

What Is The Two-Year College Set-Up In New York State?

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Early in the 20th Century a number of State Schools were established in New York State under the Board of Regents, and State Education Department.

Schools developing after this period included six State Schools of Agriculture, Normal Schools for training teachers, and later the specialized schools in medicine, forestry, and other areas.

Following World War II, the Community College concept was developed and a philosophy was accepted in the state to provide two-year colleges to be located within commuting distance of all students.

Legislation creating the State University in 1948 combined all the institutions of higher education under one Board of Trustees for the State University, responsible to the Board of Regents. As a result of this legislation and movement, we now have 71 units either in operation or planned in the State University of New York. Forty-four of these are two-year colleges, 38 of which are Community Colleges, and the six Agricultural and Technical Colleges. Upon completion of the community colleges, we will have two-year colleges within commuting distance of 90% of the youth in the state. The summary bulletins available show the location of all of the two-year colleges, as well as programs available.

The 36 Community Colleges are sponsored and governed by cities or counties. Most of the construction is financed by the state. The curriculums are developed by the community colleges, and supervised or approved by the State University. The community colleges are very sensitive to area needs and tend to serve the community sponsoring the college. Many do not have dormitories, and only limited dining facilities. The current operation of the colleges is supported largely by 1/3 payment by student tuition, 1/3 chargeback to the home county of the student, and 1/3 by the state.

At the present time there are no agricultural programs in the community colleges. There is one program offered in natural resources, A Marine Technology, at Suffolk Community College. All of the community colleges have liberal arts or transfer programs.

The extent of technical education varies considerably. In general, about 20% to 50% of the instructional work in the community colleges is in technical education. These colleges now enroll 54,000 full-time students, and are projected for an enrollment of 132,000 full-time students by 1975. The part-time enrollment is substantially large in many of the community colleges. There is an extensive variety of technical programs in the community colleges.

The Agricultural and Technical Colleges, (in operation over 50 years) now enroll 11,123 full-time students. The projected enrollment is for approximately 19,000 full-time students by 1975. Each college serves the community of the state, is sponsored by the state, and financed by the state.

The Agricultural and Technical colleges are unique, and

different from the community colleges in that they are residential colleges. In some instances, the agricultural and technical colleges house up to 90% of the students enrolled. The facilities, including dormitories, dining halls, recreational facilities, and a total program in college activities gives the student attending the agricultural and technical college a complete experience in a college community.

Many of the laboratories (especially in agriculture) are used in the instructional program more than five days a week, and around the calendar, depending upon the curriculum.

There are approximately 3,000 students enrolled in the Associate in Applied Science Degree programs in agriculture in the six Agricultural and Technical Colleges. There are 30 different curriculums in agriculture and natural resources. Some of the programs are offered in all six colleges, while others may be conducted in one, two or three of the colleges.

Robert Wingert, from Cobleskill College, spoke briefly on the Livestock curriculums in the colleges. A typical curriculum would be one including farm management courses, soil and crops management, agricultural equipment courses, and all of the livestock courses in the student's major field. In addition to this, all students have about 1/3 of their course work in the General Education area – in communication skills, sciences, social sciences, and elective courses.

Robert Crane, Chairman, Agricultural Division, Morrisville, explained a typical Agricultural Engineering Technology curriculum. This curriculum would prepare graduates for employment in farm equipment dealerships, parts departments, sales and service of farm equipment, mechanical work, shop supervisors, sales, and a number of occupational outlets related to agricultural equipment.

Professor Smith, Chairman, Ornamental Horticulture, Alfred, explained the four different programs available in Ornamental Horticulture in the fields of Floriculture and Nursery Management.

William Farnsworth, Chairman, Agricultural Division, Delhi, explained the Small Animal Technology curriculum at that college.

Bob Crane also showed some interesting slides on the "Natural Resources Conservation Program" developed at Morrisville.

In conclusion those at the conference were invited to visit the Agricultural and Technical College to observe the philosophy of post secondary education, especially at the technical level.

Other two-year college programs in agriculture in the northeast are in operation at Vermont Technical College; Stockbridge School, University of Massachusetts; School of Applied Science at the University of New Hampshire; a two-year program at the University of Maine; and the Ratcliff Hicks School at the University of Connecticut.

William Stopper
Alfred Agricultural and Technical College

Six Schools of Agriculture, located at Alfred, Farmingdale, Delhi, Cobleskill, Morrisville and Canton, were started in 1908 by a State Act of Legislation. \$50,000 per school allocated. This built a four-story classroom laboratory building 80 x 160', plus a milk processing building 40 x 40', plus a dairy

barn 40 x 100'. Quite a lot for the money.

Purpose of the school was in essence a farmers high school where students from farms could get the last two years of high school with training in agriculture.

With the passage of the Smith Hughes Act in 1918, the