

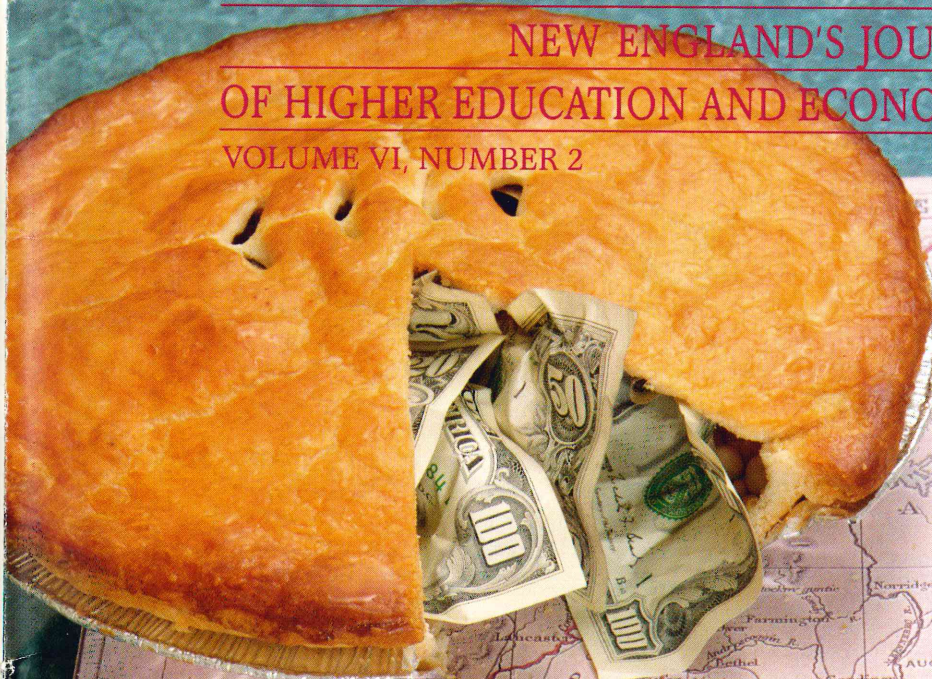
CONNECTION

NEW ENGLAND'S JOURNAL

OF HIGHER EDUCATION AND ECONOMIC DEVELOPMENT

VOLUME VI, NUMBER 2

SUMMER 1991 \$2.50



Higher Education's Shrinking Share

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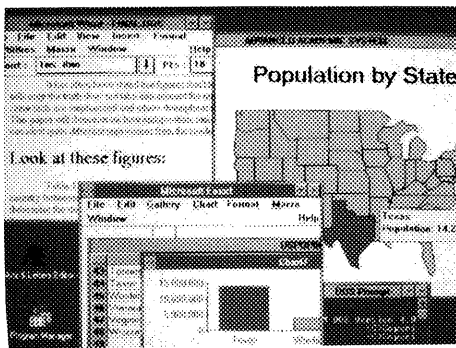
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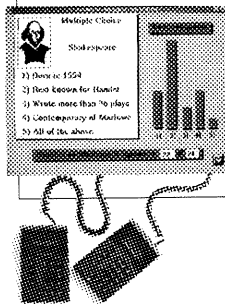
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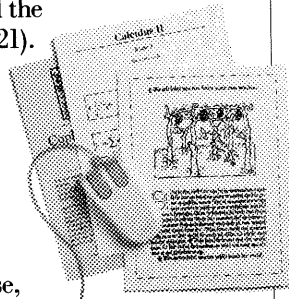
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SUMMER 1991



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C O V E R S T O R I E S

- 12 DISINVESTMENT: HIGHER EDUCATION'S SHRINKING PIECE OF THE PIE
John O. Harney
- 19 CONNECTICUT'S STEADY HABIT: DOWNSIZING
A Tale of Survival from New England's Only Active Founding President
Robert E. Miller
- 22 OPPORTUNITY LOST
New England's Fiscal Crisis Reveals Misplaced Priorities
Atron A. Gentry, Carolyn C. Peelle and James M. Wilson III
- 26 THE FEDERAL STUDENT-AID DOLLAR IN NEW ENGLAND
Terry W. Hartle and Jeff Dolven
- 31 PRESSURE FROM A NEW DIRECTION: OVERHEAD
The Storm over Indirect Costs Could Wreak Havoc in New England

- FOCUS ON TUITION AND FEES
- 17 Land-grant Universities
18 Community Colleges
23 Technical Colleges
24 State Colleges and Universities
32 High-priced Independents

