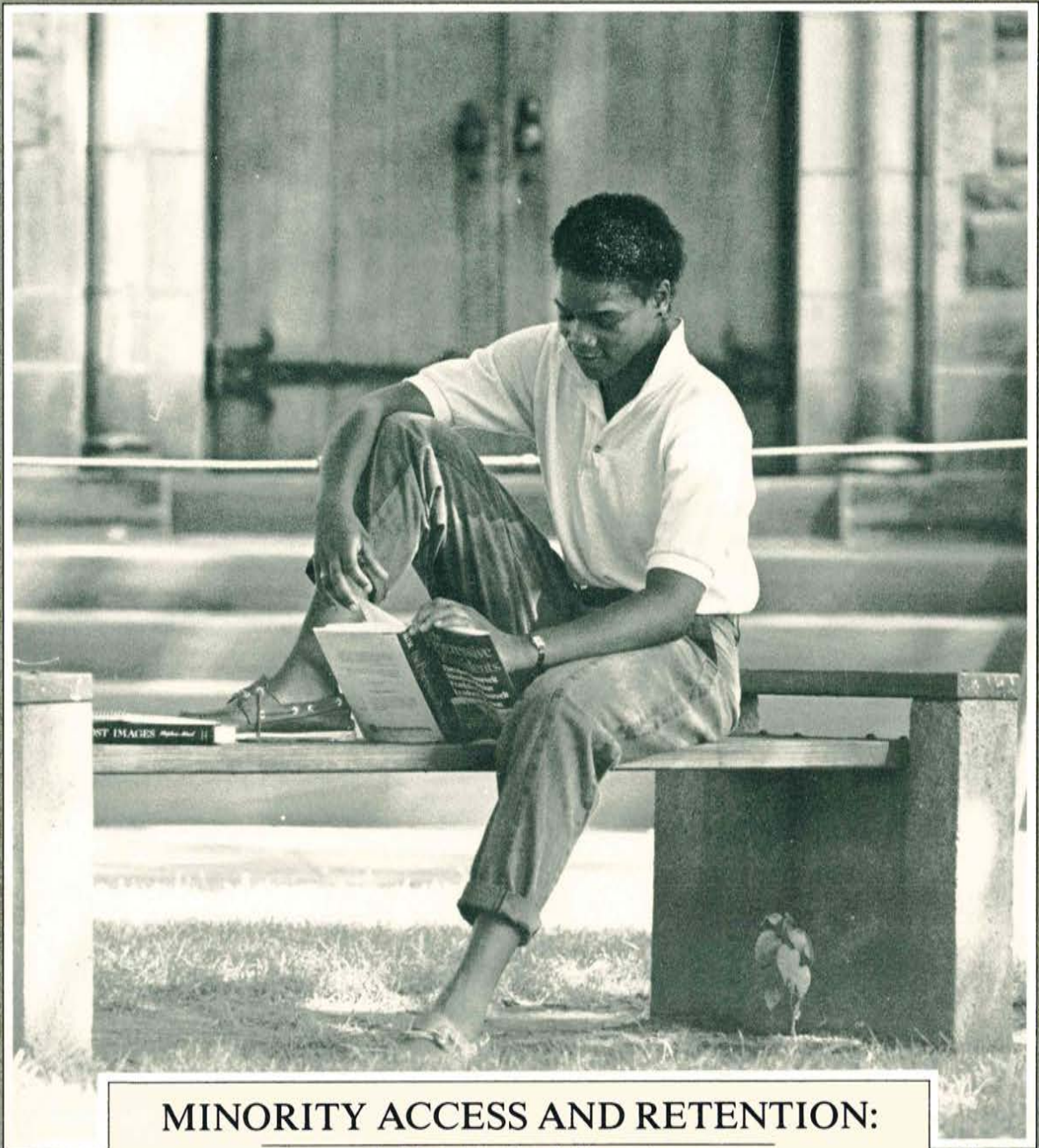


# CONNECTION

NEW ENGLAND'S JOURNAL  
OF HIGHER EDUCATION AND ECONOMIC DEVELOPMENT

VOLUME III, NUMBER 2

SUMMER 1988



## MINORITY ACCESS AND RETENTION:

*A New England Necessity*

*Also:*

— *Gordon A. Haaland on International Awareness* —  
— *Planning New England's Energy Future* —



At Massachusetts,  
we've found one  
path to progress  
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# CONNECTION

NEW ENGLAND'S JOURNAL  
OF HIGHER EDUCATION AND ECONOMIC DEVELOPMENT

*Connection: New England's Journal of Higher Education and Economic Development* is published quarterly by the New England Board of Higher Education, 45 Temple Place, Boston, Mass. 02111. Phone: (617) 357-9620. Vol. III, No. 2 Summer 1988. Copyright © 1988 by the New England Board of Higher Education.

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Subscription information: \$12 per year (4 issues); \$5.00 per issue. Printed by Wellesley Press, Framingham, Mass. Advertising rates available upon request.

#### The New England Board of Higher Education

was established as a nonprofit 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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## EDITOR'S MEMO

In our Summer 1988 issue, *Connection* reviews the ongoing work of NEBHE's Task Force on Minority Student Enrollment and Retention in New England. Task Force members, appointed by NEBHE President John C. Hoy, have examined the issue of Black and Hispanic enrollment and retention in New England higher education since the fall of 1986. One motivating factor for the Task Force has been the feeling that recent national reports on minority access to higher education do not address issues unique to New England. Foremost on the minds of Task Force members as their efforts are brought to closure are the drastic social and economic consequences the region must face should we continue to neglect the educational aspirations of minorities—the fastest-growing resident segment of New England's population.

The final report of the Task Force, to be released later this fall, will include the most recent U.S. Department of Education statistics on minority higher-education enrollment, released since *Connection* went to press. Addressed to leaders of business, state government and education in New England, the report will carry a message of enlightened self-interest: If the region's leadership fails to take steps to ensure the academic, career and professional contributions of minority citizens, leaving them increasingly outside the economic mainstream, this region will be unable to meet rising skilled-labor shortages. Further neglect will decrease New England's ability to compete, both at home and abroad.

The NEBHE Task Force is comprised of higher-education professionals, the majority of whom are members of minority groups. Task Force co-chairs are Peter Rosa, director of governmental relations for the Connecticut State University System; and Edgar E. Smith, vice president of academic affairs for the University of Massachusetts System. In feature articles, Smith describes how campus racism and the perpetuation of negative self-image undermines the chances even of those minority students

who do go on to higher education, and Rosa underlines "the pragmatic necessity" of minority access, "because business and government cannot tolerate the waste of human capital." Summing up the concerns of the other Task Force members, James M. Wilson III, senior project analyst at UMass-Amherst MISER, the Massachusetts Institute for Economic Research, warns of how potential polarization of the economy into high-tech and no-tech jobs will, for some, "present a powerful argument for maintaining the status quo."

Other members of the Task Force have contributed to this issue, writing with personal insight on the issues that engage their strongest sentiments. In addition, Massachusetts Higher Education Chancellor Franklyn G. Jenifer writes that in the course of the past two centuries, "the institutional fabric of higher education" has worked to the direct disadvantage of minority groups. He stresses the need "to create real institutional change." NEBHE's forthcoming report will emphasize the need to actively create regional change, to set up a working plan to this end and to monitor progress on a consistent basis.

In *Connection's* new "International" department, University of New Hampshire President Gordon A. Haaland, recently elected chairman of NEBHE, describes the goal of creating global awareness as a major responsibility of the modern university. Also in this issue, *Connection* profiles New England's three women higher-education commissioners, describing the paths they followed to reach their present positions, and the challenges they face in the field of higher-education administration, still predominantly a male domain.

Our cover photo, taken at Trinity College in Hartford, Conn., is of Hartford resident Tara Allen, Class of 1991.

As always, your reactions to the material presented in *Connection* are welcome. □

Charlotte Stratton is managing editor of *Connection*.



**N.E. GOVERNORS' CONFERENCE CHAIR BRIEFED ON NEBHE BIOMED REPORT**

Leadership." The report spells out how New England can capitalize on its international leadership in biomedical research by developing the nation's most hospitable environment for biomedical firms. DiPrete, a Republican, expressed confidence that the New England governors will heed the recommendations of the NEBHE commission in the months ahead. Copies of the report may be ordered by using the form provided in *Connection*.

**NEW HAZARDOUS-WASTE MANAGEMENT PROGRAM AT TUFTS**

Headlines during the past year have outlined a series of alarming environmental hazards: the "Greenhouse Effect," the depletion of the earth's ozone layer, medical waste washing up on beaches as far north as Newburyport, Mass. and the devastation caused by acid rain. When an electrical failure at a sewage-treatment plant sent raw sewage gushing into New York harbor, resulting in the closure of area beaches, New York City Health Commissioner Dr. Stephen C. Joseph commented: "I do believe this period of the 1980s will be remembered as the time the planet struck back."

New England colleges and universities are striking back against threats to the environment with the introduction of several programs that are regional, national and international in scope. Starting this fall, Tufts University will offer a new interdisciplinary graduate program in hazardous-materials management for professionals and full-time students. The M.S. program will focus on environmental health, science, policy and technology issues. "We've received a lot of support from industry because there's no other program like this in the country right now. It's hard to find good people aware of the issues surrounding current policy, technology and research," says Gene Black, associate director of Tufts' Center for Environmental Management, which is helping to organize the program.

**UMASS-AMHERST ACID RAIN PROJECT FOREMOST IN U.S.**

Massachusetts is far ahead of the rest of the nation in understanding acid rain, thanks to work conducted by the Acid Rain Monitoring Project at the University of Massachusetts-Amherst. Information collected and analyzed by university personnel and some 1,000 volunteers has produced a base from which the Commonwealth has enacted the most stringent and progressive acid-rain legislation in the United States. ARM has determined that 6 percent of Massachusetts' lakes and streams are unable to sustain plant and animal life, while 64 percent have been rendered unable to neutralize acid-rain deposits.

**DARTMOUTH/SOVIET ENVIRONMENTAL STUDIES EXCHANGE**

This summer, 16 Soviet undergraduates are spending eight weeks at Dartmouth College in Hanover, N.H., as part of an exchange program focusing on environmental studies. Besides attending regular courses in environmental studies, biology, geography and English during the summer term, the Soviet students will visit environmentally important sites around the Northeast, including Dartmouth's acid-rain monitoring station at Mount Moosilauke in northern New Hampshire. This spring, 16 U.S. students attended Moscow State University through the program, which is the only undergraduate exchange of its kind between the two nations.

**MASS. INDEPENDENT COLLEGES A KEY TO ECONOMY**

According to a report released in June by the Association of Independent Colleges and Universities in Massachusetts, independent institutions in the Bay State created \$8.15 billion in direct and indirect spending in 1987, making them one of the top contributors to the Commonwealth's economy. The report also states that private higher education in Massachusetts creates nearly 200,000 on- and off-campus jobs yearly, comparable to the number generated by the state's construction industry.

**COAST GUARD IS ACTIVELY SEEKING APPLICANTS**

The U.S. Coast Guard Recruiting Office in Portsmouth, N.H., reports that despite the recent round of federal budget cuts, the Coast Guard is actively seeking qualified men and women to support its law enforcement, environmental protection and search-and-rescue missions. While recruiters in New England have actively offered career opportunities, the recent attention focusing on personnel cuts has given the false impression that the Coast Guard has closed its doors to new recruits. The result has been an overall slow-down in the number of inquiries made at recruiting offices throughout New England.



### NEW CLINICAL LAB-SCIENCES GRAD PROGRAM AT URI

To meet southern New England's growing need for full-time medical technicians with graduate training, the University of Rhode Island will offer a new program leading to an M.S. degree in clinical laboratory sciences beginning this fall. Demand for graduate-level programs has reached a critical stage because of the increasing importance of rapid and accurate diagnostic procedures, and greater use of health-care services by growing numbers of elderly patients. The program is designed for the working professional, with courses held in the afternoon and evening.

### CONN. OPTICIANS, MIDDLESEX TEAM UP ON EYECARE PROGRAM

Middlesex Community College of Middletown has developed a new ophthalmic design and dispensing program in cooperation with the Connecticut Opticians Association, and with the technical assistance of area opticians. The program will prepare students to take the American Board of Opticianry Competency Examination, the National Contact Lens Registry Examination and the Connecticut Practical Examination. While there is heavy demand in opticianry for trained contact-lens technicians, there is currently no single instructional program in Connecticut offering training in the fitting and maintenance of contact lenses.

### NORTHEAST KINGDOM DEVELOPMENT CENTER FOUNDED IN VERMONT

With a \$50,000 grant from the Vermont Agency of Development and Community Affairs, the Northeast Kingdom Center for Economic Development has been established at Lyndon State College. The purpose of the center is to market the Northeast Kingdom with the help of existing economic-development agencies, and to design and conduct programs on a statewide basis to train economic-development specialists. The center will build a data base on communities in the Northeast Kingdom that can support new or expanded businesses and industries. James D. Barhydt, a senior public-affairs specialist with the Du Pont Co. in Wilmington, Del., has been appointed director of the center.

### UNIQUE MASTER'S PROGRAM AT MAINE MARITIME

Maine Maritime Academy's graduate studies program, the only graduate program of its kind worldwide, draws students from around the globe. The program offers courses in human-resources management, management-information systems and the political environment of shipping, through MMA's Department of Graduate Studies. Classes are offered in monthly modules from May through November, letting students carry out their professional responsibilities while mastering a broad range of functional and managerial skills. The program leads to a master's degree in maritime management.

### MATTATUCK OFFERS NEW RESPIRATORY CARE TECH PROGRAM

In cooperation with St. Mary's Hospital and Waterbury Hospital, Mattatuck Community College will offer a certificate program for respiratory care technicians beginning this fall. The program will remedy a shortage of trained respiratory technicians felt by hospital respiratory-care departments and medical-equipment and home-care companies. Thirty semester hours of classroom and clinical work will prepare students to administer medical gases and deliver medications directly to the lungs, under the supervision of a physician.

### MAJOR GIFT MADE TO U-NEW HAVEN ENGINEERING FUND

The Hewlett-Packard Co. has made a gift of \$250,000 in equipment to the University of New Haven's \$2-million Fund for Engineering. The gift will provide University of New Haven students with the most modern facilities available for microprocessor and digital programs, fiber-optic communications and communications-and-control systems. In announcing the gift, Frank P. Carruba, director of Hewlett-Packard's Palo Alto laboratories, said: "It's important for industry to focus a portion of its philanthropy on regional universities as well as on national institutions. Much of the good research and academic excellence comes from our second-tier universities, and, for the most part, goes unnoticed."



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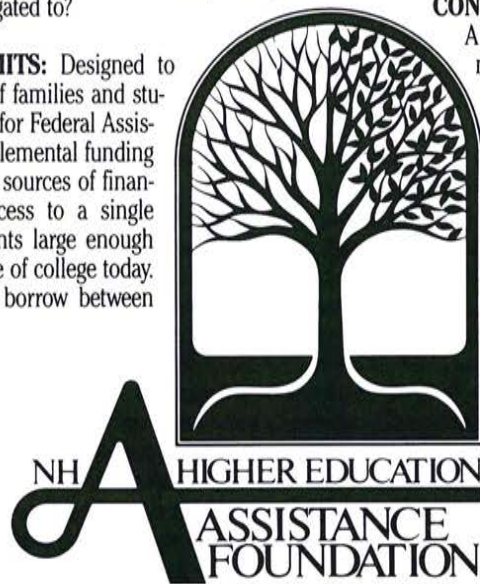
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# NEEDED: THE NEXT "EDUCATION PRESIDENT"

JOHN C. HOY

In this election year of 1988 we approach the 25th anniversary of America's "winter of discontent," tragically symbolized by the assassination of John F. Kennedy. JFK had tried and failed on three occasions to move Congress to act on significant education-reform bills. On each occasion, congressional hostility on the issue of desegregation derailed the president's efforts.

Upon Kennedy's death, the nation's grief drew forth Lyndon Baines Johnson's determination to reclaim JFK's frustrated efforts and make education an unprecedented presidential priority. Passage of the Education Amendments of 1965 stands as perhaps the nation's clearest and most farsighted testament to the legacy of both presidents, reminding us that it is not enough for presidential candidates to state that they wish to be known as an "education president." The "education president" must not only have vision and commitment

but a program. Effective educational reform, equal opportunity, student financial assistance and science and technology policy are readily as complex and demanding as Pentagon purchasing reform, nuclear regulation or Middle Eastern diplomacy. Make no mistake about it: The politics of national human-resource policy are tough, hard-hitting politics, politics that demand vigorous and knowledgeable leadership.

The polls consistently reveal that the American people place the highest value on education among all public-policy priorities. Yet the nation still lags far behind where it might have been in providing equal access and opportunity to the young people of America. While reforms have been undertaken and billions of dollars spent, no occupant of the White House since LBJ has deserved to be called an "education president." That title must be earned the hard way: by leading Congress and the American people to act on commitment to education.

No example reveals more poignantly the impoverishment of national education policy than the condition of minority children in the United States. Following 20 years of tentative progress, the facts uncover a deepening pattern of waste and neglect of Black, Hispanic, and, more recently, Southeast-Asian immigrant children. The cities of New England mirror the national dilemma of

teacher flight, diffident reform, overburdened schools and insufficient funding. Surrounded by New England's 270 colleges and universities, each representing the opportunity that is still just out of their reach, Black and Hispanic urban communities need help, need it now and need it consistently.

The chart below reveals insufficient progress in Black and Hispanic higher-education enrollments over a period of 10 years, 1976 to 1986. The percentage of U.S. higher-education enrollment that is Black fell one-tenth of one percent between 1984 and 1986; New England's Black enrollment rose two-tenths of one percent. Nationally, Hispanic higher-education enrollment rose from 4.2 percent in 1984 to 5 percent in 1986, and in New England from 1.6 to 2 percent.

Will this region's and the nation's performance improve following the inauguration of the next president? For the first time in a quarter of a century, the debate on reauthorization of the 1965 Education Amendments promises to provide a glaring opportunity for reaffirmation. That document is the best reading available to the candidates on the role of education in a democracy: far more than a dusty federal publication, it remains the eloquent law of the land. □

John C. Hoy is president of NEBHE and publisher of *Connection*.

## BLACK ENROLLMENTS IN HIGHER EDUCATION

	1976	1978	1980	1982	1984	1986	(% of Blacks In Population 1980 Census)
National	9.4%	9.4%	9.2%	8.9%	8.5%	8.4%	(11.7)
New England	3.4%	3.5%	3.4%	3.2%	3.2%	3.4%	(3.8)

## HISPANIC ENROLLMENTS IN HIGHER EDUCATION

	1976	1978	1980	1982	1984	1986	(% of Hispanics In Population 1980 Census)
National	3.5%	3.7%	3.9%	4.2%	4.2%	5.0%	(6.4%)
New England	1.0%	1.2%	1.3%	1.5%	1.6%	2.0%	(2.3%)



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- \* Hard Disks 20, 40, 80
- \* 2MB Memory Expansion Kit
- Expansion Slot

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- 12" monochrome monitor
- \* 13" color monitor
- desktop bus mouse
- \* Internal Hard Disks 20, 40, 80 plus external, plus internal 800K
- \* 1MB & 2MB Memory Expansion Kit
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## BREAKING NEW GROUND:

### Three New England Higher-Education Commissioners Make History

ELLIN ANDERSON

Only 10 state higher-education executive officers in the United States are women. Of these, three oversee the higher-education systems of New England states. Coincidence? Or is it something about the region?

In terms of progressiveness in the accessibility of state government to women, James Mingle, executive director of SHEEO, a national organization of state higher-education executive officers based in Denver, Colo., rates the New England and western regions above the rest.

"I don't want to point any fingers at other regions, but if you look at some of the regions where there have been no female governors, there are few female SHEEOs," he says. "I don't think that's accidental."

His view is shared by Rhode Island Education Commissioner **Eleanor M. McMahon**. "Historically, New England has been in the forefront in areas of equity and affirmative action. That's a reasonable conclusion from the data," she says.

"From my own perspective, in the state of New Hampshire, there are many more women legislators than I have seen in other states," says **Claire A. Van Ummersen**, chancellor of the University System of New Hampshire. "I think that has made it somewhat easier, certainly for me, in dealing with the legislature, to have women in important positions."

**Norma Foreman Glasgow**, Connecticut commissioner of higher education, is more skeptical. "I think it's an interesting observation, and may have some validity, but when one looks at the variety of states that

have chosen women SHEEOs, the relationship to female governors is difficult to establish. Choice may be more related to the openness of search committee members to recognize that women can be accepted and effective as leaders."

As negotiators between education and government, higher-education CEOs must have excellent diplomatic skills. "The survivability of these jobs is very, very tough," Mingle continues. "People do not last long, because of the political nature of their jobs. The turnover among members of our organization is extraordinary. If you're in your job three or four years you've got seniority in SHEEO."

Van Ummersen has held her position since 1986; McMahon, since 1982; and Glasgow, since 1981. They are highly respected by their predominantly male counterparts, not merely because they are women, but because of their intelligence, accomplishments and political acumen. All three are the first women higher-education CEOs in their respective states.

Donna L. Shavlik, director of the American Council on Education's Office of Women in Higher Education, voices her admiration for the three women. "I certainly

PHOTOS ABOVE READING LEFT TO RIGHT:

Eleanor M. McMahon, commissioner, Rhode Island Board of Governors for Higher Education.

Claire A. Van Ummersen, chancellor, University System of New Hampshire.

Norma Foreman Glasgow, commissioner, Connecticut Board of Governors for Higher Education.



think that they're strong, and do an excellent job," she says. "They are very knowledgeable about their states, what needs to be done for higher education and what they need to do in order to facilitate that process."

James Mingle agrees: "These women in New England are as tough as any around."

### Weighty responsibilities

The Rhode Island Board of Governors for Higher Education, of which Eleanor M. McMahon is CEO, sets and maintains state higher-education policy and oversees the state's three public postsecondary institutions. Previously, McMahon was provost and vice president for academic affairs at Rhode Island College, and prior to that, dean of RIC's School of Education and Human Development. McMahon received a B.S. in business administration and economics from the College of St. Elizabeth in New Jersey, an M.A. in educational measurement and economics from Brown University and an Ed.D. in early childhood education from Harvard University.

As chancellor and chief executive officer of the University System of New Hampshire, Claire A. Van Ummersen oversees the efforts of a 25-member board of trustees and the presidents of the state's four major institutions, as well as state government and other education, business and industrial leaders, to provide New Hampshire with a well-coordinated public higher-education system. As part of her responsibility for leadership in the academic, financial and long-range planning and development areas, Van Ummersen is introducing strategic planning, on both a system-wide and a campus basis, to the University System, and is leading a variety of efforts to build bridges between the campuses and the larger New Hampshire community.

Previously, Van Ummersen held executive positions on the Massachusetts Board of Regents of Higher Education, serving first as associate vice chancellor for academic affairs and then as vice chancellor for management systems and telecommunications. A professor of biology and researcher, she has also held several administrative positions at the University of Massachusetts at Boston, including service as interim chancellor in 1978-79. Van Ummersen earned B.S., M.S. and Ph.D. degrees in biology at Tufts University.

Norma Foreman Glasgow serves as chief executive officer for the Connecticut Board of Governors for Higher Education, which sets public higher-education policy, develops systemwide operating and capital budget requests, licenses and accredits public and independent programs and administers state financial aid programs. Glasgow also heads the state Department of Higher Education, the board's administrative arm.

Before becoming Connecticut commissioner, Glasgow was assistant commissioner for senior colleges and universities for the Texas Higher Education Coordinating Board. Prior to that, she taught at both the high school and college levels, and coordinated the production of national magazines and other commercial print-

ing jobs. She received a bachelor's degree from Southwestern State College in Oklahoma, a master's degree from the University of Southern California at Los Angeles, both in education; and a Ph.D. in communications from the University of Texas at Austin.

McMahon believes that women who are breaking ground have a special opportunity to pave the way for others: "Those who are in positions of leadership, particularly when they are the first, have a particular responsibility to perform well because there is a tendency to judge other women by the performance of those who are in the 'advance group,'" she says. "That's part of our responsibility to other women."

### Progress for women

All three commissioners believe that the presence of 10 women SHEEOs today as opposed to none in 1980 signals an acceptance of the ability and competence of women in leadership positions. Van Ummersen comments that, in her opinion, up until now the private sector has been more responsive to accepting and promoting women in academic and administrative positions than the public sector. "However, my sense of the last several years has been that the public sector has been much better in terms of acceptance of women," she says.

Citing professional qualifications "in terms of academic background and experience" as the reason for her rise to the position of chancellor, Van Ummersen questions the existence of a "gender barrier." McMahon, on the other hand, feels that her situation is the result, at least in part, of her home background. "I grew up in a family of five, of which four were boys, and my parents had equivalent expectations of all of us in terms of education," she says, also citing "a good educational background and broad professional experience." Glasgow feels that competence and confidence are key to a leadership appointment. "A basic question of search committees is whether women can function effectively in traditionally male-dominated settings. Can they make tough decisions and take the heat? Overcoming these stereotypical concerns is easier today, but, unfortunately, they still exist."

The catch phrases "mentor" and "role model" did not exist when McMahon, Van Ummersen and Glasgow embarked on their careers. Yet there were influential figures in their lives, both men and women, who provided encouragement, guidance and direction.

McMahon recalls that in attending a Catholic girls' high school and women's college, she was exposed to many women in leadership roles. Thanks to her experiences, McMahon says, she can appreciate current arguments in favor of women's colleges, and comments: "There are opportunities I had in that situation for leadership that I probably would not have had, at that point in time, in a coed institution."

As a young scientist at Tufts University, Van Ummersen did not have comparable numbers of female role models, but did come in contact with several fe-

As negotiators between education and government, higher-education CEOs must have excellent diplomatic skills.



male professors in Tufts University's biology department. More significantly, Katherine Jeffers, then the dean of Jackson College (the women's college within the university), was not only a successful administrator but also a biologist. "But it isn't just the women that become the contact point, it's also the men who are willing to be supportive," Van Ummersen states. "Several male professors were supportive of me, and were very important in terms of my moving on to advanced degree work."

Glasgow singles out her father among the various people who exerted a strong influence on her as a young woman. "We had an excellent relationship. And growing up on a farm, there are no "girl" and "boy" chores, you just "do" where help is needed. I also was fortunate to do some of my doctoral research in the White House Press Office of Lady Bird Johnson—a real 'steel magnolia' and a true leader in her own right." Glasgow commented that sometimes fate takes the role of a mentor. "Becoming a widow with two young children on a farm teaches one quickly about self-reliance and management of total responsibilities—traditionally considered male obligations."

All three commissioners can appreciate the special environment provided by a women's college. Van Ummersen comments: "The studies show that women who have attended women's colleges have certainly advanced into executive positions in a greater percentage than those coming out of coed institutions. My sense is that those colleges have not only nurtured women, but have provided them with support networks that have been very important in their development."

Glasgow explains that while neither she nor her daughter chose single-sex education, "I believe in options, diversity and choice. I think there are those who feel they would flourish in that setting, and that is an option I would encourage to continue to be made available to those who wish to make use of it."

### **Networks are crucial**

The commissioners stress the importance of networks, both formal and informal, in career advancement. Each has become involved in organizations for women in higher education in their respective states. While national and statewide women's organizations exist, it is clear that the valuable support of male colleagues is both available and necessary.

