

CONNECTION

THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION



***Six States, One World-Class Region,
50 Years of the New England Board of Higher Education***

VOLUME XX
NUMBER 2
FALL 2005

Inside:

- CONNECTION Interview with David Halberstam
- 50 Years of New England Higher Education and Economic Development: A Timeline
- Robert Woodbury on Stratification in Higher Education
- Reflections on Where We've Been and Where We're Going
- Profs Without Borders: A Plan to Reconnect America to the World

Families have many questions about financing college.

Give them one solution... MEFA



Created by colleges for colleges, MEFA is dedicated to making higher education a reality. We are a not-for-profit organization whose sole focus is helping families and students afford a higher education through low cost financing strategies.

mefa | Massachusetts Educational Financing Authority | **COUNSELOR** | **UFUND** | **UPLAN** | **LOANS** | **UCONSOLIDATE**

For more information, call 1-800-842-1531 or visit us on-line at www.mefa.org



“Today at school
I learned yellow and red
make orange,
and how to get
tax-free withdrawals,
a wide range of
investment options,
and flexibility.”

“I learned about the 529 *CollegeBoundfund*.

“I also learned how I can use it for any accredited higher education institution in the United States. Undergraduate or graduate, vocational or technical, all are included in this powerful way to prepare for college.

“You can also choose from a wide range of investment options to suit the individual investment styles of different investors. And, special gift and estate tax rules apply to section 529 plans, like *CollegeBoundfund*.

“Choose the 529 *CollegeBoundfund* for your child or grandchild. It’s a gift that will last a lifetime.”

CollegeBoundfund[®]

888 324-5057

www.collegeboundfund.com

You should consider the investment objectives, risks and charges and expenses of the CollegeBoundfund carefully before investing. For a free copy of the Program Description, which contains this and other information, visit our website at www.alliancebernstein.com, or call your financial representative or AllianceBernstein at (888) 324-5057. Please read the Program Description carefully before you invest.

If you are not a Rhode Island resident or if you have taxable income in another state, consider whether that other state offers a similar plan with favorable state tax income or other benefits not available if you invest in the *CollegeBoundfund*. Under a “sunset provision,” the federal tax exemption for earnings on qualified withdrawals is scheduled to expire on December 31, 2010, unless extended by Congress. As with all tax-related decisions, consult your tax advisor. Statements in this material concerning taxation are not offered as individual tax advice. Investors should consult with their tax advisor or contact their state tax division for more information before investing.

The investments in the *CollegeBoundfund* (“CBF”) are not guaranteed by the State of Rhode Island, or the Rhode Island Higher Education Assistance Authority. The CBF is managed by Alliance Capital Management L.P. and distributed by AllianceBernstein Investment Research and Management, Inc., member NASD.

Investment Products Offered

Are Not FDIC Insured May Lose Value Are Not Bank Guaranteed



At TERI, we believe that education is the key to prosperity and well-being – for individuals and society.

- Helping student and families pay for their education
- Promoting college access in our community
- Fostering partnerships and reforms so that a college education is an achievable dream for all young people

www.teri.org
31 St. James Street, 4th floor
Boston, MA 02116
(617) 426-0681

TERISM  Bringing A Better Future
Within ReachSM



Cover image by Agata Stadnik.

COVER STORIES

- 13** The Fifties ... Fifty Years Later
CONNECTION Interviews David Halberstam on a Half Century of Change
- 19** Fifty Years of New England Higher Education and Economic Development: A Timeline
- 19** Six States, One Destiny
Critical Issues in New England's Economic Development
William Mass and David C. Soule
- 25** Hardening Class Lines
The Erosion of the Social Contract in Higher Education
Robert L. Woodbury
- 29** Coming Together
How a Half Century of Segregation and Desegregation Continues to Shape New England's Future
Blenda J. Wilson
- 32** Visions: Reflections on the Past, Predictions for the Future
In Search of New NEBHEs
Neal Peirce and Curtis Johnson
Demography Is Still Destiny
Peter Francese
New England's Going to Do It Again
James T. Brett

The Human Development Gap

James P. Comer, M.D.

A Future in Concrete?

Seymour Papert

Teaching Expert Thinking

Chris Dede

Affordability and Opportunity

Sandy Baum

A Plan for Higher Education Access

John F. Tierney

Diversifying Academic Knowledge

Esther Kingston-Mann

Close the Latino Education Gap

Marilda L. Gandara

Attracting Students to Science

George M. Langford

Regional Resource for R&D

Andrew G. De Rocco

A Tall Order for New England

Robert E. Miller

COMMENTARY & ANALYSIS

- 45** Profs Without Borders
A Plan to Reconnect American Higher Education with the World
Michael Lestz

DEPARTMENTS

- 5** Editor's Memo
Fifty Years
John O. Harney
- 7** Short Courses
- 9** Message from the President
Thinking Globally, Acting Regionally
Evan S. Dobbelle
- 11** Message from the Chair
Fifty Years of Expanding Educational Opportunity
Lou D'Allesandro
- 48** Data Connection

the signs of a healthier vermont.



BlueExtras—providing discounts on health services in Vermont and nationwide.

Getting healthier just got more affordable—at your local gym or at one of a network of national vendors. Now, members of Blue Cross and Blue Shield of Vermont and The Vermont Health Plan enjoy BlueExtras, like discounts on Weight Watchers,[®] Jenny Craig,[®] Beltone[™] hearing aids, and a host of other products and services designed to keep them healthy. To find out more about BlueExtras or to order your free Vermont health discount coupon book, visit www.bcbstv.com.

BlueExtras



**BlueCross BlueShield
of Vermont**

**THE
VERMONT
Health
PLAN**

CONNECTION

THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION

CONNECTION: THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION is published five times a year by the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111-1325
Phone: 617.357.9620 Fax: 617.338.1577
Email: connection@nebhe.org

Vol. XX, No. 2 Fall 2005
ISSN 0895-6405

Copyright © 2005 by the New England Board of Higher Education.

Publisher: Evan S. Dobbelle

Executive Editor: John O. Harney

Senior Director of Communications:

Charlotte Stratton

NEBHE/CONNECTION Intern: Michael Givens

Design and Production: tpgcreative, Boston, MA

Back Issues: Back issues of CONNECTION are accessible on the World Wide Web at www.nebhe.org/connection.html. Hard copies of regular issues may be purchased from NEBHE for \$3.95 each; annual directory issue, \$20.

For advertising information, contact Jodie LaBombard at jlalombard@nebhe.org.

CONNECTION is printed in New England.

CONNECTION is indexed and abstracted in EBSCOhost's Academic Search Elite, Academic Search Premier and Professional Development Collection, and indexed in PAIS International, the MLA International Bibliography and ERIC's Current Index to Journals in Education.

The New England Board of Higher Education is a nonprofit, congressionally authorized, interstate agency whose mission is to promote greater educational opportunities and services for the residents of New England. NEBHE was established by the New England Higher Education Compact, a 1955 agreement among the states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont.



Chair: Senator Lou D'Allesandro,
New Hampshire State Senate

President: Evan S. Dobbelle

CONNECTION Editorial Advisory Board

Cathryn Addy

President, Tunxis Community College

Katherine Sloan

President, Massachusetts College of Art

Robert Whitcomb

Vice President and Editorial Pages Editor,
Providence Journal

Ralph Whitehead Jr.

Public Service Professor, University of Massachusetts

Robert L. Woodbury

Former Chancellor, University of Maine System

EDITOR'S MEMO

Fifty Years

Maybe it's the retro NEBHE logo that makes the few remaining copies of the NEBHE newsletter titled *Higher Education in New England* feel so *fifties*. Maybe it's the black and white photos of suit-and-tied men, nearly all men, around meeting tables.

Or perhaps it's the global threat *du jour*. An item on inadequate college faculty salaries from the November 1957 issue describes a NEBHE conference where "participants realized anew that Russia is putting its schools ahead of almost everything else in its mad rush for world domination." A 1959 issue notes that New England colleges have refused a half-million dollars in National Defense Education Act funds because of a requirement that students receiving the new federal aid sign a statement disclaiming membership in subversive organizations.

The collection of dog-eared *HENE* newsletters is the closest thing NEBHE has to a storytelling grandfather, so to prepare this issue of CONNECTION marking NEBHE's 50th anniversary, I began reading.

The specter of the Cold War aside, the story line is hauntingly familiar: a new technology looms, manpower shortages develop in this or that field, worries about teacher effectiveness and regional competitiveness follow. But there is another feeling in those newsletters that seems quite foreign today: namely, the sense of a regional higher education enterprise in full-bore growth mode.

True, New England was bleeding manufacturing jobs at the time of NEBHE's founding, and the regional economy was stagnant. But college enrollment in the region had nearly doubled from 1939 to 1954, and more were on the way: nationally, nearly twice as many babies were born in 1956 as in 1936. *HENE*'s editor (who one suspects might have moonlighted for CONELRAD) asked in boldface type: "*When our children are ready for college, will our colleges be ready for them?*"

At first, of course, the answer was no, the colleges were not ready, and there weren't enough of them. But those bygone newsletters also reveal a palpable commitment to regional action, which found its medium in the young New England Board of Higher Education. NEBHE raised alarms about lack of space for the bulging student cohort, commissioned expert reports, convened conferences, forged collaborative agreements, prodded, pondered, then prodded some more. "Our Plans Aren't Big Enough!," shouted the NEBHE president in a 1957 *HENE* editorial.

The plans grew. The number of New England colleges increased from under 190 at the time of NEBHE's founding to roughly 270 today. Graduate and continuing education programs proliferated. Public higher education systems emerged and public missions blossomed. The higher education-economic development nexus flourished along Route 128 and elsewhere. In time, New England's colleges were associated with solutions and connections to all manner of New England challenges from early childhood education to workforce development to fixing deteriorating cities. With NEBHE's help, the region was reinventing itself as the world's premier "knowledge economy."

Now again, new technologies loom. Shortages develop in key fields. There are global threats and sometimes rash responses. And to complicate matters, there is no baby boom to power a future with sheer numbers. New immigrant groups could pick up some of that slack, but even the vastly expanded higher education system does a poor job reaching them. There are other new challenges as well, ranging from ever-rising college costs to fierce international competition for research funds and talent. One has to wonder yet again: Are our plans big enough?

John O. Harney is executive editor of CONNECTION.



TO CREATE AND OFFER

SERVICES THAT CONTRIBUTE

Our
TO A MORE PLEASANT WAY
MISSION

OF LIFE FOR PEOPLE

WHENEVER AND WHEREVER

THEY COME TOGETHER.



Sodexo's mission is to improve the quality of daily life for all the people we serve. Being socially responsible is central to this commitment and the reason why we have become the first company in our industry to endorse the Global Sullivan Principles of Social Responsibility®.

Sodexo Campus Services · New England Regional Office
45 Hayden Avenue · Lexington, MA 02420
1-800-926-7429 x6307

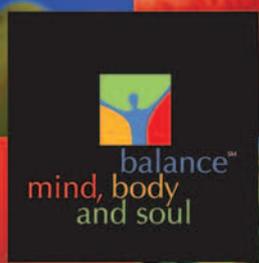
www.SodexoUSA.com Member of Sodexo Alliance



SERVICE spirit



TEAM spirit



spirit of PROGRESS



Vacationland Blues

Tourists spent more than \$9 billion in Maine last year, making tourism the state's largest industry. But even boosters concede that growth in this industry can backfire.

Addressing a conference sponsored earlier this year by the Maine Businesses for Social Responsibility, Bar Harbor Chamber of Commerce CEO Costas Christ evoked the "Cancun syndrome."

In the 1970s, Cancun was home to a small population of fishermen and merchants and a few small inns. Today, the island off Mexico, which is about the size of a typical Maine island, is home to 300,000 people and 26,000 hotel rooms. And bigger has not been better.

"With little attention given to tourism growth planning, Cancun's forests were cut and lagoons filled to make room for more and bigger hotels," Christ told the group. "The wildlife disappeared, as did many of the local families, and along with them any sense of authenticity to the place." With no provisions made for the low-income workers who live in Cancun, a shantytown developed and sewage flows into the bay untreated.

To stay afloat, Cancun hotels cut rates and began catering to the spring break college drinking crowd. "Where have the up-market tourists gone? South to the smaller Mexican coastal communities, fishing hamlets and less-developed beaches along with the inland towns and villages that still retain their character and authenticity," said Christ.

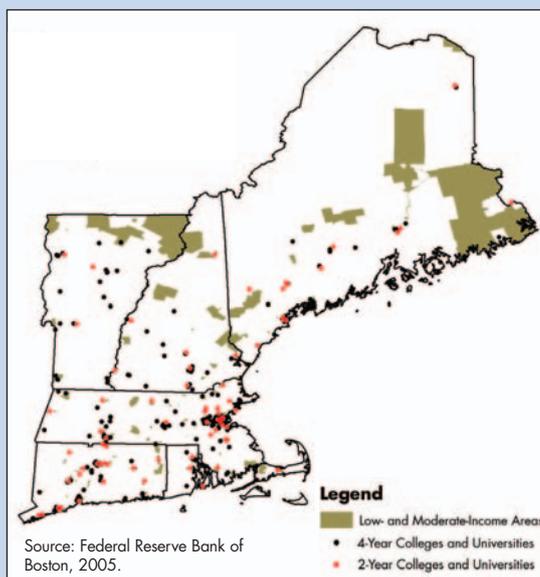
Christ urged Maine to aggressively protect the environment and local culture, so the state does not go the way of Cancun. "The decisions we are making now will determine whether or not Maine's tourism development will be sustainable," he told the group. "No one has ever said that a tourism destination was spoiled because the environment was still clean, the culture was still vibrant, and the scenic towns and communities were still free from billboards and sprawl."

Mapping the Knowledge Economy: College Location and Income

Does the nearby presence of a college raise local incomes?

This map developed by the Federal Reserve Bank of Boston seems to reveal a pattern: where incomes are low to moderate (noted by the shaded areas), there tend not to be a lot of colleges (noted by dots).

The Fed draws no conclusions as to which comes first, the colleges or the higher income.



Year Up

As many as 180,000 New England young people are idle—out of work and out of school—and in danger of sinking into a life of poverty, according to Northeastern University economists. Year Up is one of the groups trying to do something about it.

A nonprofit with locations in Providence, Cambridge and downtown Boston, Year Up takes mostly low-income urban youths who are not ready for community college or the workplace and trains them to become productive workers. Applicants must have high school diplomas or GEDs, basic computer skills, interest in a technical field and a "spark," as program organizers put it.

Once accepted, students do a half a year of class work, working with computer hardware and software, but also learning to write business correspondence, discussing current events and learning how to market themselves to employers.

In the second phase of the program, the students learn through internships in customer service, IT and support services at organizations such as State Street Corp., Fidelity and MIT. Students receive a stipend. If they are late for work, show disrespect for an employer or ignore constructive criticism, they're docked pay. And an

agreement with Cambridge College gives Year Up participants freshman status at the college.

Educational Leadership

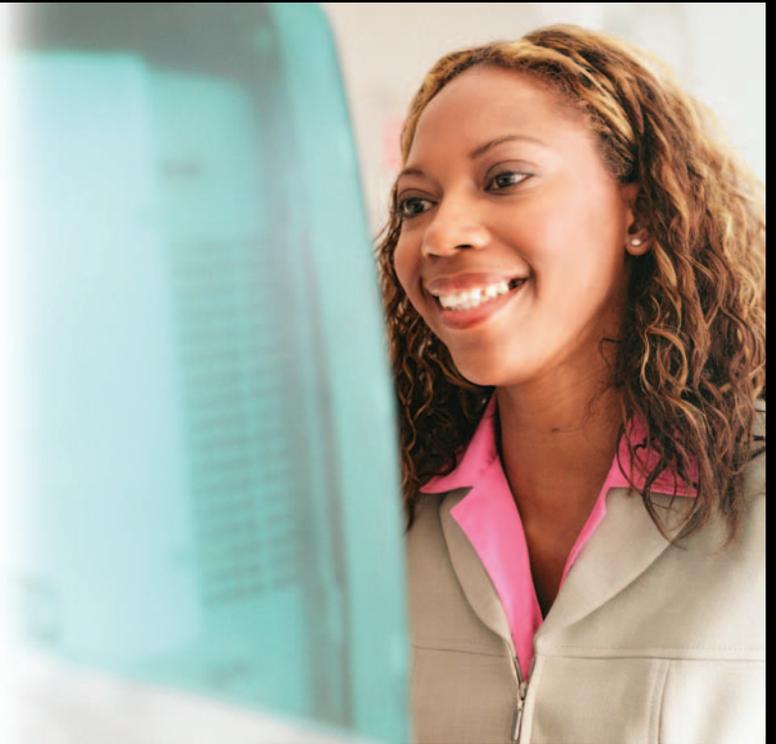
School reformers are shining the spotlight not only on teachers but also on school CEOs: principals.

Over the summer, Massachusetts became the first state in the nation to adopt a new principal training program created by the nonprofit National Center on Education and the Economy that incorporates simulations, action projects, case studies and Web-based activities to train school leaders. And Lesley University is among several schools that have incorporated the new curriculum into their doctorate programs in educational leadership.

The innovation comes as Columbia University's Teachers College President Arthur Levine calls for abolishing the educational leadership doctorate and replacing it with a master's in educational administration program to train principals in both management and education.

Levine contends that low admissions standards and weak faculties make the doctorate programs inappropriate for today's principals but that universities see the programs as "cash cows" to fund higher-priority initiatives.

How can we better prepare GED students for college?



Five years ago, the Nellie Mae Education Foundation established the New England ABE-to-College Transition Project – the first grantmaking program within our Adult Literacy initiative. Our goal was to bridge the gap between academic work required for a GED certificate and skills required for college-level work. We developed a partnership with the renowned New England Literacy Resource Center (NELRC), whose expertise in educational transitions for adults inspired and shaped our undertaking. So far, the 25 ABE-to-College Transition programs that received our grants and participated in technical assistance activities with NELRC have prepared more than 1,600 GED recipients for college.

Recently, Dr. Julia Gittleman of Mendelsohn, Gittleman & Associates completed an evaluation of the Project. What resulted is one of the few studies that documents GED recipients' access to higher education — *The New England ABE-to-College Transition Project Evaluation Report*.

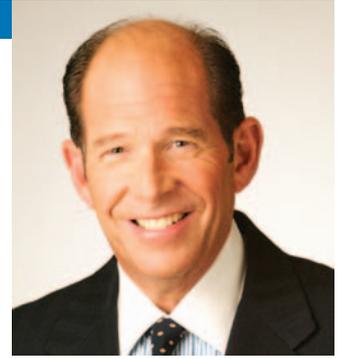
To read the report online, please visit www.nmefdn.org or www.collegetransition.org.



Nellie Mae
Education
Foundation

Opening Doors to Tomorrow

1250 Hancock Street, Suite 205N • Quincy, MA 02169-4331
Tel. 781-348-4200 • Fax 781-348-4299



Thinking Globally, Acting Regionally

EVAN S. DOBELLE

This 50th anniversary of the New England Board of Higher Education offers an important opportunity to look forward. NEBHE's priorities over this next half century will evolve. But a few goals will always remain constant: to expand access and opportunities to a greater number of our citizens; to strengthen the bonds between campus and community; and to prepare the region for success in the global marketplace.

First, we must continue to open the doors of higher education to all students regardless of income. We know now that this challenge requires attention to students much earlier in their lives. In the '50s, families were not pre-occupied with planning for college, and not enough thought was given to connections between early childhood education and future success. If we want to expand educational opportunity to all our citizens, then we need to develop pre-K-to-16 pathways for every school district, rich and poor.