F E A T U R E S

- 35 POLITICAL CORRECTNESS: FOUR PERSPECTIVES
- 36 THE GOAL IS SOCIAL JUSTICE
Reginald Wilson
- 37 SPEECH CODES AND DIVERSITY DON'T MIX
Alan M. Dershowitz
- 38 LIGHTEN UP! CAMPUSES ARE CHANGING BECAUSE AMERICA IS CHANGING
William G. McLoughlin
- 40 NOW POLITICAL CORRECTNESS IS A BUDGET ISSUE
Judith A. Sturnick
- 42 EXCERPTS
Eleanor McMahon on Higher Education's Challenges
William M. Chace on the "Level Playing Field"

D E P A R T M E N T S

- 6 EDITOR'S MEMO
John O. Harney
- 7 SHORT COURSES
- 10 DIRECTLY SPEAKING
A Long Row to Hoe
John C. Hoy
- 34 DATA CONNECTION
- 46 INTERNATIONAL
The Other Trade Deficit: Patterns in Foreign Enrollment
Judith A. Beachler
- 51 CAMPUS: News Briefly Noted
- 54 LETTERS

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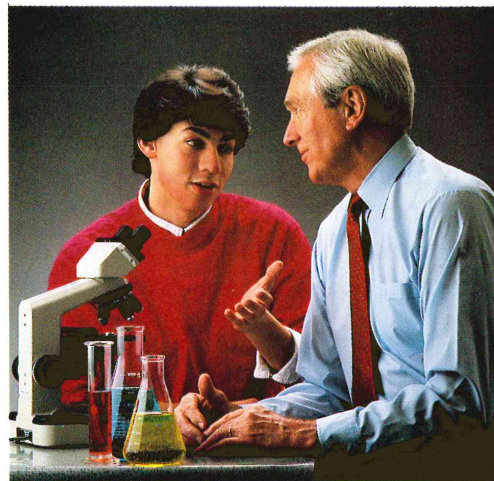
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Jill Siegel after
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The New England Board of Higher Education was established as a nonprofit agency by the New England Higher Education Compact, a 1955 agreement among the six states that was ratified by the U.S. Congress. It is the purpose of the Board to advance and develop programs that encourage higher-education 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

This issue of CONNECTION focuses on the financial pressures closing in on higher education as well as the debate over political correctness. An odd mix? Hardly. As Keene State College President Judith Sturnick notes in her commentary on the latter, "catchphrases about racial and gender *quotas*, *freedom of speech* to protect racial and ethnic slurs and the inviolability of the *Western canons* ... are now intertwined with allegations of *bloated campus budgets* and the goal of *defunding, downsizing* and *privatizing* higher education."

Higher-education funding and "p.c." are directly related, because some anti-p.c. champions such as author Dinesh D'Souza — while railing against the alleged squashing of dissent on campuses — apparently see nothing ironic about urging states, foundations and alumni to close their wallets on colleges and universities with whom they disagree. "The illiberal revolution can be reversed only if the people who foot the bills stop being passive observers," D'Souza wrote earlier this year in *Forbes* magazine.

The two issues are indirectly related, because when the complex matter of how some campuses commit excesses in their drive toward "multiculturalism" — the p.c. issue — was cut into bite-size pieces for general consumption, the result was phrases like "Thought Police" and "New McCarthyism." The image of campuses being overrun by p.c. tyrants became one more reason for people to be suspicious of academia and indifferent, at best, to higher education's deteriorating fiscal condition.

Not that another reason was needed. The public had already been assured that academics occupy an "Ivory Tower," where they get fat on high tuitions and arrogantly pursue research instead of teaching. Both perceptions have been reinforced in recent months. Just as public opinion reached the boiling point on rising college costs, the federal government dusted off its interest in anti-trust violations and launched a high-profile investigation of a 40-year-old arrangement in which prestigious colleges and universities have routinely shared information on tuitions and financial aid. *The Wall Street Journal* gushed that Ivy League schools were "part of a price-fixing system that OPEC might envy." Meanwhile, members of Congress and the Bush administration charged that some research universities were bilking taxpayers for indirect costs incurred doing federally sponsored research.

It is true, of course, that money is short in the United States and particularly in New England. That may explain why the region's state appropriations to higher education are declining, but not why they are shrinking as a share of all state spending. The reason for that lies partly in increasing demands on the state dollar from programs like Medicaid and corrections, and partly in the fact that stepped-up higher-education bashing — playing on issues ranging from p.c. to university salaries — has created the costly illusion in some corners that colleges and universities are part of the problem facing the fiscally strapped states, instead of part of the solution. As Paul Tsongas, former chairman of the Massachusetts Board of Regents, recently summarized the situation in his state: "The people of the commonwealth are not demanding the preservation of education at any level."

Such anti-intellectualism doesn't bode well for a region that has no resources of any real value, save one: intellect.

* * * * *

You may recall that in the Winter 1991 issue of CONNECTION, several essayists cited the choice of Florida State University over the Massachusetts Institute of Technology for the site of a \$60 million National High Magnetic Field Laboratory as an example of how New England's research edge was slipping away. At the time, the National Science Foundation (NSF) called for phasing out the existing Francis Bitter National Magnet Laboratory at MIT, starting this fall. But in August, MIT and the region got a bit of a reprieve as the NSF announced it would provide up to \$23 million for work at the Bitter lab through September 1995. □

John O. Harney is the editor of CONNECTION.