When Van Ummersen became interim chancellor of the University of Massachusetts at Boston, she found that many women in the administration of independent colleges and universities were involved with the American Council on Education's National Identification Program for the Advancement of Women in Higher Education Administration. "One of the things I did when I was interim chancellor at UMass/Boston was to expand that network to include the public higher-education institutions in the state," she relates.

The program brings women who are ready to move up in higher-education administration into contact with individuals throughout the United States who are in a position to hire, or who know people within the system who can serve as a mentor, recommend or nominate. Today, Van Ummersen is active in the program, working with women who feel that they are ready to make a move. "I serve as someone to whom

they can come for advice and counsel, and I'm available when they need help," she says.

In Rhode Island, McMahon was a founding member of an organization called "WE," Women Educators, whose purpose is to make administrative opportunities visible to women, encourage them and help them move up "through the ranks." Glasgow relates that as a young widow with two children and a full-time job, "there really was not much time for voluntary organizations," but as her children grew older, she too became associated with ACE-NIP and helped found a Texas chapter, and actively supports Connecticut Women in Higher Education Administration.

All three commissioners are married; while McMahon has no children, Van Ummersen and Glasgow have two each. Families have offered them welcome support and a respite from the pressures of their positions.

Van Ummersen credits her family with being "a very real support, a point of reality that you can return to when things are very tough." McMahon's husband is an attorney, and she values the insight and perspective provided by someone from another profession. Glasgow's husband, a semi-retired realtor, urged her to accept the Connecticut position and left the day-to-day concerns of his business with his son in Austin, Texas to make the relocation possible. "He devotes much of his time to being a wonderful support for me," she says. "In terms of meeting the lengthy schedules, he's very understanding, and we share household responsibilities."

Clearly, higher education played a major role in the lives of the three commissioners, providing a solid foundation for their later professional activities. All three described the sometimes indirect route their careers took in reaching their present positions.

"My career started off on one path and took a very different direction as soon as I entered administration," says Van Ummersen. "I started out as a research scientist and did that for almost 15 years. If I had any career goal in mind it was to be a successful research biologist. I never thought that I would end up where I am today. One has to be open to opportunity."

Along with most of her contemporaries, McMahon did not plan a career. She saw higher education as something that helped one develop intellectually, and a career as "something one did usually until one married," she says. "Now, young women have to have more clear-cut career objectives because most of them are in fact going to have careers."

When Glasgow entered the workforce, career choices for most women were limited to teaching, nursing or secretarial work. She gained access to the business world through the secretarial route, quickly advancing to management.

"I was inquisitive, I wanted to learn, I reached out for opportunities," she says. Later, after entering teaching and completing her doctorate, she found state higher-education coordination "almost perfect" for her experiences in teaching, management and communications.

### **Lack of role models is self-perpetuating**

According to a 1987 report by ACE's Office of Women in Higher Education, "The New Agenda of Women for Higher Education," while 52 percent of all



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postsecondary-level students are women, only 27 percent of total faculty and only 10 percent of all full professors are women; and women make up only 10 percent of all college and university presidents, about 8 percent of whom are women of color. New England fares somewhat better than the nation, with 17 percent of its colleges headed by women.

What are the probable consequences of the underrepresentation of women, and of minorities, as higher-education professionals? The commissioners agree that these statistics reflect both a tragic waste of talent and a shortage of role models for young women and members of minority groups, which will have serious consequences for the future. "The underrepresentation could become self-perpetuating," McMahon says concisely. At the same time, she remains optimistic: "I think that we're going to see increasing proportions of women in those positions. If you look at the percentage of women in virtually every program where they were previously either absent or significantly underrepresented, their numbers are increasing."

Each commissioner feels a personal commitment to creating opportunities for women in higher-education administration; to increasing educational access for disadvantaged women; and to increasing opportunities for minorities. As state higher-education CEOs, with statewide authority for public higher education, they are in a position to encourage participation in all areas of higher education among currently underrepresented groups.

Donna Shavlik of ACE agrees: "I do think they can set the tone. I do think they can raise the right ques-

tions, encourage the presidents to speak about the issues, and set the climate just by their own example for women's leadership in the states. And to keep the idea that the women's agenda is not yet completed."

The June 1987 "Workforce 2000" report of the U.S. Department of Labor notes that between 1985 and the end of this century, only 15 percent of those entering the workforce will be white males, and minorities will make up 29 percent of all new workers between now and the year 2000. The commissioners share the opinion that in addition to the ethical imperative of providing opportunities to those who have been underrepresented, equally important is supporting the labor-force needs of the economy, especially in the face of the labor shortages created by the region's economic resurgence.

In New Hampshire, Van Ummersen has worked to make the higher-education community aware of this need, both at the campus and the trustee level. "It's very important that we all share that commitment, because as we move forward into the future, both women and minorities are going to form an important part of our workforce," she says.

McMahon comments: "In Rhode Island, we have just completed an analysis of minority enrollment in our institutions of higher education. In April, our Board of Governors unanimously approved a series of recommendations designed to enhance the representation of minorities and disadvantaged in our postsecondary institutions."

Glasgow cites minority participation as one of the major goals she has set for the Connecticut state higher-

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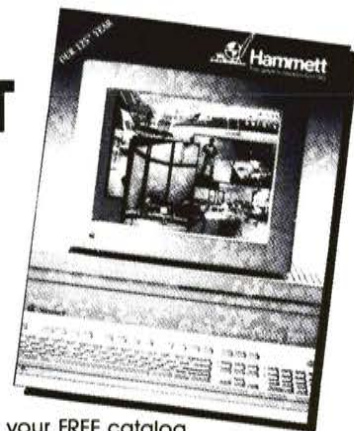
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education system: "Connecticut now has a model statewide plan in place for recruiting and retaining minority students and staff. Since 1984, minority student numbers have risen 11 percent. Black and Hispanic faculty at our public colleges have increased 38 percent since 1985. There is more to be done, but our system is becoming more accessible."

While none of the commissioners have experienced blatant gender-based discrimination in the course of their careers, Glasgow describes running into a problem that is subtler and more pervasive: "Rather than overt prejudice, there is a tendency towards protectionism, as one might call it— 'You don't really want that, because they're really going to cut people up in there, that's going to be too tough, it's going to be too unpleasant,'" she says. While acknowledging that this apparent concern may be well-motivated, Glasgow feels that "it can mask bias."

Van Ummersen does not believe that it is "helpful to dwell on" the issue of discrimination, but offers this advice: "When you meet it, try to deal very honestly with it, and to help the person with the problem get over it."

There is evidence that many decision-makers in higher education are biased. In March, ACE reported the disheartening news that the rate at which women are being appointed as college and university presidents has slowed since 1984. Moreover, according to ACE's "New Agenda of Women," while the past two decades have seen major changes for women, "they do not serve in significant numbers in top federal, state or local policy-making roles. There has not been sufficient

change within institutional structures to encourage, support and maintain women's new roles or the new roles that are emerging for men."

The report continues: "It is time to attend to these values, and there is no better place to start with than the educational system."

Glasgow shares this view. "I think education should indeed set the standards, that we should be the leader in both word and deed in providing equal opportunity. Not only is it the right thing to do, but our country needs talent too badly not to use what it has in both men and women. I think we have to be colorblind and gender-blind in providing opportunities, in setting expectations, and in rewarding performance."

The ACE report echoes the commissioners' feelings: "Higher education has a special responsibility to be a progressive, enlightening social force. We should be a model for others to emulate. How can we expect society to do what we cannot do for ourselves?" □

Ellin Anderson is associate editor of *Connection*.

*An Additional Honor for Rhode Island Commissioner*

In January 1989, Eleanor M. McMahon will leave her position as chief executive officer of the Rhode Island Board of Governors for Higher Education and resume her role as an instructor, joining Brown University as Distinguished Visiting Professor at the A. Alfred Taubman Center for Public Policy and American Institutions. The chair exists to honor public servants and to allow the university to take advantage of their experience in the classroom.

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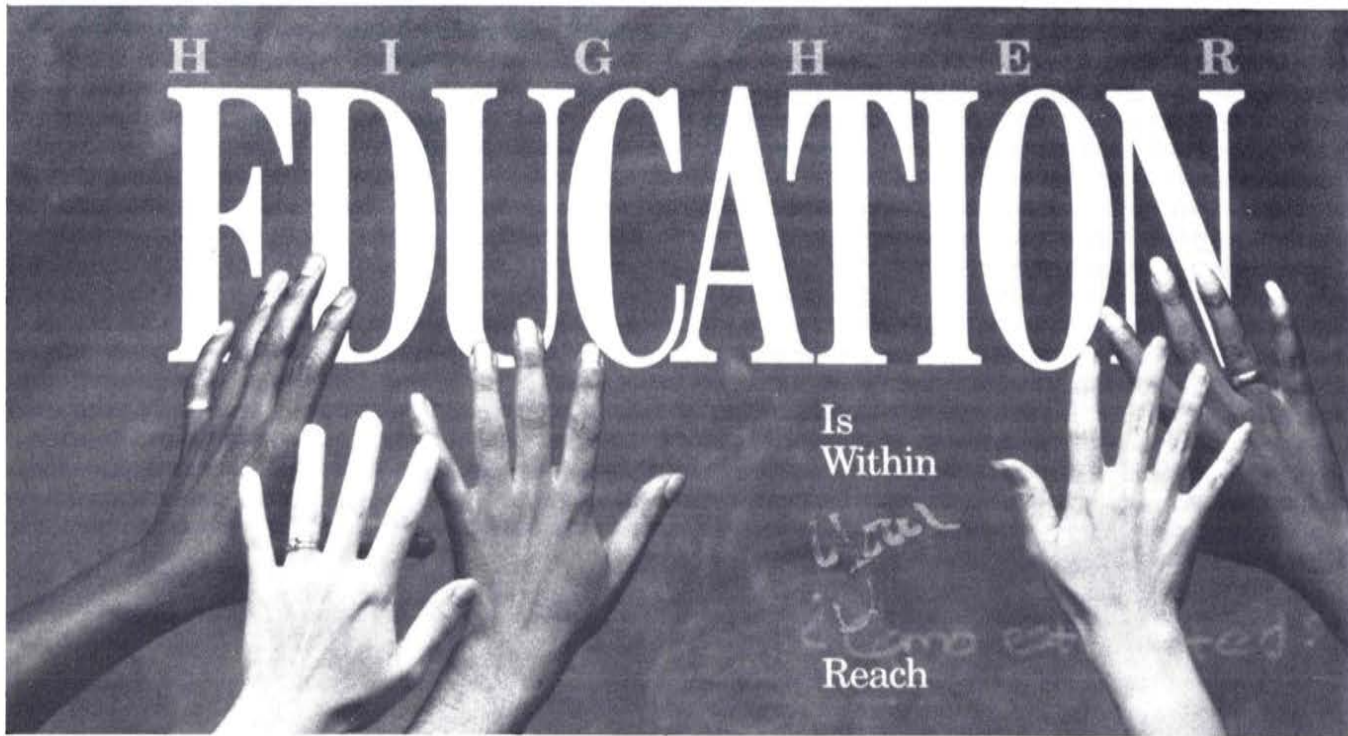
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## A Model Information Network in Massachusetts

ALISON HITEMAN

**M**assachusetts is nationally and internationally known for the diversity and quality of its fine array of colleges and universities. Soon the Bay State may become known for another type of higher education resource: the Higher Education Information Center. People across the state can turn to the center for information and counseling on college admissions, financial aid and career planning.

The Boston-based organization, located at the Boston Public Library in Copley Square, is a comprehensive education clearinghouse and counseling center whose goal is to fill the information gap that falls between completing high school and paying for college. Since it opened in October 1984, under the aegis of 23 area colleges and universities and the Massachusetts Higher Education Assistance Corp., the center has served over 80,000 Massachusetts residents.

The need for an innovative, wide-ranging means of providing higher education information and counseling is well-documented. In Boston, for example, nearly half the students who enter the city's public high schools do not graduate. Of those who do, only half go on to college.

**The goal of the center is to fill the information gap that falls between completing high school and paying for college.**

To make matters worse, the majority of Boston public high-school guidance counselors are responsible for literally hundreds of students apiece. Thus, there is little or no time available for the individual attention and guidance most students need to get on track to college. In addition, legions of

people outside the high school system want to pursue higher education but have no idea how to do it.

### **Filling the information gap**

This is where the Higher Education Information Center can help. According to Director Ann Coles: "The center was founded to help those who don't think of themselves as having educational opportunities or who don't know how to take advantage of them." Coles oversees a staff of 24 at the center, whose activities range from public-awareness workshops in high schools and community centers to one-on-one counseling, available at the center's offices.

For its first 18 months of operation, the center served only Boston-area residents. Beginning in 1986, services were expanded to all residents of Massachusetts. This was accomplished with the center's toll-free information hotline, the Career and Learning Line, and through



educational-awareness programs for high-school students in six cities across the state. Last year, close to 10,000 people took advantage of the hotline for information on higher education, training programs, financial aid and career planning.

**The need for an innovative, wide-ranging means of providing higher education information and counseling is well-documented.**

The center has two computerized education and career-information systems. The Guidance Information System and SIGI-PLUS. GIS, donated to the center by Houghton-Mifflin, Inc., provides prospective students with detailed descriptions of 3,500 colleges and graduate schools, 1,100 occupations and 600 financial aid sources, also offering a career-interest test. SIGI-PLUS, a product of the Educational Testing Service, is an interactive career exploration system designed specifically for adults.

**Special events**

Among special events cosponsored by the center are the annual Career/School Expo and the National Scholarship Service and Fund for Negro Students Student/College Interview Session. At the Expo, students meet with representatives of vocational schools, colleges and universities that offer career training in areas such as computer and health technologies, trades and business. The Student/College Interview Session is sponsored by the Higher Education Information Center, NSSFNS and the New England Board of Higher Education. Colleges send representatives to the session to inform high school juniors about school programs, admissions procedures and financial aid opportunities. The center also conducts workshops dealing with the special concerns of adults who wish to return to school, change careers or upgrade skills.

The center is financed through a combination of public and private sources, including The Education Resource Institute, the Massachusetts Board of Regents of Higher Education, the U.S. Department of



From left: Franklyn Jennifer, chancellor, Massachusetts Board of Regents; Ted Freeman, president, The Education Resources Institute; Ann Coles, director, Higher Education Information Center.

Education, the Boston Public Schools and 27 sponsoring colleges and universities. The center also receives significant in-kind support, including rent-free space at the Boston Public Library and equipment donated by local corporations.

With the backing of state, federal and private entities, a dedicated staff and volunteers, the center is paving the way to college for thousands of people. As anyone who has used the center will agree, the

Higher Education Information Center is the place to go for one-stop shopping in higher education.

For more information, call or write Ann Coles, Director, Higher Education Information Center, 666 Boylston Street, Boston, MA 02116. Phone: (617) 536-0200. □

Alison Hiteman is director of public information for the Association of Independent Colleges and Universities in Massachusetts.

**PUBLIC HIGH-SCHOOL DROPOUT RATES, 1986 vs. 1982  
NEW ENGLAND AND U.S.**

	1986 NATIONAL RANK	PERCENT DROPPED OUT		1982 NATIONAL RANK
		1986	1982	
R.I.	12	32.7%	27.3%	28
N.H.	25	26.7%	23.0%	41
Maine	32	23.5%	29.9%	20
Mass.	34	23.3%	23.6%	39
Vt.	35	22.4%	20.4%	44
Conn.	50	10.2%	29.4%	21
U.S.		28.5%	30.5%	

- The average high-school dropout rate was lower in 1986 than it was in 1982.
- All New England states except Rhode Island had lower dropout rates than the national rate in 1986. Connecticut, with a 10.2-percent rate, had one of the lowest rates in the nation in 1986. Only Minnesota's rate was lower, at 8.6 percent.
- Three New England states, Connecticut, Maine and Massachusetts, registered a decrease in the high-school dropout rate from 1982 to 1986. The most dramatic decrease was seen in Connecticut, where the dropout rate was cut by more than half.
- On the other hand, Rhode Island, New Hampshire and Vermont had higher percentages of high-school dropouts in 1986 than in 1982.

Source: NEBHE analysis of data from the U.S. Department of Education's fifth annual "Wall Chart," released February 1988.



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## PROMOTING GLOBAL AWARENESS: Some First Steps

GORDON A. HAALAND

A number of years ago I lived and worked overseas. In a very personal sense, spending time abroad made me keenly aware of the fact that as Americans we are only a part of a much larger global landscape.

As diverse as our nation is, populated by immigrants from all over the world, we are not an accurate reflection of the community of nations on this planet. Nor are we sufficiently attuned to the international differences and political and economic interdependencies prevalent today. Unfortunately, while the destinies of people and nations are becoming increasingly intertwined, our knowledge of international affairs—gained through schooling and higher education—is seriously lacking.

A concentrated effort to increase awareness of world cultures, economies, histories, languages and physical environments must be marshalled if the United States is to compete diplomatically, commercially, educationally and scientifically in the 21st century.

### The problem

Stated simply and directly, our problem is this: While our international interdependence is increasing, our global illiteracy rate worsens.

More and more, we have come to realize that major facets of American life, in business, financial services, industry, science, technology and the professions, as well as national security and general economic affairs, are influenced by decisions made in foreign capitals. In addition, U.S. companies are relying more on foreign trade, yet many Americans do not fully appreciate this fact.



Gordon A. Haaland

A recent poll found that 49 percent of Americans believe that foreign trade is either irrelevant or harmful to the United States. Few know that four out of five new jobs are generated as a direct result of foreign trade, that the 13 largest U.S. banks derive almost one-half of their total earnings from overseas credits, that approximately one-third of all U.S. corporate profits come from international activities, or that more than five million American jobs rely on imports and exports. The frightening implications of this pattern become apparent when one considers that the majority of U.S. business-school graduates did not take a single course dealing with the international dimensions of business.

The 19-member Study Commission on Global Education, appointed by Global Perspectives in Education, Inc., a nonprofit organization based in New York, N.Y., re-

cently released a report showing that the American education system is producing generations of "globally illiterate" students who lack knowledge of the culture, history and geography of other nations.

A few startling facts testify to the necessity of "internationalizing" the nation. In a recent survey, 20 percent of American students could not find the United States on a map of the world; in a University of California freshman geography class, one-third of the class could not locate France, 74 percent could not place El Salvador, 47 percent could not find Japan and 55 percent could not find Iran. Equally distressing is the fact that few American students study foreign languages; there are more teachers of English in the Soviet Union than there are students of Russian in the United States.

Moreover, the U.S. Department of State is woefully lacking in per-



sonnel with appropriate language skills: Only two-thirds of jobs requiring linguistic skills are adequately filled. A five-month study of the State Department conducted by experts in and out of government, foreign diplomats and foreign-service specialists revealed that proficiency is "less than adequate."

**A partial solution**

Colleges and universities have a particular responsibility to address this problem. We must make international perspectives more central to our curriculum.

Foreign language acquisition is a necessary condition of proper international education, but by itself it is insufficient. Internationalization of the university involves seeking linguistic, cultural, historical and geographical understanding. It is absolutely critical that we become more aggressive in promoting this enlarged view of international education.

**While our international interdependence is increasing, our global illiteracy rate worsens.**

Clark Kerr, former president of the University of California at Berkeley and of the Carnegie Foundation, who led the Study Commission on Global Education, stated that it is "imperative that our next generation of leaders, corporate executives and voting electorate fully understand the challenges of the global forces at work."

Fortunately, there are encouraging signs at the national, regional and state levels.

One existing proposal is a call for the creation of a National Foundation for Foreign Languages and International Studies. Modeled along the lines of the National Science Foundation, it would strengthen the nation's capabilities in foreign languages and international studies. Legislation to create the foundation

is to be sponsored in the U.S. Congress by Sen. Paul Simon, author of *The Tongue-Tied American*.

The proposed foundation's major areas of focus will be:

- improving foreign language instruction;
- taking steps to create a cadre of international specialists for American business;
- internationalizing the training of future business managers;
- redirecting the training of academic specialists toward the international field;
- improving the flow of information in the science and technology fields across national boundaries;
- supporting internationally oriented research in the social sciences, humanities and hard sciences;
- creating opportunities for American international affairs specialists to work abroad and as-

sist in developing overseas linkages; and

- addressing the international education of successor generations, especially at the secondary and undergraduate levels.

**There are more teachers of English in the Soviet Union than there are students of Russian in the United States.**

The nation's scientists have already begun to view their work on an international scale. The global change program of the Earth System Sciences Committee, on which the University of New Hampshire is represented, sets goals that require a knowledge of the broader

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world. According to the committee, to be successful, "any U.S. program must be part of an effective international collaboration . . ." Effective collaboration will require knowledge that goes beyond the scientific.

Regional efforts to address the nation's "international illiteracy" have begun in earnest. For the past 18 months, the New England Board of Higher Education has explored various dimensions of the internationalization of the New England economy in its Regional Project on the Global Economy and Higher Education in New England. Thus far, the project has yielded two excellent reports.

Business has also adopted a regional approach to the problems of global illiteracy. The International Business Center of New England, whose board of governors includes representatives of regionally

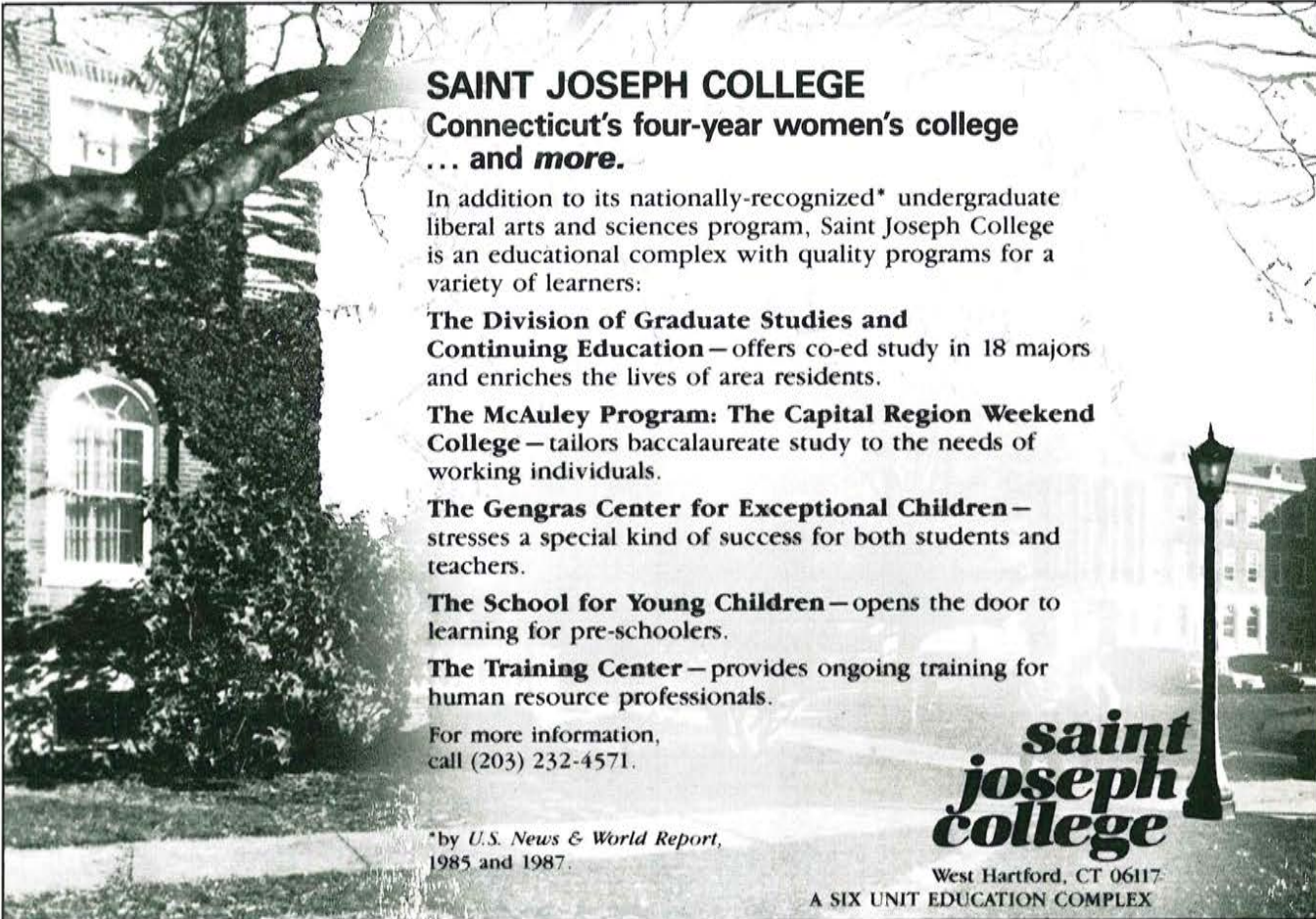
located businesses, provides technical assistance to New England companies involved in international trade. The center has stated that "the time has come for a comprehensive approach to help promote the importance of international trade in our region." In order to carry out that trade, it is of prime importance that people in business understand something of the areas in which they wish to do business.

### Regional efforts to address the nation's "international illiteracy" have begun in earnest.

Higher education can play a key role in providing the men and women of American business with that type of understanding. In April,

for example, the University of New Hampshire's New England Center for Continuing Education will sponsor a workshop entitled "Experience Brazil." The workshop is designed to develop international skills and cultural awareness for people who work, learn and travel in Brazil.

The awareness of a need for increased understanding of the world outside America's borders has filtered down from the national and regional to the state level. As an example, the state of New Hampshire is fully enmeshed in the international arena. One in seven manufacturing jobs in the state and one in seven dollars of manufacturing sales is tied to exports. This figure increases if jobs and profits generated by imports and the service industries are included. In 1986, 500 New Hampshire manufacturing companies, of which 74 are foreign-



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*\*by U.S. News & World Report, 1985 and 1987.*

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owned, claimed an export and/or import connection. If one considers the many companies that are not listed with the New Hampshire State Department of Economic Development, the number is even greater. If the state wishes to continue its economic growth, it is imperative that more notice be taken of international opportunities.

### We must make international perspectives more central to our curriculum.

#### Higher education's progress

Colleges and universities are making strides in this arena. I know of many examples across the country, but I know best what we have attempted at the University of New Hampshire. Perhaps our most ambitious and far-reaching effort was the creation of the Center for International Perspectives. Some of its programs include a dual major in international affairs; the New Hampshire International Seminar; advising in foreign studies; sponsoring workshops and seminars for learned societies, teachers and businesses; and assisting foreign exchange programs.

Programs such as the Center for International Perspectives exist on other campuses and they are receiving support and encouragement. But more can be done. These efforts are the most substantive way in which higher education can foster global literacy and increase international education. In order to maintain America's competitive edge as we move into the 21st century, we simply must pay more attention to international affairs. As educators, we need to internationalize the basic cultural literacy of students, faculty, administrators and the public—all of whom are part of the university community. □

Gordon A. Haaland is president of the University of New Hampshire and NEBHE chairman.



