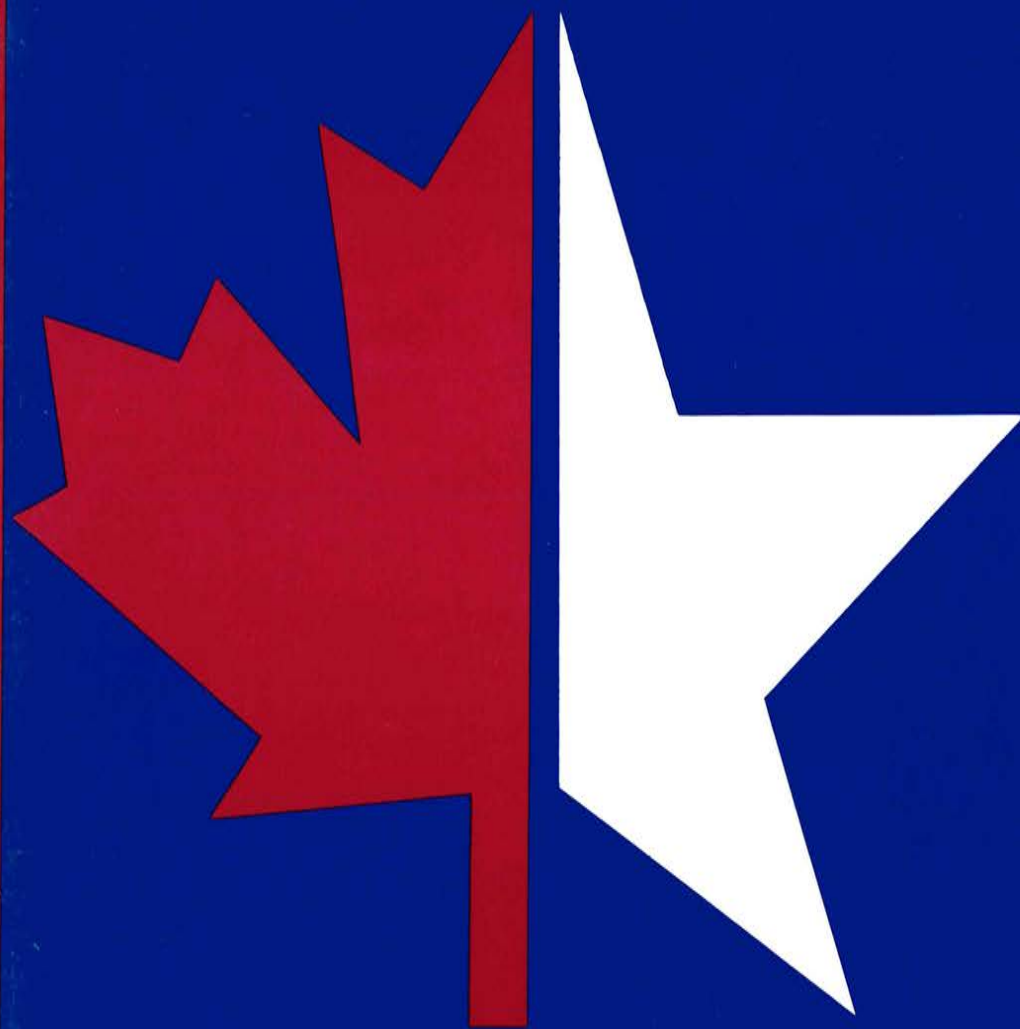


CONNECTION

NEW ENGLAND'S JOURNAL OF HIGHER EDUCATION
VOLUME II, NUMBER 1

SPRING/SUMMER 1987



New England's
Growing Ties
to Canada

The Case for Strategic Advocacy

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CONNECTION

NEW ENGLAND'S JOURNAL OF HIGHER EDUCATION

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John C. Hoy

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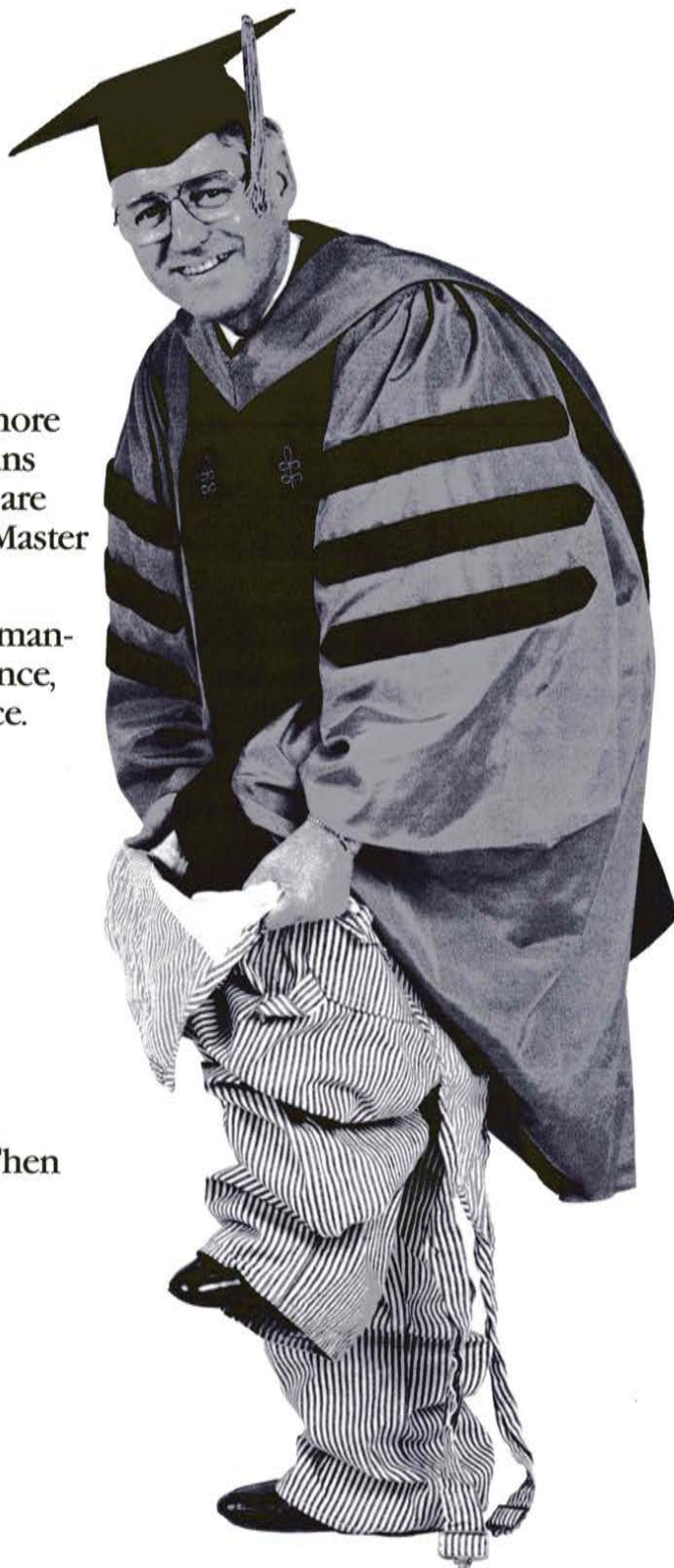
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TO: Connection Readers

We continue our survey of New England's growing involvement in a world economy with four views of relations with Canada:

- A summary of what some of the region's colleges and universities are doing about Canadian studies.
- An indepth look at one of the nation's foremost Canadian studies programs, at the University of Maine.
- An interview with Ken Curtis, former U.S. ambassador to Canada, who is now president of the Maine Maritime Academy.
- A description of the New England-Quebec student exchange program, which NEBHE administers.

In addition, there are articles on a new way to learn Chinese, a discussion of why college libraries are making more foreign acquisitions and a Japanese diplomat's view of Boston and New England.

From Washington, Mike Bennett reports on how New England's congressional delegation ranks in national power and influence. He also provides, for each member of the delegation, a list of committee assignments and education contacts.

NEBHE President Jack Hoy speaks directly about the influence on higher education of the Massachusetts High Technology Council.

Finally, our thanks to Dartmouth's new Canadian-American studies institute for permission to adapt its logo for our cover design, the work of graphic artist Glynn Brannan.


John Chaffee
Editor

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The New England Board of Higher Education was established as a non-profit agency by the New England Higher Education Compact a 1955 agreement among the six states that was ratified by the U.S. Congress. It is the purpose of the Board to advance and develop programs that encourage higher educational opportunities and improve efficiency in the use of resources among New England's public and independent colleges and universities.

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Among the regions of the United States, New England continues to rank first in the enrollment of graduate students in science and engineering per 1,000 population, a ratio 25 percent higher than the West Coast and 50 percent higher than the nation at large. Massachusetts ranks first among the 50 states in this measure of future educational and industrial productivity.

Ten years ago in Massachusetts, a small group of chief executives of what were then beginning to be termed "high tech" corporations met to create a new trade association. In 1977, the primary concern of the new Massachusetts High Technology Council was tax reform. The executives asserted they would expand employment elsewhere in the United States and overseas if progress was not made in reducing the tax burden in Massachusetts. They felt the need for an effective lobby to provide economic and political advocacy on Beacon Hill.

A second MHTC priority focused on the availability of skilled human resources: Would the higher education institutions of New England and Massachusetts in particular provide sufficient numbers of qualified high technologists to keep pace with anticipated employment growth? Did the colleges and universities of the region understand the strength of high-tech concern, the depth of demand for highly educated engineers, computer scientists, technicians and skilled support personnel? How could the high-tech agenda reach the statehouse as well as the academy? The same message, they believed, had to be understood by both.

In the intervening decade, no corporate lobby of its size (93 member corporations) in New England or perhaps anywhere in the United States has been more effective in bringing its message to political

DIRECTLY SPEAKING



In Praise of Strategic Advocacy

JOHN C. HOY

and educational policymakers, the media and the public than the Massachusetts High Technology Council. The MHTC message has been tough, direct, carefully documented — and has provided strategic advocacy.

During the past decade, many of us have occasionally become defensive toward the high-brow assertions of the high technologists, particularly on issues such as their advocacy of Proposition 2½, the Massachusetts tax-reduction measure, which, it was feared, would severely limit local tax revenues and thereby lessen the chances of public school reform. Proposition 2½ was also controversial within MHTC, and many CEOs argued that strengthening elementary and secondary education was in their own deepest long-term self-interest. In retrospect, MHTC has succeeded beyond expectations in influencing public policy on the tax issue. Today, education, international trade and transportation are leading priorities. Debate still flourishes within the council, but positions will be taken and the proverbial "chips" of controversy will continue to fall from MHTC's Boston headquarters.

The high-tech council has also, in fact, put its money where its mouth is since 1977. Committed early on to training and retraining teachers in state-of-the-art computer usage as well as to creating summer jobs

for secondary school teachers, MHTC also developed the "2 percent solution," a national "first" aimed at providing Massachusetts colleges and universities with a significant and growing share of corporate research and development budgets for basic and applied science. The level of individual corporate gifts of cash and research/teaching equipment continues to be impressive.

Has MHTC been successful in encouraging the production of the human resources the industry projected as essential to future growth? With 47 percent of the region's population, Massachusetts today confers 70 percent of all New England doctorates, 69 percent of master's degrees and 60 percent of baccalaureates in computer science, engineering, mathematics and the physical sciences. As a result, the state, not surprisingly, captures approximately 65 percent of the region's high-technology employment and production and has consistently been the six-state center of debate on technological competitiveness issues.

Boldly, in 1979, MHTC decided to risk projecting corporate demand for highly trained personnel — risky, because manpower planning in the United States or in any region of the nation, including New England, stands as one of the medieval arts, more magic than social science, more fantasy than fact. In revealing corporate aspirations and projections in 1980, 1982, 1984 and now with its soon-to-be-published 1987 report, MHTC has stuck its neck way out again. How well has higher education responded? Have New England business,

John C. Hoy is president of the New England Board of Higher Education and publisher of *Connection*. To order the 1987 MHTC Demand/Supply Report, call or write: Massachusetts High Technology Council, Inc., World Trade Center, Suite 315, Boston, Mass. 02210. Phone: (617) 439-0050.

government and education reached a consensus on the significance of the high-tech human resource agenda?

In another soon-to-be-released survey, conducted by the New England Board of Higher Education on "The Future of New England," 77 percent of the region's higher education leaders believe high tech will continue to be a growth industry in New England. Seventy-three percent of state government leaders and 69 percent of corporate CEOs agree. Corporate leaders anticipate continued biotechnology growth while 67 percent of higher education leaders and 53 percent of government leaders concur. More than 87 percent of higher education leaders targeted telecommunications for growth, and 77 percent of government leaders and 75 percent of business executives agreed.

Significantly, all three sectors (academia, 64 percent; business, 65 percent; and government, 68 percent) agree that a *shortage of skilled labor* is a primary obstacle to continued economic growth in New England. Only the *cost of*

housing is ranked higher as a deterrent to the region's economic future. Housing is a far greater factor in career location decisions than most of us acknowledge.

Survey results indicate an unanticipated and remarkable consensus among New England business, government and academic leaders on the four top priorities colleges and universities must pursue in preparing the regional workforce for the intensified global economy. The top four priorities are:

- Design an undergraduate curriculum that ensures understanding of the global economy;

- Expand the supply of scientifically and technically educated men and women;

- Work with government and industry to improve technology transfer and diffusion of innovations;

- Expand collaborative efforts with government, business and industry in basic research.

In 1980, MHTC called for reallo-

cation of a larger share of higher education resources to science, engineering and mathematics programs in public higher education as well as incentives for independent institutions to strengthen these programs. MHTC also called for an ongoing labor market data base that would track and reveal current and prospective supply and demand data for well-educated technical and professional personnel. Further, the council called partnership initiatives essential to maintaining New England's international competitiveness.

In fact, the awarding of engineering degrees in the United States declined from 8.4 percent of all baccalaureates in 1982 to 7.9 percent (77,154) in 1985. In New England during this period, the number of engineering degrees awarded increased to 8.6 percent of all baccalaureates awarded in the region. *New England, with only 5 percent of the national population, awarded 8 percent (6,089) of all BS degrees, 9 percent (1,893) of all MS degrees and almost 10 percent (307) of all PhDs in engineering in the United States in 1985.*

In the entire nation, only 248 PhDs in computer and information sciences were awarded in 1985, representing less than 1 percent of PhDs awarded in all fields. Nineteen PhDs or almost 8 percent of the U.S. total were earned at New England institutions, as were 466 or almost 7 percent of master's degrees and 2,483 or more than 6 percent of baccalaureates, representing an 85 percent increase since 1982, when 1,339 baccalaureates in computer science were awarded in New England. However, the issue of quality control in designing computer science degree programs is of increasing concern as offerings have proliferated despite a mounting shortage of faculty capable of teaching at either the undergraduate or graduate level. The acute problem of faculty qualification in computer science as well as engineering has reached crisis proportions and urgently requires target-

New England Science Degrees

	1981-82	% of U.S. Total	1984-85	% of U.S. Total
Bachelor's Degrees				
Mathematics	1,227	10.6	1,451	9.6
Physical Sciences	1,749	7.3	1,764	7.5
Engineering	5,948	7.4	6,089	7.9
Computer Science	1,339	6.6	2,483	6.4
Master's Degrees				
Mathematics	184	6.7	258	9.0
Physical Sciences	372	6.8	402	7.0
Engineering	1,682	9.4	1,893	9.0
Computer Science	313	6.3	466	6.6
Doctoral Degrees				
Mathematics	69	10.1	86	12.3
Physical Sciences	348	10.6	371	10.9
Engineering	269	10.2	307	9.5
Computer Science	12	4.8	19	7.7

SOURCE: U.S. Department of Education Data, March 1987.
New England Board of Higher Education Analysis, May 1987.

ed corporate and campus partnership programs.

Notably, in mathematics, New England produces almost 10 percent of all baccalaureates, 9 percent of all master's and more than 12 percent of all doctorates in the United States. The region also produces 11 percent of PhDs in physical sciences, which represents almost 15 percent of all PhDs awarded in New England. There has been modest growth in the actual number of degrees in the physical sciences awarded in New England, and a disturbing national decline in output between 1982 and 1985.

The best that can be said for the progress over the six years since the first MHTC report was released in 1980 is that New England and Massachusetts have held their own and continue to outdo other regions of the nation in those fields where the emerging global economy will

increasingly reward scientific and technological innovation combined with successful transfer of technology to the marketplace. I strongly believe that, had MHTC not persisted in laying its cards out on the table, New England would have lost substantial ground in maintaining a national leadership position.

The MHTC has consistently and thoughtfully presented a candid portrait of projected industry demand. The biennial effort represents a clearheaded sense of economic, educational and political reality. The council is to be commended for again taking the risk of revealing its own aspirations and projections despite the beating the industry has experienced in world markets during the last six years of rising federal debt, an inflated dollar abroad and disarray in international markets. At this time of

anticipated recovery in the high-tech sector, the MHTC report is of special significance. The 1987 supply-demand study is as straightforward as we have come to expect. It should be read, critiqued and debated with care by business, education and government leaders. Following its unique success in Massachusetts, the council should seriously consider going regional. Such a move would provide MHTC with a greater policy influence among 270 colleges and universities, six governors, 1,327 state legislators and 12 U.S. senators. And more than 12 million citizens throughout New England would gain a greater appreciation of the role of science, engineering and technology transfer in creating jobs and maintaining the region's low unemployment, high level of personal income and availability of venture capital. □

REACTION FROM OUR READERS

Congratulations on an excellent article, "MIT's Medical Involvement" in the Winter/Spring issue of *Connection*. Even though I heard much of this information firsthand from our commission meeting this past November, I still found the article fascinating reading.

Stephen N. Collier
President
MGH Institute of Health
Professions

Stephen Collier is a member of the NEBHE Commission on Academic Health Centers and the Economy of New England.

Superb Job

The spring issue of *Connection* has done a superb job in highlighting some important issues facing the citizens of New England. Our failure to see the importance of higher education

in this region's economic resurgence will be costly.

New England's lead in creating a knowledge-based economy has worked to the advantage of our country's mature industries and continues to provide resources for new economic growth.

Your magazine has made a strong case for supporting the public landgrant institution in New England.

Joseph Duffey
Chancellor
University of Massachusetts,
Amherst

Another Land Grant

I thoroughly enjoyed the article on the Sea Grant College Programs of New England in the Winter/Spring issue of *Connection*. Susan Moline did an excellent job of synthesizing what Sea Grant is about. I also found some of the other articles inter-

esting and provocative, particularly that by A. Bartlett Giamatti.

In the inset box on page 52 above Dr. Giamatti's article, there is a reference to "the region's six land-grant universities." MIT takes pride in being a land-grant university as well as a Sea Grant college. MIT's tradition of service derives in part from our participation in the land-grant program since its inception. It would be nice if your publication acknowledged MIT's participation as the seventh land-grant university of New England.

Norman Doelling
Executive Officer
MIT Sea Grant Program

We had no intention of slighting MIT. Obviously, we should have referred to the region's six public land-grant universities.

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SHORT COURSES

More colleges support blacks in South Africa

Thirty-six New England colleges and universities are now participating in NEBHE's scholarship program to help blacks attend integrated South African universities. By the end of April the total of pledged scholarships had increased to 44, representing nearly \$340,000 in funding commitments. The program, created by NEBHE in 1985, enables higher education institutions throughout New England to support black students at five South African universities that insist on being integrated: Cape Town, Natal, Rhodes, Western Cape and Witwatersrand. Each scholarship is worth \$2,800 annually and is named for the contributing college or university.

Colleges sponsor magazines for broad readership



Two higher education-based general circulation magazines with disparate editorial goals are finding receptive New England audiences. Vermont Affairs, a year-old forum for public policy issues, is a biannual publication of the Community College of Vermont. Bostonia, the long-established alumni magazine of Boston University, began newstand sales last fall. According to David Buchdahl, editor of Vermont Affairs, the new journal is doing so well that publishing quarterly is being discussed. Meanwhile, Bostonia, revamped on the premise that "thinking is to Boston what finance is to New York and politics is to Washington, D.C.," has sold so well on Greater Boston newstands that it will soon go on sale elsewhere in Massachusetts and in southern New Hampshire and Rhode Island. For more information, contact: Vermont Affairs, 81 North Main St., St. Albans, Vt. 05478; and Bostonia, 10 Lenox St., Brookline, Mass. 02146.

Exchanges prove to be popular with students, colleges

More than 250 exchange students enrolled at New England colleges and universities during the 1985-86 academic year through the National Student Exchange Program, according to the organization's latest annual report. Nine New England institutions participated in the program: Eastern Connecticut State University; the University of Maine campuses at Orono, Farmington and Fort Kent; the University of Southern Maine; the University of Massachusetts campuses at Amherst and Boston; Rhode Island College; and the University of Rhode Island. These institutions sent 198 students on exchange during the 1985-86 academic year. Nationwide, 1,472 students participated at 74 colleges and universities. Now in its 19th year, the exchange has grown to include 78 institutions in 37 states and two U.S. territories. A record 2,058 undergraduates were slated for exchanges beginning last fall. For more information, contact: National Student Exchange, 2101 Coliseum Blvd. East, Fort Wayne, Ind. 46805.

U.S. should invest more in education says Tip O'Neill



To keep up with global economic competition, the United States should "invest even more in education in the future than in the past," says the former speaker of the U.S. House of Representatives, Thomas "Tip" O'Neill of Massachusetts. The 100th Congress is "concerned about America's ability to compete in a global economy" and recognizes education's key role in the development of a highly skilled work force, O'Neill said at a meeting of school administrators earlier this year. Since the nation's future prosperity will hinge on a "knowledge economy, the greatest investment our country can make is in education," O'Neill said. "We need a strategic defense initiative in education far more than in outer space," he added. O'Neill said Reagan administration proposals to cut federal education funds by 28 percent in fiscal year 1988 would unfairly penalize the less advantaged at a time when their skills and potential must be tapped more than ever. "Education is the key to maintaining and improving our standard of living in a highly competitive world," O'Neill said.