PC on Campus

Dartmouth College no longer urges freshmen to own personal computers; it requires them to.

A policy adopted by the college's Faculty of Arts and Sciences makes Dartmouth the first Ivy League school — and one of the few colleges in the country — to require computer ownership. It's not that some students couldn't struggle along with a rickety, old Smith-Corona. The real impetus for the change was last year's U.S. Department of Education ruling that prohibits colleges from including computer costs in their financial-aid calculations unless the institution requires students to own the equipment. While about 90 percent of Dartmouth students already own personal computers, a survey of the first freshman class affected by the new federal policy showed a negative impact on students, particularly minorities.

Will other campuses follow Dartmouth's lead? "Since the cost of a computer is still relatively high, schools are hesitant to require them," says Dartmouth Director of Computing Lawrence Levine. "But as the computer gains credibility as part of the teaching process, I think it will someday be assumed that students will have a computer the same way it's assumed they'll buy books."

Enrollment Pressure

The dearth in traditional college-age students has sent shock waves through the admissions offices of New England's private colleges. Institutions that have changed admissions directors over the past year include Boston University, Holy Cross College, Mount Holyoke College, Simmons College, Middlebury College, Norwich University, Wellesley College and Northeastern University.

"There's an extraordinary amount of pressure on admissions officers to produce kids in a declining market," says Timothy B. Lee, a Sudbury, Mass., educational consultant. "Some excellent admissions people are saying, 'Get me out of this,' or they're being asked to leave because they're not producing."

By the traditional May 1 deadline for

fall admissions, 183 New England undergraduate institutions still had more than 37,000 open slots for freshmen and transfer students — a 15 percent increase in openings over the previous year, according to the New England Board of Higher Education's annual Vacancy Survey.

The increase in vacancies was especially striking at the region's private four-year institutions — up 119 percent over May 1990. Public four-year colleges, on the other hand, reported 23 percent fewer openings than the previous year.

America's Half-Economy

Women do better than men in school, but worse in the job market. That's the disturbing message from a new U.S. Department of Education study of the high-school Class of 1972. The study finds women were more likely than men to rank near the top of their classes and, on average, earned higher grades in college than men.

But between ages 25 and 30, women were far more likely to be unable to find work. And, at age 32, women (without children) achieved pay equity with men in only seven of 33 occupations.

Man of Letters

Think of giants of New England higher education and you might overlook Samuel Goodman. Peering over a stack of papers in his fifth-floor studio in downtown Boston, he is anything but a tweedy academic. But his work has been required reading for hundreds of thousands of New England college students, most of the region's governors and several U.S. presidents.

Goodman is the proprietor of the Goodman Studio of Calligraphy, which specializes in hand-written diplomas, certificates of merit and testimonials for businesses, churches, temples, hospitals — and especially colleges. He does about 100,000 college diplomas each year.

During World War II, army censors liked Goodman's penmanship so much, they asked him to address letters to their wives. As a civilian, he turned his talents to illuminated scrolls and manuscripts

made with fine parchment and gold leaf — projects like a citation from Franklin Pierce College to Jackie Robinson and a memorial from Brandeis University to the sons of Eleanor Roosevelt.

Goodman used his Latin to help Suffolk Law School find the wording for its diplomas. He has shuttled back and forth to Italy to help restore documents damaged by the floods of 1966. About the only thing he hasn't done is craft false diplomas — and not for lack of offers. *Goodman at work.*



Goodman is also a seasoned observer of fiscal trends at New England colleges. "Today, they want good work for less," he says.

Loan Liability

Who gets stuck with loans to students who are defrauded by shoddy proprietary schools? Usually the U.S. Department of Education, but that may be changing. A federal judge in West Virginia ruled recently that 11 banks may be held liable for loans made to students who attended the now-defunct North-eastern Business College, which the students say provided inadequate training for the job market.

In the past, the Education Department has assumed liability for such loans, reasoning that when students were defrauded, so were the banks that provided their loans. But West Virginia law holds banks responsible for loans made under fraudulent conditions, and the court presumed that a bank making more than 10 loans to students at one school had enough of a "relationship" with the school to share in the fraud.

Lenders were irked to see the Education Department join the students in claiming banks should bear liability — a position the department began backing away from after some lenders warned they may abandon the \$12 billion Stafford Loan program. The department's own proposed regulations provide relief to lenders and students alike.

The lenders — as well as secondary markets, which provide much of the long-term funding for the Stafford program by purchasing loan portfolios from originating lenders — say it is the responsibility of accreditation bodies to make sure institutions meet academic standards. “A bank officer isn’t going to be able to walk into a school and see if they’re effectively teaching a student to be a welder,” says Lawrence O’Toole, president of The New England Education Loan Marketing Corp., the largest nonprofit secondary market in the country with \$1.2 billion in loans.