Ikuko Atsumi

## EXCHANGING EDUCATION RESOURCES

### IKUKO ATSUMI

The Japanese have entered into a marriage of education and investment: obtaining properties in the United States to start English-language schools for Japanese students, relocation schools for Japanese business professionals and their families and business-training institutes for both Japanese and American leaders. In my opinion, this trend will accelerate over the next several years.

One local example is the new Boston branch of Showa Women's University, which will offer a four-month "Live English" course to Japanese women students. Another example is Keio University's project on the Manhattanville College campus in Purchase, N.Y. There, plans are underway for a Keio-affiliated high school designed to help solve the educational difficulties faced by an increasing number of Japanese nationals living in the New York/New Jersey region.

Given the widespread media coverage in Japan of these developments, especially Showa's move to Boston, I am confident that other Japanese campuses will be spurred

to set up their own independent branches in New England.

#### Tentative first steps

But what about the entry of American campuses into the Japanese market? Southern Illinois University's Niigata School, scheduled to open in May, is the first concrete result of the intermediary role played by the Japan/U.S. Trade Development and Promotion Committee. Niigata is one of the largest cities on the Sea of Japan, where internationalization is advancing rapidly. An alliance of eight public universities in the United States, including those of Southern Illinois and Missouri, provided the know-how for running an American university in Japan.

So far, most planned American university branches have several features that make them very different from Japanese universities. Lectures will be held in English; the curriculum is largely geared towards American culture; a much wider range of elective subjects is offered; and students have the opportunity to study in America, following study in Japan. Also, the American schools will be relatively easy to enter but difficult to graduate from, while the opposite situation typifies Japanese universities.

The district of Niigata became the focus of media attention when the International University of Japan was founded there in 1982. This graduate institution received enthusiastic backing by key political and financial figures and the sponsorship of some 500 Japanese corporations. Students from Japanese companies and 25 foreign countries now study at the university. Lectures are held in English, and it was recently announced that the university will initiate Japan's first English-language MBA program, in cooperation with the Amos Tuck School of Business at Dartmouth College. This once-remote area of Japan has made a deep commitment to internationalization.

#### Problems facing American educators

Other American universities hop-



ing to export education to Japan have a long way to go in terms of understanding the Japanese educational system. A number of them find themselves in the same predicament faced by many U.S. businessmen: They must learn to think in more cosmopolitan terms. First of all, branches of foreign universities in Japan cannot issue a regular diploma.

Even if they do manage to get a permit from the Ministry of Education to open a Japanese branch, the institution will come under the official heading of "special school." This is a major problem for graduates seeking employment by Japanese governmental agencies, banks and corporations, which generally shun applicants who do not hold diplomas from the accepted clique of prestigious Japanese universities.

Second, demographics in Japan

are rapidly changing thanks to zero population growth. The cohort of those in their late teens will continue to shrink, resulting in fierce competition for these students by established universities. It seems that branches of American universities will have a small client pool.

### Most planned American university branches have several features that make them very different from Japanese universities.

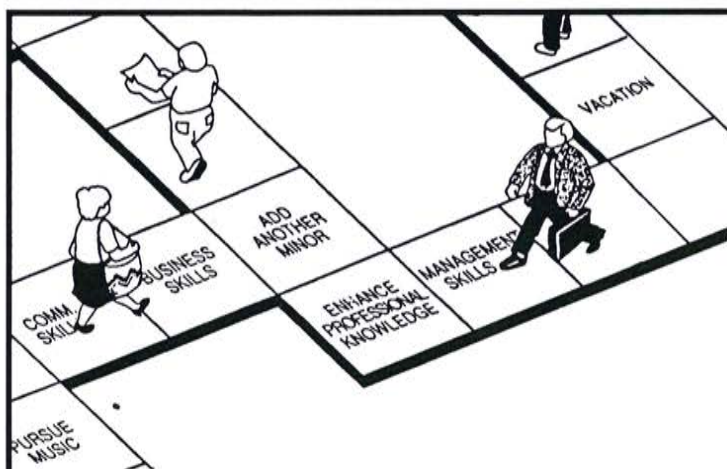
Third, American universities tend to be overly dependent upon Japanese officials to take care of all aspects of procurement, from securing the actual campus property to

handling operational costs. This lack of independence puts American officials at a great disadvantage.

Finally, Japanese students find it difficult to attend all their lectures in English. (How many American students could attend their lectures in Japanese or another foreign language?)

These problems combine to make the export of American universities to Japan difficult. They must be confronted if the export of American higher education to Japan is to be realized. Just as successful business executives play the role of educators, providing their employees with the training they need to function effectively in foreign cultures, educators must learn to think like businesspeople. □

Ikuko Atsumi is president of a consulting firm, The New England-Japanese Center, in Framingham, Mass.



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# WWUH Celebrates 20 Years On the Air

When University of Hartford radio station WWUH-FM (91.3) first signed on at 6 p.m. on July 15, 1968, its aim was "to extend educational and cultural communications to the Greater Hartford, Springfield and New Haven areas, and offer programming that is not readily accessible elsewhere." The station would also provide "pertinent local news and community activities of interest to our listeners" (from a report by station founder Clark F. Smidt and manager Robert W. Skinner). Back then, WWUH had 500 records, a staff of 20 volunteers and broadcast six hours of music a day. The station had been given a big lift-off by a \$50,000 memorial gift from the family of the late Louis K. Roth, philanthropist and prominent Hartford business leader. The gift resulted in a huge bonus for the area.

Now, 20 years later it can be safely said that WWUH-FM, one of the premier public alternative radio stations in New England, has more than fulfilled that promise. As WWUH-FM is about to celebrate its platinum anniversary, the station can boast of a collection of 45,000 records, a staff of 120 student and community volunteers and 24-hour programming the year-around beamed to as many as 80,000 listeners in a radius extending south to the shores of Long Island Sound and north to the foothills of Massachusetts' Berkshire hills.

And it can point to an unparalleled record of community service and public service programming.

**Item.** In May of this year, WWUH broadcast a special series, "Soundings," on education which focused on such relevant topics as teaching standards and the role of education in the national economy (featuring such experts as Lynne Cheney, chairman of the National Endowment for the Humanities, and Charles Blitzer, director of the National Humanities Center).

**Item.** Interviewed Connecticut's new Commissioner of Health Services in September of 1987 for one of its weekly "Focus on Health" shows.

**Item.** Designated August 1987 as "Nuclear Awareness Month" to commemorate the 42nd anniversary of the atomic bombings of Hiroshima and Nagasaki. Aired was more than 20 hours of special programming on nuclear weapons history and issues.

**Item.** Co-sponsored in 1985 a marathon fund-raising concert of area rock bands with proceeds to benefit the city's hungry through the Foodshare Commission of Greater Hartford.

These are but a few examples of the station's commitment to community service. WWUH-FM provides a wide range of talk shows on social service programs, and on issues of importance to women, Native Americans, and blacks. The non-profit, non-commercial station, operating out of studios in the University of Hartford Gengras Student Union, also offers a broad and eclectic musical menu, ranging from the classics, to jazz, to blues, reggae, and ethnic music.

In the 1970s, the station's volunteer broadcast staff included nationally known DJ and jazz authority Mort Fega.

A local jazz writer penned, "WWUH has long been a key entertainment and information medium for Hartford's growing jazz community." And the arts and entertainment weekly for the region voted WWUH-FM the best radio station in the area for two years running in the mid-1980s.

Yes, the Louis K. Roth gift that helped launch WWUH-FM did indeed provide the area with a huge bonus, in entertainment, diverse alternative programming and community service.

(WWUH-FM, a community staffed, non-profit radio station, is supported by donations from listeners, by the University of Hartford and corporate contributions. Further information may be obtained by contacting General Manager John Ramsey, WWUH-FM, Gengras Student Union, University of Hartford, 200 Bloomfield Avenue, West Hartford, CT 06117. Telephone: 203 243-4701)



WWUH in 1968 and 1988. Twenty years ago, "the only educational stereo station in New England was choking from lack of space," said its manager. As the programming, equipment and personnel have expanded, so has the 9-by-12-foot office, which is just down the hall from where it originated.



## UNIVERSITY OF HARTFORD

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## First Black president guides Eastern Connecticut State into its second century

WENDY LINDSAY

**E**astern Connecticut State University in Willimantic welcomed **David G. Carter** as its new president on April 1. Carter is the first Black president of a Connecticut state university and the fifth president in Eastern Connecticut's 99-year history. He succeeds **Charles R. Webb**, who retired after serving 18 years as president.

Lawrence J. Davidson, chairman of the Connecticut State University Board of Trustees and head of the committee that selected Carter from among 108 applicants, said Carter was chosen "for his superlative administrative ability, his enterprise and imaginative dedication to educational excellence."

Carter brings to the university an impressive 22 years of experience in elementary, secondary and higher education. He previously served 11 years on the faculty and administration of the University of Connecticut, where he was most recently associate vice president for academic affairs. He has also been a professor and administrator at Pennsylvania State University. Carter began his higher-education career in 1972 as a professor at Ohio's Wright State University. During a seven-year sojourn in the Dayton, Ohio, public schools, Carter rose from teacher to elementary principal to superintendent in only four years.



*David G. Carter*

Upon Carter's appointment, John T. Casteen III, president of the University of Connecticut, remarked that Carter "has a very solid record in community service, community relations and faculty leadership. He is also a serious scholar of desegregation. His writings in the field are standard works someone would use in drafting a desegregation plan."

Carter holds a doctorate in educational administration from Ohio State University, a master's degree in education from Miami University in Oxford, Ohio, and a bachelor's degree in elementary education from Ohio's Central State University.

Asked by the *Willimantic Chronicle* what advice he would give to Black high-school students who are opting not to go on to college due to fear of racism, Carter said: "Years ago when an individual chose not to go on to college, it was all right because there were jobs to be had. But now a lack of education leads you to where you know you will be dependent on society. The value of education is that it gives

you individual options of what you want to do. If youngsters bring themselves into the workforce early for short-term gains, there will be a long-term loss."

Under Carter's direction, the university will take a lead role in Gov. William A. O'Neill's Northeast Corner Initiative, a long-range plan to improve the region's economy. Further, Carter plans to work with the presidents of Quinebaug Valley



*Piedad Robertson*

and Mohegan community colleges and Thames Valley State Technical College to develop a higher-education agenda for northeastern Connecticut.

### Bunker Hill Community College appoints Hispanic president

**Piedad Robertson** becomes Bunker Hill Community College's second president in September. She succeeds **Harold E. Shively**, who is retiring after serving as president since the college was founded in 1973. A native of Cuba, Robertson was selected after a nationwide search that attracted more than 130 applicants.

Robertson is now vice president for education and a foreign-



language professor at Miami-Dade Community College in Miami, Florida, where she is responsible for international education, computer-based instructional development and research, special programs, admissions and college registration at the district level.

A member of the American Association of Community and Junior Colleges Task Force for International Education, Robertson also serves as a consultant and committee chairwoman for the American Council on Education. She has spoken at numerous national and state conferences on international education, reading, English-as-a-Second-Language, community-college administration and student retention. Robertson earned her bachelor's and master's degrees from the University of Miami and her doctoral degree in curriculum and instruction from Florida Atlantic University. In addition, Robertson has written on community college education and Hispanic culture.

dents from greater Boston as well as from more than 80 countries around the world. To meet the needs of its diverse student body, Bunker Hill has pioneered innovative approaches to instruction and

**Robertson will assume responsibility for programs that serve more than 7,000 day and evening students.**

has gained a reputation as a leader in international education. Bunker Hill's Black, Asian and Hispanic students comprise over 41 percent of the college's student population.

**Penney elected first woman chancellor of UMass-Boston**

**Sherry H. Penney** will assume the chancellor's post at the Univer-

sity of Massachusetts at Boston in September, replacing **Robert Corrigan**. She will be the first woman to hold that position on a permanent basis at the university's Boston campus.

Penney comes to Massachusetts from the State University of New York, where she was vice chancellor for academic programs, policy and planning for six years. Her extensive background in higher education includes teaching and administrative positions at Yale University and an administrative post with the New York State Department of Education. Penney holds bachelor's, master's and doctoral degrees in American history from Albion College of Michigan, the University of Michigan at Ann Arbor and the State University of New York at Albany, respectively.

Penney was selected in May from among more than 100 candidates after a six-month nationwide search.



*Sherry H. Penney*

As president of Bunker Hill, Robertson will assume responsibility for programs that serve more than 7,000 day and evening stu-

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Pleased that university trustees accepted his recommendation to appoint Penney, University of Massachusetts President David C. Knapp remarked: "She brings to the university a distinguished background as an academic administrator at the State University of New York and Yale University, as well as impressive experience with national accrediting commissions throughout the country. We look forward to her leadership at this important stage in the development of the university."

**UNH president named NEBHE chairman**

**Gordon A. Haaland**, president of the University of New Hampshire, was elected chairman of the New England Board of Higher Education at the board's spring meeting in Amherst, Mass. Haaland replaces **Jean Mayer**, president of Tufts University, who served a three-year

term as chairman. Haaland has been president of UNH and a member of NEBHE's executive committee since 1983. He was formerly vice president of academic affairs at the University of Maine.

In acknowledging his election, Haaland commented: "NEBHE has provided national and regional leadership in defining the dynamics of regional economic change. More than ever, the knowledge-intensity of the New England economy requires greater interstate cooperation. As knowledge becomes the cutting-edge factor in an increasingly competitive world economy, we must collaborate to assure higher-education resources are used efficiently and to full advantage."

Commenting on Mayer's tenure as chairman, NEBHE President John C. Hoy remarked: "Jean Mayer has provided vision, energy and irrepressible enthusiasm on behalf of this region. His international



*Eva Kampits*

perspective has been a powerful force in shaping our agenda." Hoy recently completed his 10th year as NEBHE's chief executive officer.

Also at the meeting, board members welcomed **Sally H. Maxwell** of South Portland as a Maine delegate to NEBHE. Maxwell was appointed a board member by Maine Gov. John R. Kernan Jr. in February.

**NERComP elects first woman chair**

**Eva I. Kampits**, academic dean at Pine Manor College, has been elected chairman of the board of the

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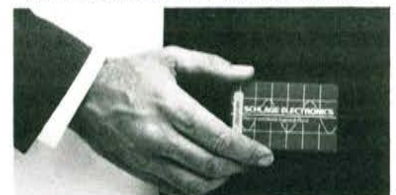
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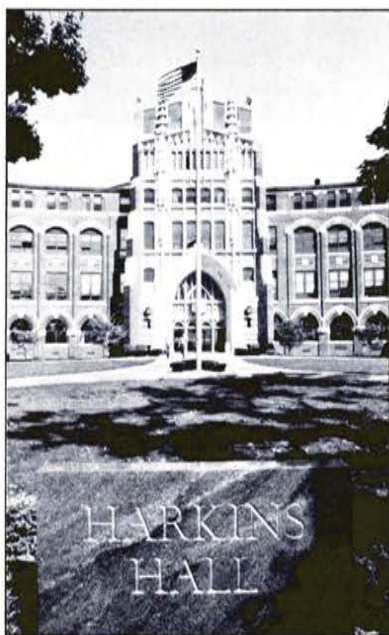
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## PEOPLE

New England Regional Computing Program of Braintree, Mass.

Kampits is a well-known speaker on the impact of new technologies on education, particularly computers and the liberal arts. She has been Pine Manor's academic dean since 1980, following 13 years at MIT's Artificial Intelligence Laboratory and the Laboratory for Computer Science, where she was active in both administrative and academic affairs.

Founded 30 years ago at MIT and incorporated in 1970, NERCOMP is an educational association of colleges and universities that promotes the sharing of academic computing resources.

### Horner named president of New England Colleges Fund

**Matina S. Horner**, president of Radcliffe College, has been elected president of the Boston-based New England Colleges Fund, a nonprofit organization that solicits and distributes corporate contributions to 29 private liberal-arts colleges throughout New England. Since it was organized in 1953, NECF has raised more than \$28 million for distribution to member institutions.

Horner succeeds **A. LeRoy Greason**, president of Bowdoin College, who served three years as NECF president. Head of Radcliffe College since 1972, Horner will conclude her tenure as president in June 1989.

Members of NECF are Amherst College, Bates College, Bowdoin College, Brandeis University, Clark University, Colby College, Connecticut College, Dartmouth College, Fairfield University, Gordon College, Hampshire College, the College of the Holy Cross, Merrimack College, Middlebury College, Mount Holyoke College, Providence College, Radcliffe College, Regis College, Saint Anselm College, Saint Michael's College, Simmons College, Smith College, Stonehill College, Trinity College, Tufts University, Wellesley College, Wesleyan University, Wheaton College and Williams College.



*William H. Lopes*

### Lopes appointed senior vice president at Westfield State College

**William H. Lopes** has been appointed senior vice president of academic affairs at Westfield State College. He is presently associate provost and associate vice president for academic affairs at Chicago State University, and earlier served as assistant vice president for advancement and support at Rhode Island College. Originally from New England, Lopes holds a bachelor's degree from Providence College and master's and doctoral degrees from the University of Connecticut.

Upon Lopes' appointment, Westfield State College President Irving H. Buchen remarked: "Dr. Lopes is one of a new breed of academic administrators. He brings to us broad experience as well as professional training and research in administration and planning. His extensive apprenticeship in academic administration offers Westfield the seasoned insight and creative skills needed to shape academic priorities for the decade ahead." □

Wendy Lindsay is assistant editor of *Connection*.



**C**ongratulations to you and your associates on another excellent issue of *Connection* for Spring 1988. I can tell you that at CFAE we find the publication invariably interesting and useful.

As a sometime vice president of Simmons College (1971-78), I particularly enjoyed Jennifer Canizares' story about women in development. But I was sorry to see that Ms. Canizares got trapped by some egregious errors in published information that she apparently consulted in her research.

The error [first] appeared in "Giving USA 1986," published by the American Association of Fund-Raising Counsel. Since we work closely with AAFRC, and provide them with figures and estimates, we were distressed by the errors which, to our knowledge, were never corrected.

Discussing changing donor patterns on page 13, Ms. Canizares says that only 8.1 percent of private contributions to higher education in 1985-86 came from corporations, and that this represented a drop from 24.9 percent in the previous year. This is incorrect. In 1985-86, the share of support from corporations was 23 percent; the 8.1 percent referred to was the year-to-year dollar increase in support, not the share of total support.

Suffice it to say, since 1981-82,

corporate support has provided more than 20 percent of all contributions to colleges. In 1984-85, as Ms. Canizares noted, corporations gave 24.9 percent of the total, more money than any of the other major donor groups—alumni, other individuals or foundations.

In our survey for the past year, 1986-87, the corporate share appears to have fallen to 21.4 percent. But that drop is as much a function of the extraordinary surge in alumni giving, up an unprecedented 28.5 percent. As for the corporations, they increased their giving by a respectable 7 percent.

There's no question that the very rapid rate of increase in corporate giving to colleges and universities has slowed in the past three years. (It could not have sustained the double-digit percent increases that have characterized business giving since 1980!) But we do expect corporations to maintain their new role as major donors, providing between a fifth and a quarter of voluntary support. This is despite the fact, as set forth by Ms. Canizares, that corporate giving has become more systematic and restrictive.

PAUL R. MILLER JR.  
Vice President  
Council for Aid to Education  
New York, N.Y.

## CORRECTIONS

In a feature story that appeared in the Spring 1988 issue of *Connection*, "Support for Health-Related R&D is Crucial to New England's Biotech Industry," we failed to include Children's Hospital and the New England Medical Center in a list of six New England independent hospitals that are among the top seven nationally in National Institutes of Health funding. The correct information follows: "Among the seven hospitals, Massachusetts General Hospital, Brigham and Women's Hospital, the Dana Farber Cancer Institute, Children's Hospital, New England Medical Center Hospital and Beth Israel Hospital hold rankings of one, two, three, four, six and seven respectively." Also, 16 New England hospitals were among the 1986 top 50 independent hospitals in NIH awards.

# Miracle? or Market Forces?

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— The Boston Globe

This controversial collection of highly readable articles on the state's economy unfolds the real story behind Massachusetts's recovery from slumping industrialism. Bank economists, MIT researchers, and two of the state's governors address such critical questions as: How much of the recovery occurred as the result of specific programs and policy decisions? And, can the "miracle" be duplicated elsewhere?

*"Having observed the Massachusetts miracle firsthand, I can attest that this collection of papers and David Lampe's insightful introduction capture the essence of the turnaround. Policy makers . . . will find many valuable lessons."* — Frank E. Morris, President, Federal Reserve Bank of Boston

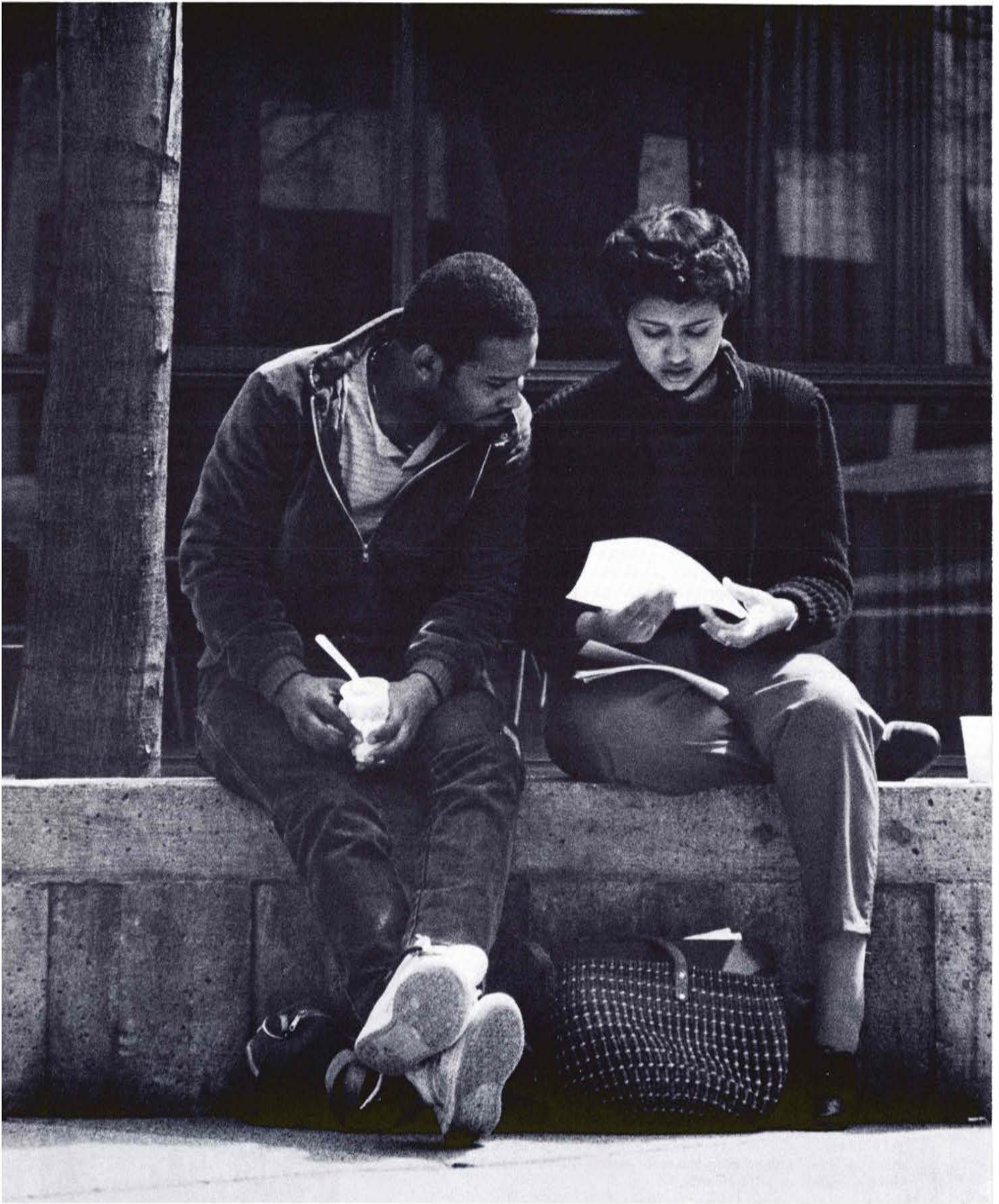
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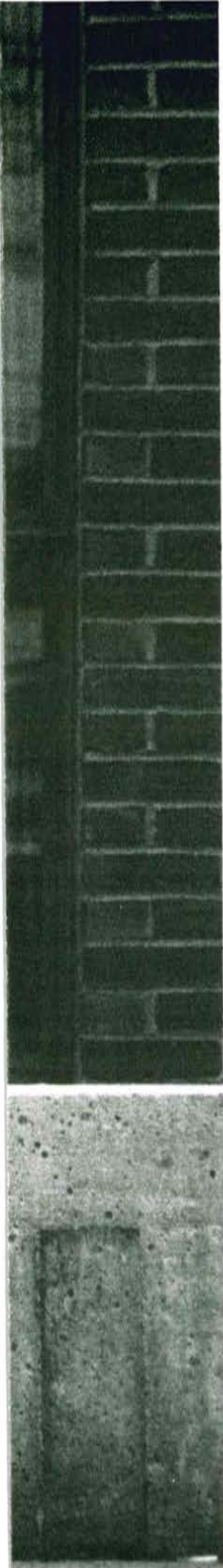
The MIT Press

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*The ongoing work of the NEBHE Task Force  
on Minority Student Enrollment  
and Retention in New England*

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# BLACK AND HISPANIC ACCESS TO NEW ENGLAND HIGHER EDUCATION:

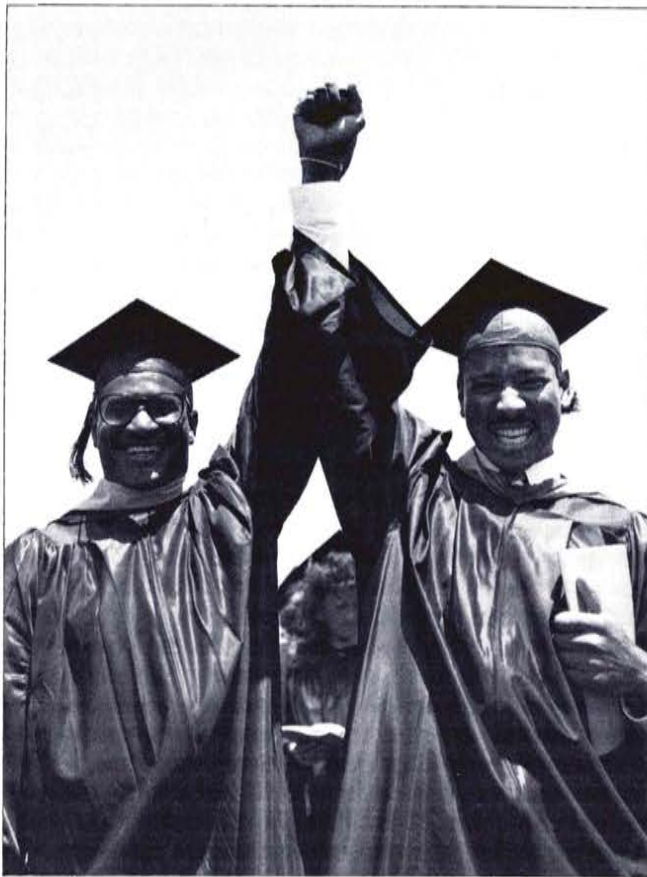
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## *The Economic Necessity of Action*

**A**re New England colleges and universities adequately serving Black and Hispanic college students? What are the chances that young Blacks and Hispanics—the fastest-growing resident segment of New England's population—will gain access to postsecondary education? Once minority students are enrolled, what efforts are being made to ensure that they will complete their studies? Finally, what economic and social consequences will we face if the educational needs of this segment of the population are not met?

