

GENERAL PROVISIONS

resources for higher education, the Committee on Government and Higher Education made three major recommendations repeated here:

1. 'Regarding higher education, the work of budget officers should be confined to: (a) analysis of the total budget requests; (b) recommendation to the governor of the total amount needed for higher education, along with the results of the budget analysis.'
2. 'Officers and trustees of the institutions of higher education should have the right to defend their budgets before the governor and the legislature rather than to be forced to depend on a third party to present budget justification on their behalf.'
3. 'Annual allotments or full grants of appropriated funds are preferable to quarterly or monthly allotments for higher education.'⁴

"Freedom from continuing control by executive agencies is the most important concept that emerges from constitutional autonomy for higher education. It is scarcely necessary to add that this does not mean that the state colleges are asking to be completely removed from the process by which the State makes and allocates its resources. The change from the present system that is being asked is that the Constitution recognize that once the Executive's recommendation has been acted upon by the legislature and money has been appropriated, supervision of the expenditure of

funds be placed in the hands of the institutions and their governing board.

"What this means in specific terms may be seen in the new constitution recently adopted by the State of Michigan. There the institutional boards were given power of 'general supervision of institutions and the control and direction of all expenditures from the institutions' funds.'⁵

"Michigan, like Maryland and almost every other State, is engaged in the huge task of expanding and improving public higher education. States are confronted with the problem of a predicted enormous need, the brunt of which will be felt over a comparatively short time span. Planning and coordination are essential, requiring that authorities responsible for the various institutions of higher education be authorized to strike a balance between the needs of a particular institution and the requirements of the system as a whole. This is always a complex matter in the administration of any public trust; in the case of higher education with its unique traditions of freedom from external pressures, it is especially difficult.

"Coordination has been defined as 'the act of regulating and combining so as to give harmonious results. Presumably this definition implies some degree of integration, centralization, and force.'⁶ Factors behind the larger need for planning and coordination are the increasing complexity of higher education and the increasing size of state government.

⁴ COMMITTEE ON GOVERNMENT AND HIGHER EDUCATION, *THE EFFICIENCY OF FREEDOM* 34-35 (1959).

⁵ MICH. CONST. art. VIII.

⁶ L. GLENNY, *AUTONOMY OF PUBLIC COLLEGES* 1 (1959).