As in West Virginia, Connecticut law may hold banks responsible for loans made under “fraudulent” conditions. But O’Toole says he doubts the West Virginia case will have much effect in New England, with its relatively small number of proprietary schools. “It’s certainly not a binding precedent on a Connecticut court, and the factual circumstances are likely to be very different depending on the individual case,” he says.

Free Trade

When the U.S. Justice Department invited eight Ivy League schools and the Massachusetts Institute of Technology to sign a consent decree ending their custom of sharing information on the financial needs of common applicants and offering comparable aid packages, the Ivies agreed, but MIT opted for a courtroom.

A collection of prestigious colleges and universities known as the Overlap Group have shared information on financial aid, tuition and salaries for decades, they contend, to keep students’ expenses about the same at all the schools, avert bidding wars and allow students to choose a college based on the education it offers rather than the cost. But the Justice Department charges that the process has allowed the institutions to raise tuitions in lockstep and well ahead of inflation, thereby eliminating competition in violation of antitrust laws.

With a legal battle looming, MIT Provost Mark S. Wrighton would say only that MIT believes it has not vio-

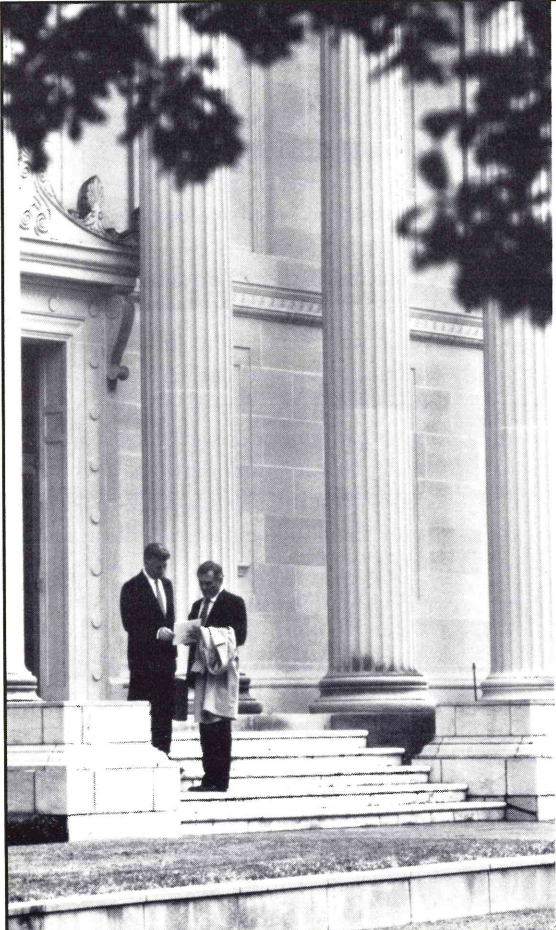
lated any antitrust laws.

Dartmouth College officials were more vocal, noting that the federal investigation cost the college about \$400,000 in legal fees — enough to fund one-year scholarships for about 40 students.

SAT Optional

Wheaton College has joined more than a dozen other New England colleges no longer requiring applicants to submit standardized test scores. Wheaton officials say they now stress a student’s high-school academic record and commitment to lifelong goals over performance on the Scholastic Aptitude Test (SAT) or American College Test.

“Our own research showed the SAT had not contributed in any significant way to our being able to decide who was an appropriate candidate for Wheaton and who wasn’t, let alone who would be successful at Wheaton and who wouldn’t,” says Gail Berson, the college’s executive director of admissions and student aid.



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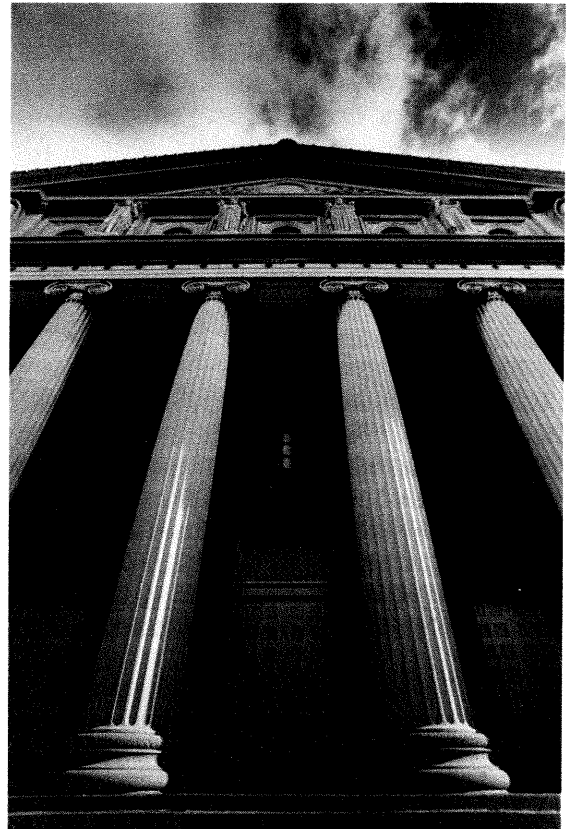
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A Long Row to Hoe