More minorities enroll in Conn. higher education

More minority students are enrolled in Connecticut colleges and universities than ever before, according to Norma Foreman Glasgow, the state's commissioner of higher education. "When minority enrollments took an unexpected dip two years ago we were concerned that this not become a trend," Glasgow said in a recent report to Connecticut's higher education governing board. "Connecticut moved quickly and in 1985 became one of the first states in the nation to adopt a statewide plan of local college outreach activities to recruit and retain more minority students and faculty," Glasgow said. Noting that minority enrollments have increased 10.8 percent over the past two years, Glasgow said, "It appears these efforts are making a difference."

Students advised about colleges

Ann Coles, right, director of the Higher Education Information Center, speaks with a potential college student, left, and Desiree Holloway, a Wheaton College minority affairs intern, at interview session sponsored by National Scholarship Fund for Negro Students.



CAMPUS



A Potpourri of Canadian Studies

SVEN GROENNINGS

From Colonial times, New England's connection to Canada has been stronger than that of any other region of the United States. In recent years, this tie has been reinforced by growing business and trade relationships, migration into New England from Quebec and the Maritime Provinces, a mutual interest in environmental issues, and the management of fisheries.

Not surprisingly, Canadian studies are a distinctive feature of New England higher education's excellence in international learning and are becoming significantly stronger. About half of all Canadian studies activity in the United States is in New England, and both Canadian and Quebec studies originated in New England colleges and universities. The Yale and Harvard libraries have collected Canadian materials for two centuries; Yale's collection is one of the four or five strongest in the world.

At least 35 New England colleges and universities offer courses on Canada. At the University of Vermont, the University of Maine and Trinity College in Vermont, an undergraduate can major in Canadian studies. UVM was the first to establish such a degree-granting major. A Canadian studies minor is available at Bridgewater State College in Massachusetts, and at New Hampshire's Plymouth State College. At least four courses on Canada are offered at Bowdoin, Colby, Keene State, Middlebury and Smith Colleges, and at the University of Maine at Presque Isle, Southeastern Massachusetts University and the University of Massachusetts at Amherst. There is also a graduate program at UMaine. Vermont has a Center for Northern Studies, a unique independent graduate institution offering interdisciplinary studies on the Arctic in cooperation with Middle-

bury College.

Another cooperative arrangement, the Five College Program in Canadian Studies, involves 45 associated faculty members and a variety of courses for students at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts at Amherst. The *American Review of Canadian Studies* is edited at UVM, and *Quebec Studies* at Dartmouth, while the headquarters for the American Council for Quebec Studies is located at UMaine.

Frequent conferences on Canada are hosted by a variety of institutions. The annual Pearson-Dickey Conference is alternately hosted by Dartmouth and the University of Toronto, for example, and Plymouth State College hosts an an-

nual Canada Conference that has a different theme each year.

Many New England institutions offer study programs in Canada. Travel is easy: From Burlington, Vt., it is only 90 miles to Montreal and 180 to Ottawa. Thus, it is not expensive to take a political science class to Canada's capital, or for Plymouth State College to conclude a summer workshop for teachers in Montreal.

A new trend in Canadian studies is movement

beyond its liberal arts origins toward economics and business. For example, in 1984 UVM added a professorship in Canadian-American business and economic relations, focusing on the economic development strategies of the Canadian provinces and the New England states. In the last three years, UVM has held three conferences on Canadian-American business issues. Among several new courses on Canada at the university is one on Canadian natural resources.

A 1985 survey of Canadian-related activities among UMaine

Sven Groennings directs NEBHE's new study of higher education in a world economy. This article is adapted from his draft report, the final version of which is due to be published this fall.



Commercial fishing is a major enterprise for both Americans and Canadians. Here herring are being hauled in off the coast of Nova Scotia.

NEBHE Studies World Economy

The New England Board of Higher Education has initiated a major project on the role of New England colleges and universities in a world economy. The new project is designed to strengthen international economic development in the New England region, drawing on college and university resources and leadership to promote economic opportunities.

NEBHE began its study of the educational and employment dimensions of New England's global economy in 1986, interviewing officials at 40 colleges and universities throughout the six-state region to see how their academic offerings are changing to accommodate a growing international dimension. The NEBHE project staff, headed by Sven Groennings, will also review the six states' present and projected production of international products and services.

A preliminary report is scheduled to be published this fall.

the University Consortium for Research on North America, a partnership of Brandeis, Harvard and

Tufts Universities and the Fletcher School of Law and Diplomacy, promoting policy-oriented scholarships.

Other academic activities also complement Canadian studies. For example, approximately 20 people in New England academic settings are focusing on Canadian or trans-boundary environmental issues that are not part of formal Canadian studies programs. The University of Southern Maine's Institute of Marine Law focuses on such issues as U.S. and Canadian fishing rights and the two nations' offshore mineral resources. The institute has a collaborative environmental project with the University of Halifax.

The Canadian government is investing in Canadian studies in the United States, including conferences and fellowships. In Canada there is a business fund for Canadian studies in the United States that is supported by 47 Canadian corporations. It helps meet the "start-up" costs for Canadian studies programs that emphasize business and economic relationships. In New England it has provided a major grant to enable UVM to create a professorship in Canadian-American business and economic relations. A small grant to UMass made possible the inclusion of Canadians in a study of presidents of large corporations.

faculty revealed more than 100 individuals involved in research and nearly 130 in public service and outreach activities related to Canada. Almost 70 faculty members taught more than 100 courses with Canadian content, their combined enrollment exceeding 2,000 on a campus of 12,000 students. Ninety students in 38 degree programs graduated with 15 or more credit hours in Canadian courses.

In 1986 UMaine signed a comprehensive program for cooperation and exchanges with the University of New Brunswick, establishing the most extensive relationship between any American and Canadian university. These two institutions have reduced tuition barriers between them and interchange faculty as examiners in doctoral programs.

But programs labeled "Canadian Studies" are not the only activity focused on Canada in New England colleges and universities — far from it.

At both Yale and Harvard the framework is North American comparative study, with emphasis on research. The intent is to integrate Canadian substance into the academic disciplines and the policy aspects of economic, environmental and other relationships. Since 1979, Harvard's Center for International Affairs has been host to

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Maine's Canadian Connection

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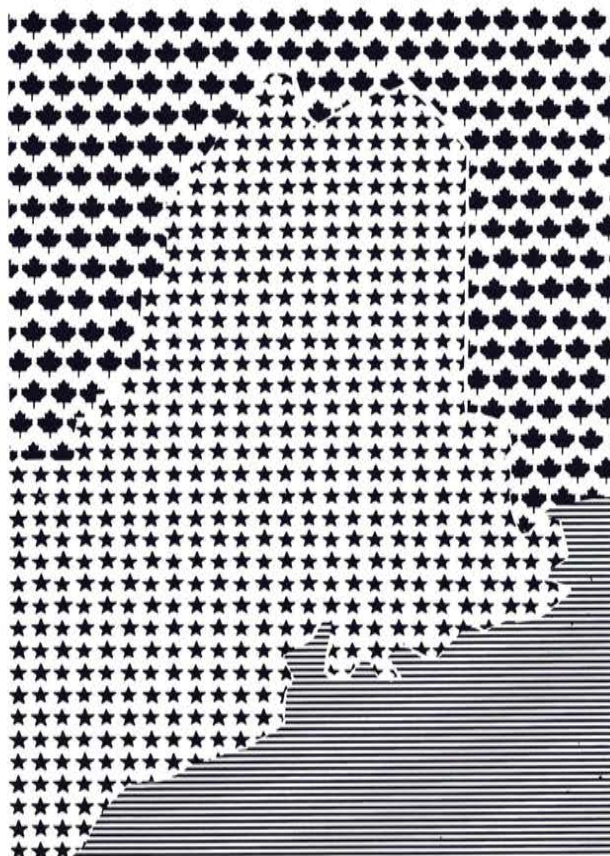
"Bangor 'invasion' begins," the newspaper headlines read. "Canadian groups staging annual spree at mall."

The story tells of packaged tours that bus older people from the Canadian Maritime Provinces to four-day shopping sprees in Bangor, Maine. The tours have become a local growth industry, a source of customers and profits for merchants, restaurateurs and hotel and motel owners.

Another day, and the news is about the fierce competition, much of it from Canadian mills, forcing Maine's saw-mill owners to modernize or perish. An intensifying lumber war between Maine and Canada finds Maine mill owners fighting for a tariff on lumber produced in Canada, and trying to curb the flow of raw logs from Maine woods to Canadian competitors.

With summer will come accounts of the annual wave of French-speaking Canadian vacationers hitting Old Orchard Beach, and the accompanying surge in profits for the local economy. In between, there will be almost daily media items that underscore the wide-ranging economic, social and environmental links between Canada and the United States.

Canadian economic connections with Maine and New England alone run the gamut from international shopping sprees to World Court decisions on fishing boundaries. Geographically, Maine juts up between the provinces of Quebec and New Brunswick for a location that makes it



one of the most significant Canadian contact points in the United States. Three-fourths of Maine's land borders Canada, proportionally more than that of any other state in the nation except Alaska. Culturally, a high proportion, more than one-third, of Maine's population claims Canadian ancestry, either of French-Canadian background or of English-speaking background from the Atlantic provinces.

Little wonder that "the most comprehensive program of Canadian studies in the United States" is located in Orono, at the University of Maine's Canadian-American Center.

The U.S. Department of Education has designated UMaine's Canadian-American Center as one of three national resource centers for the study of Canada. The second is Duke University in North Carolina; the third, a consortium between Michigan State University and the Detroit School of Law. As a national resource center for Canadian studies, UMaine is also part of a consortium that includes the University of Vermont and the State University of New York at Plattsburg.

While Vermont's is "certainly a major program," and other New England institutions such as Plymouth State College in New Hampshire, the University of Massachusetts, Smith College, Harvard, Brandeis and Tufts are involved in some

Robert L. Forkey is the education writer for the *Press Herald*, *Evening Express* and *Sunday Telegram* in Portland, Maine.

In no other part of the United States is a knowledge of Canada more critical.

Canadian studies, Victor Konrad, director of UMaine's Canadian-American Center points out that Maine's is the largest and most comprehensive, offering graduate study, including PhD programs.

In Maine, Colby, Bates and Bowdoin colleges also have several faculty teaching courses on Canada. "There are strong ties, very strong ties" among those colleges and the Canadian-American Center, Konrad said. The three colleges, along with the Farmington, Fort Kent, Machias and Presque Isle campuses of the state university system, form the Maine Council of Canadian Studies. "We run a loosely-knit group of people that get together on an annual basis," Konrad said, inviting speakers such as Kenneth M. Curtis, former Maine governor and U.S. ambassador to Canada who now heads the Maine Maritime Academy in Castine.

The affiliations that exist among various campuses, public and private, are as strong in Canadian studies as in other disciplines, said Konrad. "It's an area in which universities are not competing with each other; they're just enhancing" their overall program.

UMaine offers more than 100 undergraduate and graduate courses with high levels of Canadian content, some completely on Canada, to a yearly enrollment of 2,000 students.

More than 40 faculty members teach Canadian-related courses. There is "a core of about 20 who consider themselves pure Canadian specialists," Konrad said. "Canada consumes most of their professional life." Some faculty do research only. A 1985 survey that detailed the extent of UMaine's involvement in Canadian studies showed more than 100 researchers, with many doing most of their work in Canada.

The research has economic implications, and much of it is done in collaboration with Canadian scientists and faculty from the various disciplines. The work ranges from genetic studies of ocean perch, to identifying herring stocks or studying the tides in the Bay of Fundy, to metal stress tests on Canadian aircraft. But that doesn't begin to scratch the list.

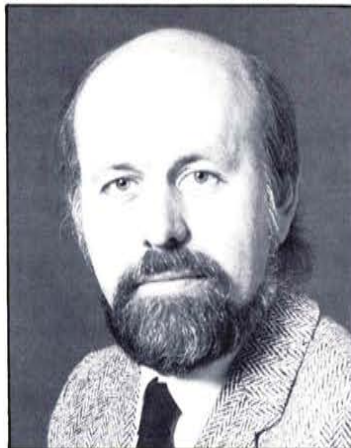
In trade-related activities alone, the 1985 survey lists example after example of involvement of staff and faculty, from the president's office to academic affairs, to departments throughout the various colleges in the university, from arts and sciences to business administration, engineering, forestry, agriculture and more.

Writes economics professor James A. Wilson as part of the survey, "I was principally responsible for the preparation of the fisheries economics and Canadian government policy analysis used by the Legal Affairs Division of the U.S. Department of State in its presentation before the World Court of the U.S. case concerning the delimitation of the Canadian-U.S. boundary in the Gulf of Maine."

The 1984 decision by the court didn't resolve all the maritime issues between the U.S. and Canada, Wilson said in a recent interview, especially in fisheries management. He is working to establish a seminar in Portland this summer as a first step toward possible negotiations over the management issue. Wilson also has organized a nine-university research consortium concerned with the Canadian-U.S. fisheries trade problem on the Atlantic Coast. New England institutions in the consortium include UMaine, Boston University, the University of Rhode Island and the Woods Hole Oceanographic Institute.

"The reasons for studying Canada are increasingly evident to people in the United States," says the Canadian-American Center's rationale for

Canadian studies. "We are becoming more dependent on Canadian energy, mineral, forest and food resources with every succeeding year. Canada is the United States' major trading partner by a wide margin. Developing an awareness of the cross-border implications of our interwoven econo-



Victor Konrad

Dartmouth Forms Institute on Canada

A new Institute on Canada and the United States has been established at Dartmouth College as part of the John Sloan Dickey Endowment for International Understanding. The institute will unite many independent programs long associated with the college and initiate new examinations of U.S.-Canada affairs.

Former Dartmouth president Dickey (1945-70) was an expert on Canadian affairs and author of *Canada and the American Presence*.

The institute plans to re-establish a series of conferences previously named for former Canadian prime minister Lester Pearson. Pearson and Dickey originally founded the conferences to assemble prominent leaders from both countries to discuss common concerns. Cosponsored by the Canadian Institute on International Affairs at the University of Toronto, the meetings will alternate annually between the two countries. The first Pearson-Dickey Conference will be held in Canada in November.

Director of the institute is Jean Hennessey, a research fellow in the environmental studies program at Dartmouth and a former member of the International Joint Commission for the United States and Canada. "Canada is more than just our nearest neighbor," says Hennessey. "It is our most important ally and most important trading partner."

In addition to sponsoring conferences, the institute plans to address four areas of international concern:

- Economic issues: Current trade negotiations, the U.S. trade deficit and proposals for a U.S.-Canada "common market" will be explored in public seminars and at Dartmouth's Tuck Graduate School of Business.
- Environmental policy covering air quality, energy (Canada is major supplier of oil and uranium to the United States; the United States is Canada's largest coal supplier) and toxic deposition in the Great Lakes.
- Arctic studies, including the effect of arctic conditions on U.S.-Canada defense maneuvers and energy development in that region.
- Cultural exchange: Canadian symphony orchestras, ballet, musicians and artists are now of the first rank, yet are unknown to many Americans; Canadian and Quebecois literature is becoming part of broad-based American literature courses.

For many years Dartmouth has maintained a variety of academic programs that emphasize U.S.-Canada relationships, including a trans-boundary interdisciplinary environmental research program, the McGill-Dartmouth student exchange and a Canadian component in humanities and social science courses.

— Wendy Deans

mies, and of such contemporary issues as offshore resources, the Quebec and Western sovereignty movements and energy policy, is of increasing importance to Americans in all major fields."

Says Victor Konrad, "There's no country that's entwined with the U.S. as much as Canada." It's generally not recognized, he said, that Canada is our leading trade partner. Many think Japan holds that position, Konrad said, but Japan is number two in relation to Canada. "This seems to be something that's not going to be reversed in the future," he added.

Indeed, both the United States and Canada are finding it highly important that they be more interdependent; and, despite the lumber wars and fishing disputes, are finding themselves less and less competitive on a national scale.

Their relations with one another will become even more important because of the situation developing worldwide, Konrad said. "The global economy is really becoming one."

Canada, with its sparse population, large land area and many resources, stands to be the nation that will be supplying the United States with much of its future requirements as domestic resources, such as water, power, wood and certain minerals, become scarce.

The United States is finding "quite a learning experience" in dealing with Canada, says Konrad, and decision-makers are beginning to realize the nation is entering a different era in its relationship with Canada.

UMaine's Canadian-American Center is charting new directions as the new era opens, putting strong emphasis on its capability in cross-border economic management and trade policy, Konrad said.

"The institution has committed more to developing programs in this area," Konrad said. In fact, the importance UMaine places on its "Canadian Connection" has led to the approval of five new tenure-track positions this academic year. Four of the five have connections the center is trying to develop in the social sciences and professional schools.

The positions include associate director/associ

We are becoming more dependent on Canadian energy, mineral, forest and food resources.

ate professor of Canadian geography, anthropology or folklore; assistant professor of economics and Canadian economics; assistant professor of forest resources/Canadian trade; assistant professor of management/Canadian-American business; and assistant professor of political science/Canadian politics.

"There's been a realization in our forestry college that we just have to know more about Canada," said Konrad. Similarly the business administration college "has also recognized the importance."

"My work . . . has also forced me to be more aware of Canadian-Maine-U.S. relationships," wrote Alex N. Pattakos, a research associate in the Bureau of Public Administration, whose job included working with the City of Eastport on its port development strategy, which has implications for Canadian-U.S. trade relations.

Future goals of the Canadian-American Center include more involvement in cross-border technology, Konrad said. "My sense is it might be possible in the future to provide courses in Canadian technology, Canadian engineering." Canada is "a world leader in telecommunications technology," Konrad notes, and has done much in the public transportation field. Hydro power, too, is "going to be very important in the future," Konrad said, anticipating "cross-border interaction" in that field.

"Perhaps in no other part of the United States is a knowledge of Canada more critical than in Maine," says the Canadian-American Center's rationale for Canadian studies. "Cross-border ties are among the strongest in the country, due to Maine's geographical location, traditional economic interaction with Canada, and the fact that more than one-third of Maine's people have Canadian ancestry."

As Maine's chief executive from 1967 to 1975, it was Kenneth M. Curtis who established the first Canadian affairs office in Maine state government. He established a special Quebec Committee, worked out exchange visits with Canadi-

an legislators, and a landmark forest firefighting compact between the two nations.

"This state is in many respects certainly a product of Canada," Curtis once said. "It's very difficult . . . to know where the state leaves off and the Canadian border begins."

Winding up 15 months as ambassador in Ottawa six years ago, Curtis continued to push for better understanding of our largest trading partner, saying this nation has to be less clumsy and casual and more sensitive and caring in its relations with Canada. More time should be spent in Washington on Canadian issues, and with a greater awareness of the overall relationship between the two countries, he said at the time.

"It's always been very evident that Canada knows much more about the United States than the United States knows about Canada," Curtis said during a recent telephone interview from his office at Maine Maritime Academy.

"From the average U.S. citizen to the businessman — they don't really know or understand how Canada functions," Curtis said, "and they lack appreciation for the magnitude of the relationship between the two nations."

But, said Curtis, "(Canadian) study programs, particularly the one at Orono, are growing, and they serve a valuable function in understanding the magnitude and value of that relationship. They have really contributed a lot."

The Maritime Academy will be contributing, too.

Superintendent Curtis said he was planning to visit one of the major shipping companies in Canada "to see if we could put some of our cadets out for training on one of their ships."

The Academy also expects to be training Canadian officers in an advanced program on tanker washing, importing instructors from England twice yearly, Curtis said.

"We're starting to move forward," he said, adding the Academy may take its training ship on a cruise to Halifax. □

OUTSTANDING NEW ENGLANDER



The wiry, intense man with the "Down East" countenance of a Maine Yankee is talking about foreign trade.

"If you were to go out on the street this afternoon," he says, "and ask the first 20 people you meet which country does more trade with the United States than any other, most of them would say Japan."

"They'd be wrong," observes Ken Curtis, former governor of Maine and U.S. ambassador to Canada during the Carter administration. "The answer is Canada," he said in a recent interview, adding, "No two nations in the world do more business with one another than the United

Ken Curtis: Foreign Trade Begins With Canada

JOHN CHAFFEE

States does with Canada."

Then, to drive his point home: "In fact, we do more business with the province of Ontario alone than we do with Japan."

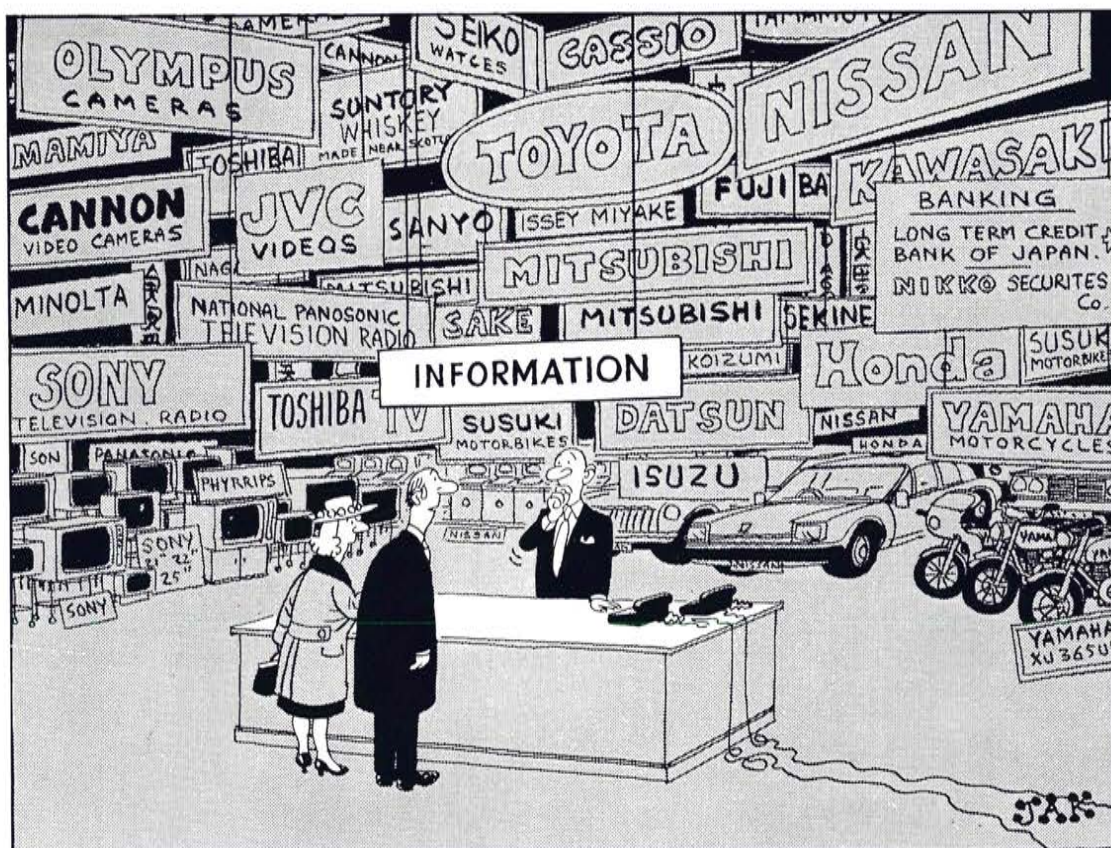
Why then the widespread popu-

lar misconception about America's trading partners?