We also need to nurture our technology-based economy. Too many students, especially from disadvantaged minority groups, turn away from science careers before giving them serious consideration. Others start down the path but never complete their degrees because they lack resources, encouragement or support. With India and China producing engineers twice as fast as we do, this waste of talent is intolerable. NEBHE's Excellence through Diversity Program addresses these issues by bringing underrepresented students together with role models through its annual Science Network meeting and online clearinghouse, but a more sustained regional effort is needed.

Another important task before us is to strengthen the relationship between campuses and local communities. Colleges already offer their neighbors benefits like jobs, cultural amenities and continuing education. A conscious effort is required to expand those benefits. A good example may be found in Providence, where the Rhode Island School of Design, Johnson & Wales and Brown universities and others working through the Rhode Island Campus Compact have developed community service requirements for their undergraduates. These include initiatives to expand access to higher education and support professional development of teachers in the local community. That sort of program—combined with the colleges' reclamation of old downtown buildings—has been key to Providence's revitalization.

Healthy town-gown relations are more than just a feather in a college's cap. When the Ivory Tower comes down to the street, both win: the city gets more energy, revenue and support, while the college becomes more attractive to potential students and faculty, and better positioned to tap the wealth of real-world resources for "hands-on" learning in the community.

With regard to the global marketplace, we cannot predict the next big thing with precision. But we can prepare a highly educated, agile workforce that is able to adapt to new technologies and industries as they emerge. For example, as the content carried by our televisions, web sites, computer games and movies becomes dramatically more sophisticated and intertwined, a burgeoning digital media industry will demand creative technicians, producers, digital artists and programmers.

New England has all the pieces in place to be a leader in this industry. Our backbone of universities and IT companies have already spawned dozens of software firms throughout the region specializing in everything from special effects to "massively multiplayer" online universes. Worcester Polytechnic Institute's recently launched computer game design major combining technical programming with humanities study reflects the cultural roots of this new art form—a plus for our "Creative Region." We want New England to be the first place that comes to mind when people think of "digital media."

As we act regionally, more than ever before, we need to think globally. Our future depends upon global economic relationships and foreign immigration here at home. Cultural exchanges, such as the Yale-China Association, which recently celebrated its centennial, familiarize our students with the countries that will be our partners and competitors over the next several decades. We can do more by encouraging public and private colleges to require a year's study abroad. We need to build international cultural competency among graduates, so they can be ambassadors to the global community.

All this will require creative thinking. But that is nothing new for New England, where we live by reinventing ourselves. From textiles to biotech, clipper ships to the Internet, our fortunes have relied on our ingenuity. And they will continue to.

Evan S. Dobelle is president and CEO of the New England Board of Higher Education and publisher of CONNECTION.

AN OUTSTANDING RESEARCH PROGRAM FOR OUTSTANDING *students*



UGSP Scholar Frank Diaz

B.S., Tufts University
M.D./Ph.D. Candidate,
Albert Einstein College of Medicine

NIH UNDERGRADUATE SCHOLARSHIP PROGRAM

SCHOLARSHIP

Up to \$20,000 per year for:

- Tuition and fees
- Room and board
- Books
- Transportation

SUMMER RESEARCH TRAINING

At NIH in Bethesda, MD, you will receive:

- 10-week paid internship
- Mentoring
- Skill-enhancement activities
- Scientific seminars

EMPLOYMENT AFTER GRADUATION

You will receive a one year commitment for each scholarship year which is deferrable to obtain a terminal degree.

PLEASE APPLY IF YOU ARE:

- Committed to a biomedical research career
- From a disadvantaged background
- Have a GPA of 3.5 or better or are in the top 5% of your class
- A U.S. citizen or permanent resident
- Enrolled or accepted at a 4-year accredited institution



The National Institutes of Health is our nation's premier biomedical research and research training institution, located minutes from Washington, D.C.

NIH is dedicated to building a diverse community in its training and employment programs.

**CALL 1-888-352-3001 OR
E-MAIL UGSP@NIH.GOV
FOR MORE INFORMATION**

Visit our Web site at <http://ugsp.info.nih.gov> for an online application.

Annual application deadline: February 28th



Fifty Years of Expanding Educational Opportunity

LOU D'ALLESANDRO



As we celebrate the New England Board of Higher Education's 50th anniversary, I can't help but reflect on my own educational experience. My parents, like most in their generation, never went to college. But they impressed upon me the importance of education. They wanted a better life for their children and they knew that road increasingly led through college. You can imagine my dad's joy when his son enrolled at the University of New Hampshire. My mother had passed away when I was 7 years old, and thus never had a chance to share in this achievement.

At a time when only the privileged were going to college, I was able to be a part of this experience. College attendance rates in New Hampshire, Maine, Rhode Island and Vermont were well below the national average. In New Hampshire, even among students who graduated in the top 25 percent of their high school classes, only half went on to higher education.

When the 1950s began, just 33 percent of the U.S. population age 25 and older had a high school diploma, compared with 80 percent today, and only 6 percent had four years of college, compared with 24 percent today. But New England and the world were changing profoundly in the 1950s. With World War II over and the GI Bill in place, thousands of young New Englanders were newly poised to participate in higher education. And they needed to. The region that had depended on manufacturing companies, machine shops and brute strength was gradually being transformed into a "knowledge economy." In many workplaces, critical thinking replaced rote tasks. Employers began seeking college graduates with strong technical and creative skills.

Six visionary New England governors saw these changes coming and mounted a response. They knew then what we all know now: that education is our future and that six states can do more together than one can do alone. They set about creating a small organization with the big goals of sharing resources among the six states and expanding educational opportunities.

Early in its history, NEBHE began encouraging the region's public colleges and universities to share academic programs. Today, NEBHE's Regional Student Program (RSP) gives New England residents a substantial tuition break at out-of-state public colleges and universities within the six-state region when they enroll in certain degree programs that are not offered by the public institutions in their home states. Last year, more than 8,000 New England residents enrolled in college through the RSP, saving more than \$44 million in tuition. The six states save untold millions of dollars annually because they don't have to start up and run high-cost academic programs that are available in other New England states.

In more recent years, as New England's demography has changed, NEBHE has also initiated programs to encourage minority participation in higher education and the skilled workforce. NEBHE's Excellence Through Diversity program seeks to address lagging educational attainment among African-Americans, Latinos and other minorities, even as it tackles another of New England's dilemmas: shortages of skilled people in crucial science, technology, engineering and math fields.

One of NEBHE's central roles from its inception has been that of convenor, linking educators, legislators, business leaders and others. Through its

conferences and publications, NEBHE has succeeded in sparking vital collaboration among six states that have sometimes been known for their lack of communication and cooperation.

In its first few decades, NEBHE convened leaders on issues related to higher education capacity and the economy. In more recent years, conferences have focused on issues ranging from how campuses get along with their communities to building a world-class creative workforce.

NEBHE began publishing the quarterly journal CONNECTION in 1986 to explore the vital relationships between New England higher education and the region's economic and civic life. Today, CONNECTION is highly regarded as a policy forum for New England educators, elected officials, CEOs and others to share best practices and new ideas and help shape a New England agenda.

Educators have much to tell us about the issues facing students and faculty. Legislators have the power to authorize and fund education and economic initiatives. Through CONNECTION and conferences, NEBHE brings them together in an open forum to highlight the latest thinking on pressing issues and facilitate change in our region.

NEBHE's half century of service has had a significant impact on New England. States are working together; lines of communication are open; key issues in higher education are being addressed; and the region, despite slow population growth, is educating a workforce to thrive in the global creative economy.

Lou D'Allesandro is chair of the New Hampshire state Senate Ways and Means Committee and chair of the New England Board of Higher Education.

Plan wisely.

Build smart.



*Massachusetts College of Pharmacy and
Health Sciences, Boston Campus*

The Massachusetts College of Pharmacy and Health Sciences has been preparing the region's top health care professionals since 1823. But with national shortages in the health care workforce, the College needed to expand its student body, its academic offerings, and its physical space. School officials turned to us. We issued a \$51 million tax-exempt bond allowing them to expand and renovate their Boston and Worcester campuses, meeting the College's needs and the needs of the health care community. That's what we do. Our experienced team provides creative business solutions, tax-exempt bond financing, and loans at competitive rates to help nonprofits in Massachusetts grow. So give us a call. Because when it comes to smart financing and business solutions, we're your prescription for a successful project.



MASSDEVELOPMENT
Build. Create. Innovate.

160 Federal Street, Boston, MA 02110
800.445.8030 www.massdevelopment.com

The Fifties ... Fifty Years Later

CONNECTION Interviews
Historian David Halberstam
on a Half Century of Change

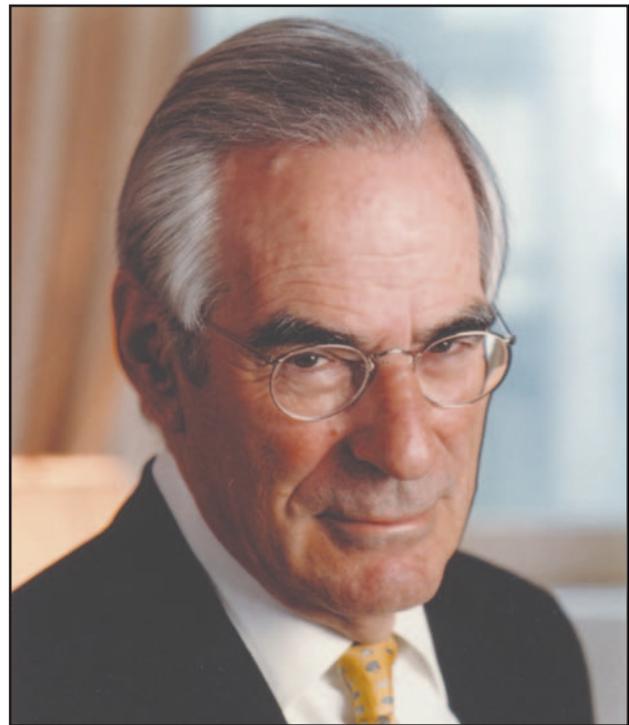
David Halberstam graduated from Harvard University in 1955 after serving as managing editor of the *Harvard Crimson*. Upon graduation, he joined the staff of the *Daily Times Leader* newspaper of West Point, Mississippi, and then moved on to the *Nashville Tennessean*, where he covered the Civil Rights Movement. Halberstam joined *The New York Times* in 1960 and won a Pulitzer Prize four years later for his critical reporting on the Vietnam War. He is the author of more than a dozen bestsellers including *The Best and the Brightest*, *The Powers That Be*, *The Reckoning* and *The Fifties*, his colorful chronicle of the decade of Eisenhower, Oppenheimer, mass-produced hamburgers, Holiday Inns ... and the birth of NEBHE.

NEBHE President Evan S. Dobbelle and CONNECTION Executive Editor John O. Harney caught up with Halberstam recently about the past 50 years of educational progress in New England and the historian's childhood days in Winsted, Conn. ...

CONNECTION: Looking back 50 years, what was the state of higher education circa 1955?

Halberstam: The early '50s marked a very democratic moment in higher education in the sense that the children of people who had not gone to college started to be able to go. The GI Bill had been a critical step in America becoming a meritocracy. Up until then, people who had higher education—the town leaders, so to speak—continued to have it, and their children tended to be the only ones who had the expectation of going on to college. The pool of people going to college before the war was very, very small. An enormous amount of the country's talent was being lost, because a huge body of people who might have had the natural ability to go to college and thus enrich the society, did not have the resources or the confidence to try to go.

The GI Bill just turned that around, as all kinds of people from ordinary backgrounds suddenly had a shot



at rising above the level of their parents. There was this great breakthrough in possibility as the government became, in effect, a sponsor of higher education. Small normal schools became universities. New colleges were built. We had a sense of a great force gathering—an America which was infinitely more democratic in its educational possibilities and, not surprisingly, infinitely more dynamic economically. There was in that period a quantum jump in national confidence and in personal expectations.

But in retrospect, it was narrower than we thought. We perceived ourselves in the '50s as a white society, and the breakthrough was mostly limited to people who were descendants of Italian-Americans, Eastern European Americans, children of Jewish immigrants. They were suddenly getting a chance to go college. But the new college population was predominately white and male along with small numbers of privileged white women, more often than not, daughters of the existing middle class or, more likely, the upper-middle class. In retrospect, that period seems much simpler and much more innocent, at least in its challenge to the nation's educational system.

Now, we're dealing with an infinitely more complex society of immigrants from Asia, Latin America and the Caribbean, many nonwhites, many whose parents don't have a tradition of education.

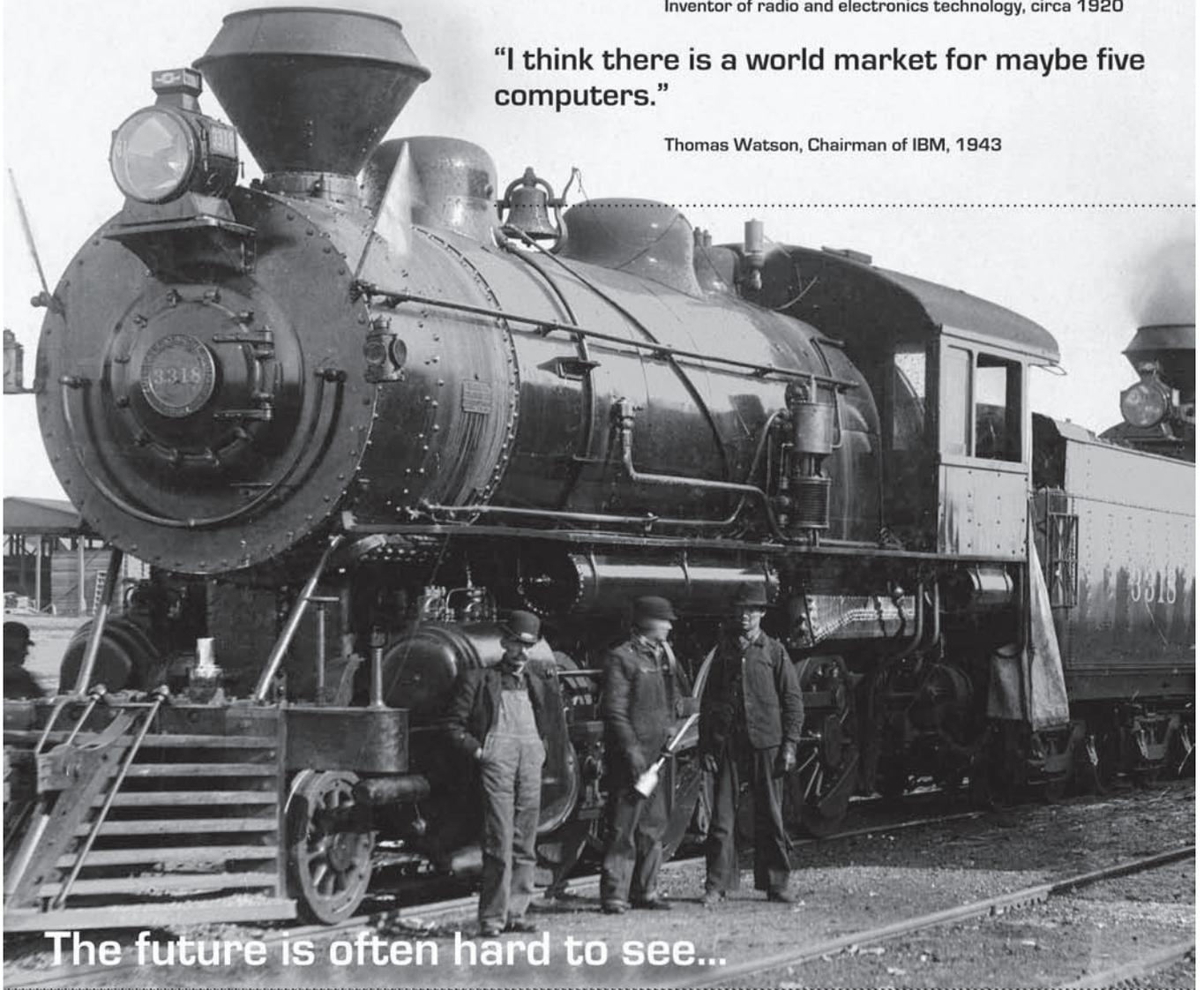
We're also dealing with migrants from the American Deep South who were, in effect, colonial subjects on our own soil. I believe we were the only great Western power who had its colonial era on native soil. The British and French had to go to far parts of the earth to get cheaper labor in warmer climes where there might

“Man will never reach the moon regardless of all future scientific advances.”

Dr. Lee De Forest
Inventor of radio and electronics technology, circa 1920

“I think there is a world market for maybe five computers.”

Thomas Watson, Chairman of IBM, 1943



The future is often hard to see...

But we get a glimpse of it every day.

It takes a rare combination of luck and insight to predict what the future will bring. That may be why even experts often get it wrong — dismissing innovations that may signal big changes in their industries.

At HEFA we are privileged to glimpse the future from a unique vantage point. Every day we work with forward-thinking, higher education clients who have the vision to see what is possible. This past year with tax-exempt HEFA financing, a leading university

built a high-tech facility to enable cutting-edge learning, a world-renowned research institution invested in advanced microscopes to drive tomorrow's medical breakthroughs, and a local college built a new residence hall to house the students of the 21st century.

With our help, our nonprofit clients secure the financial resources to implement their dreams. For information on how HEFA can help your organization, visit www.mhefa.org.



Together we build the future.

be rubber trees or whatever they needed fed into the economic system back home. But we could do all this on native soil. We wanted tobacco and cotton, and we found these on indigenous soil and brought slaves *to us*. And eventually, in one of the great migrations of the modern era, in the years after World War II, the descendants of those slaves moved north from Mississippi and Alabama and Florida to New England. They also moved from Haiti and the Dominican Republic.

CONNECTION: The knowledge economy was beginning to take shape at that time as well ...

Halberstam: Yes, the entry-level job that was so important in the blue-collar economy I was part of has disappeared. So the ability to go from the rural South north to a city like Detroit and get a job at one of the big manufacturing plants is gone, and that makes the process of moving into the middle class much harder now.

The other problem is that college is so much more expensive now. When I went to Harvard from 1951 to 1955, the total charges, including tuition and room and board, were about \$1,700. I worked summers as a ditch-digger for Oneglia & Gervasini in Torrington, Conn., where I could make almost \$100 a week. I could make half the cost of college over the summer. In those days, you really could work your way through college.

Now, if you could get a summer job as a ditch-digger at all, I imagine you could make about \$4,000 over 10 weeks, but that would be a much smaller percentage of the total college bill than I was able to make. College bills have shot up disproportionately in terms of middle-class incomes, and there is a sense that education is pricing itself out of reach for a great many ordinary families.

In the 1950s, someone who made maybe \$4,000 or \$5,000 a year in a factory was judged to be middle class. He may not have had a lot of choice about what he did for work, but he was able to buy a home and probably send his kids to school for relatively little. It's hard to imagine someone who graduated from high school in New England in the 1950s and really wanted to go to college not being able to do it. The dreams in many homes might not have included college, but it wasn't because college was out of reach financially. So a challenge for us is to keep the gap from widening.

CONNECTION: If, as you have observed, the '50s sowed the seeds of turbulence that emerged in the '60s, then what seeds are we sowing in this first decade of the 21st century for the next generation of young people?

Halberstam: It's hard to tell. Right now, the country is very quiescent. For new college graduates, there's so much pressure to get a job because so much is invested in them. With \$200,000 invested in you, you're fighting like hell to get into one law school or another or one business school or another. Then you come out of

law school with enormous debt. So the need to validate the enormous investment is very different from the mid-1960s when it wasn't quite so expensive. The need to find a place in the economy—the fear that it may not be there—helps suppress some political dissent.