JOHN C. HOY

While the loss of 350,000 New England manufacturing jobs since 1985 dramatically reflects the region's profoundly weakening industrial base, the souring of the regional economy has disrupted careers in all sectors. High tech, middle tech, low tech; architects, teachers, engineers, scientists, lawyers, contractors, carpenters, masons — the nation's most highly skilled labor force is in retreat.

As the number of New England jobs has dropped, the number of business failures, personal bankruptcies, foreclosures and student-loan defaults has risen amid a credit and capital crunch. Economist Lynn E. Browne of the Federal Reserve Bank of Boston characterizes the severity of the situation as comparable to the disruptiveness experienced in New England during the Great Depression.

The long-term economic benefits of good schools, strong colleges and great universities received a highly decorous level of rhetoric and a momentous level of budgetary neglect.

Against this gloomy backdrop, The New England Council, the nation's oldest interstate association of business leaders, is set to issue a compelling report that offers an action plan for regional economic recovery.

"With its world-class universities and wealth of entrepreneurial, scientific, technical and engineering talent, New England has what it takes to build a world-class economy," the report notes, adding, "This [task] will require some tough political calls — to find resources for strengthening our research capabilities and restruc-

turing our public education systems and to find the will to meet social and environmental goals without choking off business growth."

The Council's Special Economic Commission, which authored the report, was initiated by former Vermont Gov. Thomas P. Salmon, the Council chairman. Comprised of men and women from business, education and government, the Commission brings into focus the collective wisdom of New England leaders to provide a succinct analysis of the steps needed to bring about a deeper level of regional collaboration — recognizing that this collaboration is a prerequisite for economic recovery.

Chief among the "tough political calls" will be a serious commitment to the education of New England's children, youth and adults. Fiscal 1992 budget cuts focused on politically expedient solutions to the region's fiscal crisis, such as shifting more and more of the cost of education onto the backs of students. As in recent years, the goal was to get by and do as little damage as possible. The easy targets to cut — hard hit in fiscal years 1989, 1990 and 1991 — were hit again. The long-term economic benefits of good schools, strong colleges and great universities received a highly decorous level of rhetoric and a momentous level of budgetary neglect.

This neglect, however, did not originate with the region's current fiscal hardship. Planning for the long term — met with wary derision during the most recent budget battles — was also shunned during the boom years of the 1980s, when state government took economic prosperity for granted. Even by 1987, when the region had achieved an unparalleled level of prosperity, New England state appropriations for higher education amounted to \$6.54 per \$1,000 of personal income, compared with a national average of \$8.52.

The impact of direct and indirect cuts upon education at each level will, without question, limit New England's long-term economic recovery. Highly skilled, well-educated workers are the region's only major resource. Yet, New England schools, colleges and universities are overrun with the weeds of fiscal neglect. Reversing this trend is clearly the region's

longest row to hoe, for without urgent attention, the crop will be thin, the weakest growth left useless. Already, the tools of learning are getting rusty and the nation's best teachers, scholars and scientists (once concentrated here) are understandably seeking more fertile fields elsewhere.

New England — until recently the most skilled corner of the United States — squandered a very prosperous decade, becoming overconfident about its intellectual, technological, financial and political wisdom. We must not err now in the opposite extreme, settling for "retrenchment," while other regions — and other nations — invest in skills and reap high-wage industries in return.

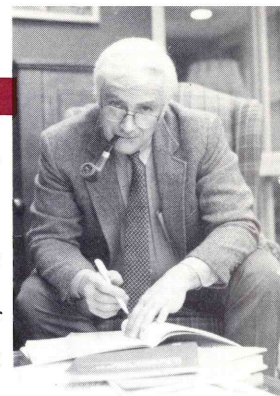
The impact of direct and indirect cuts upon education at each level will, without question, limit New England's long-term economic recovery.

With the Salmon Commission's report in hand, New England leaders might just confront the long-term question of what produces a fertile and productive economy.