Curtis, now president of his alma mater, the Maine Maritime Academy in Castine, cites two reasons. First, he says: "It's appalling how little we really know about Canada and our relationships with Canadians. We Americans look upon Canada as our 51st state. We simply don't take the time to understand."

In addition, he notes the comparative visibility of Japanese exports. "Japanese products are highly identifiable — the Toyotas, the Sonys, the Panasonics — whereas Canadian products are

John Chaffee is editor of *Connection*.



"We'd like something not made in Japan!"

Jak London Evening Standard Rothco

more apt to be natural gas, electricity and automobiles that still carry the names of our own big-three auto makers."

The 56-year-old Androscoggin County native points out that Canada buys 20 percent of all American exports and the United States absorbs 80 percent of all the goods Canada sells abroad. "It adds up to \$120 billion a year in trade flowing in both directions," Curtis says.

While the U.S. merchandise trade deficit with Canada is second only to that of Japan, Canadian officials point out that if services are included the balance of trade between the two countries is nearly even because the United States sells more in services to Canada than it buys in return.

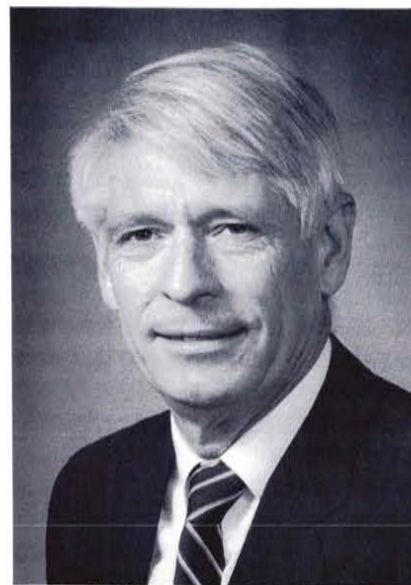
Curtis, coauthor of a book on U.S.-Canadian relations, believes negotiations currently underway between the two neighboring countries will result in continued movement toward the elimination of trade barriers. "We're pretty close to having 80 percent of all trade be-

tween the United States and Canada being free," the former ambassador observes. "And I think total free trade will come eventually. That last 20 percent, however, will not come in one big bunch. It will come in little pieces, and it's going to come out of practicality and necessity, not because two governments mandate it."

Curtis notes that Americans tend to view Canada regionally, rather than as a whole. New Englanders, for example, think of Canadian fish, lumber and electricity. Midwesterners are concerned about Canadian cars and wheat.

"Our success in educating Americans about anything foreign has been terribly poor," he asserts, "particularly between the United States and Canada, and most particularly between the border states and Canada."

Ken Curtis believes "there ought to be a little more emphasis placed in our schools and colleges on understanding other countries and other governments and developing



Kenneth M. Curtis

a little more sensitivity.

"The United States is not the world's dominant economic force any more," he points out. "It's quite evident we're now part of a worldwide economy, and we're being hurt by worldwide competition which we do not understand. Our schools and colleges have a profound role in helping us understand the new global economy."

New Mission for a Maritime Academy

Before he was a governor or ambassador, he was a merchant seaman and naval officer.

Now he has returned to his roots, striving to transform his *alma mater* into a first-rate engineering and managerial training institution in a maritime setting.

"You can't have too many quality undergraduate opportunities for Maine people," says Kenneth M. Curtis, a 1952 graduate of the Maine Maritime Academy, which he now heads.

After service with the merchant marine and a Korean War stint as a lieutenant commander in the U.S. Navy, Curtis earned a law degree at the Portland University Law School, now the Maine School of Law.

He was an aide to Congressman James Oliver before being elected Maine's secretary of state in 1964. Two years later he was elected governor and served two four-year terms, 1967-1975.

After the election of Jimmy Carter as president in 1976, Curtis was named chairman of the Democratic National Committee. From 1979 to 1981 he served as U.S. ambassador to Canada.

"I believe a state the size of Maine, bigger than

the rest of the New England states together, with more miles of coastline than the rest of the nation, badly needs a quality ocean-oriented college," Curtis asserts. "And that's what we're up to at the Maine Maritime Academy."

The first thing he did upon becoming the academy's president last fall was to change the institution's mission statement. "We were still using the same mission statement we had from World War II, which was to train merchant marine officers," Curtis notes. "Now, with the merchant marine in decline, our graduates are going into a variety of fields — the paper industry, the power generation business, for example, as well as maritime- and marine-oriented positions.

"We're not really what you'd call a military school anymore," Curtis adds, "but we do operate on a structured system that we think teaches some rather valuable lessons.

"We see our role in the future as being a small, high-quality ocean- and marine-oriented college emphasizing applied science and management skills."

J.C.

New England Students Study in Quebec

MARY D. McGRATH

To increase New England's understanding of Canada, the New England Board of Higher Education and the Quebec Government Delegation in New England established a student exchange program in 1981. Marking its fifth year of operation this spring, the exchange enables full-time New England students to study for one or two semesters at one of 18 participating Quebec institutions.

In its first year, 12 New England students studied in Quebec and eight Canadians studied here. By the fall of 1986, enrollment had grown to 25 New England students and 28 from Quebec. Thirty-six New England institutions now participate in what is formally known as the New England-Quebec Student Exchange Program.



Universite du Quebec students study in the shade of Chateau Frontenac.

To be eligible, New England students must be citizens of the United States, have completed at least one full-time year in their degree program and remain registered in that program during their year in Quebec. Unless they plan to attend an English-speaking host institution, the students must also possess a reasonable command of French.

"Since students technically remain registered full-time at their home institutions, they pay tuition and academic fees there and are able to maintain their financial aid benefits while studying in Quebec. This makes the program very affordable," explains Carolyn Tacy, coordinator of exchange programs at the University of New Hampshire, who formerly chaired the Quebec exchange program. Exchange students pay transportation costs and living expenses at the host universities, as well as miscellaneous expenses such as student activity fees and health insurance.

"During the first year of the exchange, most of the New England students wanted to study at the large French-speaking universities like Laval and Montreal," says Charlotte Stratton, NEBHE's director of regional student services. "Ever since then, however, we have had more applications to the large Anglophone institutions in Montreal like McGill and Concordia.

"Most of the New England students indicate that they want to improve their language skills and learn more about Canadian culture. Many of the applicants have some Canadian ancestry," Stratton adds.

According to Tacy, there were 18 applications from New England and 31 from Quebec for the 1987-88 academic year. "All of the New England students were accepted at their first choice in Quebec. The Quebec institutions are very enthusiastic about the exchange. They really try to accommodate our students," she says.

Most Canadian students apply to study at the major state universities in Massachusetts, New Hampshire, Rhode Island and Vermont.

"Unfortunately, some of the Quebec students

Mary D. McGrath is NEBHE's coordinator of the New England-Quebec Student Exchange Program.

36 New England Colleges Involved

The following New England colleges and universities participate in the New England-Quebec Student Exchange Program:

Connecticut

Central Connecticut State University
Eastern Connecticut State University
University of Connecticut

Maine

Thomas College
University of Maine at Farmington
University of Maine at Fort Kent
University of Maine at Presque Isle

Massachusetts

Anna Maria College
Assumption College
Bridgewater State College
Framingham State College
Merrimack College
Pine Manor College
Simmons College
Simon's Rock of Bard College
Southeastern Massachusetts University
Stonehill College
University of Massachusetts at Amherst
University of Massachusetts at Boston
Westfield State College

New Hampshire

Keene State College
New Hampshire College
Notre Dame College
Plymouth State College
Rivier College
University of New Hampshire

Rhode Island

Bryant College
Providence College
Rhode Island College
Salve Regina — The Newport College
University of Rhode Island

Vermont

Castleton State College
Johnson State College
Southern Vermont College
Trinity College
University of Vermont

cannot be placed in their first choice institution because the institution does not have any of their own students who want to go to Quebec," says Tacy. "For financial reasons, some New England institutions require that it be a true exchange — one student for one student, each semester," she explains. "Because the Quebec universities are all part of one system, they don't require a one-for-one exchange. In practice, that enables us to place New England students in their first

choice more often than the Quebec students," Tacy says.

"Housing is another issue that has been a real challenge to the exchange," Tacy continues. "In New England, the Quebec students are guaranteed housing if they want it, but it is much more difficult in Quebec. Most of the Quebec universities have very limited dormitory space and some do not have any dorms at all. Many of the Canadian students commute from home or live independently off-campus. The Quebec universities usually can accommodate the New England students but some of them choose to live off-campus instead of in a dorm."

According to Tacy, Bridgewater State College, the University of Rhode Island, the University of Connecticut, the University of Massachusetts and the University of New Hampshire tend to send the most students to Quebec each year. Quebec applicants come primarily from French-speaking universities such as Laval University, the University of Montreal and the University of Quebec. This year 20 of the 31 applications from Quebec came from French-speaking Laval University.

Representatives from the 36 participating New England institutions met in March to discuss new placements and related business for the next academic year. At the meeting Carolyn Tacy stepped down as executive committee chair and Gari Muller of the University of Maine at Farmington was elected to replace her. Muller was the program's first chairman, from 1981 to 1983.

Student evaluations indicate that the exchange program is meeting its goal of increasing New Englanders' understanding and appreciation of Canada.

One student writes: "It was a fantastic experience, one that I have grown from. . . . Americans need to learn that the Canadian culture and nation are distinct from our own, and we can learn from gaining an understanding of their perspective. I know I appreciate Canada more as a unique nation and I am now seriously considering seeking employment there after graduation."

Another says, "I was able to obtain another

18 Quebec Institutions Participate

The following Quebec higher education institutions participate in the program:

Bishop's University, Lennoxville — An English-speaking university founded in 1843, Bishop's focuses on liberal arts education. It is located 100 miles south-east of Montreal and has approximately 1,400 students.

Concordia University, Montreal — An English-speaking university established in 1974 by the merger of two older institutions, Loyola College of Montreal (1899) and Sir George Williams University (1929). It has approximately 25,000 undergraduate and graduate students.

Universite Laval, Sainte-Foy — The oldest French-speaking university in North America, Laval has 28,000 full and part-time students and is located in a suburb of Quebec City. It was founded in 1852.

McGill University, Montreal — Founded in 1821 and the oldest English-speaking university in Quebec, McGill has two campuses and 20,000 students.

Universite de Montreal, Montreal — With 18,500 full-time and 21,000 part-time students, the Universite de Montreal is the largest French-speaking university outside France.

Ecole des Hautes Etudes Commerciales de Montreal, Montreal — Affiliated with the Universite de Montreal, this French-speaking institution offers a bachelor's degree in business administration.

Ecole Polytechnique, Montreal — An engineering school affiliated with the Universite de Montreal.

Universite de Sherbrooke, Sherbrooke — Founded in 1954, this university is located in the industrial city of Sherbrooke, population 80,000. One hundred miles east of Montreal, it is a French-speaking university with 10,000 students.

Universite du Quebec — Headquartered in Quebec City, this is a university system of 11 institutions located throughout the province of Quebec. It includes

two schools of higher education and two research institutes:

● **Universite du Quebec a Chicoutimi** — Located in the city of Chicoutimi (population 80,000), this university has 6,500 students.

● **Universite du Quebec a Montreal** — More than 50 percent of the 26,500 students enrolled at this French-speaking university are employed, part-time students. Nearly half the courses are given after 5 p.m. to accommodate them.

● **Universite du Quebec a Rimouski** — Located 200 miles northeast of Quebec City, this French-speaking university enrolls 4,400 students.

● **Universite du Quebec a Trois-Rivieres** — This French-speaking university of 8,600 students is located in the city of Trois-Rivieres, population 63,000, roughly halfway between Montreal and Quebec City.

● **Universite du Quebec a Hull** — This is the only completely French-speaking university in the Ottawa Valley. It has about 4,000 students.

● **Universite du Quebec en Abitibi-Temiscamingue** — This is one of the newest additions to the university system; roughly 2,200 students are enrolled here.

● **Ecole de Technologie Superieure** — With 1,000 students, this institution is located in Montreal and specializes in engineering, high technology and scientific research.

● **Ecole Nationale d'Administration Publique** — Located in Sainte-Foy, a suburb of Quebec City, this institution has national responsibility for professional education of administrative civil servants.

● **Institut National de la Recherche Scientifique** — This institution specializes in basic and applied research as well as graduate studies. It is also located in Sainte-Foy, a suburb of Quebec City.

● **Institut Armand-Frappier** — Affiliated with the Universite du Quebec and located in Laval, this institute focuses on research in public health.

country's perspective of political and economic events. . . . I learned that although Canada and the United States are close in proximity, they are two very culturally distinct countries."

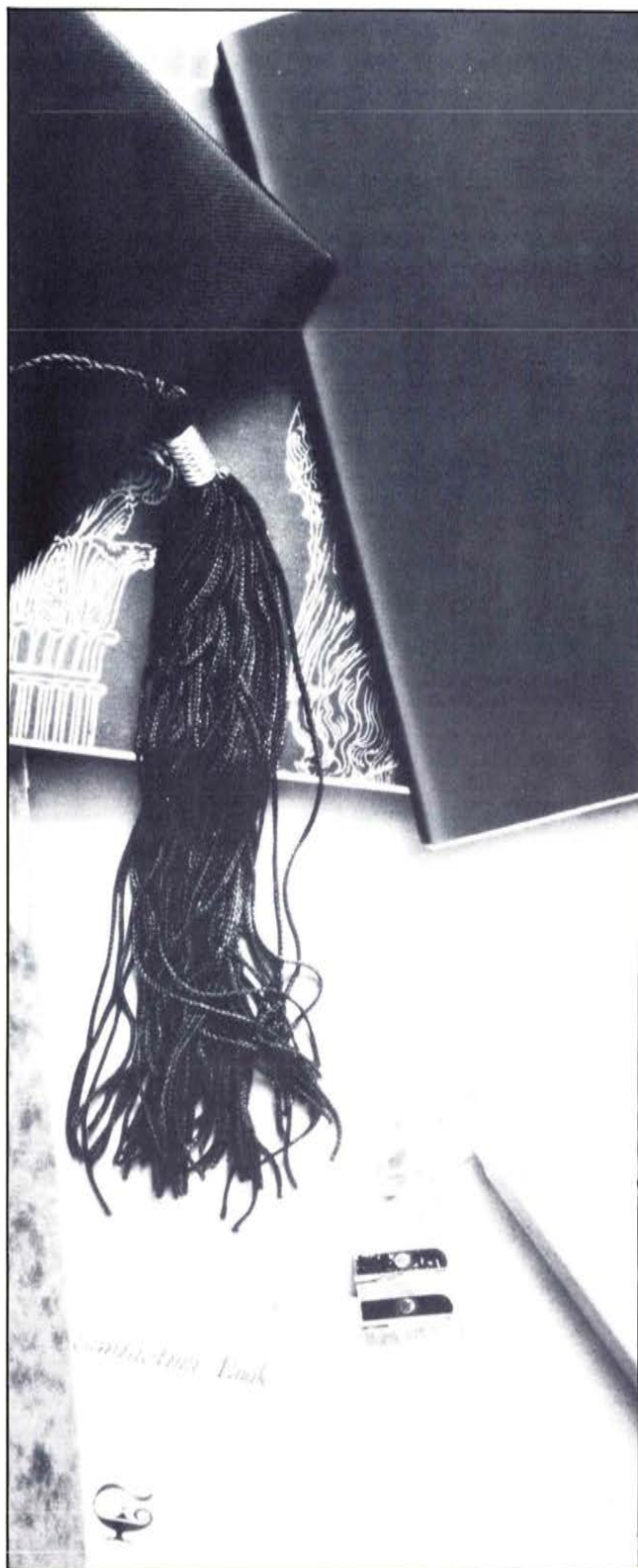
Another student comments: "I feel confident about learning yet other languages. It was more than worth it; it is a part of who I am now."

Although only 81 New England students have completed the program so far, John C. Hoy, president of the New England Board of Higher Education, feels it is an important activity. "The internationalization of our economy is the most important long-term issue facing higher education

today. The New England-Quebec Student Exchange Program is one way we are helping our students develop the understanding and appreciation of other cultures that they need to succeed in a diverse world," Hoy says.

For more information about the New England-Quebec Student Exchange Program, contact the New England Board of Higher Education, 45 Temple Place, Boston, Mass. 02111, phone: (617) 357-9620; or Gari Muller, director of international exchanges, University of Maine at Farmington, 86 Main St., Farmington, Maine 04938, phone: (207) 778-3501. □

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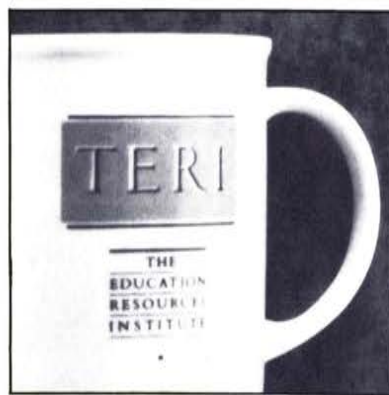
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REGIONAL SPOTLIGHT



T

he Merrimack River springs from the heart of New Hampshire. The heart of New Hampshire, in another sense, is its people — a key element in the economic recovery of New Hampshire's Merrimack Valley.

Skilled workers helped bring high-tech industry to southern New Hampshire. The state's workforce has a greater percentage of high school and college graduates than the national average. Other factors — the low cost of living (there is no state income tax or sales tax), substantial higher education resources and great natural beauty — make New Hampshire an attractive place in which to do business, live and work.

In southern New Hampshire's Merrimack Valley, higher education institutions include a new land grant university branch and a number of two- and four-year colleges, public and independent. Manchester alone has half a dozen. Founded in 1837, the city was named after Manchester, England, at that time the world's textile giant. The new Manchester at Amoskeag Falls was modelled on New England's foremost mill city, Lowell, Mass.

During the 19th century, diverse ethnic groups came to Manchester, giving it the multinational character it has today. None became a greater part of Manchester's melting pot than the French-Canadians, who migrated in large numbers to industrial New England. These northern neighbors had been preceded by skilled English, Scottish and Irish textile workers, and were followed by smaller numbers of Germans, Swedes, Poles and Greeks.

Notre Dame College of Manchester has a French-Canadian heritage and an international scope: The founding order of this Catholic liberal arts college has a mother

From the Heart of New Hampshire

ELLIN ANDERSON

house in Montreal, and sisters in Peru, Mali, Haiti, Bangladesh, the Cameroon, and Bhutan. Notre Dame was founded in 1950 to serve women who lacked educational opportunities: the daughters and granddaughters of French-Canadian millworkers. "The college is well matched with a city that has a marked international flavor," says Notre Dame's president, Sister Carol Descoteaux. Students from the Sakae Institute of Studies Abroad in Tokyo enroll at Notre Dame, and the college also offers study abroad.

A recent influx of French-Canadian families into the area is the result of labor shortages in the con-

struction industry. "It's likely we'll be educating their children at some point, either in the grammar schools or at college," Sister Carol says. Notre Dame recently received a \$64,500 federal grant, one of four awarded nationally, to set up a master's degree program in English as a second language. It will be the only such program in New Hampshire.

Notre Dame also sponsors internships with local businesses. "We're

working very hard to increase our partnership with industry in the area," says Sister Carol. "Businesses are looking for people who can think and read and write. There seems to be a need for the flexibility that's built into the liberal arts education."

In 1985 a new institution was incorporated into New Hampshire's university system: the University of New Hampshire at Manchester. Housed in facilities that were formerly the campus of Merrimack Valley College, UNHM recently moved some of its workshops, courses and seminars into a reno-

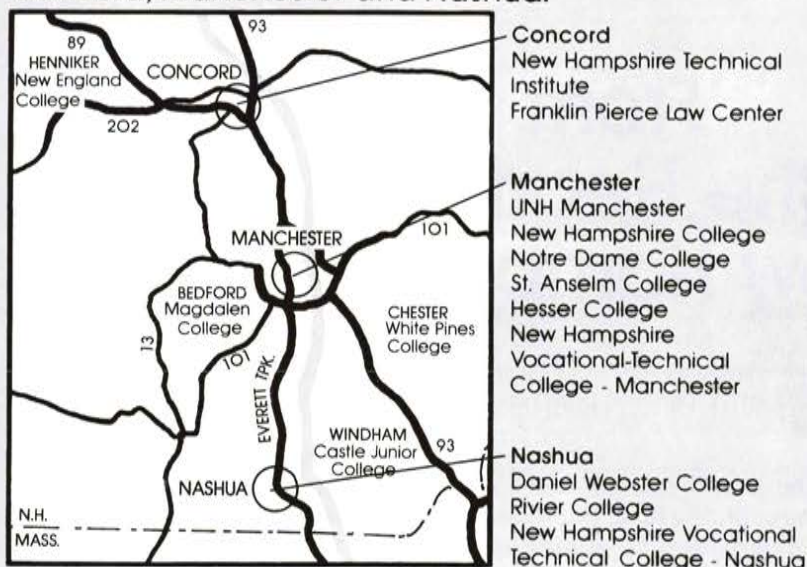
Ellin Anderson is associate editor of *Connection*.