In the '60s, the country had been prosperous for 20 years following World War II. America was rich in a world that was poor. And two very powerful forces were taking place side by side. One was we were looking at ourselves in terms of race relations. It was 10 years since *Brown v. Board of Education*, and we'd had almost 10 years of civil rights protests. The other was the challenge of a neo-colonial war in Vietnam. And the economy was so formidable and energized that there was a feeling you could protest now and worry about getting a job later.

By contrast, these days, everyone worries about getting into the *right* college and then the *right* business school or law school and then finding the *right* job. The pressure on the ablest kids to get a law school or business school degree is very great. And as that happens, your levels of personal freedom shrink. If you're \$150,000 in debt, your freedom to maneuver is narrowed.

Traditionally, young kids come out of college, especially those with liberal arts degrees, asking, "Who am I?" or "Who will I be now that I've spent all of dad and mom's money for my college degree?" Those are tougher questions now because society is more demanding.

When I was younger, you could go to college, you could screw up, you could make mistakes, you could get bad marks, but you could find out who you were and eventually right yourself. It wasn't as expensive a deal and you weren't on this very fast pace to succeed. Now, there's a fast pace at the high school to get into the right elite college and a fast pace at the college to get into the right elite graduate school and a fast pace at the graduate school to get into the right law firm or consulting firm. The pressure to get your place in this economy is more stringent.

I think young people today have much more pressure on them, and it can be a huge burden. "So much has been put into me, everybody else my age is already making a couple-hundred-thousand a year at Goldman Sachs, what about me? Am I a failure?" It's a much more success-oriented society than it was 50 years ago. And that's not necessarily a good thing.

We're also turning far too much of our talent into the Wall Street firms or big corporate law firms or consulting companies. These may not necessarily be workplaces where they'll be happy. But they're the places at the end of the treadmill these pressurized young people have been on since they've been trying to get into the right school to get into the right school. Now they have to justify that, though they might be happier being a teacher or something else, taking a chance on their secret desire.

Put the expertise of the NUMBER ONE BUILDER of educational facilities in the U.S.* to work for your academic institution.

*1998 - 2004 as Ranked by ENR



Transforming Historic Structures

The restoration of the University of Pennsylvania's historic quadrangle created unique living spaces that meet today's life safety standards.

"...this feat is particularly impressive because of the logistics involved with working in the Quad...the stakes were so high. I'm just absolutely happy about it...pleased is an understatement."

Omar Blaik, Vice President for Facilities and Real Estate Services, University of Pennsylvania

Successful Projects

A record of on time and budget projects

Unparalleled Service

A company built on a foundation of client advocacy

Gilbane

www.gilbaneco.com

Creating State of the Art Learning Environments

The new 221,000 SF School of Pharmacy/Biology building at the University of Connecticut Storrs campus provides cutting-edge research technology and specialized laboratory areas.

"Building the School of Pharmacy/Biology Building demanded that our team be responsive and flexible to accommodate advances in technology. Occupied ahead of schedule in June 2005, the completed facility is an outstanding testament to the team approach."

John Parrinello, Gilbane project executive



I recently went by my old stomping grounds at the *Harvard Crimson* and asked some senior executives how many were going into journalism, and almost none of them were; they were all going into consulting. The reason was obvious: if you start working at a newspaper, particularly because of the chains, you might start at \$30,000. If you go to McKinsey or some consulting firm, you might start at \$100,000. The question is would they go to McKinsey if it were only \$50,000. Or are those firms offering such high starting salaries because otherwise the graduates wouldn't join them?

Because I worked those summers at Oneglia & Gervasini, I knew how lucky I was to be going to college. Not everyone was trying to go to college then. Now, the more and better educated you are, the better you can do.

And the knowledge that the economy is dictated by education is very palpable. The young people caught in it may not articulate it, but they've been hearing about it in different ways from their parents forever. And they've felt the pressure to do well since they were in elementary school.

CONNECTION: Turning to our corner of the United States, you went to Harvard and grew up partly in Winsted, Connecticut ... What was that like?

Halberstam: We grew up all over the country because of World War II. But New England was really the best part of my childhood. I've got some New England roots. My mother grew up in Boston, went to Simmons and had a teaching degree from Boston University. My father had been a medic in World War I and then had gotten into college and then into Tufts medical school. In World War II, he went back in the service as a surgeon. He was 45 at the time, but he felt that he owed his country, and we were Jewish, and he felt he knew what that war was about. We lived for a time in my uncle's house in Winsted, then followed my father to Texas when he was stationed there, then back to Winsted, then back to Texas, then briefly to Rochester, Minn., and back to Winsted. By eighth grade, I had been in six schools but the happiest part of this peripatetic childhood was in Winsted.

Winsted was a small milltown of about 8,000 in northwestern Connecticut, and it had a very good school system. I'm one of the few people who can say he's known Ralph Nader since fourth grade. Another guy in our class, John Bushnell, went on to be deputy assistant secretary of state for Latin America. Winsted had that traditional New England respect for education. A lot of our teachers were schoolmarms from small towns in Maine where the Industrial Revolution had not reached, so being paid \$900 a year in a town like Winsted where there was a manufacturing base was a good deal. They'd been to normal schools and

they had grown up in poverty or in very austere circumstances where they learned about authority firsthand in their own homes. And they taught you well—very well in fact. It was a calling for them.

Winsted was a melting pot. There was the Gilbert Clock factory and a factory that made rifle stocks—and we would pick up the unused stocks on the way home from school for kindling. It was blue-collar and predominantly white, but multi-ethnic as we defined it in those days, with people of all different nationalities. There was no prejudice or at least very little that I was aware of. Whatever background you came from, that was fine. Regrettably, that was not true when we moved to Westchester County in 1947. There were a lot ethnic slurs on the playground, and I was shocked to have teachers who were anti-Semitic. Anti-Semitism coming from a teacher was a punch in the nose. I'd been all over the country and I'd never had a teacher act that way. It was quite painful for me.

And when I got to the eighth grade in this affluent Westchester system, they were not as advanced as we had been in Winsted. The basic teaching in English and math in Winsted was very good, and I think it was just a consensus on the part of town leaders that they would have a great school system.

Recently, I got the class book from the 50th reunion of the high school in Winsted, and I was very impressed by how well so many of my classmates had done, including many who had not gone on to college. My sense was that they had come away from those years with a core educational strength that allowed them to hold down very good jobs. I have a very positive feeling about that school system and how things were done. Each grade was broken down into three classes: a smart or college track class, a middle track class and then a vocational track class. The smart class was the "C" class, the slow one the "A" class.

Also in the smart class, there were about 25 girls and seven boys. Years later, I did a graduation speech at nearby Torrington High School and that situation was about the same. The valedictorian was a boy, and about the next 18 kids were girls.

The other thing we had in Winsted was "penny milk," a nickel a week for milk, and if your family was so poor that you didn't have it, it was very quietly arranged that the school system would take care of it. There were wonderful things built into the culture. There's a great sense in New England of the value of education.

CONNECTION: Where do you see a region like New England with very slow population growth going socially and economically in the next 10 or 20 years?

Halberstam: The pull of the economy is I guess to the Sun Belt. We're in a youth culture, and the great migration is to the Sunbelt. Cities that were not big cities are

now major places to live in part because of the change in the economy and in part because of the coming of air conditioning. Places that are considered very desirable today were not desirable then because the air conditioning was not part of the operable daily life. Huge parts of the country including cities like Houston and Phoenix had no growth because of their climate.

As the industrial economy has declined and service has taken its place, places in the Southwest have become greater magnets for young people. The economies of Nashville, Tenn., and Charlotte, N.C., are probably more energized than comparable cities in New England and therefore are draws for young people, so I suppose there has been an outmigration of certain kinds of talent from New England, though not as bad as from the Rust Bowl.

CONNECTION: In several of your books, you have eloquently connected developments in baseball to changes in America society. Are you a Red Sox fan?

Halberstam: Winsted was exactly in the DMZ between Yankee world and Red Sox Nation. When the Red Sox were playing the Yankees, they would load up one bus of Red Sox fans and one of Yankees fans. You could get the Yankees station on the radio or the Sox station—and root accordingly.

I was born in the Bronx so I grew up as a Yankee fan. Then in 1988, I did *Summer of '49*. I got very friendly with Dom DiMaggio and Bobby Doerr and Johnny Pesky, and I had a great day with Ted Williams. In general, I had a better time with the Red Sox players, the ones I've mentioned, and Boo Ferriss and Mel Parnell. I kept up my friendships with some of them. Then Dom DiMaggio told me the story of the trip he and Johnny Pesky made to see the dying Ted Williams. And I thought, "What a wonderful story!" That will never happen again, four guys staying friends that long. So I am pulled to them. Besides, I've just finished a book on Bill Belichick, so I've been pulled once more into the New England sporting world.

CONNECTION: So you are a New Englander at heart?

Halberstam: I live in New York and I live in Nantucket as well. When I first visited Nantucket 37 years ago, there were many things about it that reminded me of Winsted. New York still thrills me, but so does Boston. Recently, I went to Fenway Park—59 years after I visited the ballpark for the first time—and I was deeply moved again. So I guess I qualify for dual citizenship, a citizen of New York and a citizen of New England.



Anna Maria College

MAJORS

Art and Business
Art Therapy
Business
Administration
Catholic Studies
Computer Information Science
Criminal Justice
English
Environmental Science

Fire Science
Graphic Design
Health Science
History
Human Development and Human Services
Humanities
Legal Studies/Paralegal Management
Information Systems
Music

Music Performance
Pastoral Studies
Psychology
Public Policy
Social Work
Spanish
Studio Art

TEACHER

PREPARATION

Early Childhood Education (PreK–2)
Elementary Education (1–6)
English (5–8, 8–12)
History (5–8, 8–12)
Music (all)
Spanish (5–8, 8–12)
Visual Art (PreK–8, 5–12)

Anna Maria College is a Catholic co-ed liberal arts college offering a core curriculum that sharpens students' critical thinking skills and prepares them for professional success. Small classes mean a stimulating learning environment, while career internships and field experiences allow students to test their classroom learning in the real world. Our central Massachusetts location offers the best of both worlds—a beautiful, safe, rural campus, with easy access to nearby cities Worcester and Boston. Visit Anna Maria College today and begin a lifelong learning adventure!

50 Sunset Lane Paxton, MA 01612-1198 • 800-344-4586 x360 • admission@annamaria.edu • www.annamaria.edu

Six States, One Destiny

Critical Issues for New England

WILLIAM MASS AND DAVID C. SOULE

Midway through the first decade of the 21st century, New England faces challenges that will test the heart and soul of the six states. Other regions of the nation and the world challenge our strengths in innovation and creative capacity. We need foresight to understand what our emerging economic sectors need to thrive. At the same time, our demography is changing. We are losing 20- to 34-year-olds and seeing a growing disparity in household incomes in every state. Some folks are doing quite well; others are struggling. Some of our local governments offer the purest form of democracy in the world—the open town meeting—but reliance on local property tax creates pressure for ever-more growth to pay for local services. While New England states tend to “go it alone” in responding to change, there are some things governors and legislators should not do alone. We need to focus our still considerable political strength on cooperative action.

Economic Development

One challenge we face is that our economic region is different from our political boundaries. Within New

England, a number of regions that straddle state borders are forming out of economic necessity. The region’s interstate highways offer case studies of how interlinked the state economies have become.

Interstate 93, home of Boston’s “Big Dig,” links two of the region’s major airports while carrying a significant volume of interstate commuters to and from high-tech firms in Massachusetts and New Hampshire. As New Hampshire prepares to widen its portion of the road, it has also taken on the responsibility for managing the growth that comes from highway expansion. Meanwhile, Interstate 91 has been dubbed the region’s “knowledge corridor” by a coalition of leaders in Massachusetts and Connecticut as they conduct the “unnatural act” of cross-border collaboration aimed at capitalizing on the corridor’s higher education resources. The I-95 corridor passes through five of the six states on its way south to Florida, leading to many joint strategies. I-89 offers the same opportunity for New Hampshire and Vermont.

The New England states share the promise of these economic corridors, but also the reality of very slow job growth. Employment in New England has grown more slowly than the U.S. average over the past 15 years. The two largest New England states—Connecticut and Massachusetts—ranked 50th and 48th, respectively, in employment growth during this period. Rhode Island was 47th and Maine, New Hampshire and Vermont were all in the bottom half of the states.

A Half Century of New England Higher Education and Economic Development

A Timeline ...

In the decade following World War II, 7.8 million U.S. veterans enrolled in education programs with tuition fully paid under the G.I. Bill. From 1939 to 1954, college enrollment in New England nearly doubled, rising from 88,428 to 172,093. Further growth seemed assured. Nearly twice as many babies were born in the United States in 1956 as in 1936. Also, the U.S. Supreme Court’s 1954 *Brown v. Board of Education* ruling was ushering in an era of progress—and setbacks—toward equal educational opportunity. And the Russians were coming. Or so everyone thought. Cold War R&D would help New England universities such as the Massachusetts Institute of Technology become research giants.

Against this backdrop, six visionary New England governors—Abraham A. Ribicoff of Connecticut, Edmund S. Muskie of Maine, Christian A. Herter of Massachusetts, Lane Dwinell of New Hampshire, Dennis J. Roberts of Rhode Island, and Joseph B. Johnson of Vermont—forged the New England Higher Education Compact. In 1955, the New England Board of Higher Education was established to pursue the compact’s aims, namely to expand educational opportunity and foster cooperation among the region’s colleges and universities.

Here is some of what happened after that ...

The employment impacts of the early 1990s recession were more severe in all six New England states than elsewhere. Indeed, the six states ranked among the eight most severely impacted in the nation in terms of job loss. While New England experienced rapid job growth during the late 1990s, much of that was making up for ground lost in the deep recession of the first half of the decade. The 2001 recession was less severe nationally than that of the early 1990s. But the jobless recovery that followed lasted four years before peak employment levels were recaptured—more than twice as long as it took to get back to peak job levels following the recession of the '90s.

U.S. employment peaked in February 2001, but the timing of the high point varied from state to state. Massachusetts suffered the second steepest job decline in the nation and continued stagnation in employment, losing more than 6 percent of its jobs from peak employment levels, which had still not been recaptured as of May 2005. Connecticut, meanwhile, remained nearly 2 percentage points below its July 2000 peak employment, having experiencing the fifth sharpest job

loss in the country. Both New Hampshire and Rhode Island suffered sharp employment declines. Rhode Island's job recovery—2.7 percent from peak to May 2005—was three times greater than the U.S. average and, in percentage terms, New England's most impressive. These small variations cannot divert attention from the long-term challenges of limited regional employment growth, especially as each state's future economic prospects are linked.

Educational Leadership

Maintaining New England's mature industries and nurturing its newer knowledge-based industries requires a highly educated workforce. Attracting and retaining the quantity and quality of workers to sustain a competitive workforce is a particular challenge for every New England state. By one measure—the percentage of high school students who go on to college—the New England states do relatively well. Massachusetts, Rhode Island and Connecticut ranked fourth, eighth and 10th, respectively, by this measure in 2004, according to the National Center for Policy and Higher Education.

Employment Change, Jan. 1990—May 2005

	% Change	U.S. Rank	Decline from Peak Employment to Lowest Level (%)	U.S. Rank	Change from Peak Employment to May 2005 (%)	U.S. Rank
United States	22.2%		-2.1%		0.6%	
Connecticut	1.2%	50th	-4.6%	46th	-1.8%	41st
Maine	13.2%	41st	-1.1%	9th	1.3%	19th
Massachusetts	5.2%	48th	-6.1%	49th	-5.1%	49th
New Hampshire	22.9%	29th	-3.2%	34th	0.9%	24th
Rhode Island	7.9%	47th	-3.4%	36th	2.7%	14th
Vermont	18.0%	38th	-2.4%	25th	1.4%	18th

Source: Bureau of Labor Statistics

1955 The New England Board of Higher Education is established as the executive arm of the New England Higher Education Compact. Boston University Chancellor Daniel Marsh becomes the first chair.

Nearly 190 New England colleges and universities—more than half of them four-year colleges—enroll approximately 180,000 students. U.S. enrollment is estimated at 2,653,000.

U.S. Supreme Court orders “all deliberate speed” in the integration of public schools.



Credit: National Archives and Records Administration.

1956 Massachusetts Higher Education Assistance Corp., later renamed American Student Assistance, is chartered as a private, nonprofit organization to administer student loans.

Women account for 35 percent of U.S. college students.

Gallup Poll shows New Englanders far more likely than other Americans to cite “unemployment” as the most important problem facing their region.

University of Maine President Arthur A. Hauck assumes NEBHE chairmanship.

1957 The New England Higher Education Compact receives legislative enactment in all six New England states.

NEBHE establishes the New England Regional Student Program, enabling New England students to pay the

Fiscal 2005 State Tax Appropriations for Higher Education, Per Capita and Per \$1,000 of Personal Income, Plus 5-Year Change

	Fiscal 2005 Appropriations	Appropriations per \$1,000 in Personal Income		Appropriations per Capita		5-yr % Change (Fiscal 00 to Fiscal 05)
		\$	U.S. Rank	\$	U.S. Rank	
Connecticut	\$768,999,000	4.86	46th	219.49	22nd	11%
Maine	\$239,662,000	6.07	33rd	181.94	38th	13%
Massachusetts	\$880,555,000	3.34	49th	137.23	47th	-15%
New Hampshire	\$115,258,000	2.47	50th	88.69	50th	20%
Rhode Island	\$174,255,000	4.89	45th	161.25	43rd	15%
Vermont	\$79,023,000	4.01	47th	127.17	49th	25%

Source: Illinois State University Center for the Study of Higher Education Policy

New Hampshire ranked 13th; Maine, 16th; and Vermont, 39th.

But while New England's private colleges and universities are considered among the best in the nation, the region's public institutions have experienced relatively low public support.

Public investment in higher education has increased considerably over the past five years in every state, except Massachusetts. Nonetheless, every state but Connecticut remains well below the U.S. median in state spending per capita on higher education and all are substantially below the national average for appropriations relative to income.

Housing Affordability

Another compelling challenge for New England is housing affordability. The challenge no longer applies only to low- and moderate-income families. Now we face the task of meeting the housing needs of middle- and higher-income workers as well. In fewer and fewer New England communities does a person with median household income qualify for the mortgage on a home

at the median sales price. While we are lulled into complacency by the lowest mortgage rates in years, New England's housing market, which suffered significant dislocation and significant price declines during the recession of the early '90s, may be heading for the abyss once again. Housing prices may deflate as interest rates creep back up, but we have still failed to create an adequate supply of housing that would establish long-term price stabilization. This means that New England hospitals, colleges and universities, tech firms and other employers seeking high-skilled workers may not be able to attract the talent they need to stay effective and competitive.

Housing costs are influenced by local phenomena, but powerful regional patterns come into play as well. Most recently, the Pacific region has experienced the nation's highest rate of housing price appreciation, while New England has moved closer to the U.S. average. But earlier housing booms established a high base price in New England. Smaller percentage increases on a higher base price still generate larger dollar-value increases. Indeed, the cost of New England single-family homes

lower in-state tuition rate at out-of-state public land-grant universities within New England if they pursue certain academic programs that are not offered by their home state's public institutions.

NEBHE publishes *Two Surveys*, the predecessor of CONNECTION's *Annual Directory of New England Colleges & Universities*.