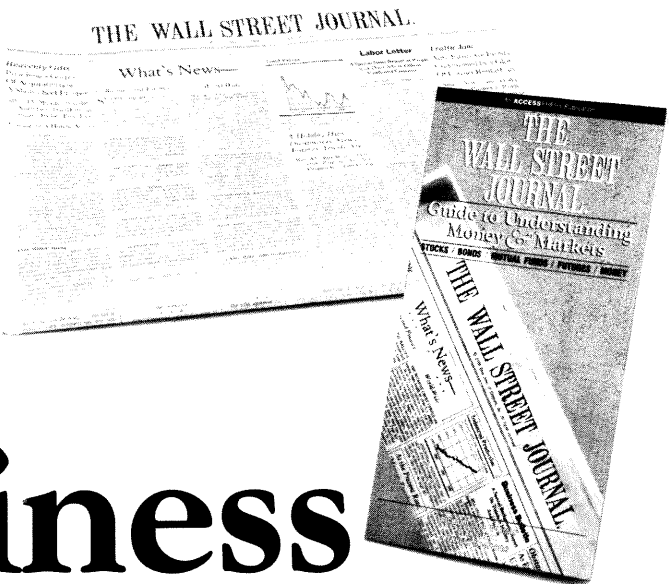
Nearly 10 years ago, the NEBHE Commission on Higher Education and the Economy of New England noted in its report, *A Threat to Excellence*: "If higher education is a regional growth industry, it ought to be treated as such. State tax policies should encourage private sector contributions to higher-education institutions. State policies also should promote flexibility in curricula and staffing that is responsive to business needs. Moreover, financial support for higher education among the six New England states should be increased."

The Salmon Commission appears to agree. Perhaps this time the message will be heeded. □

John C. Hoy is the president of NEBHE and publisher of CONNECTION.



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D I S I N V E S T M E N T

Higher Education's Shrinking Piece of the Pie

J O H N O . H A R N E Y

There was compelling reason for University of New Hampshire officials to summon state legislators and other Granite State dignitaries to Durham last spring to celebrate the liftoff of the space shuttle Atlantis. On board was the \$100 million Gamma Ray Observatory — a 17-ton reminder of the scientific genius nurtured by the public higher-education system with the lowest per-capita state support in the United States. UNH researchers played a major role in developing the high-tech telescope and will guide its mission from the university's Institute for the Study of Earth, Oceans and Space. The campus was not about to let the accomplishment go unnoticed by New Hampshire decision-makers. "They need to understand what a gem they have in this university," says UNH President Dale F. Nitzschke.

They are beginning to understand apparently. Fiscal 1992 budget proceedings began inauspiciously in Concord, with the university system asking the revenue-strapped state for a more than 20 percent funding increase for 1992, and Gov. Judd Gregg charging that UNH was a haven for overpaid, underworked professors that really deserved a 5 percent cut in support. But gradually, policymakers began to realize UNH is "part of the solution to the state's problems," says Nitzschke. The Legislature ultimately appropriated \$56 million to the UNH system — a 3 percent increase over last year. The state earmarked an additional \$15 million for a new biology building, \$5 million for overdue repairs and \$500,000 to start an industrial technology center.

Still, with university salaries and other costs rising, UNH has

been forced to leave about 20 faculty positions vacant and lay off some professional workers. In fact, the 3 percent rise in appropriations — if it sticks — won't even keep pace with inflation. But it sure looks good contrasted against the rest of New England. Consider:

□ In Massachusetts, four years of cuts have left public campuses and the state scholarship program with a fiscal 1992 appropriation of \$476 million, down a stinging 36 percent from the 1988 expenditure of \$746 million. Since 1989, campuses have been able to keep revenue from tuition *increases* instead of sending all tuition money to the state treasury, but those funds add only \$57 million to this year's campus budgets. The budget of the state scholarship program — which makes grants to

Massachusetts residents attending public and private institutions — has plummeted from \$80 million in 1990 to \$26 million. The cuts could have been deeper. Gov. William F. Weld initially proposed closing five state campuses and replacing state grants with loans.

□ Connecticut has the highest per-capita income of any state in the country, but appropriates about \$20 less per capita for higher education than Mississippi, which has the lowest income. Starting this year, some of Connecticut's personal income will be taxed for the first time. But even with the new revenue source, Hartford's fiscal 1992 appropriation to public campuses and state scholarships is down 5 percent from last year. Now standing at roughly \$380 million, the higher-education appropriation hasn't grown in four years. "At some point — even next semester if there are any further reductions — we're going to have to make some tough decisions about access and whether we can enroll students at the same levels we have been," says Thomas Anderes, assistant finance commissioner with the state Board of Governors for Higher Education.

□ Last year, the University of Maine System lost \$12 million to a midyear budget cut. Despite a major tax increase, the system's fiscal 1992 appropriation is about \$145 million — the same as last year's *after* the \$12 million cut. The funding won't rise in 1993. In July, UMaine faculty and professional unions agreed to give up half their scheduled salary increase to avert layoffs. For the few unions that rejected the compromise, layoffs have begun.

□ Rhode Island appropriated \$116 million for higher education in fiscal 1992 — down 17 percent from two years ago. Public campuses now have about the same financial resources they did in 1988, but 5,000 more students. The picture would be even bleaker if state higher-education employees — from the commissioner to maintenance workers — had not agreed to defer 10 percent of their pay for the first 38 weeks of fiscal 1992. Rhode Island ranks 47th nationally in state support of higher education per student as a percentage of per-capita income.