Studying at UNHM's renovated mill.

Merrimack River Valley in New Hampshire

From the heart of New Hampshire to the Massachusetts border the Merrimack River flows through three higher education clusters – at Concord, Manchester and Nashua.



vated mill in the city center, an acquisition resulting from a partnership of local banks, the city and the university. Says UNHM Dean Lewis Roberts, Jr., "Mills all around us are being purchased and renovated by local business and industry. We're hoping to get a presence in the center of the Amoskeag Mill Yard to impact on economic development."

Manchester, like Nashua, is a boomtown. Both cities lie in southern New Hampshire's "Golden Triangle," which borders Massachusetts. A broad range of industries are moving into the area, extending the Bay State's Route 128 phenomenon northwards. "Part of it is because local higher education institutions supply the kinds of graduates that businesses are looking for," Roberts says.

UNHM, according to Roberts, is really "too new" to have established any international programs. "But we are exploring offering some courses on international trade," he says. "I believe that Manchester Airport is about to become a major international airport, and many businesses here are beginning to 'go international.'" Roberts feels that foreign languages are "absolutely" important in light of

the globalization of the economy. "Many of the Fortune 500 companies, which have international ties, consider foreign languages a basic skill," he says.

The School for Lifelong Learning, the adult education college of the University System of New Hampshire, has Merrimack Valley offices at UNHM and at the Nashua Arts and Science Center. SLL instructors are drawn from other area colleges, business and industry and from nearby communities. The SLL's consulting arm, the Center for Organizational and Profes-



Beverly Taylor of Nashua earned credit from the School for Lifelong Learning for her past experiences.

sional Development, provides businesses with in-house training opportunities.

According to Robert Sullivan, assistant to the president at St. Anselm College in Manchester: "What the liberal arts ought to do is to open the student to the variety of education and the scholarly disciplines that make up a good part of Western civilization." At St. Anselm, study abroad is offered in the junior year, and study of a foreign language to at least the intermediate level is required.

Sullivan believes in "the exposure of our students to different cultures as well as different viewpoints, not only of their role as individuals in the global community but also as American students getting to see what European society and life are like."

Hesser College, also in Manchester, offers associate degrees in technical, professional and occupational programs. Graduates face bright prospects in a city where employment is available for "nearly everybody that wants a job," according to President Kenneth Galeucia. In the case of every major the college offers, an advisory board consults with industry to gauge local demand for graduates. "We don't want a program unless it leads directly to employment for our graduates," says Galeucia.

Each September the college holds an open house for firms seeking to employ students part time. "We strongly believe that a student should work about 20 hours a week but no more. That way, they'll have more on their resume than just the fact that they graduated," Galeucia says. Hesser has a number of foreign students, from Turkey, South America, Bermuda and the Far East.

New Hampshire College provides professional and teacher education programs at the undergraduate and graduate levels. Over the last six years, the college has become increasingly involved with local industry through an internship program. New Hampshire College in-

tern placements have doubled in the last three years; about 15 percent of undergraduates are now interns.

Of the college's 6,500 full- and part-time students, about 500 are foreign. "The major part of the growth in the international student market has taken place over the last five years," said James Reynolds, until recently a NHC vice president. "The majority of our international students have been integrated into the resident community, which signifies a substantial change in NHC's student mix." These students "certainly bring another perspective to the world of international business," Reynolds said. The college offers students an opportunity to study business abroad for a semester or a year in London at either Landsdowne College or London Polytech.

According to James Nielsen, development director at New Hampshire Vocational Technical College-Manchester: "While universities train at the 'think tank' level, we train the 'doers.'" Triggering factors for enrolling in NHVTC-Manchester, Nielsen says, are changes in the student's chosen field or the need to acquire or update skills.

Major grants have been received by the college through direct interaction with area corporations. In-plant courses designed for the General Electric Co. in Hookset, for example, were so successful that the college was given a \$25,000 grant from the GE Foundation to provide additional on-site job training programs and other specialized courses. Nearly 60 GE employees are now being retrained at NHVTC-Manchester for theory and at GE for practical experience. NHVTC-Manchester has also received an equipment grant from the Digital Equipment Corp. of Merrimack, enabling the college to improve its computer teaching capabilities. The college provides training services for DEC in exchange.

NHVTC-Manchester also runs a consortium with local businesses, many of which are too small to sup-



A New England College in Britain

New England College in Henniker, N.H., became a regional and national leader 15 years ago by establishing a complete four-year branch campus overseas — the first of its kind — in Arundel, Sussex, England.

Monford H.R. Sayce directs the international program. "Our initial philosophy was that a number of study areas, like literature and drama, are better accomplished and more exciting if you can pursue them on location," he says.

Formerly a girls' prep school before its acquisition by New England College, the Arundel campus is now the setting for an immersion in British and American liberal arts and professional studies. While originally intended exclusively for American students, the historic structure, whose oldest features date back to Saxon times, now houses a truly international college. "Some African and European students wanted an American, not a British education," Sayce says, "so they came to us. There seems to be a lot of areas in which American expertise is more desirable than British."

Students are permitted to "float" back and forth between the American and British campuses, alternating semesters or years in Britain or the United States. Tuition is the

same for both campuses, but room and board is more expensive in England because of higher operating costs. In Britain, internships are available with leading multinational corporations such as Exxon, Chesebrough Ponds, Gulf Oil, Xerox Corp. and Barclay's Bank, as well as with the European Economic Community and NATO.

Straddling liberal arts and professional education, New England College prides itself on its practical programs, notably in communications and engineering. The college also offers an interdisciplinary major in international administration, embracing language, political science, business administration and economics. It is helpful for students entering foreign service, international agencies and institutions, international business and law, journalism, travel and education.

Not surprisingly, the Arundel campus is the college's most popular feature, according to Sayce. "The fact that a student can have the international experience, plus the fact that we are international in our orientation, is an important selling point," he says. "Students who take advantage of the international program end up with a larger appreciation of foreign cultures and values."

— E.A.

port a training program on their own. "By brokering for a group of similar companies," says President Richard Mandeville, "we've found that they do indeed have similar training needs." Shared programs have covered, for example, heating, air conditioning, ventilation, building maintenance and auto mechanics.

Mandeville is well aware of the international involvement issue, since his college trains present and future employees of multinational firms or their suppliers. "These companies need a significant level of training for their workers, to help them meet the expectations of their overseas trading partners," he says. DEC, for example, has facilities in Europe; other companies NHVTC-Manchester services, such as Ingersoll-Rand Impco and Disogrin, also have overseas facilities.

Local educational opportunities, New Hampshire's limited taxes and the city's relative proximity to Boston and Route 128 have combined to bring numerous businesses, largely high tech, to Nashua. While potential labor shortages may lurk around the corner in some industries, there has been a resurgence of activity in most of the service areas that follow growth in industry and technology: medical care, banking, insurance, restaurants and hotels.

Associations of commerce and industry, such as Nashua's Chamber of Commerce and other industrial associations, are active in trying to attract new businesses and finding ways to train and retrain employees. Consequently, the job outlook for graduates of professionally oriented Daniel Webster College is extremely good. This small college (enrollment: 450) boasts a nationally known aviation program. Curriculum development at Daniel Webster is always done in conjunction with industry, letting students focus on an occupational area that clearly needs them.

Industry supports the college's



Electronic technology is a popular program at NHVTC - Nashua.

continuing education program: About 65 percent of its students are company reimbursed. "We do believe in the vital connection between the college and the business/industrial community," says Daniel Webster's president, Hannah McCarthy. A recent gift of \$100,000 from Sanders Associates, the largest in the history of that company, was given in recognition of this relationship. Under the direction of Vice President for Academic Affairs Kaspar Marking, former chancellor of the University System of New Hampshire, the college curriculum has undergone an extensive review. Marking plans to further strengthen Daniel Webster's business and computer science programs.

According to McCarthy, Daniel Webster is committed to maintaining a substantial foreign enrollment, "because of the academic and cultural diversity international students bring to the campus. We're firmly committed to the concept that it's a global village, particularly in the fields we serve: aeronautics, business and computer science." Some Daniel Webster faculty are working with the New Hampshire Chapter of the International Trade Association to develop seminars on cultural awareness as a factor in international trade.

At New Hampshire Vocational-Technical College-Nashua, a "Craft Committee" made up of peo-

ple from local industry works with the college to review curriculum, making sure that graduates are getting the skills they will need on the job. "In our automotive program, for example, we work very closely with both Nashua and the state automobile dealers," says October Graham, NHVTC-Nashua's public relations director. "Employers tell us what their needs are, so there is no way graduates are going to discover a big gap in their ability to remain employed."

Like its fellow vocational-technical colleges, NHVTC-Nashua runs training programs in conjunction with local industry. For example, employees of the Kollsman Instrument Company come to NHVTC-Nashua for five weeks to be instructed in the college's laboratories and classrooms, then return to the Kollsman facility for three weeks of training by NHVTC-Nashua instructors. "If a company contacts us to say they need training in quality control, our training people meet with the company and design a custom program," Graham says. "We also do a pretty significant amount of training for some of the defense contractors."

Graham believes that businesses and technicians need to be acquainted with the existence of the emerging international economy. "New Hampshire has always been aware of the international issue because of our closeness to Canada," she says.

Rivier College in Nashua has international ties of a special nature. The college is run under the guidance of the Sisters of the Presentation of Mary, an international teaching order with branches in 16 countries. There are sisters in the United States, France (site of the mother house), England, Italy, Spain, Portugal, Mozambique, Senegal, Ghana, Peru, Brazil, Ireland, Germany, Japan, the Philippines and Canada. In Japan the order runs a high school and junior college.

Sister Jeanne Perreault, Rivier's president, recognizes the need to

A Special Reason For Missing Classes

College deans often receive requests from students for leaves of absence. The reasons for such requests range from illness in the family to a need to "get my life together."

At Merrimack College in North Andover, Mass., Dean Vincent J. Lonardo recently received a request for a semester's leave for a very unusual reason. The sophomore's letter to Dean Lonardo read simply:

"I am requesting a leave of absence because I was elected to the New Hampshire House of Representatives. It will be impossible for me to keep up my studies and serve my state. Respectfully, Rep. Michael H. Carpenito."

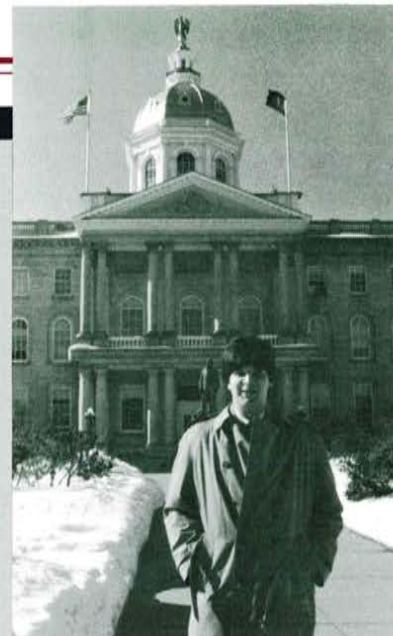
The 20-year-old finance major, a native of Salem, N.H., is the youngest member of the 400-member New Hampshire House. He is one of 10 legislators elected from his hometown, and one of only two Democrats from the southeastern New Hampshire city. With 400 representatives and 24 senators, the New Hampshire Legislature is the third largest legislative body in the English-speaking world.

"This is something that I've always wanted to do," Carpenito says. "My mother served for

three terms in the legislature. My brother, James, also served in the House when he was a college student, and this past year, ran for the Senate [he lost by a narrow margin]. I thought that this would be the time to run, when I had no responsibilities other than school."

Carpenito's campaign consisted of posters and newspaper ads. He says he benefited from "name recognition," thanks to his brother, who was involved in the more visible Senate campaign. "My mom lost her seat in the 1980 Reagan landslide, when all 10 Salem seats went to Republicans, so for a Democrat to win back a seat was going to be tough enough. But to finish sixth overall was much better than I expected."

The New Hampshire House has a two-year term, meeting in two annual sessions, from January until April. Legislators are paid only \$200 per term or \$100 per year. Although there are some "perks" (including a special automobile license plate), the representative from Salem — who works part-time as a shipping clerk at the local Service Merchandise — is not awe-struck by the glamor of politics and government. "And



Rep. Michael Carpenito at the N.H. Statehouse.

I don't know if I would want to be a part of it if it were any other way," he says. He plans to return to Merrimack College in the fall.

Carpenito doesn't know whether or not his election marks the beginning of a career in politics. He is sure, however, that his experience in the New Hampshire House should make him a better student.

"You really have to pay attention," he says, "especially at committee hearings, to keep up with what's going on and do your job responsibly. I've also learned to interact with people better in order to get things done."

"I don't think I will be able to avoid taking this attitude in my studies," he adds.

— E.A.

emphasize global issues and international studies, giving students exposure to other cultures. "Rivier is beginning to recruit foreign students," she says. "We want to establish working relationships with students in Europe."

A traditional liberal arts college, Rivier has a graduate school providing advanced professional education. "There is a professional component to our studies of the humanities," Sister Jeanne says. According to Michael E. Quigley, dean of the graduate school, Ri-

vier's graduate enrollment has doubled in the last five years, largely because of new professional programs. "All of these programs have been developed in very close collaboration with business and industry here in southern New Hampshire," Quigley says.

A program leading to a master's degree in human resources management was developed with the help of upper level managers from local companies including Digital, Wang, Sanders Associates, Apollo Computer and Indian Head Bank.

"The new program drew faculty as well as students to the college," Quigley adds.

At the graduate level, Rivier has seen a significant increase in applications from East Asian students. "What we will see in the very near future is a much bigger thrust for American industry to compete in a worldwide market," Quigley says. "And they're going to have to learn how to deal with different cultures."

Concord is another link in the

valley's chain of boomtowns. "All one has to do [to gauge the state of the economy] is look at the number of new homes that are being built," says New Hampshire Technical Institute President David E. Larrabee. "That's a good indicator."

While New Hampshire's six vocational-technical colleges train at the vocational level and serve for

the most part their local areas, Concord's New Hampshire Technical Institute educates individuals for middle management in technical areas, and its students come from throughout the six-state region. Many of the institute's 2,000 students participate in NEBHE's Regional Student Program.

NHTI benefits the local economy by relating to the city in various ways, such as providing evening adult education "for upgrading present positions, career education or new careers," Larrabee says. "Nighttime enrollment is well over 3,000 and on the increase."

The institute's original 1965 building is being renovated, speci-

Colleges east and west of Manchester

Two small colleges flank Manchester on either side of the Merrimack River Valley: Magdalen College in Bedford, west of the city, and White Pines College in Chester, to the east.

Magdalen College is a small liberal arts college offering bachelor's or associate's degrees in general studies. Only 65 students are currently enrolled. Small institutions, however, have their advantages, including the personalized treatment of every student, according to Magdalen's president, John D. Meehan. "At a mega-university, kids tend to get lost in the shuffle," Meehan says.

The international students who come to Magdalen College add a great deal to college life. "They have a profound effect on the American students, even more than the American students have on them," Meehan says. The shortcomings of some Americans "are really brought out by these students because they're more value-oriented, family-oriented, and less materialistic. There have been a lot of good changes in our students as a result of their contact with the foreign students."

White Pines College, which offers liberal arts as well as technical, professional and occupational programs, is comparable in size to Magdalen. In the fall of 1986, in response to the valley's economic growth, White Pines added a small business management course to its curriculum. "Business is deciding that they like the old-fashioned notion of combining practical business studies with a broadening liberal arts component," says President Faith Preston.

White Pines has a Japanese connection. For the past decade, four or five Japanese students have been enrolled each year. According to Preston, their main interest is language rather than business. "They say to me, 'We want the New England accent,'" Preston says. "In our small classes, they get very intensive

spoken English. They are very sensitive about being able to speak fluently in a business context."

Preston has found that the Japanese students retain a great deal of loyalty to their alma mater. "They have a very deep sense of commitment to the college, and they don't get over here that they don't come and visit, which we find quite rewarding and pleasant," she says. And native-born White Pines students sometimes travel to Japan to visit their foreign friends.

The presence of Japanese students poses a special challenge to their American classmates. "They come over here with the Japanese idea that you study when you study, you play when you play, and the two don't go together," Preston explains. "They are prime examples of very studious young people." Some students from the Near East have been "reasonably good," she says, "but nowhere near as good as the Japanese."

— E.A.



The graphic arts course is popular at White Pines College.



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Learning In a Castle

Career-minded women can gain practical experience in a storybook setting at Castle Junior College in Windham, a residential community near the New Hampshire-Massachusetts border. The college, which currently enrolls 175 students, offers business science programs culminating in an associate degree.

Conducted by the Sisters of Mercy, the college takes its name from the early 20th-century Tudor and medieval-style "castle" that is the centerpiece of a 40-acre campus overlooking Canobie Lake.

According to Sister Sheila Garvey, college president, Castle has the best-known secretarial training program in the area. The college offers a complementary job placement service to local and regional businesses, which include law firms, hospitals and high-tech companies, such as Raytheon, Digital, Sanders Associates and Wang Laboratories. Area demand for trained secretarial graduates is high. "Right now we have 50 full-time jobs we cannot fill," Sister Sheila says. "We place every one of our students who is looking for a job." As Sister Sheila explains, there is a serious shortage of qualified office personnel throughout New Hampshire.



The Franklin Pierce Law Center in Concord is New Hampshire's only law school.

to accommodate two new programs: industrial manufacturing engineering technology and computer engineering technology. A new 21-classroom, multi-purpose building is under construction.

In addition to offering specialized workshops and conferences for various industries and businesses, NHTI provides courses for the American Institute of Banking statewide.

New Hampshire's only law school, the Franklin Pierce Law Center in Concord, draws about 40 percent of its students from New Hampshire. According to Dean Robert M. Viles, between 40 and 50 percent of its graduates remain in the state to practice. The law center's educational, financial and consulting ties to the Merrimack Valley area's economy are considerable.

"We have internship programs with local law firms, and with some corporations," Viles says. "Our education program features a lot of hands-on training, getting experience you cannot get in law school."

Franklin Pierce specializes in law and technology and intellectual property law, which includes patent, trademark and copyright law. The center's involvement with the legal protection of technology is of international significance.

Last year, Franklin Pierce initiated a program in intellectual

property law for training administrators and lawyers from commercially developing nations such as the People's Republic of China and the Pacific Rim nations. During the 1986-87 academic year, 10 students — five from the People's Republic of China and one each from Korea, the Philippines, Singapore, South Africa and Taiwan — arrived at Franklin Pierce to spend three academic semesters learning how the United States protects intellectual property. The long-term purpose of the program is to protect exported American technology and improve trade relations with these nations.

In November 1986 Franklin Pierce was host to 18 lawyers from the Third World, part of a training program sponsored by the World Intellectual Property Organization. "The United States has one of the few leading governments that does not support this type of training in any broad way," Viles says. "We're very pleased to be helping American foreign trade and the improvement of the economy. It's something law schools are not often in a position to say."

Such thoughtful responses on the part of higher education institutions to the economy's needs can only help New Hampshire maintain, and perhaps exceed, its current level of prosperity and economic growth.

□

The Case for More Applied Research

New Priorities in the University: Meeting Society's Needs In Applied Knowledge and Competent Individuals. By Ernest A. Lynton and Sandra E. Elman. 324 pages. Jossey-Bass. \$19.95

The central theme of this important and timely book is that among the 2,000 four-year colleges and universities in this country, only about 150 are really research universities. These institutions garner most of the research funds, do much of our university-based basic research and graduate a disproportionately large percentage of our new PhDs. A number of the "other" colleges and universities pretend to emulate the basic research of the elite 150 and often hire their recent PhDs, but the truth is that they do not really have the resources to provide the necessary money, facilities and faculty release time. This, of course, leads to frustration on the part of the research-trained PhDs, and confusion about institutional goals.

What to do? The authors point out, convincingly, that society now has an urgent and growing need not only for original basic research but for the interpretation and application of it in the "real" outside world. The process of interpretation and experimental application offers possibilities for liberal (liberating) education and growth for faculty and students alike, and, if handled appropriately with potential clients, not all at university expense.

At first blush, this may seem to be an argument for making undergraduate education more vocational or at least more professional. The authors, however, again argue convincingly that the majority of undergraduate programs are already vocational, professional or preprofessional in nature and the proposed applied research carries with it the direct possibility of looking at the research activity in its historical, social, political and economic contexts so that the student

is forced well beyond the "how-to-do-it" of "illiberal" undergraduate training programs.

How does one change the habits and values of faculty members and administrators to accomplish the above? The book documents a number of successes and failures and suggests a number of reasonable principles and caveats. The authors note that the 150 research universities are unlikely to revolutionize themselves, but that there are ways (examples cited) of according somewhat more value, status, and career rewards for applied research activities, and that these can then become part of the training experience and value system of the new PhDs being exported.

The absolute primacy of the traditional single academic disciplines will have to give way somewhat to more cooperative approaches of studying the problems and designing new methods for managing the "mess" that is the outside world. And in liberal arts programs, the upperclass major courses ought to begin to reach outward to the world of application rather

than merely inward to the preprofessional academic methodology of "pure" research.

In short, this book is very much more than a justification of professional and preprofessional education as against the more traditional liberal arts. And yet, when all is said and done, the major aim of higher education does seem to be expressed here as specifically informed and experienced professional competence rather more than generally informed, critically developed, intellectual curiosity.