NEBHE receives \$10,000 from the W.K. Kellogg Foundation to study supply and demand of dental personnel in New England.

The First National Bank of Ipswich (Mass.) issues the nation's first guaranteed student loan to a student at Endicott Junior College.

Convinced that computers have tremendous commercial potential, Kenneth H. Olsen leaves MIT to form Digital Equipment Corp.

Soviet Union launches Sputnik 1 and Sputnik 2, the first man-made satellites, setting off a super-power race for scientific and technological superiority. United States launches Explorer 1 a year later.

Lowell, Mass. native Jack Kerouac publishes *On the Road*.



1958 Route 128 is completed as the first circumferential highway around a major U.S. city; the original stretch from Wellesley to Lynnfield, Mass., is already dotted with high-tech companies.

President Eisenhower signs National Defense Education Act, authorizing grants to colleges to provide low-interest, long-term loans for college students and fellowships for graduate students.

Following the recommendations of a panel of Massachusetts legislators and higher education leaders, Gov. Foster Furcolo proposes the adoption of a statewide system of community colleges. At the time, Holyoke Junior College and Newton Junior

Change in Home Prices by Region (through First Quarter 2005)

	Rank*	1-Year	5-Year	Since 1980
Pacific	1st	21%	83%	383%
South Atlantic	2nd	15%	55%	244%
Middle Atlantic	3rd	14%	64%	357%
Mountain	4th	13%	40%	205%
New England	5th	13%	70%	477%
West North Central	6th	7%	38%	180%
East North Central	7th	7%	29%	202%
East South Central	8th	5%	23%	157%
West South Central	9th	5%	25%	98%
United States **		13%	51%	249%

* Rankings based on annual percentage change.

** U.S. figures based on weighted division average.

Source: Office of Federal Housing Enterprise Oversight.

has grown nearly fivefold since 1980. The next highest was the Pacific region with a fourfold increase.

Within New England, the trend has varied widely from a nearly sixfold appreciation in Massachusetts to a nearly threefold increase in Vermont since 1980. During the past year, Massachusetts had the region's lowest rate of increase—a rate below the national average for the first time in nearly a decade.

Fiscal Disparity

New England's general prosperity through the 1990s tended to mask a significant fault line—persistent poverty. While the region posts per-capita incomes close to or higher than the U.S. average, levels of economic security in different parts of the six states have grown increasingly inequitable over the past 20 years.

In Connecticut, suburban Fairfield County's per-capita income was 20 percent higher than primarily urban Hartford County's in 1970. By 2000, Fairfield's was 57 percent higher. In Maine, Cumberland County's per-capita income was 39 percent higher than Aroostook County's in 1970. By 2000, income in the southern Maine county that includes the thriving city of Portland was 53 percent higher than Aroostook's in the rural north.

Moreover, the New England counties with high incomes also have high cost of living. As a consequence, we don't really know how well people are doing even in Fairfield or Cumberland counties. In any case, the trend toward greater fiscal disparity doesn't appear to be waning, placing greater stress on New Englanders with lower incomes.

Many observers have concluded that there are really two New Englands, one northern and rural and another southern and urban. This perception threatens the cohesion we need to meet current and future challenges. True, there is a pattern of density that cuts across five of the six states, from southern Connecticut to southern Maine. From a different perspective, however, this is the "sprawl line" that has galvanized activists in each state to create broad smart growth coalitions to keep our region's best asset—our quality of life—from slipping through our fingers. Northern forests and southern port cities share a common destiny. Manufacturing centers have both a rural and an urban heritage. Seacoasts and ski slopes give this region a place-based diversity in close geographic proximity that is more rich and interconnected than any other region in the country. We need our farms and our industries—old, new and still in the incubators—to foster new integrative strategies that will create the food, the fuel, the pharmaceuticals and the creative strength to compete in the 21st century.

A Half Century of New England Higher Education and Economic Development, continued

College—New England's only two-year public colleges—enroll about 900 students.

MIT spins off MITRE Corp., an independent nonprofit company, to develop air defense systems and pursue other engineering projects for the military. Fifteen years later, MIT would spin off another key research company—the Charles Stark Draper Laboratory.

Federal government establishes Advanced Research Projects Agency to oversee military space research.

1959 NEBHE receives \$70,500 from the Carnegie Corp. to study supply and quality of college teachers in New England.

NEBHE begins studying use of educational television in the region's colleges and universities.

Connecticut and Rhode Island authorize their teachers colleges to become state colleges; other states soon follow suit.

St. Lawrence Seaway opens.

University of New Hampshire President Eldon L. Johnson assumes NEBHE chairmanship.

1960 John F. Kennedy of Massachusetts is elected president of the United States.

College graduates account for 8 percent of U.S. population.

In the face of increased demand for higher education, NEBHE predicts a shortage of higher education facilities and resources in New England.

NEBHE holds conference on college teaching. Among speakers, Professor B.F. Skinner of Harvard discusses new teaching methods that allow students to work at their own pace.



Credit: Dwight D. Eisenhower Library.

Changing Demographics

New England lost more than 33,500 residents to other states from 1997 to 2001, most of them young workers with the income, skills and freedom to choose wherever they like to live. Meanwhile, the face of New England is increasingly diverse, not just in the urban areas, but even in suburban and rural areas that are still often perceived as unchangingly homogeneous. Black, Hispanic and Asian families represent growing percentages of the population in many communities throughout all six states.

Foreign immigration was a large factor in stabilizing New England's population throughout the '90s. In Connecticut, Rhode Island and Massachusetts, new foreign immigration accounted for all population growth, according to research by the Northeastern University Center for Labor Market Studies. Were it not for foreign immigration, New England would have actually lost population due to slower birth rates and outmigration among people in prime family formation years.

Another less visible pattern—internal migration from one New England state to another—also comes into play. Internal Revenue Service data identifying year-to-year changes in the residence of taxpayers from 1997 to 2001 show that some New England states are gaining population from this intraregional migration, while others are losing people. Massachusetts suffered a net loss of almost 46,000 residents during this period, mostly to other New England states. New Hampshire posted a net gain of more than 41,000, again mostly from within New England (and undoubtedly the lion's share was from Massachusetts). Clearly, New England's intertwined cross-border economic dynamics are reflected in population movements of relocation and longer commutes.

Political Clout

The framers of the Constitution, many of them New Englanders, balanced power among the states by giving each state two senators. But the population-based House of Representatives is where money bills originate. At the beginning of the 20th century, this worked in New England's favor. By 1950, however, the shift in populations—and therefore House representation—was well underway. By the beginning of the 21st century, New England's Southern competitors were approaching a fivefold edge in the House. These trends, as they play out in red/blue alignments and changing seniority patterns in House leadership and committee chairmanships, present New England with political challenges that require concerted regional action.

In recent highway appropriation debates, much has been made about donor states (who send more gas tax to the highway trust fund than they receive) and donee states. But New England is a substantial donor region when all federal funds are considered. More importantly, the three states with the largest economies—Massachusetts, Connecticut and New Hampshire—are all major donor states and are giving increasingly more than they get back from Washington. Even in the period of highest spending on the Big Dig, Massachusetts increased its giving by over 20 cents on the dollar. Only Vermont has been successful in switching its position from donor to donee status.

Where Do We Go From Here?

The six New England states share a common destiny. The New England Initiative at UMass Lowell, established several years ago as a part of the Center for Industrial Competitiveness, has been working with other New England organizations including the New England Council, the New England Board of Higher

Berkshire Community College is established as the first state-supported community college in Massachusetts.

Rhode Island Legislature votes to establish three public community college campuses.

1961 Connecticut opens state technical institute in Norwalk amid calls for more technical education beyond high school. By 1977, the state would host five technical colleges, which would merge with community colleges in 1992.

University of Vermont President John T. Fey assumes NEBHE chairmanship.

1962 Rachel Carson publishes *Silent Spring*, heightening awareness of environmental issues.

The stock market collapses.

John W. McCormack, a Democratic congressman from Massachusetts, becomes speaker of the U.S. House of Representatives. He would serve in the post until 1971.

1963 New England governors, state legislators and educators meet to discuss higher education and economic growth at NEBHE Legislative Work Conference in Portsmouth, N.H.

New Hampshire unifies its land-grant university and state colleges under one board of trustees.

Passenger rail service between Boston and Portland, Maine, terminated.

Congress passes Health Professions Educational Assistance Act, funding expanded teaching facilities and loans for students in the health professions. The Higher Education Facilities Act authorizes grants and loans for classrooms, libraries and laboratories in community and technical colleges and other higher education institutions.

Rhode Island state Sen. Charles H. Bechtold assumes NEBHE chairmanship.



Adjusted Federal Expenditures Per Dollar of Taxes by State, 1993–2003

	Expenditures per Dollar of Taxes		10-Year Change in Spending per Dollar of Tax	U.S. Rank		Change in Ranking
	FY 1993	FY 2003		FY 1993	FY 2003	
Connecticut	\$0.66	\$0.65	(\$0.01)	49th	48th	-1
Maine	\$1.42	\$1.36	(\$0.06)	6th	16th	10
Massachusetts	\$0.99	\$0.78	(\$0.21)	31st	44th	15
New Hampshire	\$0.65	\$0.64	(\$0.01)	50th	49th	1
Rhode Island	\$1.08	\$1.06	(\$0.02)	25th	28th	3
Vermont	\$0.92	\$1.14	\$0.22	38th	23rd	-15

Source: Sumeet Sagoo, "Federal Tax Burdens and Expenditures by State," Tax Foundation, 2004.

Education, the New England Association of Regional Councils, the New England Governors' Conference, the New England Futures Project, the New England Smart Growth Alliance and many others. One thing continues to emerge from these conversations and analyses—we must work together. With each successive report uncovering new dimensions of the fundamental challenges facing the six New England states, it becomes clearer that the region needs a permanent capacity, built on a framework of political and business leaders, academics and civic partners to monitor trends, analyze policy options, exploit opportunities and address threats to our well-being. We look forward to working

with a broad coalition of New Englanders to help make this happen.

William Mass is director of the New England Initiative at the University of Massachusetts Lowell's Center for Industrial Competitiveness. He is also associate professor in the university's Regional Economic and Social Development Department.

David C. Soule is senior research associate at the UMass Lowell Center for Industrial Competitiveness and associate director of the Center for Urban and Regional Policy at Northeastern University.

A Half Century of New England Higher Education and Economic Development, continued



Credit: LBJ Library Photo by O. J. Rapp.

1964 Congress passes Civil Rights Act, prohibiting discrimination in public places for reason of color, race, religion or national origin.

Economic Opportunity Act authorizes grants for college work-study programs for students from low-income

families, providing support for programs such as Head Start and Upward Bound, and approving establishment of Volunteers in Service to America (VISTA).

1965 With passage of the Higher Education Act, the federal government establishes an array of student financial aid programs, including Guaranteed Student Loans, as well as aid programs for colleges and universities.

President Johnson signs legislation establishing National Foundation for the Arts and National Foundation for the Humanities.

Federally chartered New England Regional

Commission, comprised of the six governors and a federal cochairman, is created to promote economic development.

On the recommendation of Amherst, Mount Holyoke and Smith colleges and the University of Massachusetts at Amherst, Hampshire College is founded as an unstructured institution for motivated students.

College students march in Boston and other major cities to protest violent resistance to desegregation in the South.

Nearly 600 technology-based businesses are operating near Route 128. Over the next eight years, the number would double.

Hardening Class Lines

The Erosion of the Social Contract in Higher Education

ROBERT L. WOODBURY

Almost 50 years ago, a NEBHE newsletter editorialized that “institutions of higher learning must not become devices to reverse our historic trend away from a class society. We should continue to open wider doors of opportunity for students of genuine ability without regard to (family) income.” The Higher Education Act of 1965, with its commitment of federal support to new need-based student aid programs, and subsequent legislation establishing Basic Grants, later renamed Pell Grants, seemed to confirm that aspiration. And indeed, the years following NEBHE’s founding saw an enormous expansion in the number of citizens pursuing higher education.

In recent years, however, that social contract between the government and the larger society to make higher education available without regard to family income, has become increasingly threadbare.

An avalanche of recent articles, books, and media reports document the proposition that the more competitive institutions, whether private colleges or public universities, have become, to quote Mellon Foundation President William G. Bowen, “bastions of privilege” as much as “engines of opportunity.” Over the past 25 years, the more competitive and wealthier institutions

have become increasingly populated by the most economically advantaged students.

Public institutions with their more limited resources and lower tuition have become the places of necessity for middle- and lower-income families, if they can afford college at all. Both *The Economist* and *The New York Times* have devoted major efforts to an exploration of the role of higher education in hardening class lines in America.

A Century Foundation paper on college admissions and socioeconomic status by economists Anthony Carnevale and Stephen Rose provides some overwhelming statistics: At the 146 most competitive (and richest) colleges in the United States, 74 percent of students come from the top social and economic quartile; only 3 percent come from the bottom quartile; only 10 percent come from families below the median. Half the low-income students who are able to go on to higher education at all do so at community colleges where wealthier students are a rarity. At elite private colleges and universities, despite large commitments to financial aid, very few students even qualify for a Pell Grant because of their family income. At the University of Virginia, fewer than 10 percent of students have Pell Grants, which are generally awarded to students whose family incomes are under \$40,000. At the University of Michigan, more students come from homes with family incomes of \$200,000 than with family incomes below the national median.

New Hampshire Technical Institute opens in Concord; the state will host seven technical schools by decade’s end.

University of Connecticut President Homer D. Babbidge Jr., assumes NEBHE chairmanship.

1966 American Council on Education publishes its first annual report on attitudes of American college freshmen. Among the findings: 58 percent think it important to keep up with political affairs; 34 percent listened to folk music in the past year. By 1994, 32 percent would consider it important to keep up with politics; the question about folk music would be scrapped.

Massachusetts voters elect Edward Brooke, the first black U.S. senator in 85 years.

Congress passes National Sea Grant College and Program Act, authorizing establishment of sea grant colleges and programs by initiating and supporting marine science education and research.

Congress passes Adult Education Act, authorizing grants to state to expand educational programs for adults.

1967 Community and technical colleges join the RSP.

New England River Basins Commission established.

Median salary for U.S. college presidents is \$24,000.

Congress establishes Corporation for Public Broadcasting.



1968 From Prague to Paris to Cambridge, college students engage in strikes, sit-ins, demonstrations and clashes with police. In New England, the unrest focuses on student power, academic freedom and the Vietnam War. Gov. Ronald Reagan of California blames the turmoil on a conspiracy of left-wing elements; Connecticut Sen. Abraham Ribicoff denounces the Chicago Police for their handling of protesters.



Among those who do go to college, advantaged students have access to far richer resources than poorer students because the institutions they attend are far wealthier; the 10 richest colleges in America, for example, have combined endowments of about \$78 billion. A student at an elite private institution may have as much as \$75,000 of college resources devoted to his education while only a small fraction of that sum will be available, from tuition and government resources, at a local community college or regional public university.

Moreover, the hardening of class lines in higher education has broader class implications because as the rewards for a college degree from a prestigious institution become ever more valuable in the global economy, it is the already advantaged who reap the largest rewards from higher education. In addition, the quality of a liberal education at all institutions suffers when the economic diversity of the student body disappears (an undergraduate at an elite college in Maine wrote recently about what it was like to be in a college where few students even *knew* anyone who was poor).

The growing stratification in higher education is the result of a variety of new factors that are reinforcing one another.

First, because of growing income disparity, tuition has exploded as a percentage of family income for middle- and especially lower-income families over the past 30 years, but has actually decreased slightly for wealthier families. And the widening gulf between rich and poor is reflected in disparities in public schools, in neighborhoods, in school “readiness” and many other dimensions of everyday life that affect one’s course toward higher education.

Second, for hundreds of colleges and universities, the quest for success in a very competitive market has led to an arms race that diverts resources from finan-

cial aid to high-priced amenities such as fancy dormitories and glitzy campus centers in order to attract sought-after students.

In addition, state and federal governments have retreated from support of needy students and the institutions they attend. Financial aid programs cover less and less of college costs. In fact, Pell Grants covered 80 percent of four-year college costs 20 years ago, but just 40 percent today. Individual states—once the primary source of revenue for state colleges and universities—provide relatively less each year for higher education as their budgets are squeezed by rapidly escalating Medicaid, criminal justice and K-12 costs. Students at the less prestigious institutions are hurt most because their institutions, with their smaller endowments and less sophisticated fundraising operations, are most dependent on state aid and tuition revenue.

Also, both public and private institutions have increasingly adopted market strategies that favor wealthier students. Across the country, colleges and public systems are replacing need-based student aid dollars with “merit-based,” aid which helps institutions lure more “desirable” (usually wealthier) applicants who are able to pay at least some of the freight. Others rely on the euphemistic tuition “discounting,” which offers some students admission at below the advertised price for a variety of reasons other than financial need. Many elite institutions favor the “savvy” applicant through early admissions policies, which less well-counseled applicants are less likely to be aware of. Attention to “resume-building” also gives advantage to wealthy students who may be more familiar with ways to enhance their applications. And college recruitment strategies often target wealthier school districts.

Lastly, two powerful players in the marketing and admissions business play roles that tend to harden class

A Half Century of New England Higher Education and Economic Development, continued

Maine creates a new University of Maine System, encompassing the University of Maine at Orono, a network of four-year state colleges and the two-year college at Augusta.

Edson de Castro leaves Digital Equipment Corp. to launch Data General; New England spinoff firms, themselves, are now spinning off new companies.

Maurice H. Saval, president of the American Universal Insurance Co., assumes NEBHE chairmanship.

1969 Yale University admits women for the first time, as large numbers of historically single-sex institutions go coed.

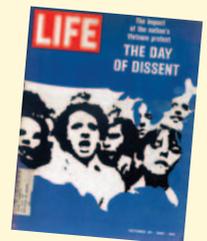
With key input from Massachusetts engineers, U.S. Department of Defense implements the ARPAnet computer network, which would evolve into the backbone of the Internet.

College of the Atlantic is founded in Bar Harbor, Maine, offering a single interdisciplinary degree: the bachelor of arts in human ecology.

1970 Four students killed by national guardsmen at Kent State University in Ohio during antiwar protest, sparking stepped-up demonstrations on New England campuses.

Congress establishes Environmental Protection Agency, laying the foundation for New England’s “envirotech” industry.

Michael J. Zazzaro of Connecticut assumes NEBHE chairmanship.



lines among institutions. The annual college ratings edition of *U.S. News & World Report* plays an enormous role in the marketing of institutions and college choice. Most of the criteria used in the rating system favor rich institutions and the recruitment of wealthier students. One of the criteria, for example, awards colleges points based on their budget per student. This provides a powerful incentive *not* to lower tuition charges. Another measure uses SAT scores which are reliably correlated with family income and parents' experience with college; the most heavily weighted criteria focuses on "reputation" which tends to give momentum to the most established and elite institutions.

The SAT itself is an instrument of stratification in higher education, a measuring stick that generally correlates with family income. Although most competitive colleges use a variety of tools in selecting students for admission, the average or range of SAT scores at an institution plays a disproportionate role in admissions decision-making. Further, wealthier families and schools take extra advantage of test-preparation programs; the new writing sample may, in fact, heighten that advantage. There is also a long history of studies that suggest a cultural bias inherent in the SAT test itself.

If the causes and culprits of the increasing stratification of higher education between the rich and the poor are many and complex, are there any steps we might individually and collectively take? Certainly reducing the gaps between rich and poor overall in the United States would be a most effective strategy for reinvigorating opportunity in education and many other arenas. But there are other, less ambitious, possibilities as well.