The New England Board of Higher Education's Task Force on Minority Student Enrollment and Retention in New England has deliberated on these and related questions since October 1986. Their report, to be released in its final form later this year, will be succinct and action-oriented. It is the hope of the Task Force that business, education and the state governments—in *their own enlightened self-interest*—will follow its recommendations, taking steps to ensure the academic and subsequent career success of New England's Black and Hispanic populations.





Commencement 1988 was an occasion to celebrate for William E. Bagley (left) and Tyrone K. McConney, who received their M.B.A.s from the College of Management Science at the University of Lowell. J.D. Sloan/University of Lowell photo.

### The Task Force co-chairs

The NEBHE Task Force (see roster accompanying this article) consists of 14 higher-education professionals, most of whom are themselves members of minority groups. Co-chairing the Task Force are Peter Rosa, director of governmental relations for the Connecticut State University System, and Edgar E. Smith, vice president of academic affairs for the University of Massachusetts System. Both Rosa and Smith agree that the array of recent national reports on minority access to higher education do not address the specific regional issues NEBHE's project seeks to clarify. (See "Task Force Targets Minority Student Access," *Connection*, Fall/Winter 1987; "Low Minority Graduation Rates in a Time of Labor Shortages," *Connection*, Winter 1988.)

Prior to coming to the Connecticut State University System, Rosa was director of legislative and information services for the Connecticut Department of Higher Education. At that time he also directed the state Office of Educational Opportunity, and was principal author of the Board of Governors' Strategic Plan for Racial and Ethnic Diversity, which culminated in Connecticut's Minority Advancement Program for Higher Education. A 1985 National Hispanic Fellow, Rosa received his

Ph.D. in higher-education administration from the University of Connecticut.

Before attaining his present position, Edgar Smith served as provost of the University of Massachusetts Medical Center and associate dean for academic affairs at the University of Massachusetts Medical School. Smith has been an instructor and researcher in biochemistry and surgery at the University of Massachusetts Medical School, Boston University School of Medicine, Beth Israel Hospital, Harvard University Medical School and Purdue University. A graduate of Tougaloo College, Smith received his Ph.D. from Purdue University of Indiana.

### Focus of the Task Force

Early on, members of the Task Force determined that their work would focus on the condition of Blacks and Hispanics rather than that of all New England minority groups. The reasons behind this decision are that Blacks and Hispanics are the two largest minority groups and have the greatest difficulty gaining access to higher education. As illustration, Native Americans in New England constitute only .2 percent of the region's population but gain proportional college enrollment at the rate of .2 percent.

Higher-education enrollment of Asian-American students as a group significantly surpasses anticipated numbers. However, the Task Force acknowledges that recent immigrants from Cambodia, Laos, Thailand and Vietnam, who have come to New England largely from other points of entry to the United States, deserve special attention. One in seven current residents of Lowell, Mass. are Southeast-Asians, a population that is rapidly increasing throughout New England. Contrasted with the problems of Chinese, Japanese, Korean and Taiwanese-Americans, the specific linguistic problems of Southeast-Asians, the lack of bilingual teachers prepared to serve them and the impact their influx is having on grades K through 12 in the public schools have not been addressed. In large measure, the obstacles this subset of Asian-Americans face are just beginning to receive the attention of local school districts and the higher-education community.

*Equal access  
to quality education —  
the most obvious remedy  
for lack of opportunity —  
is still unattainable  
for many.*

### Early Findings

According to 1984 data examined in early meetings of the Task Force:

- Blacks and Hispanics represent 6.2 percent of New England's population but only 4.8 percent of college enrollments. In the nation at large, Blacks and Hispanics represent 17.8 percent

of the population and 12.7 percent of college enrollments.

- Those minorities recruited nationally by New England's most selective colleges come largely from outside the region.

- While more Blacks are graduating from high school, the percentage of Blacks going on to college is shrinking.

- Over 90 percent of the region's Black and Hispanic residents live in Connecticut and Massachusetts. Many



of the Blacks (56 percent) and Hispanics (38 percent) are found in a limited number of urban areas: Boston, Springfield-Holyoke-Chicopee, Hartford, New Haven and Bridgeport-Waterbury.

- In Connecticut, 62 percent of all students are enrolled in public colleges, while more than 70 percent of Blacks and Hispanics are so enrolled. In Massachusetts, on the other hand, with 44 percent of the state's total enrollment in public colleges, fewer than 40 percent of Blacks and Hispanics are so enrolled.

- The majority of Blacks and Hispanics choose two-year colleges or terminal vocational programs rather than four-year colleges of liberal arts or science and engineering. Those who complete two-year programs often have significant difficulty transferring credits to four-year colleges.

- Among minority students who enroll in four-year programs, many drop out for reasons including inadequate financial aid and limited support services.

- Many of those who earn baccalaureate degrees apparently see graduate school as unattainable, particularly in science or engineering. Minorities are relatively less well-represented in graduate enrollments and among degree recipients than at the undergraduate level.

- The proportion of minority graduate students is declining. In the northern New England states it is almost nonexistent.

#### Civil rights movement was not enough

In the early discussions of the Task Force, the following question was often asked: Why is there an urgent need to address the problems of Blacks and Hispanics after a quarter-century of activism and its resulting legislation? Why is there still so much work to be done?

The Civil Rights Act of 1964 and the Education Amendments of 1965 still stand as Congressional benchmarks in the struggle to provide equality for all citizens. The social activism of the 1960s and 1970s resulted in decisions on civil rights and racial access to many organizations and institutions, and a continuing series of legislative and court decisions have led to the establishment and encouragement of affirmative-action programs. The Task Force has noted that the above actions stemmed at least in part from the conviction that minorities needed—and deserved—special assistance as a result of generations of unfair treatment. However, equal access to quality education—the most obvious and powerful remedy for social injustice and lack of opportunity—is still unattainable for many.

The Task Force is basing its work on the belief that more compelling arguments than social justice alone must now be made for increasing access to higher education and improving the graduation rates of minorities in New England. These arguments are:

- **educational**—minorities in higher education have performed with increasing success over the past two decades, and deserve equal representation in New England's colleges and universities;

- **demographic**—in addition to rapid increases in the growth of minority groups in the United States, a decline in numbers of high-school graduates and an increase in numbers of retirees have been projected;

## NEW ENGLAND BOARD OF HIGHER EDUCATION TASK FORCE *on Minority Student Enrollment and Retention in New England*

PETER ROSA, *Director, Governmental Relations, Connecticut State University System; Task Force Co-Chair*

EDGAR E. SMITH, *Vice President for Academic Affairs, University of Massachusetts; Task Force Co-Chair*

LOUIS H. CAMPBELL, *President, New England Association of Education Opportunity Program Personnel; Director, CONNTACT-EOC, Wesleyan University, Middletown, Conn.*

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• and **economic**—as a region, we need intellectually enlightened, technically competent people of all races to meet a rising skilled-labor shortage at home and competitive economic challenges abroad.

### A diminishing commitment

As the available federal data shows, the encouraging trend of increases in percentages of minorities enrolled in higher education that began in the 1960s has eroded in the 1980s. This is particularly true for Blacks. Black enrollment trends in New England experienced no improvement between 1976 and 1984.

According to data from the National Bureau of the Census, referred to in *The Educational Record*, Winter 1988, college enrollments for Blacks decreased from 33.5 percent of high-school graduates in 1976 to 26.1 percent in 1985. Ironically, during this same period, the percentage of Blacks graduating from high school rose by 10 percent. For Hispanics, high-school graduation rates also rose, from 51.9 percent to 62.0. At the same time, college enrollment of 18-to-24-year-old Hispanic high-school graduates fell from 35.8 to 26.0 percent.

The erosion of federal student-aid programs has shifted the burden of payment onto students and their families. As the federal government has withdrawn its commitment to economic and social justice, the damage to college-bound minorities has increased. This situation has arisen at a time when New England clearly needs more well-educated workers to fill the jobs being created by our knowledge-intensive economy. The negative social and economic results of the current lack of commitment, if sustained, will leave increased numbers of the region's Black and Hispanic citizens outside the economic mainstream. The economic argument is particularly persuasive in New England, where five of the region's six states have the lowest unemployment rates in the nation and therefore the greatest relative labor shortages.

New England, more than most regions of the country, has been experiencing a decline in numbers of high-school graduates. The five years from 1988 to 1993 promise to show an even sharper decline of approximately 25 percent for the region. Although it is not yet reflected in college enrollments, this decline will later be felt in the number of graduates available to business and industry.

### Draft recommendations

The findings of the Task Force will be based in part on the analysis of demographics. These include: the distribution of Blacks and Hispanics throughout the region, and the significance of location and level of population growth as it pertains to current and future labor shortages; income and employment data; present college enrollments of Blacks and Hispanics; level of access as measured by percentage of enrollments to percentage of population; and graduation rates and degrees conferred.

Draft recommendations directed to New England's governing boards of higher education include the fol-



*Graduate school, particularly in science or engineering, is seen as unattainable by many Blacks and Hispanics who earn baccalaureate degrees. J.D. Sloan/Tufts University photo.*

lowing:

1. **Establish statewide blue-ribbon commissions to examine, address and monitor solutions to minority underrepresentation in higher education.** These should:
  - a. promote high school-college-business-government partnerships to address the underrepresentation of minorities;
  - b. assure that there is significant minority representation on higher-education boards of trustees, student-loan foundations, accrediting agencies, etc;
  - c. assure minority representation within higher-education processes (e.g., accreditation reviews, contracting provisions);
  - d. nurture minority faculty development networks among higher-education institutions.
2. **Assure that each state collects accurate annual data on racial and ethnic minorities at all levels (population at large, school and university enrollments, and, where possible, the professions, on an annual basis), and:**
  - a. refine state data by disaggregating populations (e.g. Puerto Ricans, Cubans, Mexicans) when they are significant;
  - b. highlight critical professions and develop strategies to increase minority representation in business and industry, teaching, health professions, science and engineering, etc.
3. **Develop a statewide definition of retention and employ it as a yardstick to measure relative retention rates among the various racial**

*More compelling arguments than social justice alone must be made for increasing access to higher education.*



- and ethnic groups, and:**
- a. establish reasonable, attainable and measurable access and retention goals per institution as well as per state;
  - b. require that institutions of higher education conduct self-assessments and develop comprehensive plans to increase minority representation;
  - c. provide adequate funding for early-awareness, access and retention programs;
  - d. refine the most successful programs addressing minority-student early awareness, access and retention.
4. **Hold campus chief executive officers and boards of trustees accountable for the relative successes of their minority enrollment programs, by:**
    - a. making public the relative status, improvements or regression at each institution of higher education;
    - b. providing fiscal incentives for improvement in the representation of minorities in higher education.
  5. **Increase need-based student financial aid and provide set-asides for low-income minorities to overcome mounting financial barriers to higher education.**
  6. **Address the special linguistic needs of language minorities through statewide policy that recognizes specific disadvantages posed by language barriers.**
  7. **Establish statewide transfer articulation policies that encourage continuation toward the baccalaureate for those who have studied in community colleges (where the minority representation is greatest); monitor the results of these policies.**
  8. **Recruit minorities into teaching programs, particularly in the sciences and mathematics, as well as into college teaching.**
  9. **Ensure that sensitivity to minority students'**



*The encouraging trend of increases in percentages of minorities enrolled in higher education that began in the 1960s has eroded in the 1980s. Trinity College, Hartford, Conn.*

needs is made a part of all professional programs.

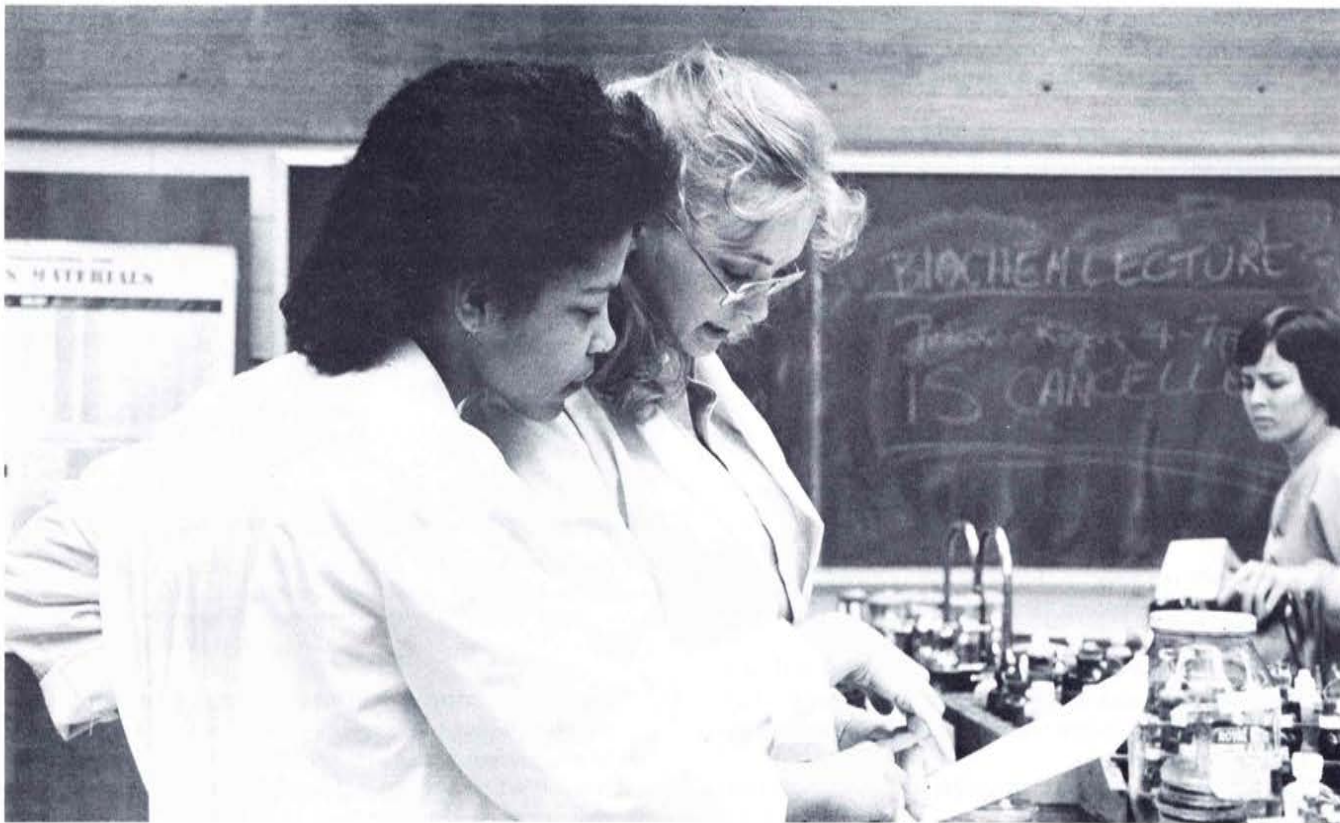
10. **Monitor and report publicly the progress of remedial programs, particularly minority enrollment and retention initiatives, successful transfers from two-year to four-year colleges and degrees conferred on an annual basis.**

Task Force members wish to emphasize the fact that there is no point in producing a report without a concurrent commitment to follow-up. With this in mind, Task Force members plan to monitor and evaluate the progress of the New England states in addressing the needs of Blacks and Hispanics over the next five years. The short feature articles and statements from members of the Task Force in this issue of *Connection* reflect the range of their concerns, and their commitment to increasing minority access to higher education. □

### BLACK, HISPANIC AND TOTAL POPULATION PERCENTAGES

	1980 Black Population	% of Nat'l Black Population	% of State or Regional Population	1980 Hispanic Population	% of Nat'l Hispanic Population	% of State or Regional Population	% of Total National Population
U.S.	26,495,000	100.0%	11.7	14,609,000	100.0%	6.1	100.0%
N.E.	475,000	1.8	3.8	299,000	2.0	2.4	5.3
CT	217,000	.8	7.0	124,000	.8	3.8	1.3
MA	221,000	.8	3.9	141,000	1.0	2.4	2.5
RI	28,000	.1	3.0	20,000	.1	2.1	.4
ME	3,000	---	.3	5,000	---	.4	.5
NH	4,000	---	.4	6,000	---	.6	.4
VT	1,000	---	.2	3,000	---	.6	.2





*Most Blacks and Hispanics attend two-year colleges or terminal vocational programs rather than four-year colleges of science and engineering or the liberal arts. J.D. Sloan/University of Lowell photo.*

## CONNECTICUT PUBLIC HIGHER-EDUCATION LEADS REGION IN MINORITY ENROLLMENT GROWTH

A recent national report cites a loss of momentum for minorities in higher education, but Connecticut's public colleges and universities appear to be bucking the trend, according to enrollment figures announced in May by the Connecticut Department of Higher Education.

Between 1986 and 1987, the number of Black students attending public colleges in the state jumped 9.2 percent, to 5,730. Growth in Hispanic student numbers rose 12.7 percent, to 2,874. Combined, numbers of Black and Hispanic students rose 10.3 percent, far exceeding the 3.1 percent growth in overall enrollment at Connecticut public colleges and universities.

Connecticut Commissioner of Higher Education, Norma Foreman Glasgow attributes the gains

to strengthened minority recruitment and retention efforts under the Board of Governors' Minority Advancement Plan, plus the expanded availability of student financial aid.

"There is a heightened commitment to improving the status of minorities in Connecticut," Glasgow says. "State leaders and citizens are concerned, especially about the plight of minorities in urban areas. Increasingly, people are looking to education to assure the full participation of minorities in the state's prosperity."

The largest increases in Black enrollments between 1986 and 1987 occurred at the University of Connecticut, which experienced a 16.7-percent gain, followed by the regional community colleges, up 9 percent. Black enrollment at the Connecticut State University

rose 8.1 percent. Similar patterns were apparent for Hispanic students during the same period, with the University of Connecticut posting a 21.4-percent gain, followed by the regional community colleges, up 14.2 percent. At the Connecticut State University, Hispanic enrollment rose 5 percent.

The Department of Higher Education's headcounts include both undergraduate and graduate enrollments, but exclude the University of Connecticut Health Center. These figures were compiled for use in determining the amount of grants public colleges will receive in 1988 under the Minority Advancement Plan. Grants are available based on institutional performance in the recruitment and retention of minority students.



# THE MESSAGE OF THE TASK FORCE

PETER M. ROSA

**A**t the annual conference of the Connecticut Association of Latin Americans in Higher Education in March, Antonia Pantoja, the noted Puerto Rican scholar and civil rights activist, reminded the conferees that the problem of Hispanic underrepresentation in higher education—indeed that of the underrepresentation of minorities in general—is essentially the same today as it was when she began her career during the early 1960s.

Pantoja further suggested that the same problem will continue unresolved for another generation if we fail to alter fundamentally how we look at the issue. Without a profoundly different definition of the problem, she said, the alarming statistics of limited college access and high attrition of Hispanic students will continue to haunt us despite all our efforts.

One might very well ask, then, why there should be hope during the late 1980s that significant progress toward the goal of racial and ethnic diversity can be achieved by our colleges and universities in light of past experience? After all, we have known for years what works in the arena of higher-education access and retention, but have failed to apply it fully to the question of minority student participation. (The success of federal TRIO programs is testament to what can be accomplished.) Yet for decades people of good will have addressed the issue of minority underrepresentation with only occasional and limited success. Why should this decade be any different?

And how does the message of the NEBHE Task Force on Minority Student Enrollment and Retention differ from that of previous commissions? How is this not just another well-meaning task force, whose deliberations are little more than a rehash of what we already know all too well: that minorities are yet to be full participants in the most open system recorded in higher-education history. Why should the message of this task force be better-heeded?

In answer to these questions, I offer a few observations as a Task Force co-chair—observations that basically sustain my optimism that this time around, there are compelling reasons for fundamental change. To do

this, the message of the Task Force must be taken in the larger context.

## No sustained or lasting progress

Despite the democratization of higher education during the 1960s, which precipitated significant though only partial increases in Black and Hispanic college enrollments, such progress has not been sustained or lasting. After limited increases, for example, the highly visible Black presence in colleges has waned through most of this decade, most notably for Black males, who are increasingly becoming a vanishing cohort. Furthermore, the celebrated increases in Hispanic enrollments have not kept pace with the more dramatic increases in their relative numbers in the population at large. While the Hispanic population has grown at five times the rate of other American populations, such increases in college enrollments have not been fulfilled. Hispanics today remain relatively invisible to academe.



*Hispanics today remain relatively invisible to academe.*

Thus, the higher-education experience of two very significant populations, one representing the largest American minority, the other the fastest-growing, is still characterized by gross underrepresentation. Even when the minority rubric has been employed, it has been done in a generic, nebulous way, as if specificity might be offensive to polite company. To convey the message of race

might be to face the ugly spectre of racism too directly. In short, diversity is viewed largely as a moral but unmeasurable goal.

Consequently, the treatment has been skewed. In addition to assuming that all minorities and disadvantaged populations shared the same experience (even that Blacks and Hispanics did) and thus required the same programs, these diluted efforts defined minority populations as part of the problem and not as part of the solution.

## Now is the time for change

There is reason to hope, however, that this attitude is ripe for fundamental change today. Such change begins with addressing the issue directly and honestly,



as the NEBHE Task Force has. The push for such directness may be the result of societal crosscurrents that loom even larger today than the higher-education enterprise itself. These forces include the post-industrial economic imperative, on the one hand, and a demographic shift on the other. As these forces mold higher education, minorities will be viewed in a different light, as an essential part of the nation's economic reemergence.

The economic imperative is fueled by the fact that post-industrial America must compete in a changing world for its economic survival. Such competition increasingly requires a *collective* competence that promotes inclusiveness, as opposed to the exclusivity that characterizes *individual* competition. Accordingly, in the world of government and public policy, the buzzword "competitiveness" no longer means exclusion of large segments of our population, but rather the attainment of increasingly more sophisticated skills and knowledge for more and more of *all* our people, to better compete in the world. This fundamental change, caused by economic pressures, parallels another fundamental change: the growing proportion of minorities in America, which can be called "the great demographic shift."

Minorities, who as a group tend to have a larger proportion of the young than nonminorities, are increasing in numbers at the very threshold of their most potentially productive years. Demographic projections indicate that shortly after the turn of the century, minorities will comprise one-third of the country's entire workforce, too large a segment for an ageing nation to concede.

It is because of these two crosscurrents, the economic imperative and the demographic shift, that the message of the NEBHE Task Force may be heeded in a way it never could previously. Higher education *will* adapt, because business and government cannot tolerate the waste of human capital at this time in our economic history. While higher-education equity was previously a good idea on moral grounds, it is absolutely essential today on economic grounds.

This is the basic message of the NEBHE Task Force. Racial and ethnic diversity in our colleges and universities is not merely an altruistic goal, but a pragmatic necessity. Rather than dilute this message by focusing on loosely defined populations, the Task Force directly addresses the most challenging and clearly definable issue, that of Black and Hispanic underrepresentation.

Why are the late 1980s different than earlier times with regard to the goal of racial and ethnic diversity in higher education? Why should we remain optimistic despite past experience? The answer is because the altruism of the past has been joined by the pragmatism of the future. Higher education, with help from business, industry and government, may now focus on those who will ultimately be part of the solution. If we succeed at delivering this fundamentally distinct message, there will be no need for Antonia Pantoja to make the same speech a generation from now. □

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Peter M. Rosa is director of governmental relations for the Connecticut State University System and co-chair of the NEBHE Task Force on Minority Student Enrollment and Retention in New England.

#### CARLOS A. TORRE

*Assistant Dean of Yale College  
Yale University*

I would like to stress the positive, constructive nature of the work of the NEBHE Task Force on Minority Student Enrollment and Retention in New England. We have focused our attention on successful efforts in the region as examples of what can work. More importantly, we are concentrating on the responsibilities we have for transforming a distressing situation, rather than seeking to fix the blame.

I would also like to highlight two findings of the task force that merit special attention.

It is essential to understand how culture and en-

vironment affect thinking and what the implications of this are for the educational process: namely, whether the education of minorities is more effective if it takes place in a context that is cognitively compatible with the culture, and if so, what elements are necessary for achieving cultural compatibility. Sensitivity to varied backgrounds and learning characteristics enables teachers to build upon students' strengths and help them remediate their weaknesses.

Second, because the students targeted by the task force are often the first in their families to attend college, they lack mentors and other human resources

who might provide orientation and guidance. Without such academic and personal orientation, the expectation that the university has of them is highly novel and often wholly outside many individuals' past experiences.

Any efforts at recruitment of Blacks and Hispanics in higher education:

- must address the insecurities that arise when individuals grow up in an environment that is insensitive to their own cultural patterns and mores;
- take into consideration that vicarious learning is no substitute for hands-on learning. Yet, in academia we attempt to teach incoming freshmen how to orient

themselves to all of the complexities of a university by asking them to read the college catalogue, to sit in an auditorium listening to a procession of university officials talking about the various offices and departments of the university, and by reminding them with a smile that if they have any questions, we are always there to help (all 2,500 of them);

- employ a variety of approaches. No single strategy for learning is effective for all students in all situations.

Efforts to address the needs of students from backgrounds different from that of the dominant culture will succeed only if these issues are addressed.





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# A CONTEXT FOR OUR WORK

EDGAR E. SMITH

At the outset, the New England Board of Higher Education's Task Force on Minority Student Enrollment and Retention in New England expressed serious concerns about the climate for implementation of progressive recommendations. It was clear that no member of the Task Force was interested in working on a report that would gather dust on somebody's shelf. In the absence of a strong commitment to implementation by academic, corporate and government leaders, such an effort would most assuredly be viewed as one in a series of charades that have already cited the deteriorating conditions of minority student access to higher education in America, without eliciting substantive results.

## Everyone must take part

Obviously, the first step toward successful implementation involves acceptance. The New England Board of Higher Education has taken this first step and we are pleased. In viewing the issue as an urgent regional priority, NEBHE has sent out a signal to the six states that there is reason for serious concern about declining enrollment and retention of minority students in New England. It is incumbent upon those in decision-making positions, such as university and college presidents, chancellors of higher education, legislators and governors to follow suit.

During the past 18 months the Task Force has made a sincere and conscientious effort to understand the key problems associated with the enrollment and retention of minority students in New England, and to develop solutions in the form of straightforward recommendations. When the Task Force releases its report it will require the consideration not only of those directly involved with education, but also by those who have a significant influence on education. Included in this category are all representatives of the media as well as the business community. There is a role for everyone to play, and it is imperative that action be taken now.

In keeping with the fervent insistence of the Task Force on follow-up, members have unanimously expressed a willingness to be involved in a process of

monitoring regional progress. More specifically, it does not wish to "self-destruct" once the report has been prepared. Rather, the Task Force will take an active role in presenting the report to various audiences, while working throughout New England for action on its recommendations. The true test of the success of our efforts is not the production of a report, but the extent to which we will be able to effect change.