□ Despite passage of a \$97 million tax package, Vermont's



fiscal 1992 higher-education appropriation of \$56 million reflects a two-year decrease of 3 percent. Vermont ranks 49th nationally in per-capita state appropriations for higher education, 49th in state support per student, and 49th in state support per student as a percentage of per-capita income. Only by New Hampshire standards is Vermont's higher-education funding record generous; the Granite State ranks 50th by all three measures.

New England public higher education is, in part, the victim of a flagging economy. The region lost 266,000 jobs between July 1990 and July 1991, and every New England state has been forced to impose some combination of layoffs or furloughs, new taxes or deep cuts, in an effort to prop up battered revenues. State coffers have been further

strained by the “new federalism” of the past decade. The National Conference of State Legislatures reports that the average federal share of state and local budgets dropped from 27 percent in 1978 to 18 percent by the late 1980s.

Meanwhile, state spending on entitlement programs is skyrocketing. Medicaid costs have swelled from 3 percent of the average state budget in 1970 to about 12 percent today — and much higher in some New England states. And there is considerable pressure to devote much of remaining state dollars to building prisons and improving K-12 education.

But the fact is New England — despite its heavy reliance on

'80s, only Maine and Rhode Island briefly flirted with the national average of state support for higher education as a share of tax revenues, then they too headed downward. And every New England state, except Maine, devoted a smaller share of tax revenues to higher education in 1990 than 10 years earlier. (See chart at left.)

Research Associates' data allow convenient comparisons among the states, but understate the downward slide, according to state officials who use wildly varying measures to calculate higher-education support as a share of total state budgets. For example, though Maine outperformed most of the country in *percentage*

increases in higher-education appropriations during the late 1980s, funding of the UMaine System's educational programs has actually dropped from 15 percent of Maine's budget two decades ago to 9 percent today, according to UMaine officials. The share of New Hampshire's budget devoted to the UNH System has dropped from 13 percent in 1974 to 7 percent, say officials there.

“During the 1980s when money was flowing into all the states in the region, public higher education really didn't experience the boom. But now that we've got a slowdown, higher education is experiencing the pinch,” says Art Woolf, an associate professor of economics at the University of Vermont and former state economist in Vermont.

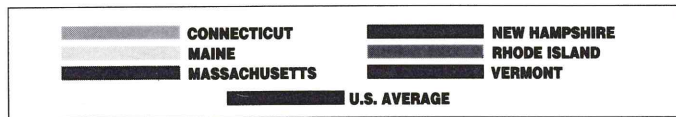
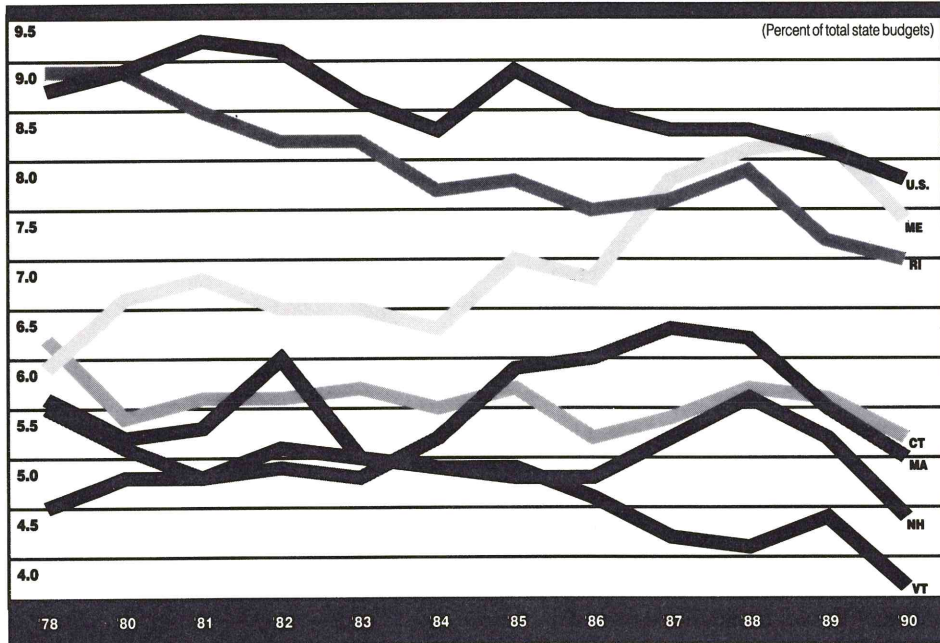
Why the tradition of neglect? The explanation lies partly in the region's unusual abundance of private institutions. Private colleges and universities account for 44 percent of the region's undergraduate enrollment, compared with just 20 percent nationally. That has made it possible for New Englanders to overlook —

if not look down on — their public institutions.