For starters, read the latest book by Bowen and his colleagues, titled, *Equity and Education in American Higher Education*. I cannot do justice here to the range and thoughtfulness of their analysis, but several

recommendations stand out. First, the elite institutions, who have long been "need blind" should now be "need conscious"—in short, wealthy institutions who can afford more financial aid should provide a "thumb on the scale" to enroll poorer students. Highly qualified lower-income students, even those with high SAT scores, are now being rejected by elite institutions who are unaware that they have qualified lower-income students in their applicant pools.

Second, admission to college on the basis of "legacy" and athletic prowess should be seriously questioned. It is particularly difficult to rationalize preferential treatment for children of alumni at wealthy institutions that claim to exemplify the idea of a meritocracy.

Third, much more aggressive steps should be taken to target less advantaged school systems in an effort to identify talented students at a much earlier stage in their education and provide the support to help them be successful. A recent report from the Lumina Foundation on the efforts of 15 colleges and universities to reach out and provide programs for low-income students provides some good models for aiding less economically advantaged students.

Fourth, the time has come to re-examine the SAT as an admissions requirement. Bates and Bowdoin colleges in Maine have not required applicants to submit SAT scores for many years. The two colleges have found that those applicants who did not supply SAT scores (and scored significantly lower on the tests) ended up with almost identical grades in college and graduation rates as those who did submit scores. But the major effect of dropping the SAT requirement has been a much larger and more diverse applicant pool.

Fifth, it is time for college leaders, who privately deride the *U.S. News* rating system, to stop cooperating with this deeply flawed system or encourage

1971 Study by University of California business Professor Earl F. Cheit finds colleges and universities facing a "new depression," marked by rising costs and declining revenue.

New England unemployment averages 7.1 percent for the year, compared with 5.9 percent for the nation; more than 50 Massachusetts manufacturing plants close.

1972 New England state colleges join the RSP.

NEBHE issues the first of two reports citing the need for a regional veterinary school in New England;

Tufts University School of Veterinary Medicine opens seven years later.

Members of New England's congressional delegation establish professionally staffed Congressional Caucus and Research Office. The office would be disbanded in the mid-1980s.

Congress passes Higher Education Amendments, introducing Basic Educational Opportunity Grants, later renamed Pell Grants, as the chief source of federal aid geared to lower-income families.

New Hampshire creates School for Lifelong Learning—later renamed Granite State College—as a unit of the public university system geared to adults.



1973 Cheit finds some improvement in financial condition of higher education.

A nine-member advisory board is formed to advise NEBHE on RSP matters.

In the face of sharply rising oil prices, New England governors meet with Eastern Canadian premiers to discuss energy issues, signaling the beginning of regular meetings among the leaders.

Defense closings cost New England 35,000 jobs.



criteria that acknowledges the powerful role of diversity in education. The popular magazine is beginning to feel some heat about this. Its 2006 issue for the first time includes a ranking of colleges and universities according to their “economic diversity,” by which it means the percentage of undergraduates who receive federal Pell Grants for low-income students. At Alabama A&M, for example, the figure is 83 percent. At Princeton, which tied for first in the magazine’s overall rankings of “America’s Best Colleges” this year, the figure is 7 percent. In other words, how institutions perform on this measure still has no bearing on their overall rankings that are so important to prospective students and various benefactors. *U.S. News* might be encouraged to adopt a rating system that makes student diversity—by family income, race and ethnicity, even a student’s age and employment status—part of the methodology. Further, important efforts are underway to develop more thoughtful ratings systems, based less on “inputs” and more on what a college does for a student. University leadership and the media could support and encourage these alternative rating systems.

Sixth, and more important, is the general plight of the public higher education systems, where most of America’s students go to college. A number of public universities now receive less than 10 percent of their revenue from their state government. They should be congratulated for their success in attracting other resources. But most students attend public institutions whose quality and capacity are based primarily on state

support and escalating tuition charges. As public support has eroded, the claim to real access has become increasingly empty.

Finally, financial aid on the basis of financial need must recapture its preeminence in the system of expanding higher education opportunity. For public institutions and state governments to divert resources to so-called merit awards, for private institutions to target key resources to tuition discounting as a marketing tool, and for the elite colleges to provide financial aid to the wealthy as a recruitment tool, is to hasten the course to a more rigid class system in higher education. In the end, the idea of equal opportunity will be gravely weakened, and so will the economy and society that depend upon it.

As higher education analyst and Pell Senior Scholar Thomas G. Mortenson editorialized recently: “Since 1973, the only earned path to the American middle class goes through higher education. This makes higher education the gatekeeper to the middle class in the United States. This makes federal, state and institutional decisions more important to America’s future than they have ever been.”

Robert L. Woodbury is the former chancellor of the University of Maine System and former director of the John W. McCormack Institute for Public Affairs at the University of Massachusetts Boston. He was NEBHE chair from 1990 to 1992.

A Half Century of New England Higher Education and Economic Development, continued

The Council of Presidents of the six public New England Land-Grant Universities is founded to exchange information on academic affairs, government relations, management issues and intercollegiate athletics.

Maine Senate Majority Leader Bennett D. Katz assumes NEBHE chairmanship.

1974 NEBHE receives support from the U.S. Public Health Service to study graduate and continuing education in nursing, as well as the region’s manpower needs in the fields of optometry, osteopathy and podiatry.

NEBHE links nearly 70 academic and public libraries through the New England Library Information Network, and provides on-line bibliographic searches through its Northeast Academic Science Information Center.

Boston School Committee rejects court-ordered busing plan for desegregation, leading to two years of racial violence in the region’s largest city.

Economist Rudolph Hardy proposes creation of a New England Assembly with the power to conduct regionwide planning.

Congress establishes National Center for Education Statistics.

1975 New England suffers deep recession, with regional unemployment averaging 10.3 percent. The U.S. figure is 8.5 percent.

Women represent 45 percent of U.S. college enrollment and hold 5 percent of college presidencies.

Grants account for 80 percent of federal student aid, while loans account for 17 percent; within 15 years, the breakdown would be closer to 50-50.

Robert W. Eisenmenger, first vice president of the Federal Reserve Bank of Boston, assumes NEBHE chairmanship.

Coming Together

How a Half Century of Segregation and Desegregation Continues to Shape New England's Future

BLENDA J. WILSON

If you were an African-American student in a large Northern city 50 years ago, your public school, very likely, would have been segregated—even in New England. Only one year earlier, in *Brown v. Board of Education of Topeka, Kansas*, the U.S. Supreme Court had ruled that legally sanctioned school segregation violated the 14th Amendment to the Constitution.

Following the Supreme Court decision, Massachusetts took legislative action, recognizing that segregation in housing had restricted certain racial and ethnic groups, including African-Americans and Latinos, to neighborhoods whose schools were inferior to schools in predominately white communities. In 1965, Massachusetts Gov. John A. Volpe proposed and the state Legislature approved the Racial Imbalance Act, which prohibited racial imbalance and discouraged schools from having enrollments that are more than 50 percent minority. The state Board of Education required written desegregation plans from school committees in segregated cities, including Boston, Springfield and New Bedford.

Sadly, the Racial Imbalance Law ran into staunch resistance in many parts of the state. The Boston School Committee immediately challenged the law

in U.S. District Court, but the court ruled against the school board. Nevertheless, decades of political activism in opposition to the law took extreme forms, including violent protest and boycotts that will forever stain Boston's reputation on matters of race.

In 1972, a group of African-American parents in Boston filed a class action suit charging that the city's public schools were intentionally segregated. Two years later, U.S. District Court Judge W. Arthur Garrity ordered the School Committee to produce and implement a racially balanced student assignment plan as a temporary remedy and to create a permanent plan. Over the next 15 years of active court involvement, the judge issued a series of remedial orders on a range of issues, including assigning students to schools, busing students to schools beyond walking distance, closing and opening facilities and recruiting and assigning faculty and staff.

Boston was not alone in refusing to comply with the law. The Springfield schools were not fully desegregated until after the Massachusetts Board of Higher Education filed four separate lawsuits against that city's School Committee.

One of the striking successes of Massachusetts legislative action was the creation of the Metropolitan Council for Educational Opportunity (METCO Inc.). This state-funded, voluntary education desegregation

1976 Congress approves demonstration program to promote delivery of health, education and public service information via telecommunications.

U.S. college enrollment stands at 11,012,137.

1977 First wave of New England colleges and universities begin divesting endowment funds from companies that do business in South Africa. Within a decade, more than 30 New England institutions would have divested more than \$200 million. Most would reverse the policy with the dismantling of apartheid in 1991.



Credit: Sahn Doherty.

Massachusetts Democratic Congressman Thomas P. O'Neill Jr. becomes speaker of the U.S. House of Representatives, a position he would hold for 10 years.

Biogen is founded in Massachusetts. By 1990, the state would host more than 100 biotechnology companies.

Rhode Island state Sen. John C. Revens Jr., assumes NEBHE chairmanship.

1978 In response to budgetary concerns, a 25 percent tuition surcharge on RSP students is initiated.

Caucus of New England State Legislatures is established.

John C. Hoy, former vice chancellor for university and student affairs at the University of California, Irvine, and Wesleyan University admissions dean, becomes NEBHE president and CEO—a post he would hold for 23 years until his retirement.

Price of postage stamp rises to 15 cents.



program helped eliminate racial imbalance by enabling children from Boston, and later from Springfield, to attend participating suburban public schools. METCO has been a key player in the regional battle for equal educational opportunity. Today, more than 3,000 METCO students attend schools in one of 38 participating districts, including Braintree, Brookline, Cohasset, Framingham, Hampden, Lexington, Longmeadow, Newton and Reading. Since the organization was established in 1965, nearly nine out of 10 METCO graduates have gone on to college.

During the era of desegregation, the number of minority students who graduated from high school increased sharply and racial test score gaps narrowed. Despite the evidence of METCO and other successful educational interventions that quality education can enable all students to achieve at high levels, however, the promise of equal education in New England remains elusive. Even today, residential housing patterns in many of New England's low-income, multicultural cities mimic earlier patterns of segregation and produce inferior schools and unequal education for poor, immigrant and minority children.

Because immigrant and minority children represent the fastest growing segment of the population in New England, redressing modern-day segregation is particularly challenging. A good example may be seen in Hartford, Conn., where the student population is 95 percent minority. The Connecticut Supreme Court found the state of Connecticut in violation of a mandate to reduce racial, ethnic and economic segregation in Hartford regional schools. To achieve diversity, Hartford plans to develop inter-district magnet schools to bring together students from the city and from the suburbs. Hartford's goal is to significantly expand the

number of African-American and Latino students in desegregated educational settings within four years.

Legal challenges to the intent of the law have also undermined educational advances on behalf of minority students. In 1996, for example, two lawsuits were filed by Michael C. McLaughlin, a white Boston attorney whose daughter had been denied admission to the prestigious Boston Latin School. At the time, Boston's "exam schools" reserved 35 percent of the student slots for African-American and Latino students. McLaughlin's claim was that his daughter's grades and entrance exam scores were higher than those of many minority candidates who were granted admission. The lawsuit was dismissed when the schools agreed to reserve half the seats in the district's three exam schools for students with the highest scores and to fill the remaining slots through a system that permitted consideration of test scores and race. In a later case, the U.S. Court of Appeals ruled that compromise unconstitutional. As a result, fewer African-American and Hispanic students attend Boston Latin School and Boston Latin Academy today than during the years of court-ordered school desegregation.

So how far have we come? Neither the country at large nor New England has succeeded in eliminating segregation, whatever its cause. The familiar phenomenon of "white flight," where white families migrate out of the region's cities or send their children to parochial or private schools, has created "majority minority" student populations in many urban public schools. Massachusetts, Connecticut and Rhode Island now rank among the U.S. states in which white exposure to blacks is the lowest, and Latino segregation continues to increase in every region of the country. So, if you are an African-American or Latino student in a large

A Half Century of New England Higher Education and Economic Development, continued

1979 NEBHE creates Commission on Higher Education and the Economy of New England, comprised of bank executives, college presidents, labor officials, professors, publishers and business leaders.

U.S. Department of Education is established as cabinet-level agency, with Shirley M. Hufstедler as first secretary.

For the first time, women outnumber men on U.S. college campuses.

Number of high school graduates begins to decline.

1980 High-technology executives in Massachusetts help push through Proposition 2½, a sweeping referendum capping property taxes.

Ronald Reagan is elected president, ushering in era of administration calls for cuts in federal spending on higher education and scientific research.

1981 NEBHE publishes *Business and Academia: Partners in New England's Economic Renewal*, the first in a series of three books on New England higher education and the regional economy. *New England's Vital Resource: The Labor Force* and

Financing Higher Education: The Public Investment are published a year later.

A NEBHE survey finds that fewer than half of New England leaders of government, higher education, business and labor view higher education as "above average" or "outstanding" in meeting the labor force needs of the region's industries.

Reagan administration cuts funding of New England



Northern city today, or even in parts of New England, there is still a good chance that your school is racially unbalanced.

Moreover, the Harvard Civil Rights Project, in a recent study titled, *A Multiracial Society with Segregated Schools: Are We Losing the Dream?*, found that the progress in reducing educational disparities that had been achieved during the era of desegregation has been eroding in the 1990s.

The good news, however, is that, despite continued housing segregation and stubborn resistance to compensatory strategies, schools have made progress over the past 50 years in reducing educational inequities based on race. According to the National Assessment of Educational Progress (NAEP), performance gaps between white and minority students in reading and math have closed to the narrowest point in 30 years. NAEP assessments in 4th grade writing also show a narrowing in the black-white gap in average scores. African-American and Latino students have gained at an even faster rate than white students on these measures, according to a recent report of the Center for Education Policy. And while students of color still account for only 20 percent of enrollments on the region's college campuses, they are making progress. Between 1993 and 2003, African-American enrollment increased by 31 percent, Latino enrollment by 51 percent and Native American enrollment by 21 percent. Progress is slow, but encouraging.

Brown v. Board of Education set in motion a half century of fits and starts toward equal educational opportunity for citizens of color. The federal government played an important role by providing grants and loan guarantees to make college affordable to students

from low-income families and sponsoring college access programs such as Upward Bound, TRIO and GEAR UP to increase the college readiness of students from underperforming schools. Similarly, state support of public colleges and universities was designed to enable all students who were capable of pursuing post-secondary education, regardless of income, to enroll in college—opening the doors of opportunity to historically disadvantaged groups.

The major policy advances of this new century contain a commitment to educate all children for a competitive world. In addition to historically underrepresented populations—African-Americans, Latinos, Native Americans—New England is experiencing a large influx of immigrants from all over the world, including large numbers of school-age children from Brazil, Portugal, El Salvador, the Dominican Republic and India. While these groups may live in relatively homogeneous neighborhoods more as a result of choice than discrimination, the educational challenge remains the same as the struggle of the past 50 years—to provide a high-quality education for all.

The rapid increase of immigrant populations in New England should give new urgency to the region's commitment to education reform and enhancing achievement of underserved groups. Adlai Stevenson once said, "The most American thing about America is the free common school system." We must hold those schools accountable not only for advancing educational equity, but for sustaining an inclusive democracy.

Blenda J. Wilson is president and chief operating officer of the Nellie Mae Education Foundation in Quincy, Mass.

Regional Commission and New England River Basins Commission.

Yale University, the city of New Haven, the state of Connecticut and Olin Corp., establish Science Park Development Corp. in an effort to lure high-tech and biotech firms to New Haven.

Tuition and mandatory fees at New England's private four-year colleges average \$4,874, compared with \$3,709 nationally. Tuition and mandatory fees at the region's public four-year colleges average \$1,019, compared with \$819 nationally.

Quinebaug Valley Community College President Robert E. Miller assumes NEBHE chairmanship.

1982 NEBHE's Commission on Higher Education and the Economy issues *A Threat to Excellence*, calling for a variety of partnerships among New England colleges, secondary schools and businesses.

New England Education Loan Marketing Corp. (Nellie Mae) is chartered as first regional secondary market in the United States.

Congress passes Small Business Innovation Development Act of 1982, setting aside a small portion of federal research funds for small businesses.

New England unemployment averages 7.8 percent, as recession pushes U.S. jobless rate to 40-year high of 9.7 percent.

Mitchell Kapor launches Lotus Development Corp.

1983 NEBHE publishes *Higher Education Telecommunications: A New England Policy Imperative*, urging that New England adopt a regional policy to coordinate educational telecommunications.

National Commission on Excellence in Education publishes *A Nation at Risk*, warning of mediocrity in public schools and leading to stepped-up school reform efforts across the country.

Visions: Reflections on the Past, Predictions of the Future

To mark NEBHE's 50th anniversary year, CONNECTION invited a small group of visionary commentators to submit short "statements" on the future of New England's economic and civic development, tomorrow's technologies and the changing shape of higher education ...

In Search of New NEBHEs

NEAL PEIRCE AND CURTIS JOHNSON

NEBHE at 50—survivor of several economic ups and downs and the comings and goings of many a political regime—stands as the region's best evidence that connecting New England assets pays off.

The next 50 years will be tougher. There is no precedent for what New England faces if it hopes to add new chapters to its success story. The region has to flat-out commit to getting every willing young person prepared with an appropriate college education. This will require not only money, but also transformative institutional changes.

What New England also needs—and soon—are new "NEBHEs" to address different problems. On the biggest problems, the region's famous fondness for intense localism will fast prove to be an unaffordable sentimentality.

- Somewhere in western Massachusetts an entrepreneur operates a small biodiesel plant, processing local crops into fuel for nearby customers. At the University of New Hampshire, physics professors refine the technology for biofuels. In Storrs, Conn., economists publish a study showing how a push for renewable fuels could improve the New England economy. Where's the energy-related

"NEBHE" to bring these inventive New Englanders together, to play the convener role, to forge collaborations that reduce the region's energy vulnerability?

- Maine figured out how to give I-95-weary tourists a rail alternative to get to its seductive coastal hideaways, but finds resources hard to come by. Boston, pockets picked bare by the Big Dig, debates whether to build a rail connection between North and South stations or build the circumferential ring through the suburbs. Connecticut spends millions on a freeway interchange to a road that's not going to be built, while Bradley airport lacks vital rail connections. Where is the "NEBHE" to make sense of this hash, to ask and answer the questions about New England's obvious infrastructure needs for this century?
- If broadband at ever increasing speeds and convenience is the opportunity ticket to breathe new life into the remotest reaches of northern New England, where's the leadership structure to gather the cash and clout this proposition requires?
- Maine suggests it can fill the health care coverage gap with its Dirigo program. All six governors sound the alarm over rising publicly paid health costs. But there's no arrangement for blending the region's wisdom and resources, devising solutions on a true regional scale.

A Half Century of New England Higher Education and Economic Development, continued



U.S. News & World Report publishes its first annual "America's Best Colleges and Universities."

NEBHE and Caucus of New England State Legislatures earn support from the U.S. Department of Education to begin a series of legislative briefings aimed at providing New England lawmakers with information on higher education and the economy of their states.

Congress authorizes challenge grants aimed at giving colleges an incentive to seek alternative sources of funding.

Rhode Island state Sen. Robert J. McKenna assumes NEBHE chairmanship.

1984 NEBHE publishes *Renewing Excellence*, revealing, among other things, that New England legislators see higher education playing an important role in retraining workers for high-demand occupations.

Rhode Island voters reject Greenhouse Compact, a comprehensive economic development plan developed by Ira Magaziner and others to encourage business expansion, research and job growth in Rhode Island.

Carl D. Perkins Vocational Education Act continues federal support for vocational education.

With support from the Massachusetts Centers of Excellence Corp., Worcester, Mass., begins a major initiative to join Cambridge as a center of the growing biotechnology industry.