*The true test of the success of our efforts is not the production of a report, but the extent to which we will be able to effect change.*

## The importance of self-image

Having made my point regarding the stress the Task Force wishes to place on regional implementation, I would like to focus briefly on two topics related to minority student retention that will not be covered in the report. These are *self image* and *racism*. I am convinced that because both of these issues play a vital role in the retention of minority students, no approach toward resolution of the problem would be complete without heightened attention being given to their significance.

It is very easy for me to address the topic of self image in view of my background as a Black child growing up in rural Mississippi. The segregated society in which we lived was founded on the notion of white superiority and Black inferiority. Fortunately, those directly responsible for providing us with an opportunity to become educated did not believe in that concept.

They made certain that we were reminded, constantly, of our inherent abilities and potential for accomplishing anything that we were willing to work for. All too often, such assurances are missing from the educational experiences of minority students in an environment such as that found in New England, the most predominantly white region of the nation. In fact, they are bombarded regularly with negative images.

"As a result," states Gayle Pembroke, director of minority affairs at Bowdoin College, "many minority students find themselves fighting the urge to internalize such negative imagery. All too often they have already accepted much of it, and, half-believing, half-fearing, they see themselves as inferior and alien. By the first day of class, after a week-long new-student



week, minority freshmen are likely to have had their hair touched, been stared at, pointed at, increasingly jeered at by students who feel minorities are being given extra breaks; been spoken to in television Black and Hispanic accents; received soul handshakes or high fives and been given nicknames by students who want to be seen as liberal." It is clear that institutions of higher education seriously interested in improving the retention rate of minority students must address social issues that impact negatively upon the student's self-image.

### Campus attitudes must change

Whereas some of the responses of non-minority students and faculty to minority students may find their origins in ignorance about cultural diversity, a significant fraction of these actions derive from the deep-seated racism present in our society. Students arrive on college and university campuses throughout the nation with these attitudes and, as recent incidents in New England have shown, will not hesitate to act them out. Of equal concern are the attitudes held by faculty and administration (so very few of whom are minority), which, though they may be just as intense, are demonstrated oftentimes in a much more subtle fashion. Across the United States, minority students are demonstrating their dissatisfaction with this situation, as they very well should. It is incumbent upon our institutions to respond so as to insure the development of an environment that allows the minority student to pursue his or her education with the same potential for success as any other student.

Particularly noteworthy is the extent to which racism becomes reflected in the curriculum promoted by our institutions. If it is possible for any college graduate to receive a degree without significant exposure to the history, culture and contributions of non-white people, haven't we failed to educate that student? By isolating the study of "minority" people *only* in ethnic studies departments, are we not saying that such studies are peripheral, and not central, to education? Are we not also implying that the study of non-white people is not a legitimate academic pursuit? More importantly, haven't we reinforced the racism that we have fought to eliminate in other areas of student life? To attract Black and Hispanic students to our campuses without seriously reflecting the history and culture of non-white people in a significant way throughout the curriculum is no less discriminatory than not admitting these students at all. The symbiotic connection between students, faculty and curriculum can either reinforce existing racism or be a force to alter and eradicate it, while enhancing our knowledge and appreciation of the *entire* global community.

I feel secure in my belief that the Task Force on the Recruitment and Retention of Minority Students is an action-oriented group. The staff of the New England Board of Higher Education has been outstanding in its support and we are appreciative. We anxiously await the next step. □

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Edgar E. Smith is vice president of academic affairs for the University of Massachusetts System and co-chair of NEBHE's Task Force on Minority Student Enrollment and Retention in New England.

### NARBETH R. EMMANUEL

Associate Dean of Students  
University of Vermont

As a nation, we struggled during the 1960s with the painful realization that we were a divided society, and so we embarked on a course of action to change this state of affairs. Twenty years later, we have come to the stark realization that our dreams of that decade are as yet unfulfilled. This is evidenced by the declining enrollment of Blacks in higher education, the racial incidents on many campuses and a pervasive sense of alienation.

It is time once again to *renew* and *reaffirm* our commitment to affirmative action, which, despite its challenges and drawbacks, we hoped would bring us together as a nation. To renew and revisit our dreams, we are in desperate need of *bold institutional leadership* that embraces a comprehensive plan, articulating valuable and attainable goals and engaging the university and college communities to assume its proper role in addressing a monumental challenge. And as we in higher education challenge our own attitudes and beliefs, it is imperative that we *foster partnerships* with the public school systems, local, state and federal agencies, as well as with the public and private sector of society.

Only through renewing and reaffirming our commitment and developing bold leadership partnerships will we assure ourselves of a nation undivided and the fulfillment of a dream yet unrealized.





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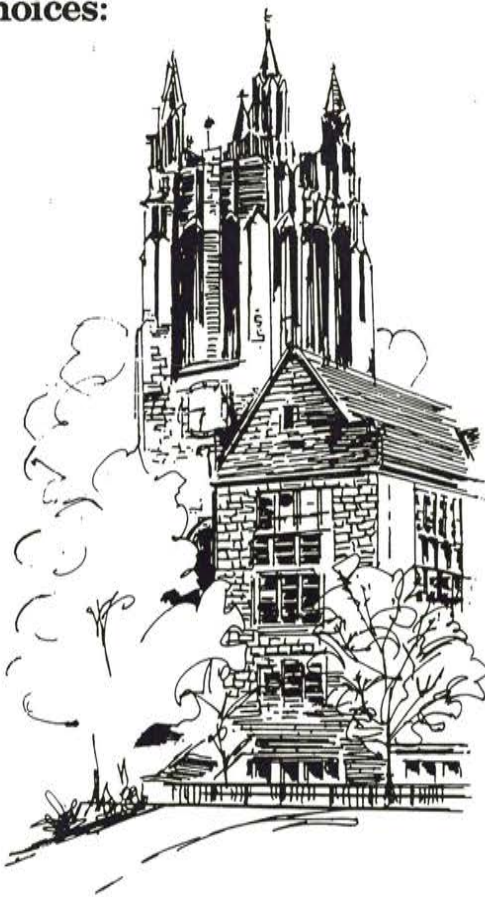
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# MIT's MINORITY SUCCESS RECORD

CLARENCE G. WILLIAMS

**D**uring the past five years numerous reports have been written on the problems of educating youth, especially minorities, at the precollege and college levels. Too many minority youngsters, including those in New England, are falling through the cracks of our educational system.

According to Betty Vetter of the Commission on Professionals in Science and Technology, the nature of the American melting pot is changing. Minorities now constitute the majority of school enrollments in 23 of 25 of the nation's largest cities. Hispanics will experience the fastest population growth over the next decade, principally because of immigration. Black population growth will be the second fastest. From these projections we can see the need for concern about the admission and retention of minorities in the educational pipeline for the survival of our nation.

## Historical perspective

MIT's success in recruiting minority students today is due to our philosophy and persistence in this area. A Task Force on Educational Opportunity was created in 1968 and chaired by Paul E. Gray, who was then associate provost. Periodically, we have reappraised and questioned our motives and results.

Two years ago, MIT began to focus its attention on general improvement of the undergraduate experience. Our admissions process is and will continue to be crucial to our recruitment of minority students. But we have realized that a good minority recruitment program isn't worth much without a well-thought-out retention program. From our historical base of profiles of minority students at MIT, we have a good idea of which students are likely to succeed here.

We have averaged approximately 100 minority students since 1968 out of a total class of about 1,000 students. Our graduation rate over a 12-year period has averaged 75 percent seven years after entry to MIT. We believe that our support structure has been good.

The most gratifying change this year is one that the admissions office worked hard to achieve. Applications from Afro-American, Mexican American, Puerto Rican

and Native American students increased by 41 percent, to 514. This year's class of approximately 1,000 includes 69 Afro-Americans, 39 Mexican Americans, 23 Puerto Ricans and two Native Americans. The group constitutes approximately 13 percent of the class.

## Why MIT has been successful

There are several reasons for MIT's success in recruitment and retention of minority students.

First, we believe that curriculum reform has enabled us to appear more attractive to those minority students who want a broader educational experience. Second, the admissions office implemented a number of initiatives to create a more pluralistic student body and at the same time create a critical mass of minority students large enough to provide support for one another. Our actions included the addition of two new staff members, one to conduct admissions and market research and one to recruit minority students; production of a new audiovisual presentation, stressing the diversity of opportunity at MIT, which was then made available to high schools; and updating the literature MIT provides to high schools, to make our material more of an attention-getter among guidance counselors.

For several years, MIT has used "direct mail" to encourage particularly capable high-school seniors to apply,

using mailing lists generated by the National Student Search Service. This letter to high-school seniors was revised to make it a more personal and effective communication. The admissions office has published a tabloid newspaper specifically for applicants; admissions officers increased the number of visits they made in all regions; and all recruitment publications for the 1987-88 recruitment season were redesigned.

New and existing services to attract and support minority students have been brought together under the rubric "Pathway to the Future." The program includes special help in finding summer jobs that either offset college costs, provide valuable experience in industrial research and design, or both; summer sessions before the freshman year to help prepare minority stu-



*A good minority  
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dents for the academic challenges they will face at MIT; and financial aid provisions that take into account the special circumstances often faced by minority families. We are now offering our lowest-income students MIT Opportunity Awards of up to \$2,500. These awards will be renewable for four years and will significantly reduce the student's loan and work obligation. At the same time, we continue to make all admissions decisions without regard to the financial need of each student we admit.

We believe that the past two years' success in our minority admissions program suggests that potentially outstanding students, regardless of their race, sex or intended major, are attracted to schools that have a commitment to academic excellence, diversity and retention.

### Lessons learned

What have we learned about minority recruitment and retention that may provide some implications for all higher-education institutions? Let us look at minority recruitment first.

No institution has been able to sustain a minority recruitment program year after year without substantial support from its leadership. The president and other key officials must be willing to publicly identify minority recruitment and presence as a high priority.

Second, we believe it is necessary to have a minority professional who is directly responsible for providing leadership in minority recruitment. This person should have a high-level position in the admissions office (for example, associate director) in order to foster a respectable status in the outside recruitment communities. People-skills and personality are major factors in making recruitment plans successful, and they are of even more significance when dealing with minority candidates. I might add that a minority recruitment staff should be diverse and include both Hispanic and Afro American professionals.

The officer for minority recruitment should have the financial resources to create and develop recruitment strategies and programs. Although responsibility for the minority recruitment program should rest with this person, the program should be carefully balanced within the entire admissions office to involve all members in the process—visits to schools with high minority enrollments, for example.

Third, minority alumni can and should be involved in the recruitment of other minority students. During holidays and at the end of terms, school-sponsored trips for students to visit their former precollege schools can be most productive. Involving minority students in telephone calls to talk with prospective students has been very useful for us. Minority weekends have also been successful.

Fourth, we have found that a precollege enrichment program on campus increases the chances that minority students will matriculate.

## FIRST-OF-ITS-KIND DIRECTORY

Harvard University's Graduate School of Education has published a first-of-its-kind directory for its alumni: "A National Sampling of Minority Alumni/Alumnae."

The listing provides access to a national network of education professionals from all minority groups, including Blacks, Hispanics, Asians and Native Americans. The alphabetized entries are divided by region and list occupation, home and business addresses, academic history, volunteer work, research/professional interests and accomplishments of note. A listing of ethnic affiliation is optional.

The project resulted from recommendations made by minority alumni of the school in response to a survey that asked them how their alma mater might serve their needs. According to Project Coordinator Michael Ignelzi, Ed.D. candidate in human development at the school, it is the first minority alumni directory to be produced by any division of Harvard.

The directory is an excellent resource for recruiters, and provides a wellspring of professional contacts, role models and mentors for young minorities interested in obtaining advanced education degrees.

## Decreases in federal aid have made a difference

Data on federal grants and loans point to dramatic shifts in the way American college students and their families have coped with changing federal aid policies over the past six years. Changes in federal aid eligibility regulations have contributed to a steady decline in the proportion of freshmen who participate in the Pell Grant program, and a rapid increase in dependence on loans.

Freshman participation in the federally funded Pell Grant program has declined by nearly half since 1980, according to the most recent annual survey of entering freshmen conducted by the American Council on Education. Only 16.9 percent of the freshmen entering college last fall received Pell Grants, compared to 19.9 percent in 1985 and 31.5 percent in 1980. In contrast, last fall one freshman in four (25.4 percent) had a Guaranteed Student Loan, up from 21 percent in 1980.

Students who receive loans may not fare as well in college as their peers with fewer financial worries. Beyond the effect of reducing the number of students from poor backgrounds who attend college, research on student persistence and degree completion suggests that heavy reliance on loans may contribute to decisions to drop out of college.

Among minority students, the decision to drop out is driven as much by a lack of social integration as by academic performance. This means that such factors as high use of campus facilities, holding a job on campus and having informal contacts with teachers and students outside the classroom are important to persistence rates among minorities. In other words, students who are well-integrated into the academic and social environments are more likely to graduate. This finding takes on special importance for minority stu-



dents on majority campuses where they are less likely to fit and more likely to feel alienated. Moreover, on majority campuses, Black and other minority students often do not receive the mentoring and nurturing necessary for intellectual and personal growth. Academic and social advising for minorities continue to be less than satisfactory in enhancing survival rates and occupational successes among minority students.

Minority students, it appears, do not fully benefit from academic counseling at predominantly white colleges and universities. White faculty members, particularly in academic departments where historically minority students have not enrolled in any sizable numbers, too often feel that the quality of the department will decline with an increase in Black students.

For example, a study by James R. Mingle of SHEEO, the national organization of State Higher Education Executive Officers, found that white faculty intentionally communicated less with Black students than with white students. Mingle also reveals that "when faculty believe that Black students should meet the same 'standards' as whites, this tends to be translated into an unwillingness to alter traditional teaching styles or support institutional changes." Thus, the shortcomings in academic counseling and teaching of Black students thus are strongly associated with faculty attitudes and behavior at white institutions. The quality of academic advising in particular programs or majors within an institution is extremely important to minority students, since a college education of virtually any kind no longer guarantees employment opportunity and economic mobility.

#### Survey finds lack of support, racism

Our minority recruitment program is advancing, due to our willingness to continuously examine our progress with respect to the retention of minority students. We try to learn from the feedback that we receive, especially from minority students and alumni.

The best example of this is a study of the racial climate at MIT. This survey, conducted by telephone with Black men and women who attended MIT between 1969 and 1985, revealed that relationships between

Black students and white faculty members 'were often characterized by poor or inadequate support, negative expectations for Black student achievement, and occasionally some shocking discriminatory behavior. This often led to reluctance on the part of many Black students to seek academic help, and thus they lost the advantage of important educational resources.' Responses included the following:

- "The fact that I was Black made me conscious of what my community needed. We (Blacks) had to endure the perceptions of faculty, staff and students (predominantly white). Additional pressure as a Black [was on me] because I felt that if I failed, these people would think that all Blacks fail."

- "One professor has a hang-up about Black people. I went to talk to him about a grade, and he said, 'Maybe your people should go somewhere and do things that you people can do.'"

- Forty-four percent of the alumni reported that racism complicated their adjustment to MIT. Despite these problems, most Black graduates in the survey said they felt MIT 'was their best choice, and said they would do it again.'

In releasing the study to the public, President Gray stated: "The report carries a clear and disturbing message: that the environment for living and learning at MIT poses special problems for Black students. Facing up to this reality at MIT is not easy for us as individuals or as an institution. Each of us who lives, studies, works and teaches here must acknowledge that serious problems exist, and accept personal responsibility to do everything within his or her power to help in solving them."

Many people felt this report would seriously hamper our minority recruitment efforts for this year. But, in fact, our willingness to examine ourselves may have been our saving grace. One important strength of MIT is its ability to seek self-analysis regarding issues that most institutions overlook or sweep under the rug. □

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Clarence G. Williams is special assistant to the president and assistant equal opportunity officer at MIT.

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## Active Recruitment of Minorities is More Crucial Than Ever

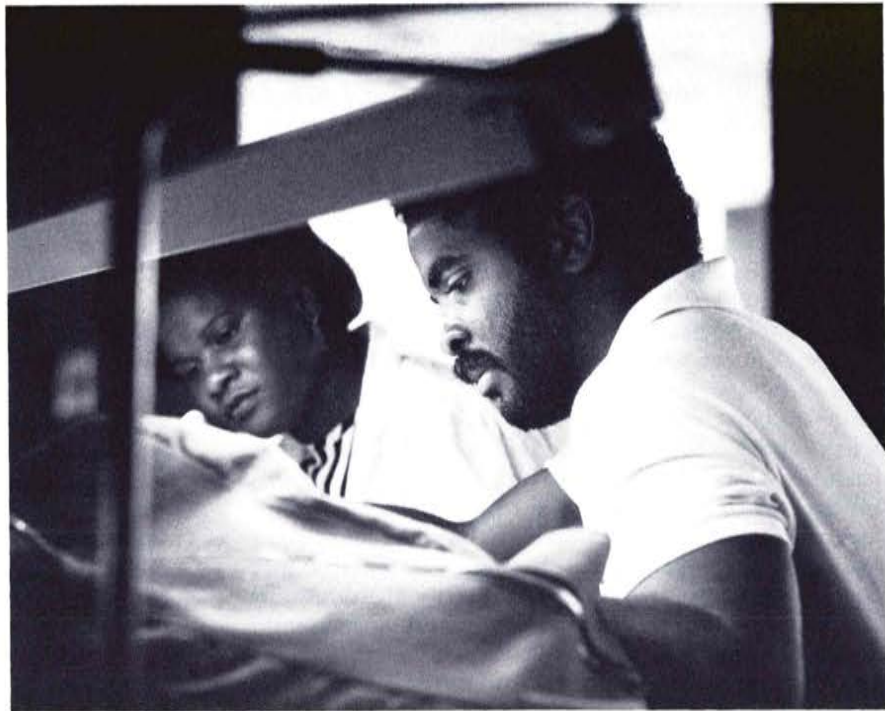
ELLIN ANDERSON

**B**lacks and Hispanics comprise 6.2 percent of New England's population and 4.8 percent of regional higher-education enrollment. While a significant number of colleges and universities show a figure of 5 percent or more minority students, these figures do not necessarily reflect whether the institutions are serving New England's minority residents. The region's most prestigious colleges and universities do not concentrate on recruiting students from their communities, nor are they expected to. Instead, they compete for the same pool of top minority scholars drawn from across the nation.

Most of New England's minority citizens live in the following areas: Boston, Springfield-Holyoke-Chicopee, Hartford, New Haven and Bridgeport-Waterbury. Institutions with the largest concentrations of minority students are clustered within these areas. Certain public two- and four-year colleges and universities, plus a few independent institutions, have done exceptionally well in cultivating minority participation. A sampling of programs at each type of institution follows.

### University committee will study retention

This year, **Southern Connecticut State University** received a \$40,000 grant from the Connecticut Board of Governors for Higher Education in recognition of a five-percent increase in minority enrollment over the past two years. Overall student enrollment at Southern Connecticut State is approximately 10 percent Black and 2 percent Hispanic.



Studying at the Joseph P. Healey Library, University of Massachusetts at Boston.

The grant will assist the university in recruitment and retention of not only minority students but minority faculty and administrators as well. Part of the grant is being used by the admissions office for local radio advertising geared to 15-to-21-year-olds. Also with funding provided by the grant, information on the university will be sent to minority students whose SAT and PSAT scores fall within an acceptable range.

### Obtaining affordable childcare is a major factor for many students in finding the time to enroll.

"It's unrealistic for a school like Southern to target the upper-line minority candidates, because every college in the nation would like to do that and they're recruiting very heavily," says Director of Admissions Sharon Brown. As is consistent with the mission of a public

university, Southern Connecticut State serves a population of young people who are not necessarily achievers but who deserve the same chance for success as their more sought-after peers.

Two minority recruiters, one Black and one Hispanic, work with Brown to try and encourage students to attend the university. They also work closely with guidance counselors in the inner-city high schools of New Haven, Bridgeport, Norwalk and Hartford.

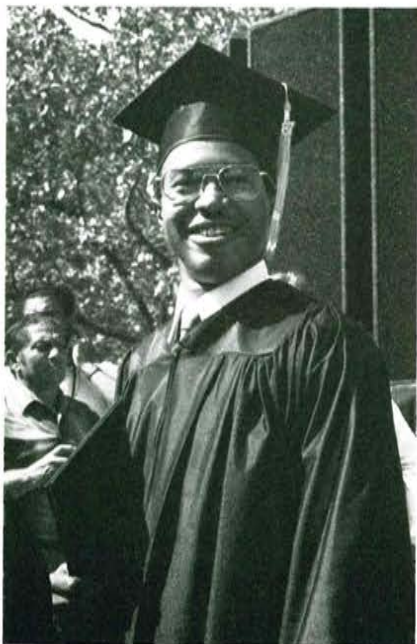
The Summer Educational Opportunity Program, a five-week, fully-subsidized program for minority students, allows 50 students to live on campus and receive intense remediation in English, math and reading. Students who successfully complete the program are automatically admitted to the university in the fall.

While at present the college keeps no figures on retention, Brown does observe significant numbers of minority students dropping out. A special committee is trying to determine why. "We have a lot of support systems here, but it's hard to change 12 years," Brown says.



"However, that doesn't mean that you give up. For every five that drop out, there's one that actually does stay and complete the degree." Tutoring in math and English is presently available to students.

Enrollment at **Greater Hartford Community College** in Hartford is 31 percent Black and 11 percent Hispanic. An administrative assistant for minority recruitment helps the dean of admissions find creative ways to recruit and retain minority students. Last year's activities included Honoring High School Night, in which the college arranges an evening-long orientation program for each of Greater Hartford's public high schools. Students and their parents tour the campus and attend informational seminars, and are made aware of such college facilities as the Learning Assistance Center, a "lab" of tutors whose services are available free-of-charge to students with academic problems.



How can New England higher education increase numbers of minority graduates? University of Massachusetts at Boston.

Between 50 and 60 percent of the students enrolled at Greater Hartford are in the 25-to-35 age range. Obtaining affordable childcare is a

### WILSON LUNA

*Director of Financial Aid  
Greater New Haven State  
Technical College*

The Technology Orientation Program at Greater New Haven State Technical College in Connecticut is a community career-awareness program focusing on minority and female middle-school students. The program addresses the well-known fact that minorities and women are underrepresented in engineering and technology careers.

The objectives of the program are to orient these students in technical career awareness, increase their knowledge of technical vocabularies, acquaint them with the tools of technology and increase their interest in pursuing mathematics and science competencies while in junior high school. Hopefully this approach will lead to further technical-career exploration and eventually to successful careers in engineering and technology.

Initially, the directors of TOP contacted principals, counselors and mathematics and science teachers and asked them to identify minority and female seventh, eighth and ninth graders with an aptitude for science and technology. Once participants had been identified, letters were sent to parents and guardians to enlist support. Over 90 students, representing 13 school districts in the Greater New Haven area participated in the program.

The program was scheduled in three cycles of two consecutive Saturdays during March and

April. Students were exposed to a wide variety of activities including a videotape, "Profiles," that highlights female and minority engineers at the Pratt and Whitney Aircraft Corp. After seeing the film, students were taken on a field trip to Tweed-New Haven Airport where they toured the maintenance facilities and participated in a lecture/seminar on aviation technology. Upon returning to the campus, students were involved in "hands-on" projects such as kite building, conducted by college faculty.

A significant feature of the program was the use of role models. Female and minority engineers were invited to speak to the students about academic preparation, career decisions and job satisfaction. This gave students an opportunity to interact with individuals engaged in challenging technical careers.

Parents and guardians attended the program to share experiences with their children. Participating students "graduated" with a certificate of completion and saw a videotape of the activities in which they had participated.

Evaluations completed by each TOP student were quite positive and demonstrated an increased awareness of the requirements and benefits of technical career choices. Plans are being made to offer the program again during the coming academic year.





Graduation day, University of Massachusetts at Boston.

major factor for many of these students in finding the time to enroll. The college's Early Childhood Lab is a day-care center used by the Early Childhood Education Department. Financial aid is provided to those who need it to pay for child-care at the lab.

### Increasing the applicant pool

Zoe Aponte-Gonzales was recently appointed associate director of recruitment at the **University of Massachusetts at Boston**, with responsibility for minority affairs. Currently the university overall is 8.6 percent Black and 2.8 percent Hispanic, with undergraduate student enrollment that is 9.4 percent Black and 3 percent Hispanic. Aponte-Gonzales' major responsibility is Black recruitment, particularly in the Boston public schools. She will work closely with Boston's METCO Program, in which inner-city students in grades one through 12 are bused to suburban high schools. Aponte-Gonzales will also work with public high-school guidance counselors, bilingual counselors and with the Higher Education Information Center in Boston (see related article on the center) to target promising minority students.

At a Minority Education Day each June, selected high-school sophomores and juniors are invited to the UMass-Boston campus, where they attend workshops on admissions, planning and financial aid. "While Minority Education Day can be viewed as a recruitment tool," Aponte-Gonzales says, "the amount of time that we focus on the university itself is very small. We hope that just by exposure to the university campus the students will be turned-on to seeking an education and hopefully include us in their educational plans."

Aponte-Gonzales says that the university's goal of increasing minority enrollment will be a difficult one to achieve "because everybody is basically competing for the same pool of qualified applicants." One of her tasks for the coming year is to learn about education programs being offered in regions of the United States with large minority populations, such as the Southwest. The point of such programs, she says, is to ensure students' success in high school "so that the applicant pool then becomes a little bit larger."

Of the minority students who drop out of UMass-Boston, most leave because of financial

reasons—but that is not the whole story. "It's financial *and* it's academic," Aponte-Gonzales says. "People don't have the money and if they're worried about money, they're not going to focus on their academics. And if they don't focus on their academics, then they have to leave."

### Programs for Boston high schools

This fall's freshman class at **Northeastern University**, which will be accepting applications until the beginning of the 1988-89 academic year, should be between 6 and 7 percent Black and approximately 2 percent Hispanic, according to Director of Admissions Philip McCabe. Undergraduate enrollment at Northeastern is 4.8 percent Black and 1.3 percent Hispanic.

Located in an area of urban Boston with a high percentage of minority residents, this private university is trying to find ways to help the community's high-school students prepare for college and make wise choices once they get there. Sixty full-tuition scholarships per year are awarded to students graduating from Boston public high schools through the university's Boston Scholarship Program. Awards are based on factors including high-school records, SAT and Achievement Test scores and evidence of leadership potential.

**Northeastern is trying to help community high-school students prepare for college and make wise choices once they get there.**

Northeastern University's Progress in Minority Engineering, known as NUPrime, gives minority students in the Boston public schools the opportunity to take weekly workshops in math and science: a step towards remedying the shortage of minority engineers. MASSPEP, the Massachusetts Pre-



Engineering Program for Minority Students, draws 45 participants from the Boston and Cambridge schools each summer to attend classes in communications, applied science and mathematics at Northeastern.

Another summer program, the Northeastern University Academy, helps seventh and eighth-grade students from Roxbury, Mission Hill and the Fenway improve their SAT and Achievement Test scores, develop a positive attitude about themselves and expose them to the college atmosphere. STEP, the Summer Training and Education Program, is a six-week summer program for students entering grades nine and 10 in which academic tutoring is combined with counseling about such problems as drug abuse. STEP College Bound provides high-school juniors and seniors with the academic preparation and encouragement they need to apply to college.

