilled trades and crafts			
7. Semi-skilled jobs (assembly line and production workers; machine operators)			
8. Service jobs			
9. Unskilled labor			

2. Recalling the employing practices of your firm for the past five-year period, which one of the following statements best describes your evaluation of young persons who have applied for entry jobs with your organization? (Check one.)

_____ 1. Most young high-school graduates who apply seem reasonably well prepared for entry employment, and we have employed them as openings have occurred.

_____ 2. We have employed a number of young high-school graduates but find they need a considerable amount of additional education and training before they can perform satisfactorily.

_____ 3. We have found it inadvisable to employ young high-school graduates, ex[illegible] for unskilled jobs.

_____ 4. The nature of most of the entry jobs in our firm is such that young high-school graduates are virtually unemployable, because of a lack of occupational training.

3. To what extent to existing educational facilities in the Northern Adirondack area meet the occupational and training needs of your company or firm?

_____ 1. Very well _____ 2. Fairly well _____ 3. Poorly

4. If you think occupational education and training in the area need improvement, which of the following developments would you support? (Please check more than one if you like.)

____ 1. Substantial expansion of vocational education programs in the existing high schools.
____ 2. Creation of an area branch of the New York State Agricultural and Technical College.
____ 3. Establishment of a two-year community college with a strong program of occupational education.

5. Would you and your firm be interested in participating in discussions or further study of plans for improving occupational education and training at high school and post-high school levels in the Northern Adirondack area?

____ 1. Yes ____ 2. No

6. Is there a formally organized training program in your company or firm?

____ 1. Yes ____ 2. No

7. If "yes," check each type of program you now operate on a formal basis:

____ 1. Apprenticeship
____ 2. Supervision
____ 3. Technician
____ 4. Plant Management
____ 5. Executive development
____ 6. Other: (Write in below.)
____ 7. _____

8. General Comments: (Add any comments which you, or other officials of your firm, may wish to make about the improvement of education and training opportunities in the Northern Adirondack area. Include your suggestions as to the kind and level of educational programs which should be provided. You may wish to attach additional sheets for detailed comments. Your comments will be of great value to the Citizens' Study Committee.)

Thank you for your interest and cooperation

Please return this questionnaire at once in the envelope provided.

ADIRONDACK REGION EDUCATION STUDY COMMITTEE