Bates College makes SAT optional for admissions.

1985 NEBHE creates New England South African Student Scholarship Program, enabling New England colleges to support black South African students at "open universities" in South Africa.

NEBHE and National Institute of Education cosponsor Northeastern Regional Conference on Quality in American Higher Education, bringing together gover-

Some question whether, now that the Red Sox have won the World Series, there's any need for a New England. As outside observers—and admirers of New England—we'd suggest there's more need than ever. But without more "NEBHEs" pushing on multiple fronts, don't expect much progress.

*Neal Peirce is chairman of the Citistates Group and a syndicated columnist with the Washington Post Writers Group. He has written several books on U.S. states and regions including *The New England States: People, Politics and Power in the Six New England States*. Curtis Johnson is president of the Citistates Group and former chair of the Metropolitan Council of Minneapolis-St. Paul.*

Demography Is Still Destiny

PETER FRANCESE

Few things focus the mind as well as increasing awareness of impending doom. If I were working at one of New England's colleges or universities, the focus of my mind would be sharpening on a few rapidly developing trends that bode ill for my institution's future.

Item One: Most towns in New England have development policies that discourage parents with school-age children from moving there because voters, most of whom now have no kids at home, don't want to raise their property taxes to pay for educating someone else's children.

Item Two: Many towns in New England are actively encouraging older people to stay here or move here by heavily favoring, and sometimes mandating, housing that is legally restricted to people ages 55 or older. The U.S. Fair Housing Act of 1968 forbids virtually any type of discrimination in housing, but not this; it's OK to exclude families with kids.

Item Three: Outmigration of young adults from New England is high and likely to grow. Most of the college-bound high school seniors here seem to prefer to enroll somewhere other than in New England. People under age 18 can vote only with their feet, so they're sending us voters a pretty clear message: "You don't really want us here anyway, so we'll just go to college someplace else, and don't be surprised if we stay there after graduation."

New England has become, demographically speaking, the oldest region in the country. All six New England states rank among the 12 oldest in the nation. Maine just edged out West Virginia to have the distinction of the oldest population on average in the United States.

This region's population is aging so fast that one third of New England's counties have had more deaths than births since 2000. Aging also means that because such a high percentage of women in New England are out of the childbearing age range, the number of children will decline. The U.S. Census Bureau projects that 10 years from now, there will be about 100,000 fewer 14- to 17-year-olds in New England.

Jared Diamond, in his book *Collapse*, chillingly describes past societies that perished because they refused to recognize how their actions, so deeply rooted in their culture, were so self-destructive. Here in New England, the culture that allows small towns (especially college towns!) to stay small by prohibiting the construction of any reasonably priced housing, except for senior citizens, will mean a grim future for our economy and for higher education.

Not only will New England's colleges find it harder to recruit students, they will find it harder and more expensive to recruit workers. Going to a private four-year college in New England already costs 24 percent more than in the nation as a whole, and in-state yearly charges for public four-year colleges are at least 15 percent more. Rising labor costs will mean pricing our colleges out of

nors, legislators, college presidents and others to discuss quality of college curricula, teaching and assessment.

Tufts University President Jean Mayer assumes NEBHE chairmanship.



1986 NEBHE begins publishing quarterly journal, titled CONNECTION: NEW ENGLAND'S JOURNAL OF HIGHER EDUCATION AND ECONOMIC DEVELOPMENT. In 2001, the journal would adopt its current name,

CONNECTION: THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION.

Reagan defense buildup reaches peak.

Tuition and mandatory fees at New England's private four-year colleges average \$7,739, compared with \$5,793 nationally. Tuition and mandatory fees at the region's public four-year colleges average \$1,590, compared with \$1,137 nationally.

1987 NEBHE asks leaders of business, government and education to peer into New England's future and identify issues that will be critical to the region's prosperity. The result is the *Future of New England Leadership Survey Report*.

NEBHE publishes *Economic Competitiveness and International Knowledge* and *The Impact of Globalization on Higher Education*, exploring links between U.S. competitiveness and international aspects of higher education.

A record 25 percent of college freshmen say they plan to pursue careers in business, according to the American Council on Education. By 1992, the number had dropped to 14 percent.

The stock market crashes.

reach for more and more students who can just go elsewhere for less.

What can be done? For starters, everyone who works for a college or university or cares about New England's future must get involved with their local government to stop permitting only age-restricted housing and start doing whatever it takes to get some affordable workforce housing. This may mean changing school funding formulas so the cost of education does not fall so heavily on small school districts.

But just as much as the region needs more housing, it also needs much better public schools. Whatever the region's colleges and universities are doing to help raise the quality of primary and secondary schools, it clearly hasn't been enough. One-quarter of New England's public high school students still don't graduate and of those that do, only about half go on to higher education.

Second, the region needs a large, well-funded and long-range marketing program to change the image of New England in the rest of the nation. We're dangerously close to becoming just a big theme park. As someone suggested at a recent meeting I attended in South Carolina: "New England's a fine place to vacation, but you wouldn't want to live there or send your kid to college there."

The most important part of any marketing program is the upfront research that will reveal, not only what we think of our region, but what people in the rest of the nation, particularly parents of college-age kids, think of New England. The research should include exit interviews with some of the young people who have chosen to leave the region.

Third, the historical ability of New England colleges and universities to counter the region's deteriorating demography by attracting talent from across the nation and around the world is seriously in question. This region's colleges are pricing themselves out of the

market for New England students who are on the fence about going to college at all. And they are discouraging students from elsewhere who may now find a better price-to-value relationship nearer to home. Colleges across New England need to rethink their value proposition. What exactly is the primary benefit of a New England higher education? And how should New England colleges market the unique benefits they offer?

New England is the smallest, oldest and nearly the slowest-growing region in the nation. But it also has the nation's highest level of educational attainment among adults age 25 and older and the nation's highest household income. It's time we used some of that money and expertise to craft a better future for ourselves than these ominous trends would suggest.

Peter Francese is director of demographic forecasts for the New England Economic Partnership and founder of American Demographics magazine

New England's Going to Do It Again

JAMES T. BRETT

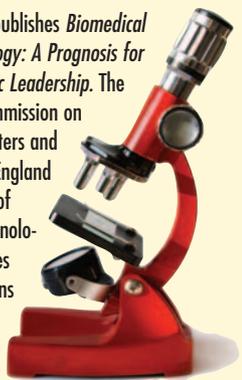
New England is a region at a turning point in its history—again. As we reinvent ourselves this time, the region faces some particular challenges.

A study conducted this year for The New England Council by the global management company A.T. Kearney points to some troubling trends: an aging workforce; outmigration of young, educated people; aging and insufficient infrastructure moving goods and people; and lack of aggressive marketing to attract businesses and skilled workers to the region. Added to these challenges are an overall high cost of doing business and high cost of living, including some of the fastest-rising housing prices of any region in the country.

It's not difficult to imagine why more affordable regions

A Half Century of New England Higher Education and Economic Development, continued

1988 NEBHE publishes *Biomedical Research and Technology: A Prognosis for International Economic Leadership*. The report of NEBHE's Commission on Academic Medical Centers and the Economy of New England explores the promise of New England's biotechnology industries and issues major recommendations to encourage biotech manufacturing in New England.



New England's regional unemployment rate dips to an average of 3.1 percent, while the U.S. rate averages 5.5 percent.

Three-term Massachusetts Gov. Michael Dukakis loses his bid for the presidency against the backdrop of a crashing economy and state fiscal crisis. Budget woes hit Beacon Hill first, but within two years, all six states are cutting programs, laying off workers and searching for new revenue.

The William T. Grant Foundation's publication of *The Forgotten Half* focuses attention on the inadequacy of school-to-work programs for non-college-bound students.

U.S. Sen. George Mitchell, a Democrat from Maine, becomes senate majority leader. Mitchell opts not to seek re-election in 1994.

Vermont Technical College begins experimental two-way interactive link between its Randolph campus and the North Country Union High School in Newport, a pioneering program in using telecommunications to connect colleges and high schools.

University of New Hampshire President Gordon A. Haaland assumes NEBHE chairmanship.

are now outpacing New England in job creation and doing a better job at attracting growth companies and people.

Despite these trends, New England remains a global leader on many fronts, particularly in the area of technological advancement. We are known as a world leader in health care, and thousands come to the region to take advantage of the best in higher education.

But the A.T. Kearney study and other published analyses point to weaknesses that threaten our leadership in these areas as well. New England cannot afford to be complacent. And it clearly is not a productive strategy to undernourish or underinvest in the critical resources of our economy, such as higher education.

The myriad reports that cite the forces working against New England's growth often return to education as a source of answers and strategy. Our lowest-in-the-nation public investment in higher education is an example of the type of irony that may ultimately undermine our efforts.

Even more than financial support, collaboration between higher education and the business community will play a critical role in the future success of the New England economy.

New England has stood at this crossroad many times before and successfully transformed its economy to keep it vibrant. From the early days of agriculture, we moved to excel in an industrialized society; dominance in shoes and textiles turned to pioneering in software and defense. Today, technology and life sciences lead the way. We may not know what the future holds, but we have a history of charting the right course for the future, and there is every reason to believe we will do it again.

James T. Brett is president and CEO of The New England Council.

The Human Development Gap

JAMES P. COMER, M.D.

The past half century has witnessed the greatest scientific and technological change in the history of the world. A significant consequence is that living wage employment, desirable family and community functioning, and societal well-being now require a very broad base of well-educated people. But while higher education has played a central role in promoting scientific and social progress, it also has helped create a gap between those who are developed well enough to function effectively and those who are not.

Academic learning and child development are inextricably linked. And good social, psycho-emotional and moral-ethical development is as important as brain development and physical, linguistic and cognitive-intellectual development. By focusing primarily on improving academic achievement gains rather than overall development, a human development gap has been created and is almost certain to widen.

Underdeveloped young people are less likely to perform well in school and later as family and community members and responsible citizens. They are more likely to display socially and financially high-cost problem behaviors—just at the time we face significant economic and social challenges from other nations.

There are more than 2 million American men in jail, contributing significantly to school, family and community problems. Mental and physical health problems, unemployment and welfare dependency, domestic violence, child abuse and neglect are all influenced by human underdevelopment. Our failure to prepare our young people for responsible civic participation is a major reason they don't vote or volunteer as adults.

It is irresponsible to argue that such development

1989 The "miracle" is over. New England unemployment rate rises; personal income growth falls. Wang, Digital, Data General and Prime Computer announce major layoffs.

NEBHE issues *Equity and Pluralism: Full Participation of Blacks and Hispanics in New England Higher Education*. The benchmark report of NEBHE's Task Force on Black and Hispanic Student Enrollment and Retention in New England offers 20 major recommendations to ensure greater participation and success among blacks and Hispanics in New England higher education and the educated workforce.

Rhode Island Children's Crusade launched, guaranteeing full college scholarships to economically disadvantaged Ocean State students.

Through its Regional Project on the Global Economy and Higher Education in New England, NEBHE briefs state legislators in all six state capitals on the internationalization of higher education and the economy.

NEBHE issues *Law and the Information Society: Observations, Thoughts and Conclusions about Legal Education, Law Practice and the New England Economy*, the report of a NEBHE panel of distinguished lawyers, judges, law school deans and business leaders. The report finds that while lawyers have contributed to the region's economy, growth in the

legal profession has not worked to curb legal costs, reach more middle class and poor people or ensure professional competence.

Tuition surcharge on Regional Student Program is raised to 50 percent.

Number of New England high school graduates begins sharp decline.

Boston University wins approval to manage the Chelsea, Mass. public schools, becoming the first private institution to manage a public school system.

Massachusetts Institute of Technology becomes the first university ever to be granted more than 100 patents in one year.



should take place at home when there is research evidence that a school experience that addresses development can help. But higher education has not done nearly enough and is not doing nearly enough to prepare a pre-service and in-service administrator and teacher workforce with the knowledge, skills and incentives needed to create a school-based culture in which the full development of students can take place. Indeed, the neuroscience research base needed to guide change in teacher preparation is sparse and underutilized. And the policies and practices are not in place to enable even willing institutions to join development and pedagogy.

It is very unlikely that new educator programs now emerging outside traditional higher education can address the need. And it is the height of self-deception to believe that our country can remain competitive and reasonably well-functioning with a widening human development gap. Higher education must seriously address issues of childrearing and development if our country is to remain strong.

Dr. James Comer is the Maurice Falk Professor of Child Psychiatry at the Yale University School of Medicine's Child Study Center and founder of the Comer School Development Program, which promotes the collaboration of parents, educators, and community to improve outcomes for children.

A Future in Concrete?

SEYMOUR PAPERT

I accuse the system of Higher Education of failure to carry out due diligence in considering the opportunities for early learning created by digital technologies. While it is widely recognized that the baggage of knowledge and attitudes brought by students entering

universities is deeply affected by their digital experience, the Education Establishment has shown extraordinary passivity toward development of the experience.

How young people experience the digital world is shaped by the tools offered by the computer industry: office suites, search engines, games and chat rooms. School has been entirely reactive: "computer literacy" is defined as mastery of the proffered tools, "educational technology" is defined as "integrating" these tools into teaching practices. I find it quite extraordinary that schools have not taken advantage of the love affair between children and computers to give the science underlying these wonderful machines a significant place in the school curriculum. If this were successfully done, the young generation would have the chance to develop a love for science by seeing it used in an area that affects them. Indeed, they could use it themselves by engaging in intellectually deeper applications of the technology.

It is quite paradoxical that the standards for science education systematically exclude the sciences of computation, information and complexity (CIC) in favor of updated versions of the disciplines established in earlier centuries. This is made doubly paradoxical by the fact that the CIC disciplines have spawned new ways of doing science that could empower young learners as they empower professional scientists. For example: many cutting-edge scientific problems that were too complex for equation-based theories succumb to programming-based modeling; in the same way, children who have learned to program are able to think creatively about problems too complex for the old-fashioned mathematics that is being cast in the concrete of school standards.

My accusation is less that schools mindlessly follow the curriculum than that the intellectual world is

A Half Century of New England Higher Education and Economic Development, continued

University of Maine at Augusta begins offering courses at remote sites via fiber optic and microwave, beginning one of the nation's leading educational telecommunications programs.

Median salary for U.S. college presidents is \$126,027.

1990 National Science Foundation awards multimillion-dollar National High Magnetic Field Laboratory to Florida State University over the Massachusetts Institute of Technology, symbolizing for many the erosion of New England's longstanding research edge.

The Baby Bust reaches New England campuses; NEBHE's 31st annual vacancy survey reveals more

than 19,000 fall-term openings for qualified freshmen as of the traditional May 1 deadline.

National Center on Education and the Economy publishes *America's Choice: High Skills or Low Wages!*, including benchmark recommendations to increase workforce productivity.

Congress passes the Student Right-to-Know and Campus Security Act, requiring colleges and universities to provide information on graduation rates of student-athletes and crime statistics.

University of Maine System Chancellor Robert L. Woodbury assumes NEBHE chairmanship.

1991 NEBHE publishes special issue of CONNECTION, titled *Thinking Environment*, advancing regional assessment of environmental education and technology in New England.

New England unemployment rate averages 8 percent, compared with national average of 6.7 percent.

A string of more than 30 Massachusetts bank failures over two years culminates with the collapse of the Bank of New England, the nation's fourth largest bank failure at the time. The bank's assets are acquired by Fleet/Norstar Financial Group of Rhode Island, which would also take over Bank of Boston before being acquired by Charlotte N.C.-based Bank of America.

passively unconcerned about whether there might be something better.

Seymour Papert is cofounder of the MIT Artificial Intelligence Lab and founder of the Maine-based Learning Barn. For more along these lines, see: www.learningbarn.org

Teaching Expert Thinking

CHRIS DEDE

The new baseline for entry into the 21st century workforce is no longer a high school diploma, but rather, an associate degree—and a decade from now, an even greater level of education will probably be required.

In their 2004 book titled *The New Division of Labor*, economists Frank Levy of MIT and Richard Murnane of Harvard document how: “Declining portions of the labor force are engaged in jobs that consist primarily of routine cognitive work and routine manual labor—the types of tasks that are easiest to program computers to do. Growing proportions of the nation’s labor force are engaged in jobs that emphasize expert thinking or complex communication—tasks that computers cannot do.”

Levy and Murnane go on to explain that “expert thinking” involves “effective pattern matching based on detailed knowledge, and metacognition, the set of skills used by the stumped expert to decide when to give up on one strategy, and what to try next.”

“Complex communication,” the two economists note, requires “the exchange of vast amounts of verbal and nonverbal information. The information flow is constantly adjusted as the communication evolves unpredictably.”

Expert thinking and complex communication require sophisticated skills and knowledge typically infused by

college education rather than secondary schooling. Higher education must rise to this challenge, rethinking both its mission and its relationships with economic development groups and workforce training organizations.

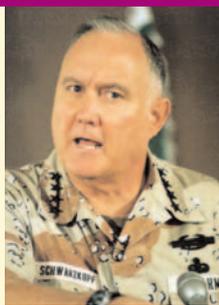
This transformation will require a few immediate shifts in standard operating practices, including:

- Shifting the emphasis in general education coursework from providing basic knowledge about the subject area to instead modeling and experiencing the types of expert thinking and complex communication in which that field’s practitioners engage. For example, courses in history would have as their primary educational objective enhancing students’ skills in interpretive reasoning given incomplete, inconsistent and biased data.
- Reconfiguring the structure of public education to K-14 as the minimum educational attainment guaranteed through universal access. This change would require much closer alignment between higher education and secondary schooling, with massive shifts in both types of organizations’ curriculum, pedagogy, assessments, organizational structure, staffing and incentive systems.
- Investing in the sophisticated information and communications technology infrastructure necessary to foster educational, workforce and economic development through lifelong activities on and off campus, in parallel with forward-thinking nations’ strategies for success in the global, knowledge-based marketplace.

A lesser response would be like shifting deck chairs on the Titanic.

Chris Dede is the Wirth Professor in Learning Technologies at Harvard University.

Credit: Gary Kieffer/ZUMA Press.



Military operations end at Pease Air Force Base.

Security concerns stemming from Persian Gulf War result in cancellation of various study-abroad programs.

Massachusetts and West Virginia make unsuccessful bids to lure students from heavily damaged Kuwait University.

Tuition and mandatory fees at New England’s private four-year colleges average \$13,487, compared with

\$10,017 nationally. Tuition and mandatory fees at the region’s public four-year colleges average \$3,439, compared with \$2,137 nationally.

1992 Congress passes Higher Education Amendments, tightening rules for institutions participating in federal aid programs and establishing controversial State Postsecondary Review Entities to set statewide standards and deal with fraud and abuse.

Defense “drawdown” rattles defense-dependent local economies from Groton, Conn., to Bath, Maine. Connecticut sees value of defense contracts shrink from \$5 billion to \$3.1 billion in one year.

New England public colleges and universities stung by budget cuts. The state higher education appropriation in Massachusetts is down more than 30 percent from 1988.

New England is mired in recession. *Newsweek* tells readers: “The trick this year is finding those regions and occupations displaying a bit more strength than others. The Southwest and Mountain states, for instance, are growing modestly. One quick bit of advice: forget the Northeast; it’s a disaster.”

Franklin Pierce College President and former New Hampshire Gov. Walter Peterson assumes NEBHE chairmanship.



Affordability and Opportunity

SANDY BAUM

New England's future well-being depends upon continually expanding educational opportunities. But college tuition levels in New England are high. On average, the published price of a four-year college education in the region is about 30 percent higher than the average for the nation as a whole. Though incomes are also higher than average in four of the six New England states, the \$7,000 or so price of a year at a typical four-year public institution in New England is out of reach for a significant portion of the population. It may be somewhat encouraging to note that college prices have risen more rapidly elsewhere in the country over the past decade. But the access problem will remain very real no matter what happens to tuition and fees, as living costs and foregone earnings alone provide insurmountable barriers to college for many.