#### "Critical mass" draws minorities

For a highly selective independent institution, **Wesleyan University** does unusually well in attracting minority students. Numbers of Black and Hispanic students at Wesleyan have steadily increased over the past eight to 10 years, according to Associate Dean of Admissions Clifford Thornton. Currently, 10 percent of total university enrollment is Black and 3.5 percent is Hispanic. What is it about Wesleyan that makes minorities want to go there?

"I think it is a good example of success breeding success," Thornton says. "First, they are well-represented in the student body. Twenty-five years of aggressive recruitment of minority students has led to the formation of a critical mass that serves as a magnet of sorts. Second, there is a relatively high percentage of minority faculty and staff at Wesleyan. The availability of minority role models at predominantly white institutions, while important to students, is extremely important to parents. Few schools can match Wesleyan in

#### LOUIS H. CAMPBELL

*Executive Director  
CONNTAC-EOC  
Wesleyan University*



CONNTAC has served minority and educationally disadvantaged individuals since 1966, when it was established as an educational talent search. The first statewide talent search in the nation, CONNTAC was formed by a consortium of postsecondary institutions as a statewide program designed to meet the needs of students. CONNTAC worked with high school students in the large urban areas of Connecticut until 1980, when it became an Educational Opportunity Center, shifting its focus to include the adult population.

The mission of CONNTAC, as stated in its bylaws, is 'to provide increased postsecondary opportunities for minority and other students in the state of Connecticut.' This is a task tinged with irony, for Connecticut has the highest per-capita income in the United States, while it spends relatively little on education and has some of the poorest cities in the nation.

Throughout its 22-year history, CONNTAC has served Connecticut's neediest cities: Hartford, New Haven, Bridgeport and Waterbury. Over one fourth of New England's Black and Hispanic population, 200,000 people, live in these four cities. They exist in an environment strewn with barriers to higher education. A report released by CONNTAC in 1970 described the inner cities as characterized by poverty, overcrowding, dependency on welfare, poor health, drug abuse, high crime rates and inadequate educational systems. In the years since 1970, conditions have worsened, with an inadequate housing supply, increased teenage pregnancy, high dropout rates and growing juvenile drug abuse and crime.

The challenges we face today in the fight for equal access to higher education are tougher than ever. Blacks and Hispanics struggle to escape from the setting of poverty, dependency and despair so many inhabit, and the key for them is educational opportunity. I am proud that CONNTAC continues to foster the ambition, academic preparation and hope for the future that minority students need so badly today.



those two areas." As dean of admissions and freshmen at Wesleyan in 1964, NEBHE President John C. Hoy initiated the Wesleyan minority recruitment program, with the full cooperation of Wesleyan's board of trustees.

Thornton credits current College President Colin G. Campbell with setting the tone for the healthy racial climate Wesleyan enjoys. "His outspoken commitment to a multicultural environment has contributed greatly to our successful recruitment program. Consequently, this is not a place where the admissions office is attempting to convince the university that there

is much to be gained by encouraging the enrollment of students of color," Thornton says.

According to Thornton, the single most important element in maintaining an ethnically and culturally diverse student body at Wesleyan is the availability of financial aid. While the aid-blind admissions process and financial-aid policies at Wesleyan seek to provide sufficient aid to meet demonstrated need, Thornton says, "that should not be taken as an indication that all is well." The combination of rising tuition costs and recent changes in federal financial-aid policies that increase dependence upon loans and

decrease grants "have made it incredibly difficult for many minority and working or middle-class students to attend private institutions like Wesleyan," Thornton states.

**Close ties to Black community**

**American International College** in Springfield, a small independent college offering liberal-arts and professional programs, cultivates an exceptional relationship with its largely Black and Hispanic community. The student body is 8 percent Black and 2 percent Hispanic, according to Director of Admissions Peter Miller. Most of these students

**CYNTHIA V. L. WARD**

*Associate Commissioner for Programs and Planning  
Rhode Island Office of Higher Education*

Expansion of minority student enrollment in public higher-education institutions has been identified by the Rhode Island Board of Governors for Higher Education as 'one of the most pressing educational and economic needs of the century.' Because minorities are the most rapidly growing segment of the population, and because occupational growth is predicted to be in those areas that require at least some higher education, the increasing need to better serve minority students is apparent.

The Rhode Island Board of Governors for Higher Education has registered its continuing commitment to educational equity and quality by adopting a master plan promoting minority enrollment in public higher education. The plan consists of six major recommendations, which include establishing an interinstitutional committee; requiring institutional plans; creating a dedicated incentive fund; increasing financial support for disadvantaged students through special programs for training minority teachers; and encouraging minority students to complete high school and go on to college. In support of the plan, the Board of Governors will request a \$600,000 addition to its 1989-90 budget.

The recommended Advisory Committee on Minority Enrollment will serve as a forum for sharing information on existing and projected programs at the Com-

munity College of Rhode Island, Rhode Island College and the University of Rhode Island. Part of the committee's charge will be to suggest ways in which the public's awareness of and accessibility to programs at the institutions can be increased. In addition, each public institution will be required to prepare a three-year plan for coordinating its program initiatives. These plans will include a report on the progress being made toward identified goals.

The Incentive Fund for Minority Enrollment would provide support for the initiation of new programs and the expansion of current successful efforts. A wide range of programs, including outreach activities for 'at-risk' high-school students and programs targeted at increasing college retention and graduation rates for minority students would be eligible for funding. In acknowledgment of significant high-school dropout rates among minority students, the expansion of current cooperative programs and partnerships between secondary schools and public higher-education institutions will be encouraged.

In recommending approval of this master plan for minority enrollment, Commissioner of Higher Education Eleanor M. McMahon noted that increased cooperative planning among Rhode Island's three public institutions of higher education, aided by increased funding to support these efforts, should place Rhode Island in a strong position to better serve the needs of minority students entering its public institutions of higher education.



are from the Springfield area and western Massachusetts. The self-perpetuating healthy racial climate at the college is an important factor in drawing and retaining minority students, who are actively recruited from the Springfield public high schools.

"We're in an area of Springfield with a large Black population," Miller says. "There is a mutual respect between the college and the rest of the community. We do as much as we can to open our doors to the community and open our facilities for functions. The minority students that we have are equally if not more involved on campus. They are a very visible and active group."

### White males are now a minority within the nation's workforce.

Members of PRIDE, or People Ready in Defense of Ebony, a Black student organization with a strong presence both on campus and in the community, spend time in the public high schools advising minority students about going on to higher education. PRIDE also plays an important part in maintaining strong ties between the college and its neighbors. Members of PRIDE work to increase community awareness of the resources available at AIC and serve as a support group for minority students on campus.

According to Miller, most minority students are enrolled in AIC's School of Business Administration. Other popular areas of study for minority students are sociology, psychology and criminal justice. Many AIC graduates return to their community to work—another way in which the college benefits its community.

#### Timing is right for NEBHE report

Among minorities, the ability and determination to succeed are available and waiting to be tapped. Over the past decade, high-school gradu-

ation rates for Blacks and Hispanics have each risen by about 10 percent. Furthermore, a recent study conducted at **Brandeis University** revealed evidence that minorities are well aware that higher education is crucial to achieving success in life, and are willing to brave a hostile environment in order to obtain a college degree. According to the study, while two serious racial incidents have occurred at the **University of Massachusetts at Amherst** since 1986, the number of Black applicants (but not Black enrollment) has increased by 35 percent since last year. As the report states: "Many Black applicants are apparently undeterred by well-publicized racial incidents that have erupted on several campuses over the past few years."

Unfortunately, most New England colleges and universities, both public and private, do not enroll their share of New England minority students. But there are signs that colleges and universities are beginning to at least become aware of the need to increase access, if in some cases under pressure from minority student groups who are determined to have their needs met. Even at the **University of Vermont**, which is less than 2 percent minority, Black students this spring secured a commitment from UVM President Lattie Coor to increase numbers of minority students and faculty and foster racial awareness on campus.

A memorandum from Coor to the UVM community included the following statement: "Beginning in the fall of 1989, each incoming out-of-state class shall reflect the approximate proportion of minority groups in the population of high-school graduates in the United States and each incoming Vermont class shall reflect the approximate proportion of minority groups in the population of high-school graduates in the state.... The university commits itself to a doubling of the minority undergraduates over the next four years."

It is to be hoped that campuses and higher-education governing



Clifford Thornton, associate dean of admissions, Wesleyan University.  
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boards will be receptive to the forthcoming report of NEBHE's Task Force on Minority Student Enrollment and Retention in New England. For private industry and state government, regional labor shortages and projected relative increases in New England's minority populations present a clear argument in favor of taking action, as do national demographic trends. According to the U.S. Department of Labor's 1987 "Workforce 2000" report, white males are now a minority within the nation's workforce. In 1986, white males made up 45 percent of America's 117.8 million workers, and by 1990 they will comprise only 39 percent of that total, with American-born white females, immigrants and American-born minorities making up the remainder. With this in mind, both the region and the nation must make a commitment to providing higher-education access for all, to ensure American economic competitiveness as well as quality of life for the individual. □

Ellin Anderson is associate editor of *Connection*.



# The Fate of Blacks and Hispanics in A Polarized Economy

JAMES M. WILSON III

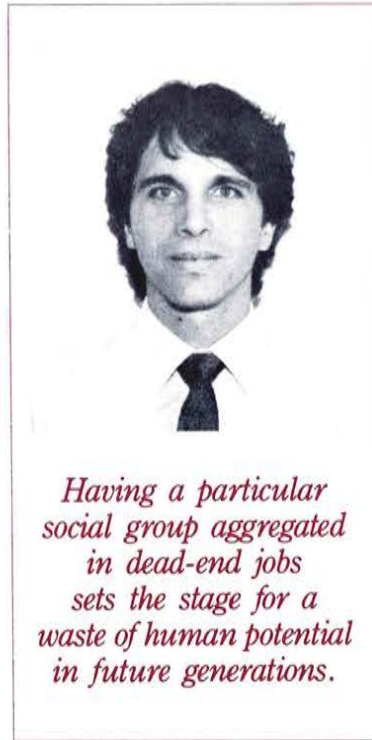
**N**ew England, which prides itself on its educational prowess, is being presented with a formidable challenge: can it make significant progress toward improving the rate at which Blacks and Hispanics are integrated into the economic mainstream? More than at any other time, according to James M. Wilson III, senior project analyst at the Massachusetts Institute for Economic Research at the University of Massachusetts/Amherst, education is now a key factor. If the leaders of New England rise to this challenge, as Wilson suggests, the regional hallmark of the "Economic Miracle" may take on a new meaning.

The economic future of New England is in question. People are wondering whether the gains that have been made with the region's "Economic Miracle" can be augmented, or at least sustained, in the coming decade. Will the maturation of regional high-tech industries demand a greater focus on low-cost, low-wage strategies that may reduce the importance of location in New England? How severely will the predicted decline in defense spending slow the New England economy?

One of the greatest sources of anxiety is the evidence of a labor shortage that is currently being observed in certain sectors of the regional economy. There is clear consensus that there will be fewer new entrants into the workforce in the near future, as individuals born in the "birth dearth" reach adulthood. This creates the possibility that skilled labor, one of the region's primary sources of comparative advantage, will be insufficient. The fear of a labor shortage is grounded in the theory that wages will rise to intolerable levels, making expansion in New England unattractive to business.

The potential labor shortage challenges leaders in the region to craft policies that can help create the quantity and quality of skilled workers that growth industries in the region require. It is generally agreed that skilled labor of two sorts is needed: workers with solid "basic skills" such as literacy, problem-solving, numerical reasoning, and written communication competencies to implement and operate new technologies; and highly trained workers, such as engineers, to provide product and process innovations. When addressing this

issue, one of the keys to increasing the quantity of skilled workers is to focus on those groups that have traditionally not supplied such labor. The groups that are most eligible for such a contribution are Blacks and Hispanics. Historically, both groups have experienced extremely low participation rates in the skilled-labor market.



*Having a particular social group aggregated in dead-end jobs sets the stage for a waste of human potential in future generations.*

## Minorities are fastest-growing group

Added to the argument for investing in the development of minorities is the fact that they are among the fastest-growing portion of the region's population. From 1970 to 1980 the Black population grew 22 percent in the region, while the white population grew only 2 percent.<sup>1</sup> From 1970 to 1980 the regional Black workforce grew 34.6 percent in size while the Hispanic workforce grew 54.9 percent and the white workforce grew 3.8 percent. In 1970 Blacks comprised 2.4 percent and Hispanics 1.6 percent of the regional workforce.<sup>2</sup> In 1980, Blacks more than doubled their participation to 5.1 percent, and Hispanics increased to 2.6 percent. Note that these figures are nine years old; considerable evidence indicates that these shares have virtually doubled as of 1988.<sup>3</sup>

Not only will increasing the employment mobility of Blacks and Hispanics help the region's competitiveness, but it will also undermine a potentially dangerous trend. Some suggest that the workforce, due to the evolving structure of the economy, may polarize into high-tech and no-tech jobs. The requirements for high tech will be, at the very minimum, the basic literacy skills. Without these skills, opportunities for mobility will be greatly reduced in the economy of the future. No-tech jobs, which will be growing at a substantial rate in the future, have very limited internal mobility. They are the proverbial "dead-end" jobs. To have a substantial proportion of a particular social group aggregated in such jobs robs the region of the synergy it could utilize to promote future economic success, and sets the stage for a similar demoralizing waste of human potential and economic isolation for the next generation of Blacks and Hispanics.



Blacks and Hispanics make up a small portion of the region's population: as of 1980 they represented 3.7 percent and 2.4 percent respectively. Nationally, Blacks comprise 11.7 percent and Hispanics 6.4 percent of the population.<sup>4</sup> Stated another way, the percentage of Blacks and Hispanics in New England is less than the relative percentages for the United States as a whole in the year 1980. But this statement hides what is really occurring in parts of the region.

The concentration of these two groups within New England varies dramatically. In 1980, Connecticut had the highest proportion of Blacks, with 6.8 percent, and Hispanics, with 3.9 percent. Vermont had only .2 percent Blacks and Maine .5 percent Hispanics. The states of Connecticut, Massachusetts, and Rhode Island accounted for 97.1 percent of the Blacks and Hispanics in New England.

There are also considerable differences in the distribution of Blacks and Hispanics in urban vs. rural areas. In the larger urban centers of the region, such as Boston, Bridgeport, Hartford, New Haven and Springfield, Blacks and Hispanics represent more than 20 percent of the population.<sup>5</sup> In New Haven, 54.5 percent of the population is Black and Hispanic. The five cities mentioned above contain over 50 percent of the Blacks and Hispanics in the region.

In terms of regional workforce participation, Blacks comprised 5.2 percent and Hispanics 2.7 percent of the workforce in 1980.<sup>6</sup> For the United States as a whole, Blacks represented 11.6 percent of the workforce and Hispanics 5.4 percent. The participation rate varies in the region as well, from a high of 8.3 percent Black and 4 percent Hispanic in Connecticut to less than 1 percent for the combined Black and Hispanic workforce participants in Maine. As with population, Connecticut, Massachusetts and Rhode Island accounted for 98.2 percent of Black and Hispanic workers in the region. Looking at Massachusetts, which has the largest economy in the region, 83.5 percent of the white workforce was employed in urban settings, while 96.6 percent of Blacks and 94.5 percent of Hispanics participated in urban employment.<sup>7</sup>

Historically, Blacks and Hispanics have been overrepresented in those occupations that require the least qualifying training.<sup>8</sup> Nationally and in New

England, Blacks and Hispanics have had higher-than-average representation as service workers, operatives and laborers. Both groups are significantly underrepresented in all white-collar occupations and in the blue-collar occupations of craftsmen.

#### **Urban minority workers fare better**

Within the urban economy of Boston about 50 percent of the jobs occupied by Blacks are either clerical, administrative-support or service occupations; 37 percent of Hispanics and 26.5 percent of whites occupy such positions.<sup>9</sup> If we include the categories of operatives, fabricators and laborers, the figures increase to 63.5 percent for Blacks, 61.6 percent for Hispanics and 45.2 percent for whites. For New England the occupations of operative, laborer, clerical worker, service worker and salesperson comprise 56.9 percent of the white workforce, 74.2 percent of the Black workforce and 83.4 percent of the Hispanic workforce. Nationally, 58.2 percent of the white workforce, 79.6 percent of the Black workforce and 76.9 percent of the Hispanic workforce occupy these positions. Urban minority workers fare better than those in the region in general, and the New England pattern is not very different from that of the nation in terms of how racial and ethnic groups are distributed in these occupations.

The qualifying education for these jobs indicates that only 2 percent of laborers, 6 percent of operatives, 13 percent of service workers, 15 percent of sales workers and a relatively high 33 percent of clerical workers needed formal schooling, such as vocational school, high school or college.<sup>10</sup> This is in stark contrast to the white-collar occupations, where 82 percent of professionals, 43 percent of managers and 58 percent of technicians need formal training. Only 13.7 percent of the Black and Hispanic workforce occupy New England's white-collar jobs; this,

however, is a higher participation rate than that of the United States as a whole, where only 11.4 percent occupy those positions.<sup>11</sup> Nationally, 28.7 percent of the white workforce and 37.9 percent of the Asian workforce occupy these positions, while in New England, 31.1 percent of the white workforce compared to 47.4 percent of the Asian workforce hold white collar jobs.

#### **BETH I. WARREN**

*Executive Director  
for Human Resources  
University of Southern Maine*

As we approach the 21st century, with its demographic and economic realities nearly upon us, the importance of recruitment and retention of minorities in higher education has been well-documented by the NEBHE Task Force on Minority Student Enrollment and Retention in New England. At first glance, it may appear that the cutting-edge issue is the recruitment of young people as they progress to the junctures of the educational pipeline. Clearly, minority youth are a very important target group and must be reached.

However, in this context, I would like to add that the recruitment and retention of currently employed minorities, whose educational needs will change enormously and rapidly as the world of work rapidly adjusts to a knowledge-based society, are also of central importance.

It is critical for higher education, as an industry and as a seat of knowledge, to galvanize partnerships with other employers, governments and the community, and to reach our region's younger as well as older minorities so that they, too, can experience the hallmark of adult functioning: to live and to work.



## Two-tier labor demand

The makeup of our future workforce is, of course, difficult to predict. However, examination of the occupational projections for each of the New England states shows evidence that the demand for labor will be, in many ways, two-tiered in the manner of high-tech vs. no-tech.<sup>12</sup> When the occupations are ranked for greatest growth in terms of numbers of jobs created over the next 10 years, service-sector jobs such as salesperson, janitor, cashier and waiter/waitress rank in the top 10; all are no-tech. For Massachusetts, the state that accounts for about 50 percent of employment in the region, high-tech positions in the top 10 are electrical/electronic engineer, computer programmer, electrical/electronic technician and computer-systems analyst. Engineer and systems analyst require high levels of training, but the positions of programmer and technician can be filled by individuals with a solid high-school education who can subsequently benefit from on-the-job training.

*Short-run economic efficiency must give way to the long-run case for social welfare based on cultivation of the regional workforce.*

The unfortunate picture painted by these forecasts is that there will likely be great demand for many of the positions that have historically been filled by Blacks and Hispanics. This suggests a paradoxical situation in which the economy will provide the *summum bonum* of employment but the availability of these types of jobs may reduce the incentives of many Blacks and Hispanics to forego present income to invest in their long-term personal development and future income through education. A labor shortage creating high demand for no-tech jobs may make those jobs unusually attractive in the short run. This is a curious problem for policymakers and leaders in the Black and Hispanic communities to consider: the employment projections present a powerful argument for maintaining the status quo.

## Labor shortages require increased productivity

In a period of labor shortages it is critical to enhance the productivity of the workforce, not only through technological advances but also through training. Fur-

thermore, in a turbulent economy characterized by rapid change, a trainable/retrainable workforce is of great importance in supporting the implementation of innovation. Developing policies for providing educational opportunities and promoting successful educational achievement for Blacks and Hispanics should be one of the greatest areas of productivity growth.

*It is vital to increase the numbers of Black and Hispanic professionals to provide role models and debunk racist attitudes in the workplace.*

The importance of increasing the social mobility of these minority groups has always been critical. However, given their increasing share of urban populations in the region and the potential forces accruing to split the workforce into two distinct classes, the social implications of their economic isolation could be devastating. It is vital to increase the numbers of Black and Hispanic professionals, managers and technicians to provide role models for other Blacks and Hispanics and to debunk racist attitudes in the workplace. With each advance, long-standing social attitudes will begin to change. However, in the future the unfortunate temptation will be to ignore the personal and professional development of Blacks and Hispanics because the economy will generate demand for the type of labor that they have traditionally filled in the greatest numbers.

It is here that short-run economic efficiency must give way to the long-run case for social welfare based on cultivation of the regional workforce. Given the projected labor shortage, New England cannot afford to ignore any group with the potential for improving regional productivity. The most generally agreed-upon factor in keeping high tech the driving force in the New England economy is the presence of a large pool of trained and trainable labor.<sup>13</sup> Continuing to ignore the debilitating trends present in a growing segment of our population will erode the quality of the regional workforce, and will certainly present us with serious social and economic problems in the future. □

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James M. Wilson III is senior project analyst for the Massachusetts Institute for Social and Economic Research.

## Notes

<sup>1</sup> U.S. Census, 1970 and 1980. Data on the Hispanic population was not collected in the 1970 Census.

<sup>2</sup> Equal Employment Opportunity Report, 1979 and 1980.

<sup>3</sup> For example, from 1979 to 1985 Black and Hispanic schoolchildren in Massachusetts increased as a share of total enrollment from 10.4 percent to 12.5 percent, a 25-percent rate of change. (Mass. DOE, October Reports, 1979, 1985).

<sup>4</sup> U.S. Census, 1970 and 1980.

<sup>5</sup> U.S. Census, 1970 and 1980.

<sup>6</sup> Equal Employment Opportunity Report, 1979 and 1980.

<sup>7</sup> U.S. Census, 1970 and 1980.

<sup>8</sup> "How Workers Get Their Training," U.S. Department of Labor, Bulletin 2226, February 1985. Qualifying training is defined as training required to obtain one's current job.

<sup>9</sup> U.S. Census, 1970 and 1980.

<sup>10</sup> "How Workers Get Their Training," op. cit.

<sup>11</sup> Equal Employment Opportunity Report, 1979 and 1980.

<sup>12</sup> Occupational projections were provided by the Departments of Employment Security of Massachusetts, Rhode Island, New Hampshire and Connecticut, from the Maine Department of Labor and from the Vermont Department of Employment and Training.

<sup>13</sup> Allen J. Scott and Michael Storper, "High Technology-Industry and Regional Development: A Theoretical Critique and Reconstruction," *International Social Science Journal*, 1987.



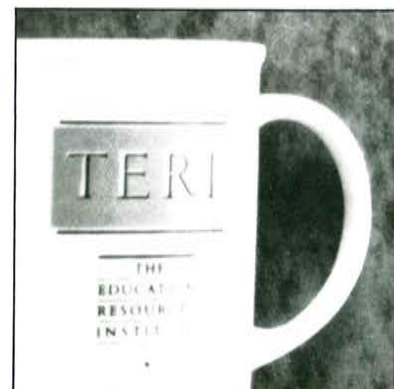
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# NATIONAL SCHOLARSHIP SERVICE AND FUND FOR NEGRO STUDENTS

## 1988 Northeastern Regional Student-College Interview Session

**T**he National Scholarship Service and Fund for Negro Students brightened the prospects of a college education for minority high-school juniors and seniors this spring through the 1988 Northeastern Regional Student-College Interview Sessions. The sessions, held in Boston and New Haven, were co sponsored by the New England Board of Higher Education.

Two of 18 such gatherings held annually across the United States, the sessions provided students with the opportunity to meet with college and university representatives to discuss admissions requirements, financial aid and career options. Participating students were required to attend an orientation session providing them with general information on financial aid and the admissions process, prior to their meetings with individual college and university representatives.

Eighty campus representatives attended both sessions. To insure strong student attendance, planning committees in Boston (chaired by Ann Coles, director of the Higher Education Information Center) and New Haven (chaired by Cynthia Beavers, supervisor of guidance and counseling for the New Haven Public Schools) were used to coordinate publicity for the events in area schools, churches, resource centers and the media.

Samuel Johnson, executive director of NSSFNS' Southeast Regional Office in Atlanta, said: "We appreciate the cooperation of all the organizations in Boston that have worked with NSSFNS to make this a successful venture." At the Boston session, Ann Coles commented: "I am pleased to see that many secondary schools are in attendance, including public and private schools from Providence, Worcester and Hyannis. I am also pleased that a growing number of secondary schools are realizing that these sessions provide a unique opportunity for minority students to talk to college representatives from across the country about the advantages of a college education. We are very proud to co-sponsor this event."

For additional information about the annual Student-College Interview Sessions and NSSFNS, write to SERO/NSSFNS, Inc., 965 Martin Luther King Jr. Drive NW, Atlanta, GA 30314-2947. □

### READING CLOCKWISE FROM TOP LEFT: ►

■ Jennifer Coulter and Paige Lee of Simmons College respond to students' questions about admissions.

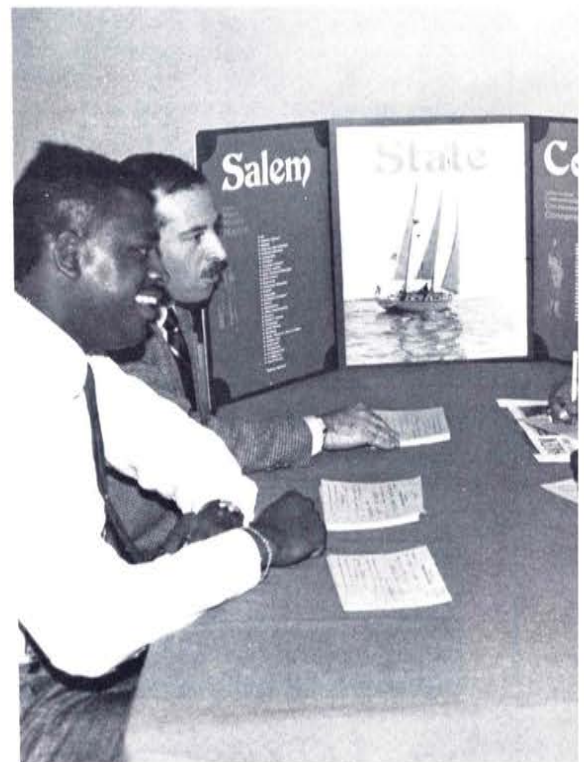
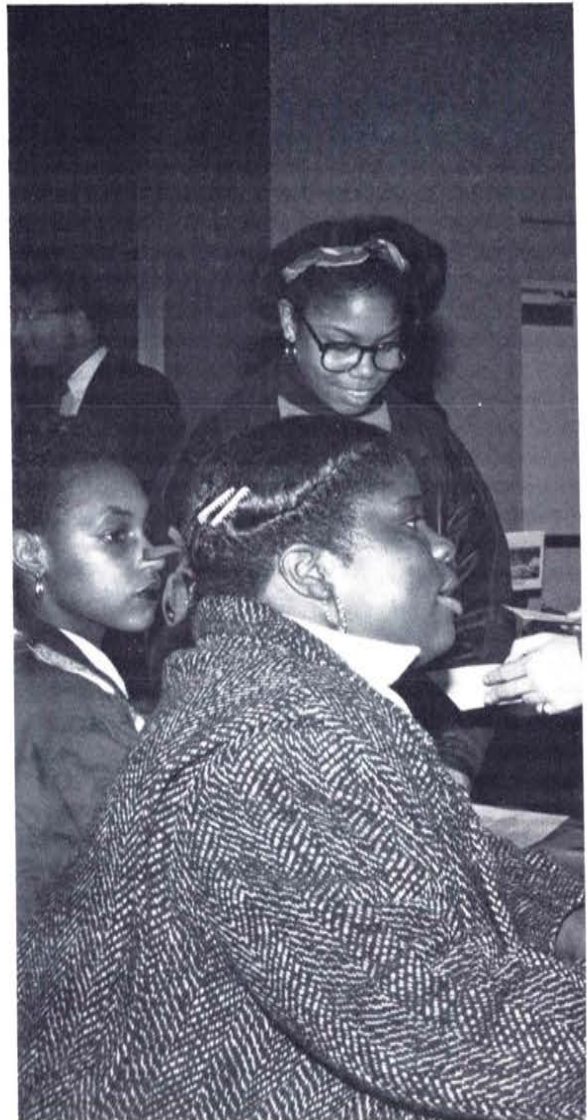
■ Ernest Lewis of Providence College.