In any case, many of the proposals in this book would serve both sets of aims and are worth serious study and wide discussion, particularly at a time when our undergraduates are coming to us with more experience in the world and staying within the formal system of education longer. It takes half a generation to prepare college teachers. The time to discuss change is now. This book will enlighten that discussion considerably. □

— Richard G. King
Senior Fellow, NEBHE

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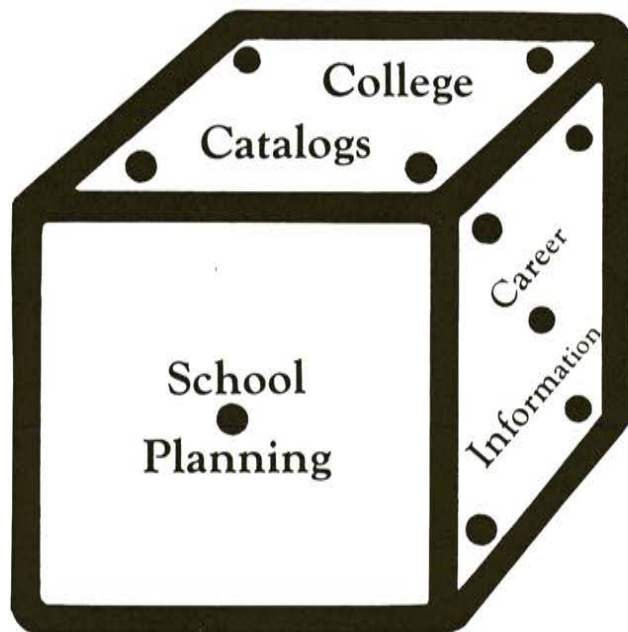
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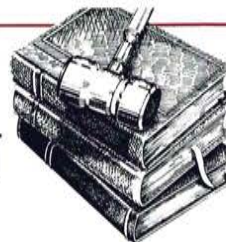
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LEGAL EDUCATION



Why We Need So Many Lawyers

THOMAS M. DEBEVOISE

The number of lawyers in New England has increased by more than 200 percent in the last 25 years. Has this increase in numbers been sufficient to provide the same level of service to the increased population of New England, when the new social, economic and environmental rights and restrictions legislated in the same period are taken into account?

In my community in Vermont, 25 years ago, a farmer wishing to create a house lot for his son on his remote land could come into my office, give me a description of the parcel: ("easterly along the stone wall to a 28-inch maple tree, thence southerly to the center of the pond to a stake set in the ice") and, half an hour later, carry the handwritten deed to the town clerk's office for recording. It was nobody's business except his own, and no one had the ability to stop him from doing what he wished with his land. Job finished; lawyer's fee, \$12.50; recording fee, \$3.00. Little if any change in assessed value of the land would take place until a house was built.

Today, the first step in carrying out the farmer's wishes is to fill out a detailed application to the zoning administrator for a subdivision permit. If the parcel is in a steep slope, thin or shallow soils, or a flood plain, according to the town map, a hearing is required before the zoning board, which may refuse the subdivision.

If the parcel does not have direct access to a town road, it must be referred to the planning commission to determine whether a proposed access easement is sufficient. If access to the town road is contemplated, a separate application to the selectmen is required for approval. Each stage of these proceedings requires public notice of a public hearing, as well as an individual service of notice on all property

owners adjoining the farmer's land. At each stage, the public has a right to voice objections to the permits.

Once all town approvals are obtained, if the new house lot is under 10 acres, complete water and sewage plans for a house on the lot, including a water test, must be approved by a state agency's regional board; or, permission must be obtained from the board to convey the parcel with a restriction in the deed that no development will take place without the board's later approval.

We are now ready to prepare the deed and associated papers. These include a property transfer tax return, on which the farmer affirms that the foregoing steps have been taken, and a state capital gains tax return. Since Jan. 1, 1987, as the person responsible for the closing, the lawyer must also file a Form 1099 with the district director of internal revenue, indicating the capital gain.

Time involved if no complications: One and a half months, not counting the 30-day period for appeal to the courts by any interested party. The assessed value would immediately be increased from, say, \$2,500 for five acres of pasture land on a large farm to \$35,000, the town minimum for a five-acre house lot.

Of course, if the subdivision was in the new design review district,

or connection to the new municipal sewer system was desired, additional hearings, time and expense would be required.

Expense to the farmer: \$140 in application fees; \$14 in recording fees; for lawyer's time without complications (3.5 hours), a fee of \$210 (using a paralegal might reduce this to \$160); plus duplicating, postage and telephone expenses. Total: at least \$350. An increase of 2,700 percent in 25 years for the same transaction.

An increase of 600 percent in the amount of the lawyer's time required.

Among the new rights created in the last 25 years: Juveniles and incompetent persons must have guardians *ad litem* appointed, as well as attorneys, in court proceedings where neither was required previously or one person could perform both functions; antidiscrimination laws in hiring, housing and business, based on sex, race, handicap, and age; prisoners' rights; environmental rights, including clean air and water and toxic waste; childrens' rights in divorce; students' rights; grandparents' rights.

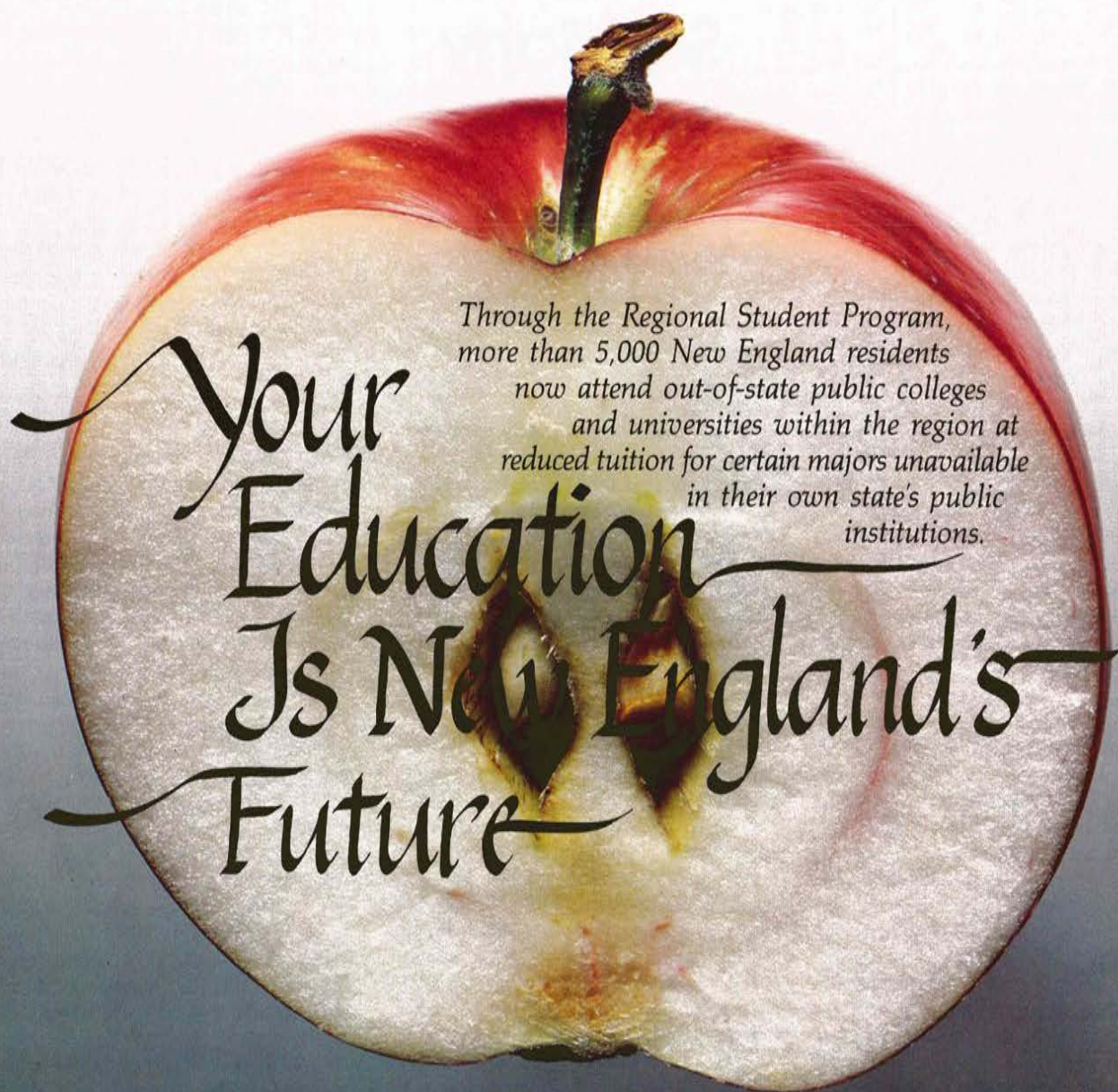
There are also new concepts of conflicts of interest. If the farmer's son was buying the house lot from the farmer, perhaps giving a mortgage in return, today two lawyers might be considered appropriate to the transaction. Twenty-five years ago no one would have suggested it.

A 200 percent increase in lawyers for a 120 percent increase in population with all these new laws and regulations. Is the same level of service being provided as before? The answer is no. □

Thomas M. Debevoise, dean emeritus of the Vermont Law School and former Vermont attorney general, is a member of NEBHE's Commission on Legal Education and Practice and the Economy of New England.

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"I knew I wanted to study occupational therapy but the programs at the private schools were so expensive," says Carol Tanner, a recent University of New Hampshire graduate from Everett, Mass. "The UNH program had a good reputation and the Regional Student Program made it so much less expensive."

Carol is just one of hundreds of New England residents who have studied occupational therapy at the University of New Hampshire at a reduced tuition rate, thanks to NEBHE's Regional Student Program.

RSP enables New England residents to attend public institutions in other New England states at reduced tuition rates if they pursue a degree program not available in their home state. Established in 1958, RSP now includes more than 1,000 undergraduate and graduate degree programs. Preliminary enrollment figures for 1986-87 indicate 5,155 students are enrolled in RSP offerings throughout the six-state region.

The occupational therapy program at UNH was one of the original RSP offerings. According to Stanwood Fish, director of admissions at UNH, the program was appropriately included in the RSP because it was the only accredited OT program offered by a New England public higher education institution. "The intent of RSP is to prevent the costly duplication of highly specialized, expensive programs like our OT program," Fish says.

Over the years, the OT program at UNH has been one of the most popular RSP options. During the last five years, RSP enrollment in the program has ranged from a low of 91 students in 1982-83 to a high of 137 students in 1984-85. This year 125 students from the other five New England states are

At UNH: A Most Popular Regional Program

MARY D. MCGRATH

enrolled.

"The interstate compact that created NEBHE also aims to help institutions maintain high-quality, specialized programs," says Charlotte Stratton, NEBHE's director of regional student services.

Students and administrators agree that the UNH program has been highly competitive and well-respected by health professionals. Offered through UNH's School of Health Studies since the 1940s, the OT program is accredited by the Committee on Allied Health Education and Accreditation and the American Medical Association in cooperation with the Accreditation Committee of the American Occupational Therapy Association.

"In the 1970s the OT program was one of the five or six most competitive at UNH," says Admissions Director Fish. "We had to close the program to RSP for a few years in the late 1970s because the demand from our own residents was so strong. In the early 1980s resident interest in occupational therapy dropped, so we were able to reopen the program to regional students again in 1981-82. It is still one of the most competitive programs in the School of Health Studies," he notes.

Julie Elliot of Waltham, Mass., chose the UNH program over the others offered at private institutions in New England. "UNH is the only school I applied to because

the OT program and the school have such a good reputation. I think the UNH OT program is the best one offered in New England," says Elliot.

According to Barbara Sussenberger, chairwoman of UNH's occupational therapy department: "In the last few years we've increased the class size by 8-10 students because there is such a high demand, particularly from transfer students." Each class now accepts approximately 45 students for a

total of 180 studying occupational therapy at UNH each year.

According to Sussenberger, there are no current plans to expand the program further. "We are operating at our maximum capacity now. Our clinical resources are limited and we do not want to sacrifice quality."

"Finding additional qualified faculty is difficult too. Every occupational therapy program in the country has that problem," Sussenberger continues. That, according to Charlotte Stratton, is another justification of RSP. "By pooling our resources in New England, we are able to maintain a higher quality program and to run it more cost-effectively. It's a win-win situation," she says.

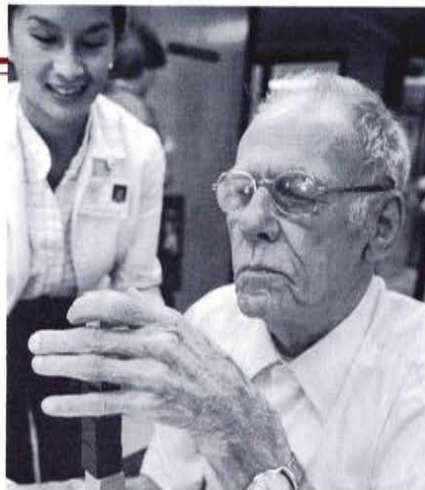
In addition to their regular coursework, students in the UNH program are required to work in the field for one week each year, beginning in their sophomore year. "The field work helps assure me that this is what I want to do," says RSP Senior Lisa Mason of Augusta, Maine.

According to Department Chair Sussenberger, UNH maintains more than 250 contracts with hospitals, schools and rehabilitation centers all over the country. Through these contracts, students are placed in their three required full-time, three-month field work. Mary D. McGrath is assistant director of the Regional Student Program.

sessions after graduation. Students are required to complete a field work session in physical disabilities, psychiatric care and a specialty of their choice. Specialty options include pediatrics, burns, head trauma and sports medicine.

After students complete all three of the field work sessions, they are eligible to take the national certification exam of the American Occupational Therapy Association.

"The other programs in New England don't require as much field work and they don't expose the students to it so early in the program," says Carol Tanner of Massachusetts, who is also completing her field work. "When we sit for the board we are very well prepared be-



Regaining manual dexterity

cause of all our field work."

Fellow graduate Julie Elliot agrees: "I'm not too worried about passing the board because I know UNH has prepared me for it."

Program graduates and faculty agree that UNH's passage rates on the national exam are comforting.

"Since I joined the department in 1978, only two students have failed the board on their first try," says Department Chair Sussenberger.

Statistics like those indicate that the occupational therapy program at UNH is providing a quality education for interested New England residents. And, according to Charlotte Stratton, providing access to such programs is what RSP is all about.

Copies of the Regional Student Program's *Apple Book* catalogs, brochures and posters are available without charge. For copies call or write: New England Board of Higher Education, Regional Student Program, 45 Temple Place, Boston, Mass. 02111. Phone: (617) 357-9620.

For those just over the state line . . .

For 30 years NEBHE's *Apple Books*, the undergraduate and graduate catalogs of the Regional Student Program, have listed specialized and unique degree programs available to New England residents at the region's public colleges and universities at reduced out-of-state tuition.

The 1988-89 undergraduate *Apple Book* will, for the first time, contain a new section highlighting policies that enable out-of-state students from bordering communities to study at reduced tuition at certain campuses. The forthcoming *Apple Book* will also contain information on unusual centers and services available at participating institutions.

Although these policies and services are not a part of the RSP, they, like the RSP, provide valuable and in some cases cost-saving opportunities to New England residents. Their inclusion in the RSP publications is a service to interested students, parents and guidance professionals.

Campus policies offering reduced tuition include:

Massachusetts students living within the Providence Standard Metropolitan Statistical Area are allowed to participate in full-time undergraduate degree programs at Rhode Island College at 150 percent of resident tuition instead of the full out-of-state rate. Massachusetts cities and towns within the Providence SMSA are: Attleboro, Blackstone, Millville, North Attleboro, Norton, Plainville, Rehoboth and Seekonk. Graduates of the Dighton-Rehoboth High School and King Phillip Regional High School from the towns of Dighton, Norfolk and Wrentham are also eligible.

A Good Neighbor Policy at Lyndon State College in Lyndonville, Vt., allows commuting undergraduate students from a dozen New Hampshire communities (Berlin, Bethlehem, Colebrook, Franconia, Groveton, Haverhill, Lancaster, Lisbon, Littleton, North Stratford, Whitefield and Woodsville) to attend classes for a per-credit fee that is less than the normal out-of-state per-credit charge.

Part-time students, earning up to nine credits and graduate students, earning up to six credits from designated communities in Massachusetts and Vermont are permitted to attend Keene State College in New Hampshire at the resident tuition rate. If an out-of-state student goes beyond the credit limit, becoming a full-time student, he or she must pay out-of-state tuition.

The new RSP catalog will also contain information on the Gallaudet University Regional Center at Northern Essex Community College in Haverhill, Mass. Gallaudet, the national university for the deaf in Washington, D.C., established a second regional center at Northern Essex Community College in 1980. New England's six states are served by the center, which brings Gallaudet benefits to the region's residents. These include: graduate level course work, workshops on deafness, family learning vacations, technical assistance, information referral and access to a distribution center for Gallaudet's library of videotapes on sign language and deafness.

— Charlotte A. Stratton
Director, Student Services

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Conn. 6/87

University Governance Under a Microscope

BY STEPHEN JOEL TRACHTENBERG
President, University of Hartford

In the world of yesteryear that ended less than thirty years ago, a largely high-school-educated population found the internal governance of universities to be a subject of only sporadic interest. In the world of 1987, an increasingly college-educated population finds the same subject at least as relevant — and probably much more relevant — than the carefully selected news in the most recent issue of the alumni quarterly. Moreover, discussions and disputes over the competitiveness of the United States in the international marketplace are heavily focused on the shortcomings, real or imaginary, of the American educational system.

In many ways, this new atmosphere with respect to university governance is summed up by the "sunshine laws" passed in more than a dozen states that open to public scrutiny the academic discussions once regarded as completely private.

Though laws of this kind directly affect only those universities that are financed out of state treasuries, they are a kind of herald for the rest of us because they sum up the new set of attitudes with which all of those who work in higher education must learn to cope. Those attitudes are, in comparison to those that prevailed in the past, abrasive, intrusive, skeptical and relentless.

There was a time in the past when highly specialized professionals were needed to complement the ignorance and incapacities associated — rightly or wrongly — with the average human being. Now we live in an age when every human being is a bit of a lawyer, a bit of a physician, and a bit of a psychiatrist — as well as a tax expert and a real estate authority.

What this adds up to is a state of social life in which there is relatively little respect for authority as such — unless authority has renewed its mandate that very day or is backed up by considerable firepower. Our much-proclaimed 1980s spirit of conservatism and law-and-order does not represent, in other words, any real diminution of the highly critical spirit that first made its appearance in the 1960s — only a redirection of that spirit to different targets and different modes of expression.

That is either good news or bad news for our universities. On the one hand, teachers and administrators will never again experience the levels of docility and inexperience that characterized many of the students of the 1950s. That will be a relief for those who are seeking challenge rather than relaxation. The other side of that particular coin is that teachers, administrators and universities in general will never again find themselves being regarded with awe — which will inevitably be regarded as a fall from paradise.



Those who entered their profession in search of the higher things in life have already been traumatized by society's abrupt shift in the direction of money — the feeling that you are welcome to talk and think like a gorilla if you bank a million dollars a month and buy your college graduates by the gross. Now even

the archaic symbolisms are being torn away — the comforting sense that the academic nest will never be invaded by journalistic cuckoos in search of a "hot story" and by administrators, faculty and students willing to talk to them.

In our high-tech age, we find ourselves under a microscope, harshly lit, being scrutinized by people who find us outrageous, controversial or boring rather than automatically lovable. We share a spotlight with Hollywood stars and indicted presidential aides. Worse yet, the judgments rendered in the course of that process can directly affect our funding, our corporate survival, and even our individual destinies.

That is our new age of university governance. It occupies that peculiar domain where theatrical values, played out before an insatiable public, end up by impacting on the lives of real human beings. It is a new world with which we are learning, slowly and painfully, to cope — a world with which we *must* cope if we are to continue our mission of service to America and the American economy.

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Excerpted from a speech to the University of Washington 125th Anniversary Symposium on Law and Higher Education. Mr. Trachtenberg has been president of the University of Hartford since 1977.

I

f, as has been said, a shared faith in education comes as close to an official religion as any is possible in the United States, members of New England's congressional delegation are among the high priests.

Although Sen. Edward M. "Ted" Kennedy may never become president, as chairman of the Senate Committee on Labor and Human Resources, he could be described as a secular bishop of education. The very fact that he turned down the much more visible chairmanship of the Judiciary Committee is itself a measure of his commitment.

However, he is far from being alone, particularly in the Senate. Five of the 16 members of the Labor and Human Resources Committee, almost one third, are from New England. The region, however, isn't as well represented numerically on the comparable House committee, with only one Democrat, Rep. Chester Atkins of Massachusetts, and one Republican, Rep. James M. Jeffords of Vermont.

New England makes up in quality for what it lacks in numbers. Jeffords, the Congressman-at-large from the Green Mountain State, is the ranking minority member on the House Education and Labor Committee. Atkins served his legislative apprenticeship as chairman of the ways and means committee of the Massachusetts Senate before running for his current seat. He also serves on the powerful House Budget Committee.

The division of responsibilities among members of the New England delegation is an indication of their unity of vision and ranking of priorities, regardless of party. The Senate Foreign Relations Committee, for example, has only two members from New England: Sen. Claiborne Pell of Rhode Island, the chairman, and Sen. John F. Kerry of Massachusetts, also a



WASHINGTON & BEYOND

High Priests of a National Religion

MICHAEL J. BENNETT

Democrat. That representation is considered enough to protect regional concerns without sacrificing vital interests such as education.

Labor and Human Resources, by contrast, has four other New Englanders in addition to Kennedy: Sen. Pell, who chairs the postsecondary education subcommittee; Christopher J. Dodd of Connecticut, a Democrat; and two Republicans, Robert J. Stafford of Vermont and Gordon Humphrey of New Hampshire.

New England voters are probably more interested in foreign affairs, in the abstract, than people in most other areas of the country. And New England industry, particularly the high-technology sector, has a direct financial interest in foreign trade developments.

However, education comes as close to being the dominant industry in New England as steel is in the Ohio Valley or autos in the Midwest. The delegation clearly recognizes the peril of undercutting such an important industry.