How can New England ensure that it not only preserves its standing as a well-educated region, but also increases the proportion of 9th graders who earn college degrees in a timely manner—a share that is above the national average, but still below 30 percent in every New England state?

Higher education is obviously not the only answer to this problem, given the difficulties at earlier stages of the education pipeline. But it is an indispensable piece of the puzzle.

Access and affordability depend more on the price students actually pay for college than on the published tuition levels. Considerable effort must be made to guarantee that whatever levels of tuition prevail, all low-income students who can benefit from higher education have access to sufficient grant funds to enroll and succeed in college. New England has generally succeeded in directing grant aid to students based on

their financial need, despite a nationwide shift toward non-need-based “merit aid.”

It would be a mistake for New England to follow the example of those states that are attempting to use their funds to induce students who might otherwise go to college out of state to study locally. Both equitable and efficient use of public funds require using our dollars to change the behavior of students who would not otherwise be able to afford college. Attracting college *graduates* with loan forgiveness or other incentives would be a better approach to any outmigration problem than would luring college *students* with merit aid.

Providing realistic opportunities for all young people, as well as for older individuals who need additional education and training to succeed in the workforce, must be a priority for all the New England states. We should develop programs that provide a clear and reliable commitment to children from low- and moderate-income families that the funds they need to finance a college education will be available if they meet the academic requirements.

An innovative approach might involve annual contributions to college savings accounts for children from low-income families. A program that provides these young people with their own funds years before they finish high school would address their financial problems and academic preparation problems simultaneously. This type of policy would go a long way toward ensuring that New England weathers future economic slowdowns without sacrificing the educational opportunities that provide the foundation for a healthy economy over the long run. Any sense of complacency or loss of focus on these goals will cost the region dearly for years to come.

Sandy Baum is a professor of economics at Skidmore College in New York and senior policy analyst at the College Board.

A Half Century of New England Higher Education and Economic Development, continued

1993 NEBHE creates the New England Technical Education Partnership, bringing together educators and other professionals to improve New England's two-year technical education programs.

Congress passes Student Loan Reform Act, calling for “direct lending” from the U.S. Treasury through colleges to students, and National Service Trust Act, providing education grants in exchange for community service.

Total charges at Yale University pass the \$25,000 mark.

Wellesley College reports a 15 percent rise in freshman applications, attributed partly to the popularity

of activist First Lady Hillary Rodham Clinton, who graduated from the women's college in 1969.

1994 NEBHE establishes Regional Commission on Telecommunications and Distance Learning to clar-



Credit: Bill Winer/PDI.

ify the challenges and opportunities the field presents to New England.

With support from the Pew Charitable Trusts, the Ford Foundation and others, NEBHE and two other regional education agencies—the Southern Regional Education Board and the Western Interstate Commission for Higher Education—launch “Compact for Faculty Diversity” program to increase the number of African-Americans, Hispanics and Native Americans who complete Ph.D.s and enter college teaching.

A Plan for Higher Education Access

JOHN F. TIERNEY

A recent New England Council report emphasized a well-known fact: a strong public higher education system is critical to a state's economic viability. Businesses rely on public college and university graduates—almost 80 percent of whom remain in state—as the next generation of innovators and as a necessary highly qualified workforce.

The reauthorization of the federal Higher Education Act underway in Congress has provided a forum for debate of issues such as college access and affordability. An alternative supported by House Education Committee Democrats addresses college affordability and accessibility in several ways.

First, the plan would require states to restore funding for public higher education. A direct parallel exists between shrinking state support for public higher education and higher tuitions for students and their families. States should be obligated to maintain a reasonable contribution if they are to receive federal assistance in administering education programs.

All institutions—whether public or private—could also benefit from new incentives to keep costs down. The U.S. Department of Education would research successful cost containment strategies and share them broadly. Schools that keep costs within a higher education price index would receive bonus Pell Grant funds to award to eligible students, with special benefits when a commitment is made and kept to hold those rates down for the students' entire four-year stay.

Because more students are qualifying for college, and more families are financially eligible, the Pell Grant maximum would be doubled, helping lower- and middle-income families meet tuitions. For those who must borrow to meet obligations, cost-saving Direct

Loans would be encouraged, and when consolidating loans, students could choose between a low fixed or variable interest rate with a low cap, saving borrowers thousands of dollars.

Finally, our initiative would simplify the financial aid application process by establishing a procedure to give students early estimates of federal student aid eligibility so they and their families can plan ahead.

A strong federal-state partnership to provide quality, affordable higher education is critical, and businesses and families must insist that we adequately invest in our future. Such opportunity must be part of New England's, and America's, competitive strategy.

U.S. Rep. John F. Tierney (D-Mass.) is the only New England member on the House Committee on Education and the Workforce.

Diversifying Academic Knowledge

ESTHER KINGSTON-MANN

In a world of media spin, where each talking head lays claim to a different and contradictory set of "facts," the good news is that today's academic scholarship also produces many facts that are not contradictory and provide opportunities for understanding and competence that were nonexistent 20 years ago. Many of these new resources were the creations of diversity research—scholarly investigations that place the heterogeneity of human life and experience at center stage.

In the 1960s, before the explosion of research in all fields that critiqued, challenged and transformed what was previously viewed as the best and soundest scholarship, the university's traditional academic course offerings were prone to highlight the universal achievements of a Western European, male middle class. Although this group remains eminently worthy of

Clinton administration unveils plans for National Information Infrastructure, and plans to relax 60-year old federal communications regulations.

A consortium of Vermont's six public higher education institutions agree to manage all employee education and training for IBM Burlington, Vermont's largest private employer.

Connecticut Higher Education Commissioner Andrew G. De Rocco assumes NEBHE chairmanship.

1995 NEBHE launches New England Environmental Education Program, including an internship program that would provide more than 200 New England students from 59 colleges and universities with jobs, academic counseling, professional development and leadership training through real-world environmental work experiences with New England corporations, state government agencies and nonprofit organizations.

NEBHE receives federal grant to help schools and colleges introduce fiber optics technology into curriculum.

Connecticut adopts 10-year, \$1 billion UConn 2000 initiative to modernize Storrs campus.

1996 U.S. 5th Circuit Court ruling bars use of race in college admissions in Texas, Louisiana and Mississippi. California voters approve ballot question banning race in admissions at public colleges.

New England's total college enrollment dips to 795,000, down from a peak of 827,000 in 1992.

Former Rhode Island Higher Education Commissioner Eleanor M. McMahon assumes NEBHE chairmanship.

1997 Federal Taxpayer Relief Act creates Hope Scholarship, Lifelong Learning Tax Credit and other tax benefits for college.



careful study, it represents only a part of the human story. And as my philosopher-colleagues like to remind me, *the part is not the same as the whole*. So: If we believe that academic knowledge is valuable because it fosters, however imperfectly, a better understanding of reality, and more competent engagement with the world, then it becomes necessary to consider not only this much-studied group, but also the majorities that the Uruguayan essayist Eduardo Galeano once described as the hundreds of millions who have “been standing in line for centuries to get into history.”

Two examples: 1) In the field of medicine, an exclusive focus on males as the appropriate research subjects produced cardiovascular research that prevented doctors from recognizing the significant differences between men and women both in symptoms and response to treatment of heart attack (or from noticing that cardiac death rates among black women are two-thirds higher than for white women). Scholars who raised questions about gender and race opened the possibility for better medical treatment for everyone. Unfortunately, much of the research on diagnosis and treatment in the last 20 years continues either to exclude women entirely or include only limited numbers of women. 2) In the study of adolescents and families, Western mainstream scholarship traditionally focused on the universality of “adolescent stress,” caused by inevitable tensions between family demands and the peer pressures that foster disregard for them. However, cross-cultural research indicates that in many contexts, adolescence instead marks the transition to more adult roles within the family and community (with peer pressure a far less influential factor). Cross-cultural investigations have increased from 5 percent of the total in the 1950s to 14 percent in 2005. It is hard to imagine

that this research will fail to enhance the competence of scholars, policymakers and practitioners of family and individual therapy who work with diverse populations.

In these fields and in many others, advances in scholarship are opening new possibilities for productive encounters with a complex and heterogeneous world. Take a moment to imagine this message as a clear and unapologetic statement about the aims and goals of higher education. There are no guarantees of course, but educators should nevertheless take heart. A widespread and massive engagement with academic knowledge might in fact produce some welcome surprises.

Esther Kingston-Mann is a professor of history/American studies at the University of Massachusetts Boston, where she received the 2005 Chancellor's Award for Distinguished Scholarship.

Close the Latino Education Gap

MARILDA L. GANDARA

Thoughtful people across the political spectrum debate the merits of educational programs for African-Americans, Latinos and other minority groups. Differences of opinion around affirmative action, Head Start, the No Child Left Behind Act and the education of immigrant children lead to intense arguments. Yet I rarely hear discussion about how insufficient financial support for college costs impacts this population.

I came to this country in 1960. In eight years, I was able to attend a private college with only a partial scholarship, minimal debt and the hard work of my parents. Later, my law school tuition was \$1,500 a year. While it was not easy it, was doable; all we had to do was dream big and work hard. I wonder if that is true today.

A Half Century of New England Higher Education and Economic Development, continued

Annual survey of priorities by the Association of Governing Boards of Universities and Colleges finds nation's higher education leaders focused on congressional proposals to expand the federal role in making college more affordable as well as looming changes in health-care and copyright laws.

NEBHE launches AQUA initiative providing aquaculture-related curriculum and professional development for schools and colleges.

1998 Congressional reauthorization of Higher Education Act creates GEAR UP programs to encourage college access while eliminating student aid eligibility for students with drug convictions.

NEBHE launches New England Public Policy Collaborative to provide a regional framework for the region's policy research expertise and enhance access to policy research. Funded by the AT&T Foundation, the collaborative hosts two regional “New England Agenda” conferences and introduces a NEBHE web page linking 300 public policy research centers and institutes.

Nellie Mae Education Foundation created as New England's largest philanthropy devoted to educational achievement and equity for underserved populations.

University of Massachusetts President-emeritus David C. Knapp assumes NEBHE chairmanship.

1999 NEBHE and the John W. McCormack Institute of Public Affairs at the University of Massachusetts-Boston conduct *The Future of New England* survey asking 1,000 New England opinion leaders and 1,000 New England households their views on pressing public policy issues, regional economic prospects and opportunities for interstate action in New England.

NEBHE sponsors mock “Race for Governor of the State of New England,” in which six New England political leaders debate regionwide campaign “platforms.” The “candidates” include: then-Connecticut state Senate President Kevin Sullivan; then-Maine



I recently talked to a young Latina who reminds me of myself at age 19. She came to this country at age 3 and completed high school with honors in a middle-class suburban town. She then enrolled in a nursing program at a New England university where she attained a 3.5 grade point average in her first year. This summer, after receiving a letter notifying her of another tuition increase, she calculated that her debt at graduation would be more than \$150,000. How could she hope to pay that off? Feeling a sense of defeat, she decided to quit college and go to work instead.

One-third of Americans finish college, but only one-third of Latinos finish high school. Given rapidly changing demographics, the nation's future in a competitive global economy depends to a considerable degree on how successful we are at closing that education gap.

Transitional action to even out the playing field is in everyone's best interest. We need to continue affirmative action and effective programs like Head Start. Working with parents of students in middle school or younger, we need to experiment with ways to orient the entire family toward the value of higher education and the long-term planning needed to successfully navigate a college education. We also need to explore curricular changes such as offering an organized academic program in small business development, which could be particularly attractive to a population that is very entrepreneurial.

Latinos want the same thing as everyone else—a reasonable shot at the American Dream. If that dream is only accessible to the wealthy, we will not have to worry about immigration for long. If there is no credible dream to strive for, it is not only the fate of Latino children we will need to consider.

Marilda L. Gandara is president of the Aetna Foundation.

Attracting Students to Science

GEORGE M. LANGFORD

Undergraduate science and engineering (S&E) majors are the bright minds that become the scientists and engineers of tomorrow. Technically trained students graduate with high employment potential and usually land jobs with high salaries. One might ask then, why do U.S. undergraduates pursue S&E majors at lower rates than their counterparts in other countries?

The United States ranks 17th globally in the proportion of its college-age population that earns S&E degrees, down from third several decades ago, according to the Council on Competitiveness. China, because of its large population, graduates three times as many engineers from its colleges as the United States does. Many other nations today boast a higher percentage of 24-year-olds with S&E degrees than the United States.

As the number of U.S. students studying science and engineering in graduate schools has dropped, schools and employers have compensated by enrolling and employing more students and professionals from other countries.

In 2003, foreign students earned 38 percent of science doctorates awarded by U.S. universities, and foreign professionals occupied 22 percent of all U.S. science and engineering jobs, up from 14 percent just 10 years before, according to National Science Board data.

But we cannot tolerate a continually low participation rate of U.S. students in science and engineering fields and growing reliance on foreign S&E talent.

Over-reliance on foreign-born scientists and engineers discourages U.S. students from entering these fields for two important reasons. First, an abundance of international scientists and engineers eager to work in the United States produces downward pressure on U.S. wages. Second, it takes the pressure off our

state Senate Majority Leader Chellie Pingree; former Massachusetts state senator and gubernatorial candidate Patricia McGovern; former New Hampshire state representative and congressional and gubernatorial candidate Deborah "Arnie" Arnesen; former Rhode Island Gov. Bruce Sundlun; and then-Vermont state Treasurer James Douglas, who would later become Vermont's governor.

Castle College of Windham, N.H. ceases operations, signaling consolidation in the New England higher education market. Within a year, Bradford and Aquinas college will follow suit. The Art Institute of Boston will merge with the larger Lesley University, and Maine's Casco Bay College will merge with Andover College.

2000 New England sustains lowest-ever unemployment rate of 2.7 percent. Region's technology-intensive companies cannot fill jobs as a skilled labor shortage dogs the region.

Vermont state Sen. Nancy I. Chard assumes NEBHE chairmanship.

2001 September 11 terrorist attacks prompt restrictions on student visa policies and usher in an era of reduced foreign enrollments, increased campus security and constraints on freedom of speech.



Credit: Andrea Booher/FEMA News Photo.

New England bleeds 85,000 jobs over the course of the year, many in technology industries.

Former U.S. Rep. Robert A. Weygand (D-R.I.) becomes NEBHE president and CEO.



schools and colleges to strengthen programs to attract and train students in S&E disciplines.

Reversing this pattern will be challenging. For one thing, U.S. students have a broad range of attractive career options from which to choose. In addition, because the American educational system is controlled by state and local school districts and autonomous higher education institutions, generating change on a national scale is difficult.

The good news is that a large number of U.S. domestic students begin with an interest in science. About 30 percent of students entering U.S. colleges intend to major in S&E fields. This proportion has remained fairly constant over the past 20 years. However, a considerable gap exists between freshman intentions and successful degree completion. Undergraduate S&E programs report the lowest retention rate among all academic disciplines. Fewer than half of the students who began S&E programs in 1990 completed S&E degrees in five years, according to one study published in 1996 by the National Center for Education Statistics.

Rather than assume that the foreign supply of talent will always be available to fuel our technology-driven economy, we need to work harder to attract and train those bright kids who become tomorrow's scientists and engineers. One way to start is to implement the recommendations of the 2003 National Science Board report titled *The Science and Engineering Workforce—Realizing America's Potential*, which called on the federal government to take primary responsibility in meeting long-term needs for science and engineering skills in the U.S. workforce. Specifically, the report called on the federal government to:

- Direct substantial new support to students and institutions to improve success in S&E study by American undergraduates from all demographic groups.

- Provide scholarships and other forms of financial assistance for full-time enrollment in S&E fields.
- Expand university faculty and teaching labs for S&E education in areas of national need.
- Increase student transfers from community colleges to four-year S&E programs.
- Expand recruitment of underrepresented minorities and women in S&E.

We face a long-term challenge to sustain the U.S. global advantage in science and technology by fielding the world's best S&E workforce. We should not allow the strength and vitality of the nation's scientific and technology enterprise to slip away.

George M. Langford is dean of the College of Natural Sciences and Mathematics at the University of Massachusetts Amherst.

A Regional Resource for R&D

ANDREW G. DE ROCCO

For a decade or more, a shifting pattern of postgraduate study has been taking place. Not only has a greater proportion of degrees in the sciences been awarded to foreign nationals, but their subsequent opportunities abroad have grown, loosening our hold on their imaginative exploration of the unknown.

In addition, as both China and India, among others, plan for increased educational opportunities locally, the longstanding appeal we have held for able students may well shrink. Together with a modest domestic enrollment in these areas of study, one is given to wonder what impact this diminishing cadre will have on what has been characterized as our "creative economy." If we cannot depend on past patterns of enrollment, can we establish new ones?

A Half Century of New England Higher Education and Economic Development, continued

2002 NEBHE initiates series of three conferences addressing key issues and challenges in workforce development. A resulting policy report, titled *Building Human Capital: A New England Strategy*, recommends steps to improve science and math teaching in New England schools, expand adult literacy programs and reform community colleges.

University of New Hampshire awarded National Endowment for the Humanities grant to host Center for New England Culture.

Middlesex Community College President Carole A. Cowan assumes NEBHE chairmanship.

2003 NEBHE launches New England Higher Education Excellence Awards program to honor New England individuals and organizations who show exceptional leadership in behalf of higher education, public policy or the advancement of educational opportunity. First-year winners include: U.S. Sen. Edward M. Kennedy (D-Mass.); Dr. Marja Hurley, a professor at the University of Connecticut School of Medicine, the late Eleanor M. McMahon, who served as Rhode Island higher education commissioner from 1982 to 1989, and the Massachusetts Institute of Technology.

NEBHE launches Project PHOTON2, an initiative funded by the National Science Foundation to give educators the knowledge and resources needed to implement and teach photonics technology at their institutions.

NEBHE cosponsors Portland, Maine, conference, on reauthorization of the Higher Education Act, in which New England members of congress and education leaders warn of congressional proposals to deeply involve the federal government in higher education pricing and policies.



The colleges and universities of New England have been significant contributors to the nation's "intellectual capital" and the resulting "spinoffs" have boosted the economy. We might ask: Can NEBHE play a useful role in advancing the strength of our regional potential for study, discovery and utilization? And if so, how?

The growing vitality of our publicly supported universities suggests a possibility. Can NEBHE help to broker additional research and study opportunities across the public-independent divide? Our independent colleges have an enviable track record in fostering the sciences, and a few offer an undergraduate degree in engineering. Are there as yet underdeveloped possibilities for cross-enrollment and research internships for students? Research faculty are alert to the advantages of collaboration. Can NEBHE help foster a greater conjunction between our research centers, public and private?

While these suggestions raise questions of asset allocation, organization and management and of contractual obligations, all of which will require a sensible realization of the benefits to be enjoyed, none need be a barrier to a freer association of talent and interest.

If we think and act regionally, setting aside historical differences, it may be possible not simply to maintain our distinction but to hone it to an even finer edge.

Andrew G. De Rocco is the former Connecticut commissioner of higher education. He served as NEBHE chair from 1994 To 1996.

A Tall Order for New England

ROBERT E. MILLER

A half century ago, six New England governors established one of the nation's most successful agencies for interstate cooperation. The New England Board

of Higher Education has expanded educational opportunity for thousands of students through its Regional Student Program, saving families millions of tuition dollars. State governments have saved untold millions by not having to replicate costly programs that exist at out-of-state institutions.