■ SERO/NSSFNS Executive Director Samuel Johnson assists students (foreground), while NEBHE Director of Student Services and the Regional Student Program Michael Genovese chats with Ann Coles, director of the Boston Higher Education Information Center (background)

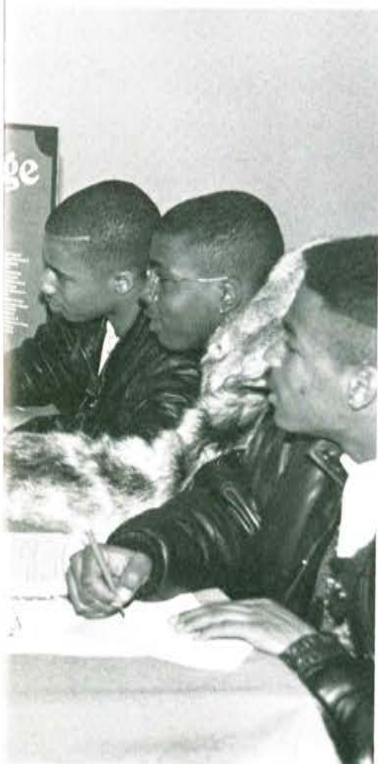
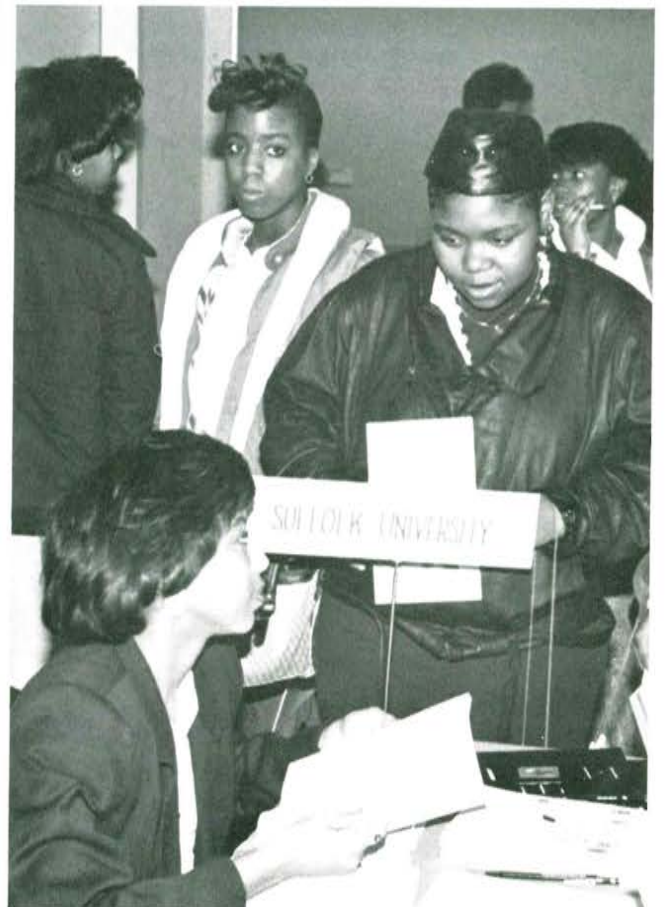
■ Suffolk University Admissions Counselor Andrea Spears speaking to students.

■ Some of the nearly 2,000 students who attended the event meet college and university representatives.

■ (left-to-right) Salem State College Transfer Student Adviser Nate Bryant and Assistant Director of Admissions Carlos Rivero play "tag-team" with students interested in the college.









## MELLON FOUNDATION AWARDS GRANTS TO OUTSTANDING HISPANIC SCHOLARS

A total of 1,000 academically talented Hispanic high school seniors will receive scholarships and awards for use at the college of their choice next fall as part of the National Hispanic Scholar Awards Program. The program is sponsored by the College Board and funded by a grant from the Andrew W. Mellon Foundation.

The program awards scholarships of \$1,500 each to 500 students and honorable-mention awards of \$100 each to another 500 students. The latest awards have increased the number of Hispanic students receiving financial assistance from the program since 1984 to 4,200.

Of the 500 recipients of \$1,500 awards, seven are from Connecticut, six are from Massachusetts, and one each are from Maine and Rhode Island; and of the 500 recipients of \$100 honorable-mention awards, six are from Massachusetts, three are from Connecticut, two each are from New Hampshire and Vermont and one each are from Vermont and Maine. Thirty, or three percent of the national total are New Englanders.

"If more is not done to help Hispanic students succeed in high school and go on to college, our nation will be facing some very serious problems socially and economically in the years ahead," says Donald M. Stewart, president of the College Board. "Unfortunately, at this time, far too many Hispanic students lack the proper guidance, encouragement and support to make a successful transition to postsecondary education."

Stewart adds that while groups like the College Board and the Mellon Foundation can try to provide information and incentives for Hispanics who aspire to college, "far greater efforts must be made by our society and government on behalf of this nation's young Hispanic citizens if higher education is to become a realizable opportunity for them." According to the U.S. Bureau of the Census, there were more than 2.5 million college-age Hispanics in the United States in 1986, but only 5.8 percent were actually enrolled in college.

This year's National Hispanic Scholar Awards Program winners were selected from among 3,200 semifinalists. The names of all semifinalists are listed on a roster of outstanding Hispanic students that has been released to colleges and universities to encourage them to aggressively recruit Hispanic students as potential candidates for admission.

Students enter competition for the awards by taking the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test in their junior year of high



*On the first day of the fall term, Aida Lopez of Boston pays a visit to the Lesley College bookstore. Ted Fitzgerald/Lesley College photo.*

school, by identifying themselves as Hispanic and by indicating an interest in the program. From this pool, winners are chosen on the basis of their overall academic achievements, including their grade point average, high school records, test scores and other criteria such as personal qualities and community involvement. The selection committee includes college admissions and financial aid administrators and secondary-school representatives.

The College Board is a national nonprofit membership organization of approximately 2,600 colleges, universities, secondary schools, school systems and education associations that provides a variety of tests and services for guidance, college admissions, placement and financial aid purposes.



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# RACE AND HIGHER EDUCATION

FRANKLYN G. JENIFER

*The following is excerpted from the address given by Massachusetts Higher Education Chancellor Franklyn G. Jenifer at a symposium earlier this year, "Access and Excellence: Collaborative Models of Higher Education for Low-Income Learners," sponsored by Action for Boston Community Development.*

When the first colonial colleges were created, they were not created for women, Blacks, Hispanics or the poor. They were created for those in our society who could benefit from them, for those in our society who possessed privilege, who had always sat at the table of plenty. Women were excluded; minority scholars were unheard of.

We have a system of higher education whose customs and values were developed by the class for which it was created. The membership of that class decided what was going to be taught, who was going to teach it, what standards would be used and which concepts would be emphasized: Was teaching more important than research? Were admissions standards valid?

The major questions that needed to be asked in establishing an educational institution were answered over a period of 200 years. And then those who are women and we who are Black came in, and, much later, those who are Hispanic and those who are poor. And we wondered why we were having such great problems in the colleges and universities.

Why? Because they were not created for us. Because the institutional fabric of higher education often worked to our direct disadvantage, creating an awkward situation for most of us and a debilitating environment for many.

We dealt with the problems but we could not resolve them because we never truly understood that it was not the individual—the admissions officer or the dean or the president—who represented the core of the problem. All of these people were people of good will. The problem was that they were working in an estab-

lished institution and carrying out its historic obligations, conducting business as usual. If, in fact, traditional activity had a different impact on Blacks and women than it did on the general population—if by definition it was racist and sexist—that was business as usual.



*What we need to do is to create real institutional change.*

## Creating change

What we need to do is to create real institutional change. We are fighting a high-technology war in some cases with bows and arrows. We are still worrying about the symptoms and refusing to face the major disease of our society. And that is institutional. Those of us in positions of authority must ask ourselves very seriously: Should we not be bold enough to address some of the most critical problems in the institutional context that impact our people?

Manifestations of racial conflict quite often end up attracting the attention of campus administrators, who attempt to respond to and alleviate a crisis. The energy applied to examining every detail of the course of activities directly leading up to the "incident" might be better applied to examining the campus structure and environment for clues to the real factors that gave rise to expressions of racial tension.

The campus should not seek merely to alleviate the crisis but should engage in a comprehensive and constructive approach to understanding the problem and its true causes. We should be setting out to solve the fundamental problem, not just eliminate its symptoms.

Campus authorities have too frequently examined the student's role in the tension without adequately and objectively examining the role that they as authorities played in fostering an institutional environment capable of spawning racial strife when the appropriate stimuli are introduced.

If campus authorities were willing to exercise real scrutiny in conducting an analysis of the structural and social dynamics affecting the quality of life for minorities on campus, they might discover dozens of factors



within the campus environment that impact on Blacks, Hispanics and others. Quite often, however, many of these discoveries will not be made unless authorities accept the fact that the campus is a microcosm of the greater society, and racism on campus is a reflection of racism in the community at large. Once authorities are ready and willing to swallow this bitter pill, a critical assessment of the campus climate for minorities is made possible.

### Campus climate is paramount

The climate of the campus environment is of paramount importance because it can significantly impact the chances of academic success for minority students. For example, the supportive environment for Black students that prevails on the historically Black college and university campuses is widely regarded as one of the primary factors contributing to student success. We

must foster this climate in all our academic institutions.

That is our challenge, one that those of us who are deeply committed to equal educational opportunity must continually meet in order to remain faithful to bringing about meaningful change. Black, white or Hispanic, affluent or poor, female or male, the quality and equality of opportunity is the overriding goal. But raising the status of these groups cannot be achieved unless we are prepared to enter institutions and *work to change them*.

This lesson in taking action for change will prepare students to transfer that process to the workplace and create real and purposeful change there as well. If we fail to assume the leadership role, all we accomplish in making things better for successor generations is to institutionalize oppression. I have no interest in whether the person with his or her foot on my neck is white or Black. It makes no difference — the foot is still on my neck. □

### REBECCA FLEWELLING

*Assistant to the President  
Tufts University*

There has been tremendous concern as well as an abundance of expertise devoted to trying to mitigate and solve the problems of educating poor and minority youth and helping them develop the skills necessary for a productive, responsible future. We as academics, business and corporate leaders and public officials have joined forces to wage war against a cycle of poverty, crime and despair that cripples the will of a large and growing segment of young. If we are not successful, our failure bodes ill for the economic viability, vitality and strength of New England into the 21st century.

We would be remiss not to state clearly that all the best intentions and outstanding programs will be of little avail if we do not acknowledge the reality of two enormous forces that have yet to be countered: racism and the extraordinary pressures of television and marketing. Until children of color see people of color in positions of substance and authority instead of only as help in fast-food chains, service workers in hotels, clerical, food service and groundspeople in our universities, the lure of the streets and the glamour of "easy" (that is, illegally obtained) money will continue to leave seeking an education far behind.

We must understand that our students of color have no reason to trust us or our world. Even with the struggles and subsequent victories in civil-rights actions of the 1960s and 1970s, to be Black or Hispanic in America today is to be always prepared and never prepared; a life in Black and Hispanic America is one of never knowing. When admission is gained to prestigious schools, the sense of student achievement is frequently dimmed by the persistent, nagging implication that it was not earned but is only the result of affirmative action laws. If a person of color is hired, that person spends an amazing amount of time proving that his or

her knowledge and expertise are sound, rather than inferior because they are possessed by someone Black or Hispanic.

We in New England must squarely face the ugly reality that the strain of racism here is particularly virulent. As we talk about the past and the progress that has been made, time is running out. Our young people make us prisoners of their drugged despair and frantic pursuit of expensive goods, which our marketers incessantly drum into them via flashy, tuneful ads. To them, to be someone and to be successful is to have *things*. And one deserves to have those things *now*. Our urban or poor or minority youth are not being read to or reading books; they are not having discussions around the dinner table about the value of education; there is insufficient community or neighborhood intervention urging them to make something of themselves; they are not active in the church. They are watching television, and they are learning its messages very well.

There is a real paradox in that we continue to hold out the promise of America to our poor and disenfranchised minority youth while their daily reality assaults them with the denial of opportunity. If we continue to underestimate the pervasiveness and insidiousness of racism and rampant commercialism, then we will have lost the war. If the value of education and the desirability of gainful employment are not more aggressively marketed to the very population that needs it the most, we will have failed.





**JANET ROBINSON**  
*Vice Chancellor of Student Affairs  
Massachusetts Board of Regents  
of Higher Education*

Historically, minority access to education has never been adequate. Deficiencies, however, seem to be worsening. In recent years, following some improvement in the early 1970s, we have witnessed a dramatic decline in the numbers of minorities enrolling in and graduating from higher education institutions. The reasons for this underrepresentation of minorities are varied and complex and often extend beyond the educational community into the fabric of American society.

The forthcoming report of the NEBHE Task Force on Minority Student Enrollment and Reten-

tion is of major significance, and timely, as we examine a problem that is becoming national in scope. By examining the region and identifying the problems peculiar to New England, it is hoped that the recommendations proposed by the Task Force will stimulate governors, state legislators, corporate leaders and educators to find collaborative solutions to the dilemma by developing an approach that enlists the active support and shared responsibility of many parties. A broad-based and comprehensive approach involving a variety of people both inside and outside the educational community, is essential if minorities are to achieve parity in education and participate fully in society and the economy. Achieving parity after so many years of ra-

cial discrimination requires immediate action with firm commitments, well-coordinated efforts and the reprioritizing of resource investments.

As a region and as a nation, we simply cannot afford to let the tragic waste of such an important human resource continue. All of us, not only the members of minority groups, are affected by the waste of talent. There will be serious problems to solve in the 1990s, such as rebuilding our schools, providing health care for our aging population and addressing the role of the United States in a global economy during a period of rapid technological change. These challenges demand that every resource be utilized.

**MATTHEW LAMSTEIN**  
*President  
National Council of Educational  
Opportunity Associations*

Twenty years after the deaths of Martin Luther King and Robert Kennedy, we live in an era when their pursuit of social justice has merged with economic realism. What was once looked upon as an issue to be championed only by liberal whites and crusading non-whites is quickly being viewed as a national economic imperative. The full education of this country's Black and Hispanic population will move us forward in fulfilling the clarion cry of Thomas Jefferson to "educate the people." At the same time, it has become exceedingly evident to all but those who wish to live in the past that the economic and social well-being of the nation is inextricably tied to our own willingness and our capacity to truly educate all the people.

The work of NEBHE's Task Force on Minority Student Enrollment and Retention in New England is seeking to make this case

with clarity and potency. The thrust of the forthcoming report is that New England must assume strong leadership in addressing the issue of minority enrollment and retention in higher education. While it is apparent that the southern New England states face the most immediate need to give attention to this issue, the three northern-tier states cannot pretend the issue is irrelevant to them because their minority population is small. As Harold Hodgkinson has said in referring to all aspects of education, the states of Vermont, New Hampshire and Maine are all partners in one system. Just because the Black population of New Hampshire is less than one percent does not mean that New Hampshire's colleges and universities should ignore the recommendations of the Task Force.

Perhaps there is no other issue that better reflects our nation's motto in today's world: "United we stand, divided we fall." Each of New England's six states must find ways to open its higher education system to greater numbers



of Blacks and Hispanics.

The Task Force intends to sound the alert in New England. Now is the time for leadership and action. The urgency is real. Models for addressing the issue already exist. Programs such as the federally funded TRIO programs have established the efficacy of intervention and linkage between colleges and the public school system. The New England Board of Higher Education will have served our region well by bringing the focus of this issue to our attention.



## Cost-Conscious Universities Don't Deserve Scapegoat Status

STEPHEN JOEL TRACHTENBERG

In recent years, universities, the independents in particular, have been subjected to all kinds of criticism from those who claim that students and their families aren't getting value for the money they spend on higher education. Such attacks continue to be launched despite the well-known fact that the true cost of educating a student at a private university is significantly greater than the tuition being charged. At a public college or university, the true cost might be eight or nine times higher than tuition, with the difference being made up by the state.

Private universities began to seek greater cost-effectiveness and ways



Stephen Joel Trachtenberg

to limit tuition increases as far back as the Arab oil embargo of 1973. Today, there is no corner of most university budgets that has not been examined many times over in search of expenses that can be eliminated or reduced. Indeed, university administrators are sometimes criticized for being overly

concerned with finances at the expense of curriculum, teaching effectiveness and academic research.

### Why such unjust criticism?

Why, then, do universities continue to be targets for such poorly-grounded criticism? I would like to suggest as a reason the fact that so many Americans are now deeply involved with them: When something is that important, it is natural to overemphasize its shortcomings and underemphasize its benefits. As recently as 1939, only six percent of all Americans attended higher-education institutions for any length of time. Today, as we all know, the percentage lies between 60 and 70 percent. In our society, universities have become an almost universal fact of life, touching the lives of the majority of our citizens as they make lifelong personal and career plans.

Critics demand that American universities lower their tuition charges, but usually don't suggest that this might involve elimination of the student-centered services that make our universities so different

### EMERSON COLLEGE MOVE TO LAWRENCE IS DEFINITE

The Emerson College Board of Trustees has reactivated a plan to build a new campus in Lawrence, Mass., by agreeing to buy 85 acres of land along the Merrimack River for \$2.15 million. The trustees also approved a \$2.5-million renovation project for the Majestic Theatre, assuring a continuing presence in Boston for the college after its new campus is completed. Both actions came on the recommendation of College President Allen E. Koenig.

Specifically, the trustees voted to allow Koenig and Board Chairman Roger Dane to sign a land disposition agreement with Lawrence to purchase land in the Riverfront Park urban renewal project for the purpose of building a new campus (See "Lawrence Lures Emerson," *Connection* Winter/Spring 1987). The project includes land for the Emerson campus and a new state park. The actual sale of the 85 acres to Emerson will

take place in January 1989 when Lawrence has completed the required site preparation work and can deliver a free and clear title.

"Our reentering this project as an active player is due to the creative energy and continued hard work of Sen. Patricia McGovern, project consultant Edward Logue and Lawrence Mayor Kevin Sullivan," said Koenig.

Emerson had placed its involvement with the two-year-old Riverfront Park urban renewal plan on hold in January of this year. The college will now begin architectural design work this summer and construction in the summer of 1989. The new campus is scheduled to be finished during the summer of 1992.

The trustees also approved a one-year renovation of the historic Majestic Theatre on Tremont Street. The theatre is scheduled to reopen in April 1989, and will help meet Emerson's performance space needs.

WILLIAM HARROLD  
*Executive Director of College Relations  
Emerson College*



from their European, Asian and African counterparts. These services include counseling, remedial work, career development, job placement, athletics and cultural activities. Also to be included are campus maintenance and other labor-intensive work that keeps the inflation rate in the academic world higher than that of the Consumer Price Index. They include the struggle to balance large lecture-type classes with smaller seminars, and

to see to it that school laboratories have training equipment as up-to-date as what graduates will find in America's corporate laboratories.

#### A demanding dual mission

As our universities become ever-more deeply involved in bolstering the competitiveness of the U.S. economy, they find that they are being handed a second major mission by the American people, one that doesn't necessarily dovetail with

the first: Universities are being asked to respond to a widespread spiritual hunger that has intensified in recent years, following a period in which material acquisition was regarded as a perfectly adequate replacement for the growth of an inner life.

That hunger has been identified by U.S. Secretary of Education William Bennett and many others. It has led universities to revive or restructure their teaching of the humanities, history and western civilization. It has led them to design course offerings that emphasize the quest for ethics and morality, especially in the business and professional fields.

American universities are being asked to produce shrewd, competent, highly skilled managers, scientists, engineers and communicators who are at least as good as their West German or Japanese counterparts. At the same time they are being asked to graduate thoughtful, sensitive, self-critical human beings who don't allow the quest for profits and personal advancement to get in the way of decent behavior. I even hear suggestions to the effect that the universities ought to be compensating for the decline of organized religion and the effects of media violence and sensationalism on our morals.

Since universities are charged with accomplishing this dual mission while keeping costs and prices as low as possible, they deserve the concerned support of those who assigned that mission: the American people. In particular, they need the understanding of those who represent the American people in Washington as well as at the state and local levels.

The roles our universities play in supporting the American economy and in meeting the inner needs of the American people don't place them above criticism. But they suggest that criticism should be grounded in respect. □

Stephen Joel Trachtenberg, president of the University of Hartford since 1977, assumed the presidency of George Washington University in August 1988.

#### HARVARD, YALE, MIT AMONG TOP 10 IN PRIVATE-SECTOR SUPPORT

Three New England higher-education institutions — Harvard, Yale and the Massachusetts Institute of Technology — are among the 10 U.S. colleges and universities that received the highest level of private-sector support in 1986-87, according to an annual survey of the Council for Aid to Education.

Harvard held second place, with support totalling \$177,976,000; Yale ranked fourth, with \$149,702,435; and MIT, eighth, with \$101,421,830. A newcomer to the top 10, MIT saw an extraordinary 89-percent increase in alumni support over 1985-86, when it ranked 14th.

Nationally, private support of colleges and universities rose to a record \$8.5 billion in 1986-87. Alumni giving increased by 28.5 percent over 1985-86 and accounted for half the estimated \$1.1 billion increase in total support, the largest year-to-year gain ever recorded by CFAE.

Alumni and nonalumni groups each contributed more than \$2 billion for the first time, according to CFAE's estimates. Foundation support rose 11 percent to \$1.5 billion and businesses boosted their higher-education giving by 7 percent to \$1.8 billion, even though corporate charitable contributions in general have been slowing down over the past

two years.

Four factors contributed to the rise in alumni giving, according to John R. Haire, CFAE president:

- There are more potential donors because the percentage of the population that has had four or more years of college has nearly doubled since 1970.

- Institutions are more effective in their fund-raising campaigns.

- The stock market was booming during 1986-87, with the result that investors were inclined to share capital gains with the colleges of their choice.

- 1987 changes in the tax law caused a surge in giving in late 1986.

The council report does not provide state or regional data for purposes of comparison. Recognizing the need for such data, higher-education leaders in New England are increasingly interested in developing a regional scorecard on corporate giving to education.

CFAE is a tax-exempt nonprofit corporation whose purpose is to encourage the widest possible voluntary support for education. The 88-page survey, "Voluntary Support of Education, 1986-87," is available from CFAE, 680 Fifth Avenue, New York, NY 10019, for \$35 prepaid.



## College Insurance Consortium Saves on Premiums

KATHIE BURNS

Four years ago, seven private colleges in Massachusetts formed a unique association as a means of controlling skyrocketing insurance costs. Today that group, known as the New England Educational Insurance Association, has grown to include 21 member colleges and has a premium level of over \$1,000,000.

"It was tough getting it off the ground," says NEEIA President Robert W. Gailey of Western New England College in Springfield, Mass. "Some college administrators questioned why I was doing this." But as vice president for administration and finance at the college,



Robert W. Gailey, president, NEEIA

Gailey was all too familiar with the time-consuming tasks of selecting insurance coverage and budgeting for increasing rates. While not a major portion of a college budget, insurance is a burden for the financial officer of a small institution.

Gailey got the idea for the consor-

tium after hearing a talk on "captive" insurance companies a number of years ago at a meeting of the Eastern Association of College and University Business Officers. Under the captive-insurance concept, like-minded institutions join together to form their own insurance company. Gailey decided that approach was not feasible for a small-to-medium-sized private college like Western New England. Instead, he conceived the idea of a consortium that would hire an already-existing company to supply the insurance.

**While not a major portion of a college budget, insurance is a burden for the financial officer of a small institution.**

The insurance company NEEIA chose was The Travelers Insurance Companies, which helped the consortium construct the following plan: Members of the consortium

### AVERAGE SALARIES FOR PUBLIC-SCHOOL TEACHERS, 1987 vs. 1982 NEW ENGLAND AND U.S.

	1987		1982		% Increase
	National Rank	Avg. Salary	Avg. Salary	National Rank	1987 over 1982
R.I.	6	\$31,079	\$21,659	8	43.5%
Conn.	7	28,902	18,858	22	53.3%
Mass.	10	28,410	20,249	13	40.3%
N.H.	42	22,011	14,894	47	47.8%
Vt.	43	21,835	14,715	49	48.4%
Maine	47	21,257	15,105	46	40.7%
U.S.		\$26,551	\$19,274		37.8%

• In 1987, three New England states, Rhode Island, Connecticut and Massachusetts, paid their teachers higher salaries than the national average, whereas the other three New England states, New Hampshire, Vermont and Maine, paid salaries considerably lower than the national average.

• From 1982 to 1987, teachers' salaries in Connecticut rose an impressive 53.3 percent, an increase considerably larger than the average national increase of 37.8 percent during the same period. The percentage increases in salaries for New England states exceeded the national increase.

Source: NEBHE analysis of data from the U.S. Department of Education's fifth annual "Wall Chart," released February 1988.



pay their premiums to Travelers. After deducting approximately 38 percent of the premiums for their various costs, Travelers puts the remainder into a fund that is held and invested by the company but owned by the consortium. After claims have been paid, reserves have been established for future claims and 18 months have passed since the contract year, the interest income earned and any surplus that is left goes back to member colleges in the form of dividends.

One of the initial concerns in starting the consortium was to try and control the soaring costs of insurance, liability insurance in particular. Another goal is broadening the coverage available to member schools. The consortium began by offering workmen's compensation insurance, which is required and has its rates set by the state.

In the first year of operation, 1984-85, the dividend was close to 55 percent. Western New England College saved \$40,000. During the second year the situation stabilized, and the dividend was 27 percent.

Gailey projects the annual yield will be in the 25-to-30-percent range.

The program is administered for NEEIA by Palmer Goodell, an independent insurance agency in Springfield that has a great deal of experience in dealing with non-profit corporations. Palmer Goodell has assisted in the design of the insurance coverage and in the delivery of services.

### In the first year of operation, 1984-85, Western New England College saved \$40,000.

Because the concept has worked so well, NEEIA recently endorsed a student-health and accident program, and plans are being made to endorse an officers' and directors'

liability policy in the near future. Gailey predicts the group will eventually provide for every insurance need a college might have.