No matter how much media attention is directed at high-profile foreign affairs concerns on college campuses — issues such as South African divestment or CIA recruitment, for example — they are recognized within the delegation as relatively insignificant by comparison to such bread and butter issues as student loan indebtedness. Consequently, the delegation, both by

deliberate design and instinctive remembrance of the fate of the region's textile industry, has positioned itself to prevent a New England equivalent of a "rust belt," or an "educational 1929."

Regional legislators, therefore, have taken committee assignments, not only on obvious committees concerned with education in general and higher education in particular, but also on those committees and subcommittees where the real

money decisions are made.

For example, Massachusetts' only Republican in Congress, Rep. Silvio Conte of Pittsfield is the ranking minority member of the House Appropriations Subcommittee on Labor, Health and Human Services, Education and Related Committees. It is that committee which decides, after all authorization rhetoric in the statutes has been displaced by economic realities, how much money for a particular program should actually be recommended for a floor vote.

Rep. Joseph Early of Massachusetts is a key majority member of the same subcommittee while Sen. Warren Rudman, R-N.H., serves on the comparable Senate committee.

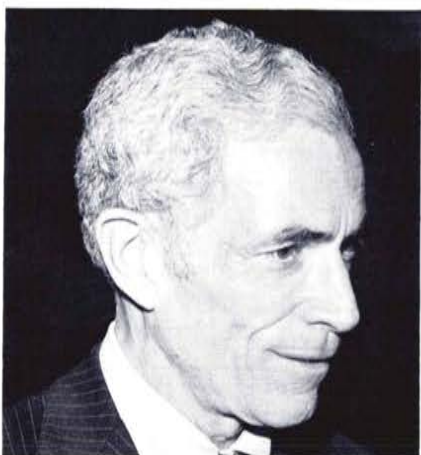
Real power in House appropriations activities, however, is wielded by another Massachusetts Democrat, Edward P. Boland of Springfield, ranking majority member of the committee as a whole.

Delegation members are also strongly represented on such "gate-keeping" committees as Budget, Ways and Means and Rules, which determine the content and timing of bills coming up for floor votes.

Rep. Atkins wields double-edged power as a member of both the Postsecondary Education Subcommittee and the Budget Committee. Rep. Nancy Johnson, R-Conn.,

Michael J. Bennett, Washington editor of *Connection*, is not related to U.S. Education Secretary William Bennett.

Belief in higher education may have been shaken, but remains firm.



Claiborne Pell

maintains the delegation's bipartisan tradition by representing the minority on the Budget Committee.

Similarly, over in the "other house," Democratic Sen. Dodd of Connecticut and Republican Sen. Rudman of New Hampshire serve on the Senate Budget Committee.

The quiet giant of the House is Rep. Joe Moakley of Massachusetts, the ranking majority member of the Rules Committee. All legislation reported out of authorization committees has to pass through Rules, which decides when and how much time it will be given for consideration on the floor before a vote.

The titular chairman of Rules is Rep. Claude Pepper, D-Fla. His fellow octogenarian, Rep. Jamie L. Whitten, D-Miss., is similarly the chairman of Appropriations. But those familiar with Capitol Hill have no doubt the real power in both those crucial committees is in the hands of the ranking Bay Staters, Moakley and Boland, rather than presumably ascendant Southerners. Rank has privilege, but power has clout.

Supplementing that power, and New England's clout, on the Ways and Means Committee, which exercises comparable procedural authority, are Reps. Brian Donnelly, D-Mass., and Barbara B. Kennelly, D-Conn.

The delegation's influence doesn't stop there. While it is represented in token numbers on relatively

glamorous committees — only one, Rep. Claudine Schneider, R-R.I., among 45 on Science, Space and Technology — its real clout is concentrated in committees that directly impact New England, and can be used as leverage.

Rep. Fernand St. Germain, D-R.I., for example, chairs the Banking, Finance and Urban Affairs Committee, with powers over the economy second only to Armed Services. Sen. Stafford is the ranking minority member of the Senate Committee on Environment and Public Works with Sen. John H. Chafee, R-R.I., as the second ranking minority member.

The New England delegation's clout on higher education issues will be tested later this year. The Reagan administration, through Education Secretary William J. Bennett, has mounted an attack on higher education costs, particularly the guaranteed student loan program. "The federal government now has over \$40 billion in outstanding loan insurance commitments," Bennett has said. "It is projected that loan defaults this year will cost the taxpayers \$1.1 billion."

As defenders of the program are quick to point out, though, that's only a little more than a 2.5 percent default rate. Further, most student loans will not only be repaid, but the former students' potential earning capacity, and taxes, can be expected to increase substantially because of their greater level of education.

The belief that higher education is perhaps the best investment for federal money may have been shaken but still remains firm. "I



Robert Stafford

simply don't believe Congress will seriously tamper with the program," says Charles B. Saunders, Jr., vice president for governmental relations for the American Council on Education. "What I am afraid of," he added, "is that with all the publicity, poor students, particularly minorities, will become discouraged and not even apply to colleges."

The Joint Economic Committee, on which both Sen. Kennedy and Rep. Olympia P. Snowe, R-Maine, serve, has already taken steps to forestall that. The committee commissioned a study by the College Board, entitled, "Student Loans: Are They Overburdening a Generation?" that was published last December. The report places the issue in a less polemical and more objective framework.

The College Board assembled 50 loan experts representing educators, students, bankers and state loan-guarantee agencies to discuss the problem. They found that although high levels of student indebtedness are a problem, it is a manageable one: "Despite the concerns, many people view student loans not as a problem but as a positive force (along with other student aid programs) in broadening access to college and in spurring the nation's economic and civic growth."

That is the view of the New England congressional delegation as well, one that will probably prevail in the debate to come. □

New England Congressional Contacts

Following are listed the members of the New England congressional delegation, their party affiliation, committee assignments, education staff contact, and Washington office building, room number and phone number.

Senate

Senate office buildings are: Dirksen (SD), Hart (SH) and Russell (SR). The Zip Code for all U.S. Senate correspondence is 20510. Room numbers need not be used in addressing mail. The Washington area code is 202.

Connecticut:

Christopher Dodd (D); Labor and Human Resources; chairman, Children, Family, Drugs and Alcoholism subcommittee; Education, Arts and Humanities subcommittee; Foreign Affairs; Budget; Small Business; Armed Services; education contact: Rich Tarplin; SH324 (224-2823).

Lowell Weicker (R); Labor and Human Resources; ranking minority, Handicapped subcommittee; ranking minority, Small Business; Appropriations; Energy and Natural Resources; education contact: Terry Muilenburg; SR225 (224-4041).

Maine:

Robert Mitchell (D); Finance;

Environment and Public Works; Governmental Affairs; Veterans Affairs; Secret Military Assistance to Iran and the Nicaraguan Opposition; education contact: Christine Williams; SR176 (224-5344).

William S. Cohen (R); Armed Services; Governmental Affairs; vice chairman, Intelligence; Secret Military Assistance to Iran and the Nicaraguan Opposition; education contact: Melissa Norton; SH322 (224-2523).

Massachusetts:

Edward M. Kennedy (D); chairman, Labor and Human Resources; Joint Economic; Armed Services; Judiciary; education contact: Amanda Brown; SR113 (224-4543).

John F. Kerry (D); Commerce, Science and Transportation; Foreign Relations; Small Business; education contact: Nancy Ramsey; SR362 (224-2742).

New Hampshire:

Gordon J. Humphrey (R); Labor and Human Resources, Employment and Productivity subcommittee and Labor subcommittee; Armed Services; Judiciary; education contact: Chuck Carroll, SH513 (224-2841).

Warren Rudman (R); Appropriations, subcommittee on Labor, Health and Human Ser-

vices, Education and Related Agencies; Budget; vice chairman, Ethics; Governmental Affairs; Secret Military Assistance to Iran and the Nicaraguan Opposition; Small Business; education contact: Rachelle Sotsky; SH530 (224-3324).

Rhode Island:

Claiborne Pell (D); ranking majority, Labor and Human Resources; chairman, Education, Arts and Humanities subcommittee; Children, Family, Drugs and Alcoholism subcommittee; chairman, Foreign Relations; Rules and Administration; chairman, Joint Library; education contact: David Evans; SR335 (224-2921).

John H. Chafee (R); Finance; Banking, Housing and Urban Affairs; Environment and Public Works; Aging; education contact: Nancy Boghossian; SD567 (224-2921).

Vermont:

Patrick Leahy (D); chairman, Agriculture, Nutrition and Forestry; Appropriations; Intelligence; Judiciary; education contact: Pearl Somaini-Dayer; SR433 (224-4242).

Robert Stafford (R); Labor and Human Resources, Handicapped subcommittee; ranking minority, Environment and Public Works; Veterans Affairs; education contact: Polly Gault; SH133 (224-5141).



Lowell Weicker



John Chafee



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House Members and Staff Contacts

House office buildings are: Cannon (CHOB), Longworth (LHOB) and Rayburn (RHOB). The Zip Code for all House of Representatives correspondence is 20515. Room numbers need not be used in addressing mail. The area code for all phone numbers is 202.

Vermont:

James M. Jeffords, Representative-at-Large (R-Rutland); ranking minority, Education and Labor; Aging; Agriculture; education contact: Beth Buehlmann; RHOB2431 (225-4115).

Rhode Island:

Fernand St. Germain (D-Woonsocket); chairman, Banking, Finance and Urban Affairs; education contact: Candace Putnam; RHOB2108 (225-4911).

Claudine Schneider (R-Narragansett); Science, Space and Technology; Aging; Merchant Marine and Fisheries; education contact: Anne Schwartz; LHOB1512 (225-2735).

New Hampshire:

Judd Gregg (R-Greenfield); Ways and Means, Health and Select Revenue subcommittees; education contact: Stanley Sokul; CHOB308 (225-5206).

Robert C. Smith (R-Tuftsboro); Veterans Affairs; Science and Technology; education contact: Martha Pellegrini; CHOB115 (225-5456).

Massachusetts:

Silvio O. Conte (R-Pittsfield); ranking minority, Appropriations; ranking minority, Labor, Health and Human Services, Education and Related Agencies Appropriations subcommittee; Small Business; education contact: Peter Gossens; RHOB2300 (225-5335).

Edward P. Boland, (D-Springfield); ranking majority, Appropriations; chairman, Housing and Urban Development and Independent Agencies subcommittee; Committee to In-

vestigate Covert Arms Transactions with Iran; education contact: Tom Keaney; RHOB2426 (225-5601).

Joseph D. Early (D-Worcester); Appropriations; Labor, Health and Human Services, Education and Related Agencies Appropriations subcommittee; education contacts: Janice Oliver and Kathleen Griffin; RHOB2349 (225-6101).

Barney Frank (D-Newton); Banking, Finance and Urban Affairs; Aging; Government Operations; Judiciary; education contact: Peter Kovar; LHOB1030 (225-5931).

Chester D. Atkins (D-Concord); Education and Labor; Postsecondary Education subcommittee; Budget; Foreign Affairs; education contact: Dalena Wright; CHOB504 (225-3411).

Nicholas Mavroules (D-Peabody); Small Business; Armed Services; education contact: M.C. Keegan; RHOB2432 (225-8020).

Edward J. Markey (D-Malden); Energy and Commerce; Interior and Insular Affairs; education contact: Andy Gordon; RHOB2133 (225-2836).

Joseph P. Kennedy II (D-Boston); Banking, Finance and Urban Affairs; Aging; Veterans Affairs; education contact: Don Carlson; LHOB1631 (225-5111).

Joe Moakley, (D-Boston); Rules, chairman, Rules of the House subcommittee; education contact: Ellen Williams; CHOB221 (225-8273).

Gerry E. Studds (D-Cohasset); Foreign Affairs; Merchant Marine and Fisheries; education contact: Gregg Bokota; LHOB1501 (225-3111).

Brian Donnelly (D-Dorchester); Ways and Means, subcommittee on Health and subcommittee on Public Assistance; education contact: Frank Tirrell; CHOB438 (225-3215).

Maine:

Joseph E. Brennan (D-Portland); Armed Services; Merchant Marine and Fisheries; education contact: Ned Michalek; LHOB1428 (225-6116). Olympia J. Snowe (R-Auburn); Aging, ranking minority, Human Services subcommittee; Foreign Affairs; Joint Economic; education contact: Nancy Lewis; RHOB2464 (225-6306).

Connecticut:

Barbara Kennelly (D-Hartford); Ways and Means; Intelligence; education contact: Jonathan Harris; LHOB1230 (225-2265).

Sam Gejdenson (D-Bozrah); Foreign Affairs; House Administration; Hunger; Interior and Insular Affairs; education contact: Peter Yeo; LHOB1410 (225-2076).

Bruce A. Morrison (D-Hamden); Banking, Finance and Urban Affairs; Children, Youth and Families; Judiciary; education contact: Nora Engel; CHOB437 (225-3661).

John G. Rowland (R-Waterbury); Armed Services; Veterans Affairs; education contact: Pam Johnson; CHOB512 (225-3822).

Nancy L. Johnson (R-New Britain); Budget; Children, Youth and Families; Public Works and Transportation; education contact: Kathleen Harrington; CHOB119 (225-4476).

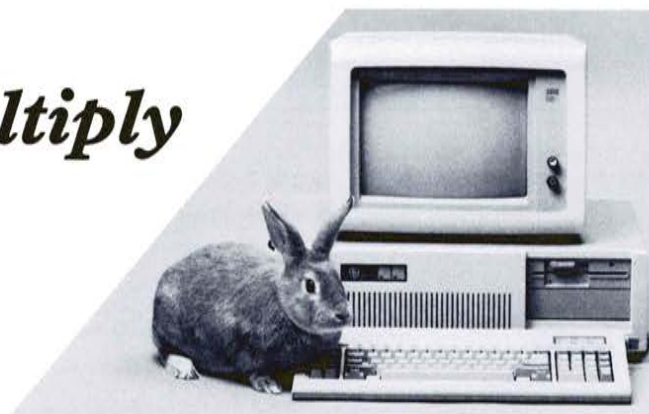
August Vote Slated to Fill Conn. Vacancy

Republican Rep. Stewart B. McKinney of Connecticut died May 7. He was 56. A real estate developer from affluent Fairfield County, adjacent to New York state, he often crusaded for the poor during his nine terms in Congress.

A successor will be chosen in a special election Aug. 18.

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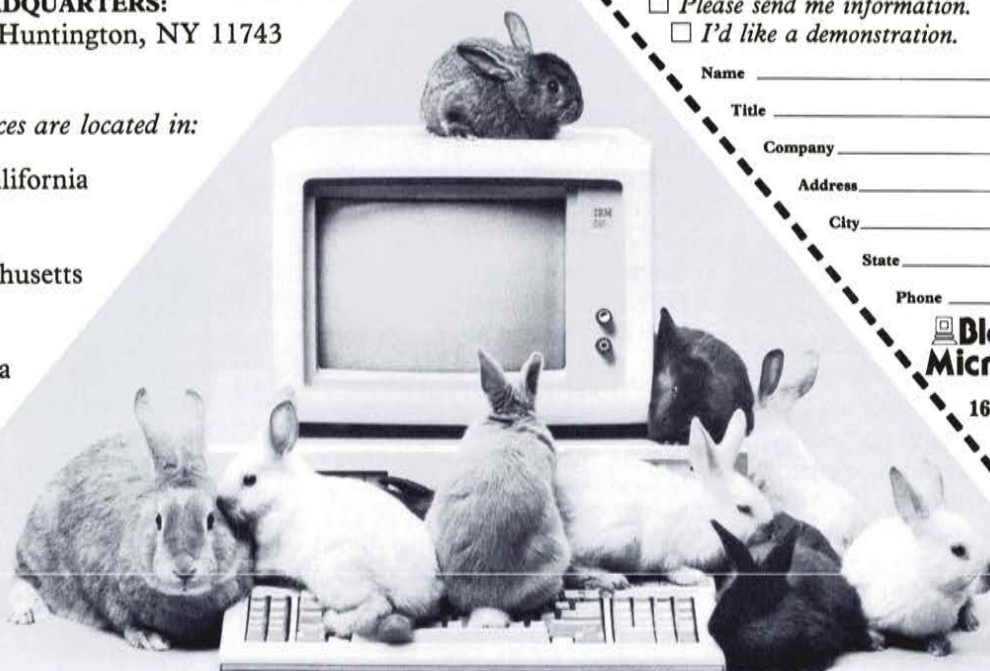
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Studying in China

**A consortium of 172 colleges
that sponsors 17 overseas programs
offers students a new way to learn Chinese.**

WENDY DEANS

A new international studies program in China will provide American students the opportunity to learn basic spoken Chinese in just 15 weeks. It is the first American-sponsored China studies program to feature spoken, rather than written, Chinese. Scheduled to begin in September, the China program is the newest of 17 overseas programs offered by the 172-member College Consortium for International Studies.

The Chinese language program is also the first semester-long course to be offered in China by a community college. CCIS member Cape Cod Community College in West Barnstable, Mass. is the sponsor. The college developed the program in conjunction with China Education Travel, an organization that administers educational programs in Asia, and with support from Wellesley College, which has one of the largest foreign studies programs in China. Classes will be held at Shanghai Teacher's University, one of the older, well-established Chinese universities.

The 12-credit course will combine Chinese language and culture, allowing students to pursue art or some other aspect of Chinese culture in independent study. According to David Scanlon, the college's director of international studies, "Anyone learning Chinese is learning Mandarin Chinese, but that's only spoken by a small percentage of the people. In Shanghai, the residents and the teachers will speak the major dialects and the students will get more of a spectrum of what China is really like." By the end of the course students will have a grasp of Chinese grammar and a vocabulary of about 1,500 words. Expenses for the semester — tuition, room and board, field trips, airfare and miscellaneous fees — will total about \$4,100.

Previously, American students who wanted to study Chinese overseas enrolled in

one of 12 U.S. semester-abroad programs in the People's Republic that offer study of written Chinese only. According to experts, oral and written Chinese are two different languages. Learning written Chinese requires years of study whereas spoken Chinese can be grasped in a much shorter period and is far more useful in business or foreign relations.

James Hall, former CCIS chairman and Cape Cod Community College President, says: "We think that the business and industry world will find it an attractive course for their employees because it begins to give them a speaking knowledge of Chinese as well as a cultural, historical background that would serve them well as they move throughout China as we expand our market there." Hall gave up the CCIS chair when he resigned as Cape Cod president in March.

Two other new study abroad programs, in Colombia and Portugal, are available this year through CCIS. The program in Lisbon, which emphasizes language study, is also sponsored by Cape Cod. Three other New England institutions presently sponsor CCIS study-abroad programs: Mattatuck Community College in Connecticut, for Scotland; and Mohegan Community College

in Connecticut and Keene State College in New Hampshire, for Ireland. CCIS offers study-abroad programs in 17 countries: China, Colombia, Denmark, England, France, Germany, Greece, India, Ireland, Israel, Italy, Mexico, Portugal, Scotland, Spain, Sweden and Switzerland.

According to CCIS assistant director Gail Hochhauser, "CCIS programs offer students a lot of different options depending on whether they want traditional university enrollment, at Colombia for example, or whether they want something (less

Wendy Deans is assistant editor of *Connection*.



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INTERNATIONAL STUDIES PROGRAM

Students at 23 Colleges Eligible for CCIS Programs

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Mohegan Community College
University of Connecticut
Wesleyan University

Massachusetts

Bristol Community College
Cape Cod Community College
Massachusetts Bay Community College
Massasoit Community College
Mount Wachusett Community College
North Adams State College
Northeast Consortium of Colleges and Universities:
Bradford College

Endicott College
Gordon College
Marian Court Junior College of Business
Merrimack College
Middlesex Community College
Montserrat School of Visual Art
Northern Essex Community College
North Shore Community College
Salem State College
University of Lowell

New Hampshire

Keene State College

Rhode Island

Community College of Rhode Island

traditional) such as the hotel technology program in England, film-making and studio arts in Florence or international business in Rome." Through contract learning programs in Israel and Denmark, students can work with a mentor to design their own program such as an internship, work-study experience or kibbutz semester.

Hochhauser says colleges and universities are attracted to CCIS for several reasons. First, she notes, CCIS is "large and nationwide and it is the only consortium (of its kind) in the United States that has the diverse membership of two- and four-year institutions." In addition, "There are schools that don't want to sponsor (overseas) programs, but they want to be able to offer their students the option of studying abroad and they

want to do it with a minimum amount of administrative headache." As members of CCIS, Hochhauser says, "they don't have to worry about relationships with host institutions and foreign governments. For most institutions that's very appealing. They can just say to their students, 'here are 17 programs available to you for overseas study.'"

Through participation in CCIS, 172 colleges and universities nationwide, two- and four-year, public and private, offer their students the opportunity to study abroad for a semester or year. Academic rigor is insured by the close supervision of each program by the sponsoring member institution. The largest consortium of its kind, CCIS has afforded thousands of students the opportuni-

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ty to study in Europe, Asia, Africa and Latin America.

"With 170 colleges you gain a lot of strength and resources and certainly intellectual know-how in developing international education programs . . . I think that's one of the unique strengths of the CCIS," says former chairman Hall. "In other words, the consortium can do much more collectively than a single college or university can do alone. It brings into it the varied patterns of education within the various states where these colleges are located and widens the opportunities for younger and older students to have an international experience during their college degree program."

CCIS was founded in 1975 to provide low-cost, high quality international and intercultural programs abroad for students enrolled in participating colleges and universities. It has grown from three to 65 voting members in only a dozen years.

According to Hall, "One of the main thrusts of the CCIS is to try and keep the costs absolutely to a minimum — they run from \$3,200 to \$4,200 depending on the nature of the travel." For students who still find the costs too high, the CCIS will be looking into the possibility of developing scholarships through foundation grants over the next few years.

Another CCIS activity and a direct benefit of membership is short-term intensive professional development seminars abroad for faculty and administrative staff. Administered by the CCIS central office, the seminars are open only to the staff of member institutions.