NEBHE's studies, conferences and publications focused on the higher education "industry" have heightened awareness on the part of policymakers of the importance of sustaining the region's many colleges and universities and promoting their well-being as a vital part of the "creative economy."

As we celebrate NEBHE's past achievements, it is important to look ahead and envision other ways NEBHE may fulfill its mission. Today, we have technology not imagined in 1955 that opens enormous possibilities for sharing resources not only among public institutions, but also between the public and private sectors.

Competition can be replaced by collaboration. But this will require imaginative leadership. It will call for an exchange of ideas by college trustees, administrators, faculty and staff. NEBHE can play an extremely valuable role as facilitator, helping to develop the most complete, comprehensive and efficient education consortium in the United States. A tall order to be sure, but one that is attainable given New England's tradition of innovation and NEBHE's record of service to the higher education community.

Robert E. Miller is the former president of Quinebaug Valley Community College. He served as NEBHE chair from 1981 to 1983.



U.S. Supreme Court upholds affirmative action in cases involving the University of Michigan. The court's rulings reaffirm that racial quotas are unconstitutional, but allow colleges to continue taking race into account in other ways in their admissions policies.

The court struck down the specific method used by the university to achieve diversity in undergraduate admissions by automatically awarding points to every under-represented minority applicant solely because of race.

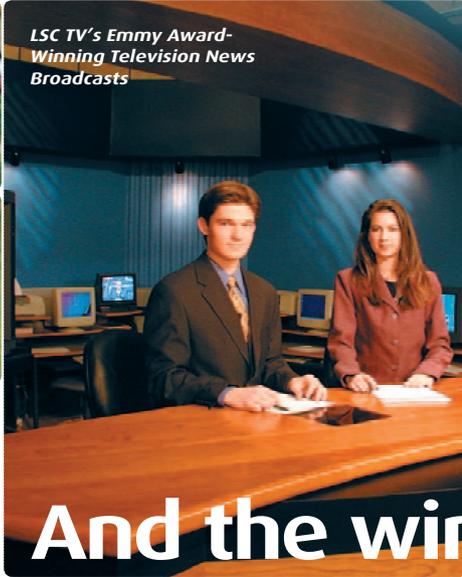
2004 David M. Bartley, retired president of Holyoke Community College and former Massachusetts House speaker, becomes NEBHE interim president and CEO, succeeding Weygand, who becomes vice president for administration and finance at the University of Rhode Island, his alma mater.

NEBHE sponsors conferences in Woodstock, Vt., focusing on the future of e-learning in New England and beyond. The conference features keynote addresses by Jack Wilson, president of the University of Massachusetts system, and Laura Palmer Noone, president of the University of Phoenix.

NEBHE is awarded a one-year, \$200,000 grant by the U.S. Department of Health and Human Services to study the feasibility of creating a Multi-Tribal College in New England.

New Hampshire Senator Lou D'Allesandro assumes NEBHE chairmanship.

2005 Evan S. Dobbelle, former president of Middlesex Community College of Massachusetts, the City College of San Francisco, Trinity College and the University of Hawaii, and former two-term mayor of Pittsfield, Mass., becomes NEBHE president and CEO.



The experiences make the education

And the winner is ...you



It's nice to be part of a winning line-up.

From our Emmy award-winning broadcast team that brings home a slew of honors and accolades every year, to the top, nationally ranked student forecasters in meteorology, each and every LSC program is designed to help you succeed. We give you the tools to achieve your personal goals earlier, building your skill set and resume along the way.

rewarding experiences around every turn. From our state-of-the-art facilities on campus, to internships in professional settings and opportunities to learn abroad, LSC packs your college career with a wide range of hands-on experiences right from the start.

At LSC, it's about putting your education on the inside track with

To have a rewarding LSC experience, call us at **1-800-225-1998** or visit us online at www.lyndonstate.edu for more information.



Lyndon STATE COLLEGE VERMONT

DEGREE PROGRAMS AT LSC

- Accounting
- Environmental Science
- Nursing
- Adventure-Based Programming/ Outdoor Recreation
- Exercise Science
- Physical Education
- Athletic Training (4+2)
- Fast Track Business
- Physical Therapy (3+3)
- Business Administration
- GIS Mapping & Planning/ Natural Resources
- Psychology
- Computer Information Systems
- Global Studies
- Secondary Education
- Digital Media
- Graphic Design
- Ski Resort Management & Entrepreneurship
- Early Childhood Education
- Human Services
- Social Science
- Elementary Education
- Liberal Studies
- Special Education
- English Journalism & Writing
- Mathematics
- Sports Management
- English Literature & Cultural Studies
- Meteorology
- Television Studies
- Natural Science

NEBHE eligible



Profs Without Borders

A Plan to Reconnect American Higher Education with the World

MICHAEL LESTZ



American higher education is one of this nation's most distinctive and productive resources. Over the years since World War II, American colleges and universities have taught men and women from every country on the face of the earth. Higher education in America has been a seeding machine that has spread its style, its institutional DNA, its instructional paradigms and, most importantly, its values and content to a host of other institutions of higher education abroad and through them to millions of students.

Today, in the post-September 11 era, many exchanges and promising initiatives that linked American higher education to other parts of the world have foundered. New visa restrictions and an insularity that spins from our concern for homeland security have made it more difficult for universities and colleges in the United States to build and sustain the bridges of knowledge and friendship that are vital to the construction of a world order within which America is viewed as a friend, not an adversary.

What's more, in many cases American degree programs have priced themselves out of the market. Chinese, Hungarian, Indonesian, Vietnamese, Russian and Indian students who once might have studied at colleges in New England now study in Australia or other countries that have recognized the value of building a population of brilliant overseas students. They have taken measures to make their schools welcoming settings for international students and scholars. In the meantime, foreign undergraduate enrollment in the United States has dropped by more than 5 percent in the past several

years, while foreign graduate enrollment has dipped by nearly 3 percent with more dramatic declines apparent in some academic settings.

Economic circumstances and threats, real and imagined, and a weak economic picture suggest that it will be a long time before U.S. institutions of higher learning regain even a moderate version of the role they played in the postwar period in educating international students. In the meantime, however, there is a way to carry the best in American education abroad in accordance with our country's highest ideals, while providing a bridge between universities that do not ordinarily cooperate. The strategy would be to organize a new educational entity, a university without walls or buildings or a standing faculty, which might be called "Profs Without Borders."

Unlike government-affiliated organizations like the U.S. Information Agency or UNESCO, or private-sector think tanks that operate as vendors of information to clients, Profs Without Borders would be an NGO born from the university milieu.

With complex internal bureaucracies of their own and ongoing rivalries with others in the perpetual struggle for grant dollars, universities are not configured to launch *pro bono* projects to pool expertise and focus it on international projects. Furthermore, there is currently little incentive to pull in academics from an array of unrelated schools to cooperate on transformational projects of the type Profs Without Borders might pursue. As a trans-university NGO, Profs Without Borders would enable project teams working under its umbrella to sidestep quarrels about which department or research institute would

rightly seize a grant to fund a particular venture and instead focus on the objective of the effort.

The work of Profs Without Borders might be propelled into existence by a local crisis such as a famine or epidemic—as is the case with programming undertaken by *Médecins sans Frontières*, or Doctors Without Borders. But more mundane challenges that could be addressed by American educators in areas from historic preservation to law enforcement could also be the catalyst for projects. Thoughtfully formed groups of specialists across fields—including individuals with regional expertise and a sophisticated sense of local sensibilities—would be assembled to address complex issues in conjunction with counterparts in the international community.

In the wake of a tragedy like last year's devastating tsunami, Profs Without Borders could have assembled a multidisciplinary team to promote the reconstruction of a destroyed city in Thailand or Indonesia. The team could bring a "best practice" approach and advice on creating rapid and cost-effective solutions to housing and a host of other practical problems in the affected area and, in the process, provide models that might work elsewhere. Reports and research data obtained in the course of a project could be published and shared with other NGOs and the international community of researchers working on parallel ventures.

If Uzbekistan or another new democracy in Central Asia were writing a new constitution, Profs Without Borders could send a team to help. Participants might include specialists in constitutional law, historians with knowledge of the formation of new constitutional

We want
you to
know™

Coverage and Services With You and Your Students in Mind



The Chickering Group, an Aetna Company, a full-service insurance administrator, provides health insurance for over 350,000 students and their dependents at over 130 colleges and universities across the country. As an independent subsidiary of Aetna, one of the nation's leading providers of health care insurance benefits, we offer a nationwide network of physicians, hospitals and pharmacies to higher education institutions across the nation.

Coverage and services include:

- Customized benefit plans coordinated with campus student health centers
- Access to Aetna's National Network of health care professionals
- Web-based client and member products
- Emergency Travel Assistance Services with Unlimited Medical Evacuation and Repatriation Benefits
- Aetna Navigator™: An online member self-service website available 24 hours a day, 7 days a week. Students can access claims, coverage, and general health information as well as decision-support tools.
- Vital Savings by Aetna™: An optional dental and vision discount program offered on a voluntary basis at a low cost to all students.**

***It is not necessary to purchase the student health plan to purchase this additional discount program.*



The
Chickering
GroupSM

An Aetna Company

Your Partner in
Student Health Insurance

Student Health Insurance Plans are administered by Chickering Claims Administrators, Inc. and offered by Aetna Life Insurance Company. The Chickering Group is an internal business unit of Aetna Life Insurance Company. Health Insurance Plans contain exclusions and limitations. While this material is believed to be accurate as of the print date, it is subject to change.

Chickering 2005

Contact us today to learn more about our
products and services.

phone: 1-877-480-3843

fax: 1-617-218-5700

e-mail: communications@chickering.com

website: www.chickering.com

orders in various parts of the world, and academics with special expertise in the intersection of constitutional, penal and civil law. In Iraq, specialists employed by the United States to help prepare a constitution were viewed with suspicion as “official” Americans. In contrast, an unaffiliated group of American scholars coming from a tradition of academic scholarship would bring a neutral perspective to constitutional construction. They could channel an ongoing debate in subtle ways by clarifying risks and illuminating the realm of available choices.

If a city like Gongtok in Sikkim were to seek to formulate a plan to conserve its significant ancient core while accommodating an increasing population. Profs Without Borders could help with a planning effort that harvests the experiences of other cities that have successfully integrated new and old and perhaps provide tips on finding the external aid that would propel a thoughtful city plan.

If Afghanistan, struggling to restructure a once corrupt police system, sought to build a system with a new motivating ethos and professional code, Profs Without Borders could offer training related to criminology, police methods and rights of the individual. Profs Without Borders could facilitate the transition to a new system with attention and respect given to local mores and history. A team of specialists assembled from respected universities would offer credibility and freshness that could not be matched by a generic team produced by an international agency or private consulting company.

Institutions that supply experts for projects would benefit from the publications spun off by particular efforts. The investigators would benefit from hands-on engagement with vital international issues in their field and engagement with others on the project team.

While American professors are not superheroes, the role played by a consortium of professors arrayed in an NGO could be heroic. Such an organization would pool the talents of some of our most able professors and specialists to work on projects from which an enormous harvest of good could come—not the least of which would be helping to rebuild America’s role as a leader in global education.

American higher education is about inventiveness, discovery, creation and an empirical search for solutions; these values are hardwired into the American university and college research ethos. Profs Without Borders would bring all the qualities of the academic enterprise alive in the world at large and in settings where the need is critical.

Michael Lestz is associate professor of history at Trinity College and director of Trinity’s O’Neill Asia Cum Laude Endowment.

Our students take a different path to the top.

The Nation’s Leading College for Students with Learning Disabilities and AD/HD

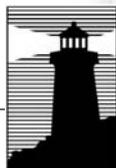
Serving talented and bright students with learning differences and AD/HD, Landmark College’s accredited associate degree and summer programs offer a proven course for academic success.

Landmark has one of America’s lowest student-faculty ratios, enabling us to create innovative learning strategies and employ the latest technology for academic success.

Our approach works. Nine of every ten Landmark College graduates go on to pursue their baccalaureate degrees at such institutions as American University, Boston College, Brown University, Occidental College, Quinnipiac University and the University of Denver.

DEGREE OPTIONS:

- A.A. in General Studies
- A.A. in Business Studies



LANDMARK COLLEGE

Putney, Vermont

www.landmark.edu

Phone: 802-387-6718



**Special Events in Boston
November 2005**

Presented in conjunction with the opening of the Museum's acclaimed traveling exhibition

FIGHTING THE FIRES OF HATE

America and the Nazi Book Burnings

on view at the Boston Public Library, Copley Branch
November 7, 2005–
January 19, 2006

November 7 ■ 6:30–9 p.m.

Confronting the Past and National Identity: The Power of Historical Documentation

Cosponsored with the Elie Wiesel Center for Judaic Studies at Boston University
Location: Boston University

November 9 ■ 6–7 p.m.

New England Holocaust Memorial Ceremony

Location: Faneuil Hall and the New England Holocaust Memorial

November 10 ■ 7–8:30 p.m.

How Do We Fight the Fires of Hate Today?

Cosponsored with the Jewish Community Relations Council
Location: Boston Public Library, Copley Branch

All programs are FREE and open to the public.
For additional information:
www.ushmm.org/newengland

UNITED STATES HOLOCAUST MEMORIAL MUSEUM

100 Raoul Wallenberg Place, SW
Washington, DC 20024-2126 • www.ushmm.org

- n Percentage of working college and university trustees whose primary job is in the field of education: **13%**
- n Percentage whose primary job is in business: **51%**
- n Brand names as a percent of the average two-year-old's vocabulary: **10%**
- n Average number of food ads children ages 6 to 11 see on television each year: **11,000**
- n Percentage of white males ages 12 to 18 who are overweight: **15%**
- n Percentage of Mexican-American males ages 12 to 18 who are: **27%**
- n Average expected change in number of military jobs in states that voted for George Bush in 2000 and 2004: **+500**
- n Average in states that voted against George Bush in 2000 and 2004: **-1,300**
- n Among all bachelor's-degree holders who did not vote in 2004, percentage who said they were too busy: **22%**
- n Percentage of whites with bachelor's degrees who voted in 2004: **80%**
- n Percentage of Asian-Americans with bachelor's degrees who did: **47%**
- n Approximate number of Cambodian-Americans living in Lowell, Mass.: **25,000**
- n Number who are registered to vote in Lowell: **1,889**
- n Percentage of U.S. white adults who believe black children in their communities have as good a chance as white children to get a good education: **84%**
- n Percentage of black adults who agree: **51%**
- n Percentage of 13- to 17-year-old boys who think schools should be able to restrict what they wear to school: **42%**
- n Percentage of 13- to 17-year-old girls who do: **57%**
- n Number of women among the 100 highest-paid CEOs in Massachusetts: **1**
- n Percentage of workers in Cornwall, Conn., who are self-employed: **26%**
- n Percentage of workers in Hartford, Conn., who are: **3%**
- n Number of cruise ships that visited Bar Harbor, Maine, in 1999: **39**
- n Number that visited Bar Harbor in 2004: **87**
- n Number of New England institutions among the 10 U.S. colleges and universities with the largest endowments: **3**
- n Number of New England institutions among the 10 U.S. hospitals and medical centers with the largest endowments: **1**
- n Number of New England institutions among the 10 U.S. arts groups, museums, libraries and public broadcasting stations with the largest endowments: **1**

Sources: 1,2 Association of Governing Boards of Universities and Colleges; 3 American Newspeak; 4 University of Illinois at Urbana-Champaign; 5,6 National Center for Health Statistics; 7,8 *The Connecticut Economy*; 9,10,11 Postsecondary Education Opportunity; 12,13 University of Massachusetts Lowell; 14,15,16,17 Gallup Tuesday Briefing Youth Survey; 18 CONNECTION analysis of *Boston Business Journal* data (Axcelis Technologies CEO Mary Puma ranked 61st with total compensation of \$1.17 million.); 19,20 *The Connecticut Economy*; 21,22 Bar Harbor Chamber of Commerce; 23,24,25 *The Chronicle of Philanthropy* (Harvard, Yale and MIT rank 1st, 2nd and 7th, respectively among colleges and universities. Dana-Farber Cancer Institute ranks 7th among hospitals. Boston Symphony Orchestra ranks 8th among arts groups.)

Streamlined financial solutions.

TD Banknorth Higher Education Group is your course to success.

A TD Banknorth relationship manager will partner with you to successfully help you manage your college or university's finances for maximum return. We will customize a suite of financial products to fit your needs and help you reach your goals. Our services include:

- Cash Management
- Investment Management*
- Insurance*
- Deposit and Lending Services

TD Banknorth Higher Education Group knows that no two organizations are the same. It's time you have someone working with you who will review your needs and recommend key strategies for improvement. It's just another way we go above and beyond.

Begin by meeting with a local advisor.
Call 800 833-2098.





Register Today!

The New England Board of Higher Education's

50th Anniversary Conference and Dinner Celebration

October 28, 2005 • Mystic Marriott Hotel, Groton, Connecticut

The Conference

The Creative Region: Channeling New England's Arts and Culture Assets for Success in the New Economy

Arts educators, legislators, business and community leaders explore ways to position New England in the global creative economy.

- Bestselling author Dan Pink on why the MFA is the new MBA
- *New York Times* columnist David Brooks on the creative economy
- U.S. Congressman Christopher Shays, co-chair of the Congressional Arts Caucus, on investing in arts and culture
- *Washington Post* Writers Group columnist Neal Peirce, America's leading authority on metro regionalism, on positioning New England in the global creative economy
- Other speakers and panelists include: Aetna Foundation President Marilda Gandara, Marlboro College President Ellen McCulloch-Lovell and Rhode Island School of Design President Roger Mandle.

Dinner Celebration

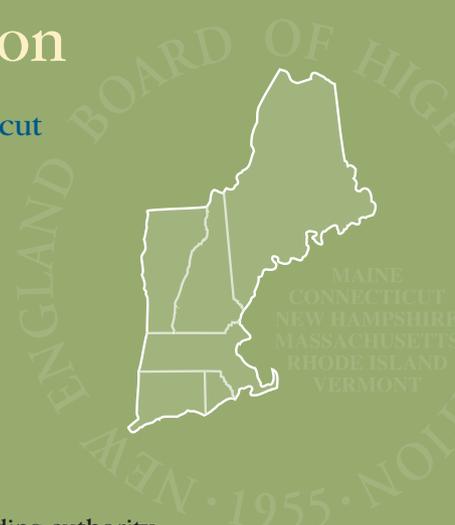
- U.S. Sen. Christopher J. Dodd, *Hartford Courant* Publisher and CEO Jack Davis and others join NEBHE chair and New Hampshire state Sen. Lou D'Allesandro and NEBHE President Evan S. Dobelle to celebrate the New England Board of Higher Education's half century of service to the region.
- Evening keynote by Pulitzer Prize-winning author and historian David Halberstam.

For registration information, call Sarah Maloney of Preferred Meeting and Event Services at 781.849.6130, ext. 349.

For sponsorship information, call David O'Brien of NEBHE at 617.357.9620, ext. 121.

For general information, visit: www.nebhe.org.

Thanks to our sponsors: TD Banknorth • Nellie Mae Education Foundation • Gilbane Building Co. • Dalkia JPMorgan Chase Bank • Topham Foundation • Webster Bank • The College Board • TERI • Hartford Steam Boiler Mass Envelope Plus • University System of New Hampshire • University of Connecticut



CONNECTION

THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION

New England Board of Higher Education
45 Temple Place, Boston, MA 02111-1305



Nonprofit
U.S. Postage
PAID
Hanover, NH 03755
Permit No. 91