Gailey hopes more institutions of higher learning will take advantage of what NEEIA has to offer. Increased membership "will give the group more leverage with insurance providers," Gailey says. According to Jack Stone, senior vice president and director of sales, Palmer Goodell recently sent out an informational mailing to selected colleges in Connecticut about the consortium and received an impressive 50-percent response. As Gailey says: "We're just scratching the surface." □

Kathie Burns is the college archivist at Western New England College.

Speaking at a meeting of the Massachusetts Educational Opportunities Association held at Roxbury Community College in June, Democratic Presidential Nominee Gov. Michael S. Dukakis proposed a new need-based federal student-loan program. Under the proposed plan, loans would be repaid through payroll deductions after students graduated and were gainfully employed.

"If we are serious about bringing genuine economic opportunity to the Roxburys of this country, we must find a way to make college opportunity a reality for all of our citizens," Dukakis said.



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# Who Will Plan New England's Energy Future?

ERIC P. CODY

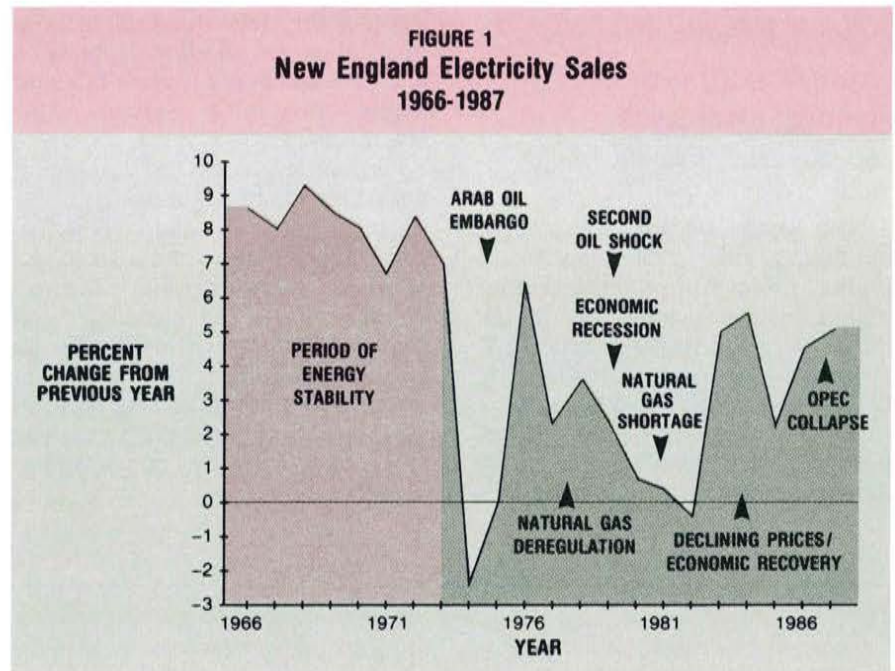
The fundamental lesson of the past 15 years is that no single resource may be relied upon for meeting New England's energy needs. Planning for the region's energy future must recognize that uncertainty is central and that the future, like the past, will be dominated by surprises. Effective planning will require flexibility and a balance of resources, selected in such a way as to insure adequate, reliable and low-cost supplies of power to New Englanders. In short, the energy field has become a more challenging and interesting place in which to work and demands high-quality people with enhanced skills.

**New England's transition from basic manufacturing to services was accompanied by a similar shift in electricity consumption patterns.**

## Higher education's challenge

The present challenge calls for energy planners with a wide range of technical skills, enhanced communication abilities and a predisposition to interdisciplinary approaches to solving complex problems. The new planning process requires engineers who can perform economic cost/benefit analysis; communication and community relations experts; and policy analysts who are well-versed in econometrics, experimental study design, market research, impact analysis and modeling of dynamic systems.

This presents a challenge to New England's higher-education institutions. While a scattering of public policy and interdisciplinary programs do exist, output of graduates is modest. Moreover, the few pro-



grams specializing in energy have been exclusively located within the graduate schools of private universities. But with widespread concern about energy-related risks to the region's economic vitality, attention must be turned to actions that will insure a supply of highly skilled individuals who can meet these needs.

New England's redirected efforts to meet its future energy needs have several implications:

- Institutions of higher education should recognize that human resources are as important a part of New England's energy infrastructure as power plants, conservation programs and transmission lines. Highly trained professionals will be needed to build New England's energy future using a balanced, least-cost approach.

- The changing energy industry and new menu of resource options, regulatory requirements and consumer needs argue persuasively for

higher education programs emphasizing interdisciplinary problem-solving. Strengthened programs in the areas of engineering, economics, public policy, environmental design and consumer marketing are critical.

- Public/private partnerships are an effective means of offering both the necessary technical skills and the exposure to real-world problems that will produce qualified professionals. Student internships sponsored by utilities, regulatory agencies, public interest groups and environmental organizations would facilitate such a joint approach and insure that academic programs remain current and provocative.

- In order to improve the efficiency of the energy planning process, where there are many different perspectives, the academic goal of producing graduates who can communicate effectively and who have refined negotiation skills should be rediscovered.



### Lessons learned

Utility planners, regulatory officials, environmental groups and others generally agree on one thing: The events that began in 1973 with the Arab oil embargo and culminated with the collapse of oil prices in 1986 have changed forever the way in which the energy needs of New England's growing economy are met.

**The skilled, motivated individuals who are needed to implement new energy planning strategies are in short supply.**

New England's thirst for foreign oil during the 1970s resulted in higher prices for electricity and higher costs associated with doing business in the region. Disposable household income was reduced by higher energy bills, and consumers responded to sharp price run-ups, particularly for gasoline. Electricity demand stopped growing in 1974

and 1975, undermining the need for several large power plants. Plants that were not cancelled were delayed and interest costs skyrocketed, raising their ultimate costs to several times the original estimates.

Surprises were not exclusively OPEC-related, as Figure 1 indicates. Beginning in 1978, natural-gas markets were deregulated and shortages such as that experienced by New Englanders during the winter of 1981 gradually became surpluses looking for new markets to conquer. New gas pipeline capacity to bring cheap energy to New England began to receive serious consideration.

Economic growth in the region became the nation's miracle. In little more than a decade, New England was transformed from an economy relying on old industrial plants to a high-technology and service-oriented showcase. As Figure 2 indicates, this transition from basic manufacturing to services was accompanied by a similar shift in electricity consumption patterns.

Finally, the seeds of deregulation were sown with the passage of the Public Utility Regulatory Policies

**While some public policy and interdisciplinary programs do exist, output of graduates is modest. This presents a challenge to higher education.**

Act in 1978. Within 10 years, New England began to see increased competition in the area of new power supplies, including open bidding and increased involvement of a new breed of energy entrepreneurs willing to build generation and consign power to users. Increased competition has pushed us closer to utility deregulation.

### What next?

There is also widespread agreement among New England's electric utilities, state public utility commissions, public advocacy groups and

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elected officials that a new planning approach must be adopted. This is commonly referred to as "integrated, least-cost planning." "Balanced planning," however, may be more appropriate because the key concern is achieving the right balance of resource options for the long term.

Balanced, least-cost utility planning places all available resources, such as conservation and demand management (strategies that reduce electric loads during periods of peak demand but not necessarily across all hours), alternate energy, inter-regional energy purchases, existing facility upgrades and new generation on a consistent, economic ba-

sis and pursues each option to the extent that it is economical.

It sounds simple. Utilities may defer construction of their next generating unit if they can purchase power from Canada at a lower cost. On the other hand, some conservation potentials may not be tapped immediately if more competitively priced power can be acquired from industrial cogeneration systems (small power plants that produce both electricity and steam or process heat).

NEESPLAN II, the balanced, least-cost planning strategy adopted by New England Electric System companies, is one of the nation's most highly refined. Under the

original NEESPLAN strategy, for example, nearly 1,500 megawatts of oil-fired generating capacity was converted by the system to burn coal, beginning in 1980.

**The academic goal of producing graduates who can communicate effectively and who have refined negotiation skills should be rediscovered.**

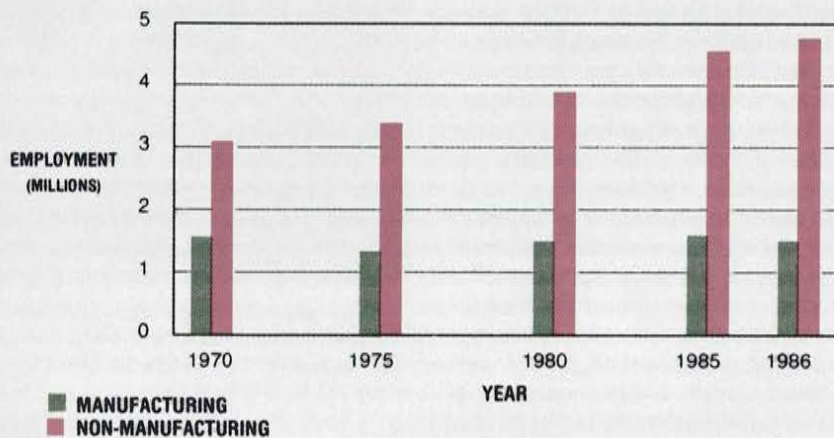
This is roughly equivalent to the peak electricity requirements of one million households and had produced savings of \$310 million to electricity consumers by 1987. These major changes played a key role in the reduction in New England's overall dependence on oil and provided some additional security against further oil market upheavals sidetracking the region's economy.

#### Skilled graduates needed

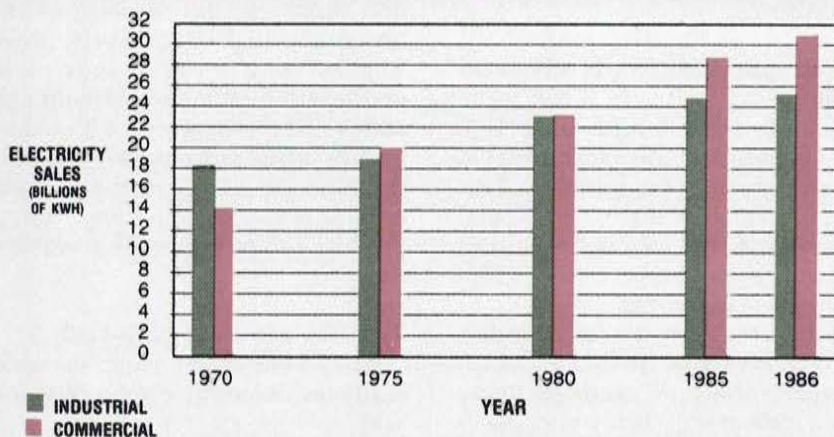
New England can maintain its leadership position in creating new ideas, new technology and new jobs during the next 15 years. However, securing adequate, reliable low-cost supplies of electricity in support of this expected economic growth is a critical and as yet unanswered challenge. The skilled, motivated individuals who are needed to implement new energy planning strategies are in short supply. Moreover, competition for graduates with strong creative and analytical skills is intensified by New England's tight labor market. Our institutions of higher learning are presented with a unique opportunity to support continued economic growth, one that should no longer escape direct attention in New England energy policy discussions. □

Eric P. Cody is manager of load forecasting and analysis at the New England Power Service Co. and a director of the New England Economic Project. The opinions expressed here are those of the author and not of either organization.

**FIGURE 2**  
**New England's Changing Economy...**



**...and Regional Electricity Sales**







## Textile Science at SMU: Many Threads

MICHAEL GENOVESE

"The textile industry is doing remarkably well. Although it is a cyclical industry, it has persevered and survived thanks to ingenuity and creativity. The industry is engineering better products and responding very quickly to changing needs."

So says Ronald Perry, chairman of the textile sciences department at Southeastern Massachusetts University in North Dartmouth. His institution is playing a major role in assuring the future growth of not just New England's but the nation's textile industry as well.

SMU itself originated from the textile industry. The Bradford Duffee College of Technology, founded in 1895, and the New Bedford Institute of Technology merged in 1960 to form the Southeastern Massachusetts Technical Institute. Since the merger was assisted by state government, Perry considers it a very early version of a "Center of Excellence." In 1969, the institute became Southeastern Massachusetts University.

◀Kari Makos '90, age 20, of Brookfield, Conn., is a clothing designer who makes and sews her own patterns. She will study at the Fashion Institute of Technology in New York City as part of earning her textile sciences degree at SMU.

SMU's textile science department is the only program of its kind north of Pennsylvania. Students may opt for one of two majors, textile chemistry or textile technology. A textile chemist studies the chemical processes involved in turning fibers into yarns and then into fabrics. A textile technologist is an engineer who structures textile designs and engineers the manufacturing process.

The textile technology and textile chemistry undergraduate programs at SMU are accessible through the New England Board of Higher Education's Regional Student Program. The textile technology track includes a management curriculum, and there is a business-administration option with courses in management, accounting and finance. At the master's level, RSP offers the SMU programs in textile chemistry and textile sciences.

Many textile companies recruit SMU graduates. On the morning *Connection* interviewed Perry, he received calls from Burlington Northern Industries, Biddeford Textiles and the Velcro Corp., where average starting salaries for SMU graduates are in the low \$20,000 range. Corporations that recruit at SMU are primarily small (100-500 employees), family-owned New England firms.

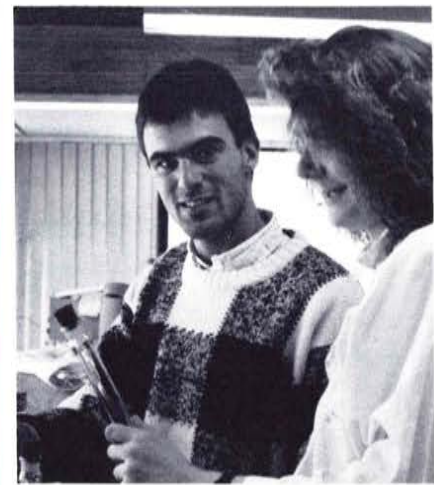
### U.S. textile industry is alive and well

Reports of the demise of the U.S. textile industry are, according to Perry, greatly exaggerated. Last year, in apparel alone, the United States produced 12 billion pounds of textiles to compete in a \$150-billion world market.

"The strength of the textile industry is its diversity, its ability to meet a great variety of needs in many other industries," Perry says. As illustration, textiles compose towels, toothbrushes and furniture; car

tires, hoses, fan-belts and other engine parts; nets and webbings of all varieties; hospital supplies from surgical gowns and masks to bandages and sutures; fiberglass, nets and parachutes.

Apparel production is a labor-intensive industry whose skilled workers cannot be replaced by robots. Nine percent of Massachusetts' manufacturing workforce is engaged in the "needles trade," as this aspect of the textile industry is known.



▲ Kenneth Thompson '89, age 23, of Guilford, Maine, wants to work in California after he receives his SMU degree in textile sciences.

Textile production was a major factor in New England's economy beginning in the early 19th century. Most cotton harvesting was done in the South, with New England the major center for textile processing and finishing. But because of increasingly high labor costs, New England was forced to cede most textile production to the southern states. What remained of New England's textile industry turned its attention to low-volume, high-priced specialized products, and today produces 35 percent of U.S. woolen items.

### Textiles are now high-tech

Perry's one regret about his work is the lack of sufficient funding for state-of-the-art teaching and research facilities at his institution. "We could use more support from



state government, given its interest in growth industries and high-tech fields. We are two generations behind in textile-technology facilities. We should have at least one piece of equipment to represent each new technology," he says.

How, then, does SMU succeed in training students to excel and contribute to the industry after they graduate?

Perry points out that the older equipment at SMU is useful for teaching the fundamental concepts of textile making. Students are able to examine the inner workings of old textile machinery more easily than that of the newer equipment, which is often encased and inaccessible for learning purposes.

This resourceful educator also performs research for private companies who often lend high-tech equipment to SMU. "In addition, we use films, I go to conferences, I perform various research projects

and generate new knowledge. We bring students to trade shows, where they are able to view and learn about recent technology." The textile-sciences department is currently exploring the uses of computer-aided design in creating textiles.

### SMU's textile-science department is the only program of its kind north of Pennsylvania.

As another way of financing equipment and increasing their knowledge, Perry and his colleagues do a great deal of research for the armed forces, which use a considerable amount of textile products. "We are working on providing tremendous support systems for the military, both the Army and the Navy, on soft-ballistic

bullet-resistant vests and hard-ballistic (missile-resistant) projects," Perry relates. "Also, on cold-weather boots, which must provide insulation for temperatures as low as -40 degrees Fahrenheit yet remain flexible. I have a contract with the Navy to research dyeing and finishing methods for flame-retardant clothing, and we are studying how to protect soldiers from laser radiation and chemical warfare."

Today's textile industry is a high-tech field. SMU trains its students in all aspects of the industry: from analyzing and engineering the chemical and material structures of textiles to creating the necessary manufacturing processes to financing a business and marketing the finished product. □

Michael Genovese is director of student services and of the Regional Student Program at NEBHE.

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# APPLICATIONS UP AT NEW ENGLAND COLLEGES

## NEBHE Survey Reveals Fewer Openings

**A**lthough 1988 proved to be a banner year in admissions for a number of public and independent colleges and universities in New England, most of the region's institutions of higher education were still accepting applications at the end of the academic year.

The University of Massachusetts at Amherst and Dartmouth, Harvard, Radcliffe, Mount Holyoke, Amherst and Smith colleges were among the colleges and universities that saw record numbers of applications this year. UMass/Amherst, for example, received 23,930 applications for next fall's freshman class of 4,000.

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Students understand that higher education leads to better jobs and higher salaries after graduation.

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Westfield State College in Massachusetts saw a significant increase in applications for the fall term. As of February 1988, 2,484 applications had been received for fall enrollment, an increase of 590 over last year. Westfield President Irving Buchen partly attributed the increase and quality of applicants to a new "preferential admissions program" that guarantees outstanding high school seniors their first choice in program of study and on-campus

housing if they choose Westfield before March 31.

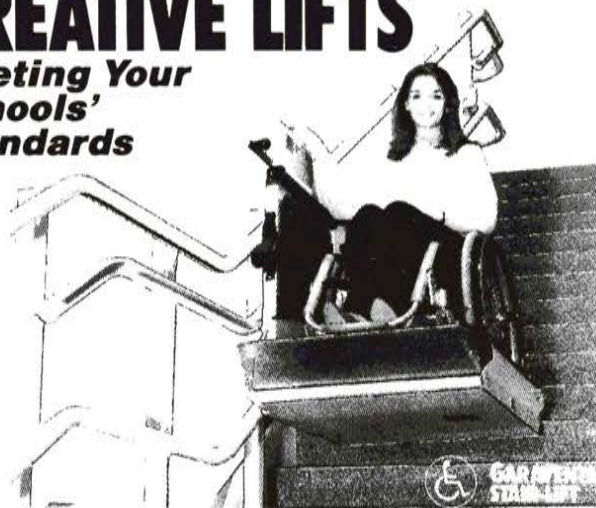
### More applications from minorities

In Connecticut, Fairfield University, an independent four-year coed institution, broke its own applications record with a 7-percent increase over last year: a total of 6,103 applications were received for 750 freshman openings. Fairfield also received a record number of applications from minority students, an increase of more than 46 percent over last year.

Minority applications were also at an all-time high at Harvard and Radcliffe colleges. More women and minorities (Asian-Americans, Blacks, Mexican-Americans, Hispanics and Native Americans) applied this year than ever before. Women comprised a record-setting 43 percent of students admitted for fall 1988, and more Asian-American, Black and Hispanic students were admitted this year than in previous years. Applications to Harvard and Radcliffe totalled 14,430, up from last year's record total of 14,220. Of those applications, 2,147

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were accepted for fall enrollment.

A similar story is told by Dartmouth College in New Hampshire. As of the Jan. 1 deadline, applications were at a record high, up almost 8 percent. More than 10,000 applications were received for 1,075 freshman openings, up from the 9,300 received in 1987. Applications from Black applicants were up by 26 percent; and the number of women applicants increased by almost 13 percent. Women account for about 39 percent of the 4,100 undergraduates enrolled at Dartmouth this year. Female undergraduate enrollments at other Ivy League schools range from 38 percent to 46 percent.

A smaller independent college in New Hampshire, New England College in Henniker, will open a new dormitory this fall to meet the needs of a growing student body. The college has seen large increases in student applications and admissions over the past two years.

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Colleges are offering more assistance to help students meet their expenses through grant and loan programs.

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In all, 52 colleges and universities throughout the region were no longer taking applications for fall-term enrollment from freshman or transfer students as of May 1. However, in its 29th annual student vacancy survey, the New England Board of Higher Education also found that the majority of colleges and universities in New England still had openings for new students.

NEBHE's survey revealed spaces for freshman and/or transfer students at 185 New England institutions. These institutions reported more than 19,000 freshman and 12,000 transfer openings for the fall term.

Findings of the survey included the following:

- Vacancies were down 30 percent from last year.
- 185 New England institutions were still accepting applications.
- 52 colleges had closed their doors for the fall.
- 98 percent of campuses with openings had financial aid available; 80 percent had housing space.
- All six New England public land-grant universities were closed to freshmen.
- One third of the openings were reported by four-year public and two- and four-year independent institutions; 66 percent were reported by public two-year community colleges and technical institutes.

The number of openings was down 30 percent from last year. NEBHE President John C. Hoy outlined six factors that would help explain why colleges had fewer spaces as of May 1 this year:

- New Englanders know that the regional economy is skill- and knowledge-intensive. Students understand that higher education leads to better jobs and higher salaries after graduation.
- New England has attained the highest average level of personal income in the history of the United States. Although college costs are up, parents are willing to invest in the education of their children.
- The region's colleges and universities are spending an estimated \$50 million or more on publications, video cassettes, marketing and recruitment to maintain enrollment—more so this year than ever before.
- Students are filing more applications and seeking out better guidance and placement. As a result, the overall student-acceptance batting average is up.
- Colleges are offering more assistance to help students meet their expenses through grant and loan programs and better financial-planning information for parents.
- Meanwhile, the federal administration has not attacked the federal student-aid budget this year as has been true for each of the last several years, which led students in turn to believe that aid was not available.

Provided by NEBHE as a public service to prospective students

since 1960, the vacancy survey this year received a 99.6 percent response, representing 236 of the 237 undergraduate, public and independent New England colleges and universities polled. Institutions were asked to report information on freshman and transfer openings as well as the availability of financial aid and on-campus housing as of May 1. Most of the institutions that reported vacancies have rolling admissions policies, whereby applications are considered up to the first day of classes.

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Between 1989 and 1994,  
33,000 fewer  
New England students  
will receive high-school  
diplomas.

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#### 1989 heralds decline in high school graduates

According to the most recent forecast, students exist to fill the vacancies reported by NEBHE. "There is a demographic 'uptick' nationally this year. In other words, there are more high-school seniors graduating this year than a couple of years ago," says Michael Genovese, director of NEBHE's Regional Student Program. "However, projections indicate that 1989 will mark the beginning of a significant five-year decline in high school graduates."

Genovese warns that between 1989 and 1994, 33,000 fewer New England students will receive high-school diplomas. "The real test of our colleges' ability to plan successfully is still one year away, when the relentless five-year period of declining graduates is expected to commence. The decline, while national, is projected to be particularly significant throughout the Northeast," Genovese says. The 1989-1994 period is projected to mark the most dramatic back-to-back annual decline in the number of high-school graduates in New England since the impact of the first baby boom began 25 years ago. □



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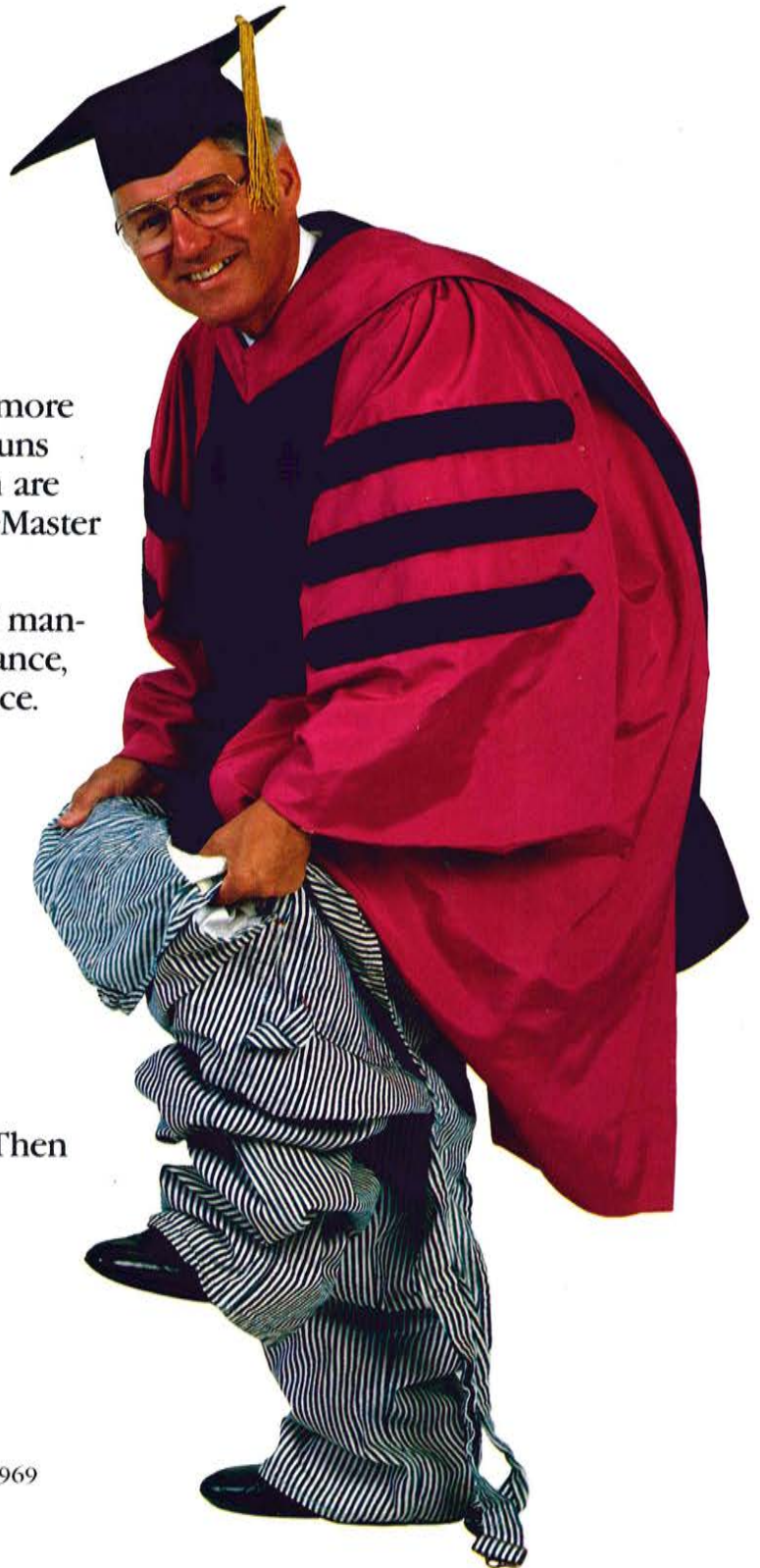
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