Students interested in overseas study can apply to CCIS member institutions or to the CCIS central office. Accredited two- and four-year colleges and universities as well as their consortia are eligible to become members of CCIS. The annual membership fee is \$600. For further information, contact the College Consortium for International Studies, 866 United Nations Plaza, New York, NY 10017. Phone: (212) 308-1556. More information on the China program is available from David Scanlon at Cape Cod Community College: (617) 362-2131. □



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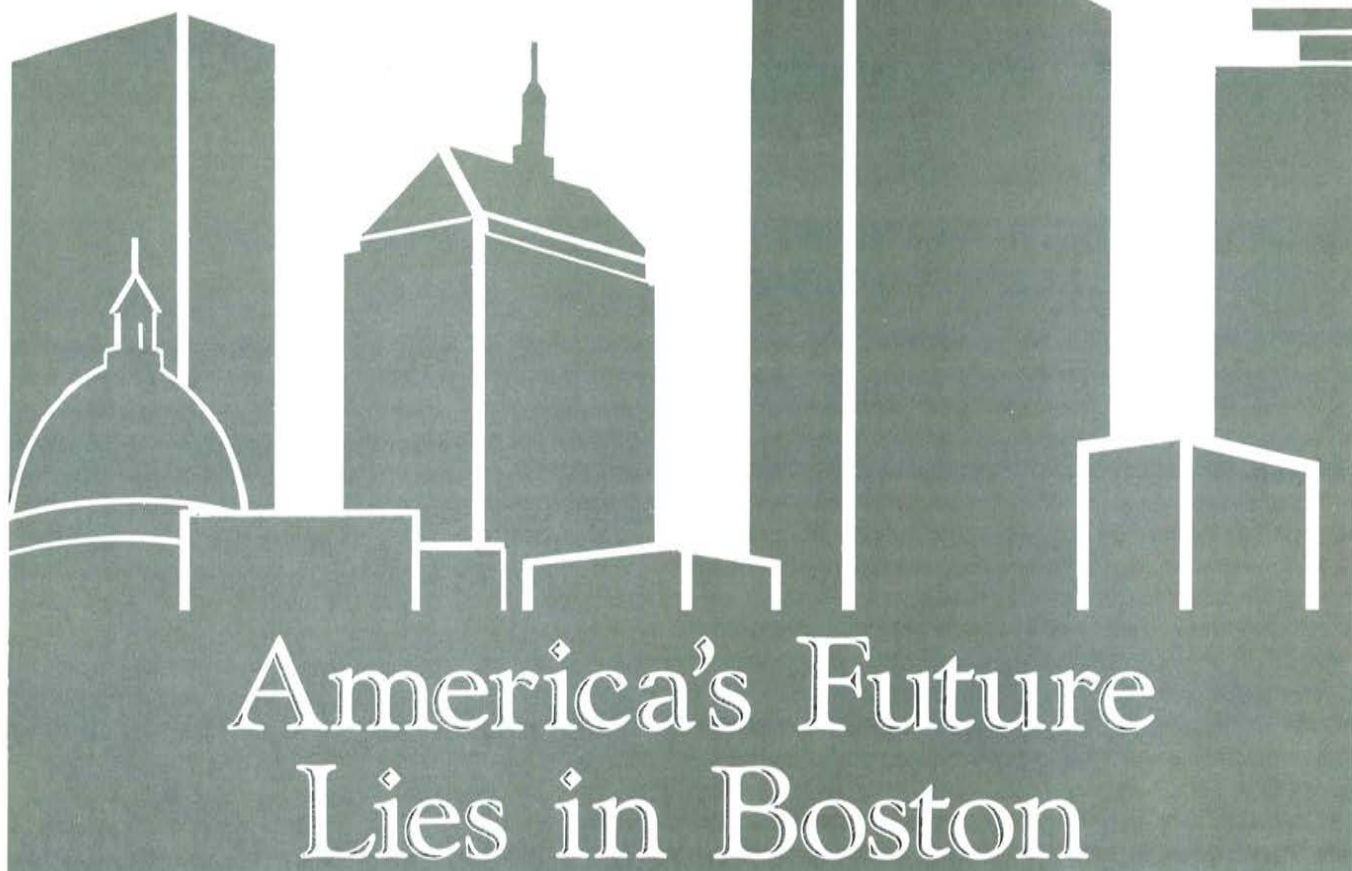
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MINORU TAMBA

Many will think it unlikely. But I seriously believe that the future of America lies in Boston.

The Boston of today is very different from the city I knew as a student some 20 years ago. As the home ground of the Kennedy family, Boston then carried a good deal of weight in national politics, but not in the economic arena. It seemed at the time to symbolize the stagnating economies of the six New England states.

Boston's physical changes over those two decades reflect its growth in economic stature. While 20 years ago one could see Boston Common from afar, today Boston is so dense with fully occupied high-rise buildings that the park is hidden from view. The fact that many new buildings are currently under construction throughout New England reflects the confidence American investors have in the future of the region.

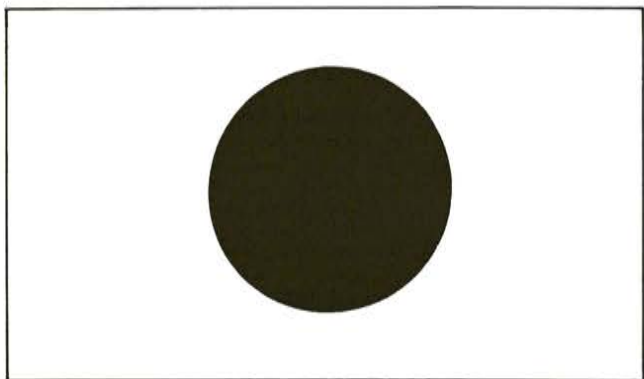
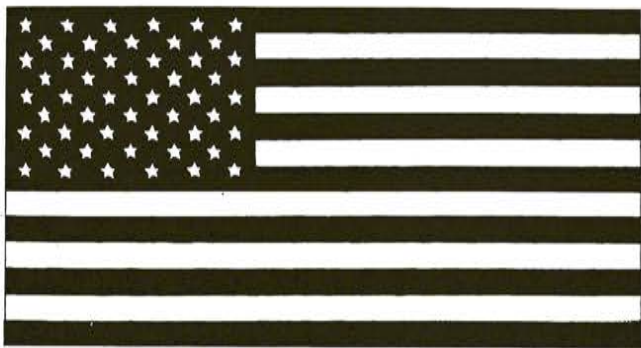
The population of the six New England states is roughly 5.3 percent (about 12 million) of the United States' total population, but it produces about 14 percent of the nation's gross national product. This share of GNP was once as low as five percent. But beginning in the mid-1970s, New England's economy, led by the high tech and defense industries, began to show rapid growth.

Now it is the healthiest regional economy in the nation.

According to a recent survey by the Joint Economic Committee of the U.S. Congress, in the five-year period 1981-86, four New England states are among the 10 states with the highest economic growth rates. According to another study, the East Coast city with the greatest number of expected new jobs between now and the year 2000 is Boston. A well-known Boston economist has calculated that if New England were an independent country, it would rank 13th in the world in GNP — behind India but ahead of Mexico and Australia. Route 128, which runs in a semicircle around Boston, shares world fame with San Francisco's Silicon Valley as a high-tech highway.

A number of factors lie behind New England's economic comeback. First is its world-class higher education infrastructure. The six New England states have about 270 institutions of higher learning. Greater Boston alone has 60 or 70; its 250,000 students easily account for more than 10 percent

Minoru Tamba is Japan's consul general in Boston, with responsibility for all New England. He earned a master's degree in Russian studies at Harvard and previously served with the Japanese Embassy in Moscow. These reflections on New England after a 20-year absence were composed last year for the Japanese journal *Shokun*.



of Greater Boston's total population. For these reasons, although only 5.3 percent of the U.S. population is in New England, over 10 percent of all federal funds for research and development flow into this region.

The second factor in New England's economic success is the availability of venture capital. In the 1970s, two thirds of investments in the area of technology were concentrated in California and Massachusetts, which, along with Texas, accounted for roughly 80 percent of all U.S. venture capital. In the period 1980-83, venture capital investments in Massachusetts were equivalent roughly to \$41 per capita, compared to \$21 per capita in California. In the age of high technology, the two main requisites for successful development are brains and money, and clearly, New England has both.

A third factor often singled out in discussing New England's economy is the region's characteristic entrepreneurial spirit, the independent flair of the risk-taker. For example, the majority of Boston's companies are small, over two thirds having 10 or fewer employees. Companies with more than 250 employees represent only one percent of the total.

The fourth reason for New England's economic growth is, of course, the skill of the regional labor

force, which is of exceptionally high quality. Largely because of this, New Englanders are bullish on the future. One important stream of development is biotechnology, particularly the areas of pharmaceuticals, chemicals, animals and plants and energy.

The fifth reason for the resurgence of New England's economy is the relatively high amount of defense contracts awarded this region compared to the other states. New England receives 12 or 13 percent of all U.S. private sector defense contracts, and 40 percent of nonprofit research and development grants. It is ironic that while the liberal atmosphere in Massachusetts encompasses the people's relatively negative position on the issue of military build-up, the regional economy, in fact, depends to a significant degree on the defense industry. It seems to be a typical case of differences between principle and reality. Though some academics at Harvard and MIT line up against the president's strategic defense initiative, the question of SDI is followed with great interest in the region, which wants very much not to be left behind in the technological research such a program would require if approved.

Massachusetts Gov. Michael Dukakis is credited with an important role in working to attract industry to Massachusetts, by lowering taxes for industry, supporting investments in education and developing government, business and education partnerships. The fact that Dukakis was unanimously selected to lead the 34-member Democratic Governor's Association at a national meeting of state chief executives demonstrates the weight Massachusetts is accorded among the United States. It is also significant that New Hampshire Gov. John Sununu was elected chairman of the Republican Governors Association.

The presence of Japanese companies in Boston and New England is one indicator that a measure of the U.S. economy's future lies in this region. The number of Japanese firms that have some presence in New England, including manufacturing operations, will continue to grow. Today about 90 Japanese corporations are located here. There



Minoru Tamba

is considerable room for further development. I have heard that the Sanwa bank has decided to upgrade its representative office to the status of branch office; I take this as a sign that at least one corner of Japan's industrial world is aware of New England's promise.

It is also strange to me that none of the Japanese news services yet has a correspondent in New England. There is a wealth of material for news stories here that would be of interest to the Japanese people. At least there is enough material in New England to warrant careful attention by Japanese correspondents based in New York.

To most Japanese tourists, Boston and other New England cities are, unfortunately, little known. All six New England states have lately begun to make serious efforts to entice Japanese

tourists, as demonstrated, for example, by the fact that I had a visit recently from the director of tourism for the Commonwealth of Massachusetts. There is more than enough to happily occupy a Japanese tourist visiting Boston and each of the New England states.

I would also like to encourage Japanese travel agents to help spread information about New England. I myself intend to cooperate. How about a slogan, such as, "Eat lobster and listen to Seiji Ozawa"?

Compared to other regions of the United States, New England's economy is healthy and growing. The region's self-confident people have fewer negative feelings about Japan as a competitor. However, this does not mean that we can be complacent. A year ago former House Speaker O'Neill

George R. LaNoue and Barbara A. Lee

Academics in Court

The Consequences of Faculty Discrimination Legislation

What actually happens when a faculty member sues the university that employs her? How likely is it that she will win her discrimination suit? And even if she does win in court, has she really gained anything? LaNoue and Lee examine five significant lawsuits. They explore every step of the litigation process in those cases from the perspectives of the individual who brought suit and the universities who defended their actions. The conclusion is stunning. LaNoue and Lee find that, while the right to litigate is essential, the emotional, social, and financial sacrifices that the faculty member endures during a period of extended litigation outweighs any benefits that might result from a victory in court. And, indeed, judgments for the plaintiff are few.

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I believe political attitudes have changed significantly during the past 12 months

gave a speech before the Greater Boston Chamber of Commerce which included remarks strongly critical of Japan. He said that Japan's trade practices vis-a-vis the U.S. were outrageous and implied that Japan was a protectionist pickpocket. I believe political attitudes have changed significantly during the past 12 months.

As I have already mentioned, New England's economic prosperity is based on its high tech and defense industries, as well as the sophisticated service sector. Both have some reason to fear Japanese competition and are dissatisfied with Japan's lack of defense efforts. One should not be surprised if from time to time anti-Japanese criticism should surface, even over a relatively small matter. I, for one, am not of the opinion that the U.S. is always correct in its views on trade problems. But to allow our relations to deteriorate would not be in Japan's national interest. I believe that the large majority of Japanese are in agreement on the decisive importance of relations with the United States to Japan's own security and prosperity. Candid communication is essential.

This means that our only course of action is to do what we can in the areas of trade and defense to reduce American frustration, and at the same time make efforts to influence American public opinion. Last year the U.S. had a trade deficit of \$22 billion with Canada and trade problems with various European countries, but despite this Japan is the media's primary scapegoat. The best way to influence American public opinion is to do whatever we can to nurture deeper understanding as well as feelings of friendship among Americans for Japan and the Japanese people.

On the effectiveness of sister-city relationships: Since assuming my post in Boston I have visited a number of New England communities that have such relationships with Japan, and have been pleasantly surprised by the depth and warmth of feeling that exists throughout the region. The office of Mayor MacNamara of New Britain, Conn., the sister-city of Atsugi, is filled with Japanese souvenirs and mementos from Japan. The mayor himself is studying Japanese, and I felt a similar enthusiasm vis-a-vis Japan in other

New Britainers as well. I found the same atmosphere in Portsmouth, N.H., the sister-city of Nichinan, and in Portland, Maine, the sister-city of Tokyo's Shinagawa Ward.

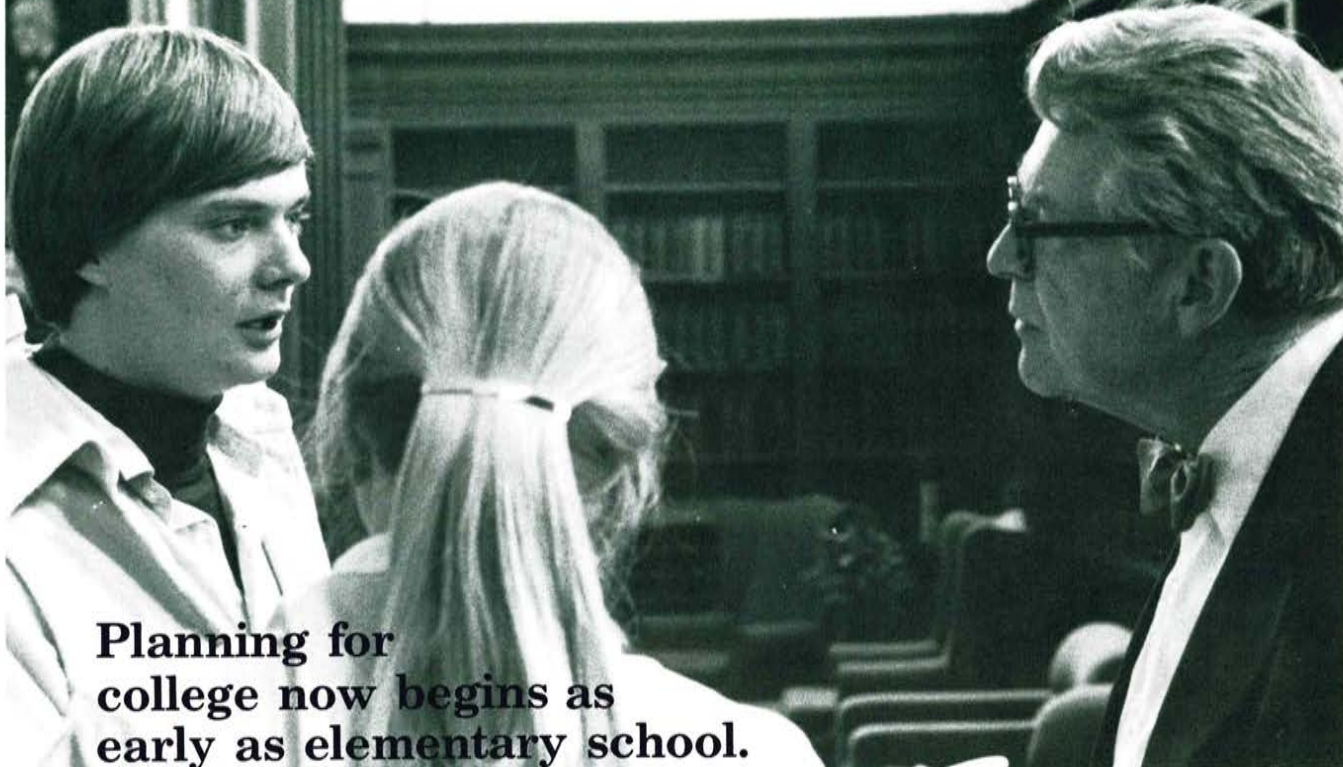
Boston is sister-city to Kyoto, and Cambridge has established a relationship with Yatabe-cho, which, among other things, actively exchanges students. Newport, R.I. has a sister-city relationship with Shimoda and has held an exceptional Black Ships Festival every July since 1983.

I believe that such relations have an extremely important role to play at the grass roots level. How would it be if most American cities were tied to Japanese cities like the meshes of a net? Hokkaido and Massachusetts have a relationship that dates back to 1876. Professor William Clark, president of the Massachusetts Agricultural College, the forerunner of the University of Massachusetts, helped establish what would become Hokkaido University in that year. It is only now that there is some movement toward establishing a sister-state relationship. Perhaps we could work to increase the number of formal relationships between American states and Japanese prefectures.

At last year's Black Ships Festival, together with Ambassador Matsunaga, I attended a state ball hosted by Rhode Island Gov. Edward DiPrete. Around 300 guests were invited from Rhode Island's political and economic circles, and the ambassador and I were personally introduced to each of them. The other Japanese in attendance at the festival included the mayors of Shimoda and Yokosuka, as well as local Japanese who had actively supported the Black Ships Festival.

An added attraction was the visit to Newport Harbor of the Japan Maritime Self Defense Force Training Ship Katori, timed to coincide with the festival. I was amazed at the number of American families that came to see the kite-flying contest, the bon-odori dancing and fireworks display. To the several thousand Americans who applauded, I sent out a silent prayer that they would not forget this day, that they would be friends of Japan and that our mutually beneficial relationships would grow and prosper. □

Early Awareness Leads to College



Planning for college now begins as early as elementary school.

LAURIE ORTYL

In Vermont, a higher education agency that for two decades has geared its financial aid and career counseling presentations to high school students has switched its focus to a middle school audience.

In Massachusetts, one high school guidance counselor, spurred on by calls from parents concerned about future college financing, has begun hosting financial aid panels for elementary school parents.

In Boston, education administrators are working together on a project launched in 12 U.S. cities by a national association of student financial aid administrators, encouraging low-income and minority youth in middle and high schools to pursue higher education.

Across New England, higher education groups are collaborating on a program, one of the first of its kind in the country, developed by the regional office of the College Board, that encourages families to start planning early for their children's educational future.

In the face of cutbacks in federal financial aid and the soaring cost of college tuition, a movement is underway to inform parents and students early on about planning for college.

Some programs target low-income and minority students, who comprise most of the nation's high school dropouts. These young people, higher education officials agree, will be in greater demand given the expected decline in college applications over the next decade.

Haskell Rhett, vice president of the College Board, believes a major deterrent to early commitment to college is the current system for determining a family's ability to finance higher education, which is based solely on the family's income for the year prior to college entrance.

"We need a 'needs analysis' system that recognizes a family's capacity to pay over time, one that takes a broader view than the current snapshot picture of the 12th grade year," he says.

As college costs continue to rise, financial planning will play an increasingly vital role in college financing. "You can't do it on an impulse, like going through a supermarket," Rhett says.

In addition to early financial planning, other kinds of planning are just as important in preparing for college, says Paul Goodwin, director of communications at the National Institute of Inde-

Laurie Ortyl is administrative assistant to NEBHE President John C. Hoy and a staff writer for *Connection*.

If we get kids early, we might prevent them from dropping out.

pendent Colleges and Universities in Washington, D.C. Three years ago NIICU developed "Paving the Way," a national "early awareness" program. According to Goodwin, "Paving the Way" began as a program only to help families save money for college, but was later expanded to include advice on academic planning as well as methods for choosing a college.

"We were seeing lots of junior high parents who had already given up on college, saying, 'My kid's not smart enough' or, 'Only kids with straight As go to college.' There was a great need to intervene early for several reasons," he says.

Carolyn Julian, assistant director of Educational Talent Search at the University of New Hampshire in Durham, a federally funded academic and career counseling group for the state's low-income residents, agrees. "Planning for postsecondary education is not simply financial planning," Julian says. "It also includes getting parental support, thinking that college is possible and selecting the right courses."

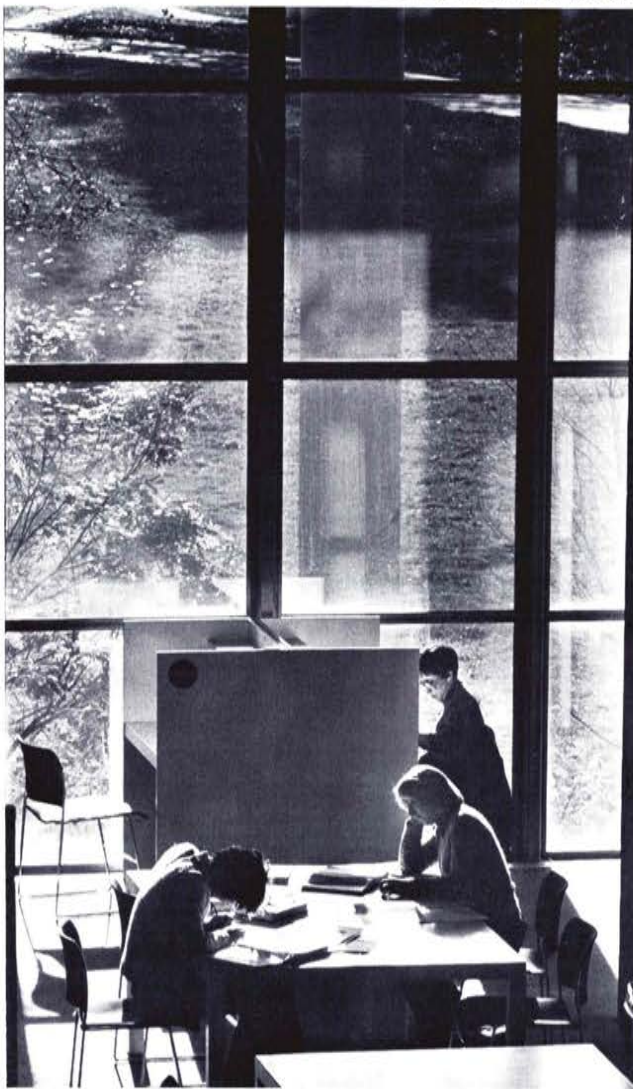
Her organization, which two or three years ago directed 75 to 80 percent of its outreach efforts toward high school seniors, now reaches 50 percent seniors and 50 percent underclassmen. "By the time students reach their senior year, they know if they're going on to college. If we get kids early, we might prevent them from dropping out," she says.

Britta Anderson, director of the Loan Guarantee Program at the Vermont Student Assistance Corporation, a nonprofit agency that grants student loans to state residents, says: "The pressure put on students to perform at the postsecondary level and in the workplace is filtering down to the young at a much earlier age. Kids now are simply more sophisticated about what it takes to make it."

VSAC, which has been making presentations on financial aid, career counseling and decision-making to high school students for more than 20 years, is now redirecting its efforts to middle schoolers and their parents. "This is where the decision-making time frame is moving," says Anderson, whose organization surveyed Vermont's

senior high school classes in 1978, 1982 and 1986 and found that each year an increasing number of students made the decision to attend college when they were in middle school.

Among the leaders of "early awareness" programs nationally is the New England Regional Office of the College Board in Waltham, Mass. In 1984, the office launched an Early Financial Aid Awareness Project, designed to encourage middle school students and their parents to begin



Students studying in the Margaret Clapp Library at Wellesley.

Unless we lessen high school dropout rates the number of students eligible for college will be even smaller.

financial as well as academic planning for the student's future. According to Burt Batty, project chairman and director of student aid at the University of Maine, even students who will attend vocational schools instead of college need to plan ahead. The project targets low-income and minority youths, who are often discouraged from applying to college because of its high cost.

This fall, the task force will distribute to middle school guidance counselors across New England 75,000 brochures designed to inform parents about the importance of a college education in fulfilling their children's career goals. The brochures also contain information on financial and academic planning and financial aid. A symposium, scheduled to take place later this year, will provide a model for early awareness programs nationwide, Batty says.

One early awareness program geared solely toward the nation's low-income and minority youth is "Access to Postsecondary Education: A Look Into America's Future," developed last year by the National Association of Student Financial Aid Administrators to encourage low-income and minority students in middle and high schools. The project has been targeted for 12 U.S. cities, chosen for their large minority populations and high dropout rates.

In Boston, where the high school dropout rate is 44 percent, the NASFAA project is just getting underway. According to Ann Coles, director of the Higher Education Information Center at the Boston Public Library and chairwoman of Boston's 15-member task force (comprised of middle school guidance counselors, principals and parent coordinators, college admissions and financial aid officers and other education administrators), the group will focus its approach on partnerships between area colleges and middle schools. The task force, Coles says, plans to sponsor college awareness days and weeks in Boston's middle schools.

Also on the agenda is a peer advisor program, in which local high school seniors would advise middle schoolers on planning for college. This program is a spinoff, Coles says, of a program offered at the information center in which more than

1,400 of the city's ninth and 10th graders have received advice on college planning from area college students.

Judy Marty, who chairs NASFAA's minority concerns committee, notes that while society as a whole continues to age, the number of minority and low-income youths continues to rise. Unless efforts are made to lessen increasing high school dropout rates for minority and low-income students, she says, the number of students eligible to attend college in the next decade will be even smaller.

In Connecticut, the responsibility for informing minority youth about higher education opportunities has been placed on the colleges themselves. "They're the ones who are going to be the direct beneficiaries," says Louis Campbell, executive director of the CONNTAC Educational Opportunity Center at Wesleyan University in Middletown, Conn. CONNTAC is an academic and career counseling group that works with the state's low-income and minority high school students and adults.

Connecticut has budgeted more than \$1 million for the state's public colleges and universities next year, to develop programs encouraging black and Hispanic students at middle and high schools to pursue postsecondary education.

Mark Masterson, director of guidance for the Masconomet Regional School District in Topsfield, Mass., may be more concerned than most. Two years ago, after receiving numerous calls from elementary school parents who were concerned about college financing, Masterson hosted what to his knowledge was the first panel on college financing for elementary school parents in the country. A total of 200 parents showed up for the event, which featured a college financial aid director, a higher education loan administrator and a financial planner. The question and answer period following the panel discussion went on for more than an hour.

When Masterson spoke about his work at a College Board meeting in 1985, one parent remarked, "It's a great idea, but why didn't you do it sooner?" □

PEOPLE



College Chiefs Get Pressure From Above and Below

What's it like to be a college or university president these days?

Stephen Joel Trachtenberg, president of the University of Hartford, paints the following picture:

There's pressure from above — "from politicians who have discovered that their assaults on higher education enjoy a lot of support from Americans anxious about the tuition, fees and room and board involved in sending their kids to college."

And there's pressure from below, Trachtenberg adds, "from faculty and staff who regard the president as a miracle worker, and his refusal to control the world economy and the opinions of average Americans as just another example of his sadistic personality . . ."

Despite Trachtenberg's misgivings, which he shared with University of Hartford regents in April, new presidents continue to be named and installed by New England colleges and universities, while others recharge their batteries on sabbatical leave or retire after many years of dedicated service.

Recent appointments include: Elizabeth Coleman, who will move from one non-traditional setting to another this summer when she leaves the New School for Social Research in New York City to become president of *Bennington College* in Vermont. Coleman helped establish the New School's undergraduate arts and sciences college, serving as its first dean from 1978-84.

A University of Wisconsin administrator, Irving H. Buchen, has been named president of *Westfield State College* in Massachusetts. Buchen, vice chancellor for academic affairs at the University of Wisconsin-Stevens Point since 1984, taught for 17 years at Fairleigh Dickinson University in New Jersey.

John D. Hurd, formerly vice president and dean of business operations at Washtenaw Community College in Michigan, has been

named president of *Mohegan Community College* in Norwich, Conn. Before he became an administrator, Hurd taught business at Eastern Michigan University.

After serving as acting president for six months, N. Patricia Yarborough has been named the first woman president in the 97-year history of *Post College* in Waterbury, Conn. She previously headed Waterbury's Mattatuck Community College and was a vice president of Scovill, Inc.

Frank G. Feeley has been promoted from vice president to president of the *Arthur D. Little Management Educational Institute* in Cambridge, Mass. He was manager of the economics and development consulting practice at Arthur D. Little and earlier managed the Massachusetts Health Research Institute.

The president of the University of Iowa, James O. Freedman, has been named the 15th president of *Dartmouth College*. A native of Manchester, N.H., Freedman is a graduate of Harvard College and the Yale Law School. He taught at the University of Pennsylvania for 18 years before being named president of Iowa in 1982.

Richard E. Wylie, vice president, dean and director of institutional planning at Lesley College, has been appointed president of another Massachusetts institution, *Endicott College* in Beverly. Prior to becoming chief academic officer for graduate

and adult programs at Lesley in 1978, Wylie had worked for the U.S. Office of Education, Temple University and the University of Colorado at Denver.

Presidential inaugurations this spring included Gerard T. Indelicato at *Bridgewater State College* in Massachusetts, Barbara Leondar at the *University of Maine, Fort Kent*, and Rabbi Samuel Schafner at *Hebrew College* in Brookline, Mass., New England's only accredited college of Judaic studies.

Indelicato previously served as education advisor to Massachusetts Gov. Michael Dukakis;

Leondar was vice president for academic affairs at Worcester State College in Massachusetts before moving to Fort Kent; and Rabbi Schafner served for more than 10 years as superintendent of the Board of Jewish Education in Chicago.

The presidents of Wellesley College and Boston University are planning sabbatical leaves. Nannerl O. Keohane, president of *Wellesley*, will spend the 1987-88 academic year at the Center for Behavioral Studies at Stanford University, where she will study and write about women and authority.

Meanwhile, *BU* President John R. Silber will take six months off to "read, study, examine and address a wide range of public issues that will affect higher education and the society at large in the next decade." Dean Dale Rogers Marshall will serve as acting president at Wellesley while Provost Jon Westling will act for Silber at *BU*.

Recent presidential retirements include the dean of New England's two-year college chief executives and two former members of the governing board of the New England Board of Higher Education.

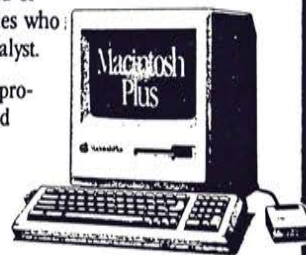
When Robert C. Weller, president of *Mitchell College* in New London, Conn., steps down from his post in September, one of the longest-run-

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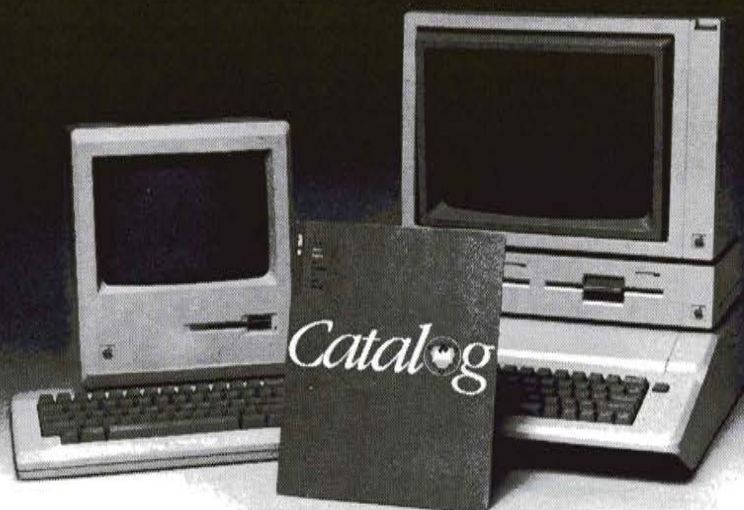
ning presidencies in the history of New England higher education will have come to an end. Weller, who was appointed president of Mitchell in 1951, will have served in the post for 36 of the two-year college's 48-year history.

And the NEBHE governing board lost two stalwart members with the recent retirements of F. Don James as president of *Central Connecticut State University* and James E. Hall as chief executive officer of *Cape Cod Community College*. James had headed CCSU since 1968, while Hall had served as Cape Cod's president since 1972. □



James F. Hall

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Political, economic and international studies programs at Harvard and MIT have new leadership.

Richard L. Thornburgh, former governor of Pennsylvania, is the new director of the Institute of Politics at Harvard's John F. Kennedy School of Government. Thornburgh says one of his goals will be to "encourage more of the next generation of leaders to consider electoral politics as a career and also to make people who are policymakers and planners more aware of the role electoral politics plays in all aspects of government."

At the same time, Marvin Kalb, a diplomatic reporter and moderator of the NBC News program "Meet the Press," has been named the first director of the Barone Center on the Press, Politics and Public Policy at Harvard's Kennedy School. "We have now, in our political process, reached a point where the press, politicians and the formulation of policy have become so intertwined that we are dealing with one large process," Kalb said in describing the nature of his

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new position.

At MIT, meanwhile, both the Sloan School of Management and the Center for International Studies will gain new leaders on July 1.

Lester C. Thurow, a professor and well-known writer on economics, will head the Sloan School, while Myron Weiner, an expert on political change in developing countries, will direct the international studies center.

Thurow says he hopes to improve managerial competence in technology, a frequent theme of his writing on America's loss of competitiveness to foreign businesses.

Weiner is best known for his research on India and his studies of Indian political parties, interest groups and voting behavior. □

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Why Libraries Increase Acquisitions of Foreign Books

In researching NEBHE's new project on the role of New England higher education in a developing global economy, Senior Fellow Sven Groennings discovered that a rapidly growing portion of the material in New England's university libraries is of foreign origin. Connection Associate Editor Ellin Anderson questioned Groennings about the international resources of New England university libraries.

Can you illustrate your findings with specific examples?

Yes, but with the understanding that the following figures are insitutional informed guestimates and probably less precise than the numbers indicate. The proportion of expenditures for foreign acquisitions is: Boston University, 20 percent; Tufts University, 20 percent; Brandeis University, 22 percent; MIT and UMass-Amherst each nearly 25 percent; Clark University, 26 percent, and Yale University, 50 percent. The annual expense of foreign purchases is considerable, Yale's alone approaching \$2.5 million.

Harvard has provided a different measure: The Harvard College Library, consisting of all the arts and sciences libraries (including Widener Library but not the professional school libraries), in 1984-85 purchased 79 percent of its titles outside the United States.

Do these figures include both books and journals?

Yes. Budgets for foreign serials and periodicals tend to be larger than budgets for monographs. For example, the University of Hartford, which has a library of 350,000 volumes, spends about 20 to 25 percent of its periodicals budget abroad, but maybe only 5 to 10 percent of its monograph budget abroad. This is a somewhat typical pattern. I might add that whenever overall budgets are tight, libraries tend to avoid discontinuities, and so are somewhat inclined to continue buying journals rather than books.

You feel that buying publications abroad is important for our intellectual leadership. Why is overseas purchasing essential?

There are several reasons. The first is virtually definitional: It is the function of universities to probe and teach about the universe of phenomena and ideas. Theory, method and the academic disciplines transcend national boundaries. Also, the production of social science and historical literature produced abroad has been increasing at a rapid pace, perhaps for two basic reasons:

- One is that the number of countries producing literature of all kinds has increased dramatically; this is a result of decolonization, the creation of new countries, and the investment of these countries in higher education and the advancement of their own cultures and literatures.
- The other reason for expansion is that the social sciences have become worldwide, so that theories and hypotheses developed in some countries are tested in others, and interest in such research becomes transnational. Overall, there has been an explosive expansion in the number of foreign books and journals, many of them important to our understanding of other peoples and countries.

A third basic point concerns science. A quarter-century ago, two-thirds of the world's science was American, whereas now, in partial reversion to the pre-World War II pattern, two-thirds is carried out abroad. American libraries need to keep up with this change in order to enable our scientists to be knowledgeable about developments in their own fields, and to ensure that our science will be more than parochial. This is essential for the international competitiveness of the American economy. In this regard I would like to point out that Congress has passed and President Reagan has signed into law the Japanese Technical Literature Act, which authorizes the expenditure of funds to improve the "availability of Japanese

The foreign share of library acquisitions will increase in years ahead.

science and engineering literature in the United States."

Initially, why did you make inquiring about libraries part of your project?

Because libraries provide essential resources for faculty and programmatic activity, as well as cutting-edge intellectual leadership in a global era. Therefore, our review of capacities and change along the international dimension of our colleges and universities would be fundamentally incomplete if we were to focus only on curriculum, research and service activities.

Isn't it managerially complicated to buy materials abroad, especially when one deals with payments in foreign currencies?

Yes, and there are different kinds of ways of dealing with that problem. Some universities or groups of institutions have buyers abroad and long-term accounts. With regard to serials, the world's largest purchasing agent is Faxon, located in Dedham, Mass. Faxon serves 30,000 libraries worldwide, including 120 of the 121 U.S. libraries having holdings exceeding one million volumes; it is the world's largest source of orders of scientific, technological and medical journals and seri-

als. Faxon collects approximately \$300 million per year, about \$25 million of which is international business.

I'm fascinated, incidentally, that Faxon was long known as the Boston Book Company and as such has an ancestry that goes back more than a century. It is a sign of the times that this firm now utilizes high-tech processing in support of global operations.

Are you willing to make any predictions?

I think it's probable that the foreign share of our libraries' acquisitions will increase in the years ahead. Also, as the dollar now buys less abroad than it did two years ago, we are experiencing a sharp increase in expenses that is likely to continue. This has profound implications for library management. Additionally, it is predictable that the acquisition of Asian materials will increase, and indeed this is happening at some New England libraries.

Do you foresee problems?

We often overlook the fact that libraries face two kinds of dilemmas. First, when the dollar's value against other currencies declines and buys less, some kinds of purchases must be discon-

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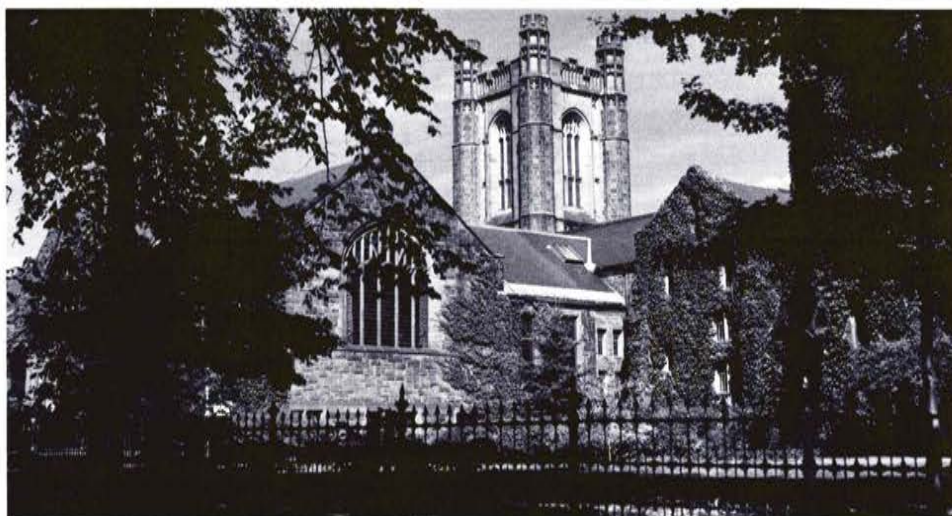
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tinued unless the overall budget grows in a compensatory manner. This means that decision criteria have to be developed and difficult choices must be made. Secondly, there are limits to storage. Both of these considerations lead us to thinking about inter-institutional cooperation, especially with regard to materials that are likely to become obsolete quickly or to have few readers.

Isn't it common practice for academic institutions and public libraries to share library resources now?

Yes. For example, all libraries in Vermont are linked in a way that permits a variety of needs to be met within a wider system. Requests from any library are communicated through an electronic mail system, EasyLink, to regional libraries within the state. If the request is not met at that level, it moves to the statewide level within the Vermont Resource Sharing Network, which the Vermont Department of Libraries oversees.

If it is necessary to elevate the request beyond Vermont, the request goes to the On-Line Computer Library Center, Inc., which is based in Columbus, Ohio, and is developing a growing capability to make a search worldwide. Normally, the inter-library loan is next made by the nearest library having the item requested. Requests for foreign materials can be handled in this way and usually can be met within two weeks.

Yet of course some institutions need to have specialized materials to meet their own user needs and those institutions also have the function of meeting the needs of less specialized libraries by lending materials to them.

That's right. Fundamentally, need is a function of institutional mission. Community libraries generally do not need to make foreign purchases,

except to buy such standard journals as *The Economist*, as they serve a general audience. Indeed, their budgets don't stretch beyond American publications. Individuals, as I have illustrated by reference to the Vermont system, may utilize the wider system to obtain foreign materials, but they can't browse and the materials are not immediately available.

By way of contrast, it is essential to the function of intellectual, creative leadership that the region's major state universities and its private "national" universities, which are indeed international universities, make extensive purchases abroad. There are also, I hasten to add, significant special collections at some of the region's liberal arts colleges — in support of outstanding programs in foreign language instruction, for example.

Would you like to offer any concluding perspective?

I would point out that New England's library resources are a major asset in attracting talented people from all over the world to our academic institutions, enabling them to be at the cutting edges of their fields. These resources are increasingly important aspects of New England's comparative advantage at a time when New England products and services are knowledge-intensive, producing innovative technological goods in direct competition globally, and providing sophisticated professional services internationally.

Clearly, we are in an era in which knowledge about what is happening in other parts of the world and why is becoming increasingly important to us. Thus, as we survey the internationalization of New England's economy and consider its implications for higher education, it is important not to overlook the pertinence of our libraries.

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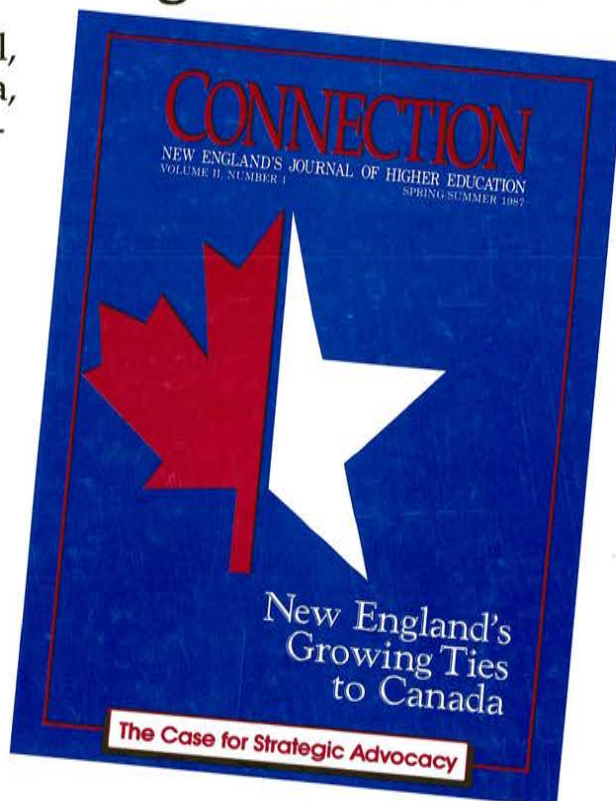
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