But New England's taste for private colleges — preferably Ivy-covered — is costly. The region's public campuses today enroll 380,000 undergraduates, many from middle-class families that can't afford private tuitions. Public institutions also enroll far greater percentages of students who are actually *from* New England — and who will stay and work in the region after graduation — than do private colleges. Says labor economist Barry Bluestone of the University of Massachusetts at Boston, “Economic development requires a trained labor force more than anything else, and the trained labor force that's going to be here is more likely to be going to UMass than to Harvard or MIT.”

In addition, public institutions are dedicated to solving local problems. While Dartmouth College, for example, might conduct important research on rice production in the Third World, UNH — as part of its mission — develops pest-control strategies to protect the New Hampshire strawberry and apple crop.

Higher Education's Shrinking Piece of New England's State Budgets



Source: Research Associates of Washington

Even in the go-go years of the mid-1980s, New England statehouses directed a smaller share of the region's rising tax revenues to higher education than the rest of the country.

highly skilled workers — has never really needed excuses to skimp on public higher education. Underfunding is a New England tradition along the lines of the town meeting — younger, but arguably stronger.

Even in the go-go years of the mid-1980s, New England statehouses directed a smaller share of the region's rising tax revenues to higher education than the rest of the country, according to an analysis by Research Associates of Washington. During the

Tufts University experts may design a way to convert rubles to dollars, but UMass-Boston scholars recently developed a framework for fiscal recovery in Massachusetts. "A private university exists within a community, but is not necessarily a part of it. A public university is part of the community," says Bluestone.

Some scholars note, however, that the region's public campuses should focus more sharply on those missions. "Because of their inferiority complex, it has been the tendency of public institutions in New England to ape the traditional university role and structure," says Wesleyan University Professor Robert Wood, who as UMass president in the 1970s saw the university focus heavily on introducing Ph.D. programs already offered by private universities.

That perceived duplication of effort has created another problem for public higher education: Public campuses have been seen as reservoirs of government waste. For example, despite an independent commission's finding that Massachusetts public institutions are not top-heavy with high-paid administrators, the *Boston Herald* has described the state system as "fat, lumbering, expensive to feed ..." Such charges are increasingly difficult to substantiate, as campuses such as Cape Cod Community College become so lean that nearly a quarter of full-time faculty positions are vacant. "For most of our institutions, the only way to get more fat out would be to shoot the animal," says Cape Cod President Richard Kraus.

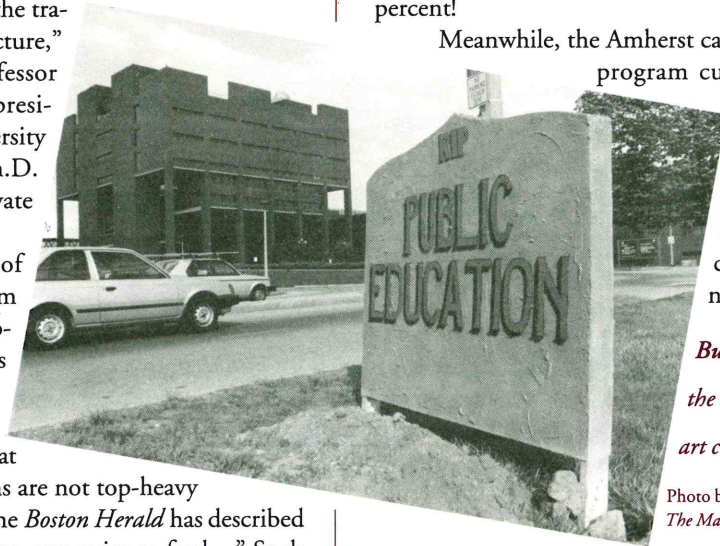
Beyond New England's penchant for private institutions and distrust of public ones is perhaps the clearest reason for declining state investment in public higher education. When state budgets are tight, campuses can do something most state agencies cannot: raise prices. "Basically, there was an easy way out for the states and that was to make the students pay more," says Steven Gold, who researches state finances at the Rockefeller Institute of Government at the State University of New York at Albany.

Indeed, one of the ironies of public higher education is that when recession strikes, state support shrinks, tuition and fees rise and students have to pay more just when their own financial situations are most desperate.

Another irony is that the students pay more to get less. The mix of support between taxpayers and tuition-payers is arbitrary in most states. What taxpayers won't support is shifted to students. But centrally administered tuition hikes don't make up for lagging state appropriations, so individual campuses pump up fees. Fees still don't cover the state cuts, so campuses are forced to "downsize." The problem is that even the seemingly moderate downsizing taking place on many New England campuses today compromises quality. When campuses leave faculty positions vacant, the result is larger classes and less individual attention. When they cut library budgets, faculty and students can't stay current in their fields. And when they scrimp on such mundane expenses as maintenance, teaching and research are disrupted, to say nothing of the implications for health and safety.

In Massachusetts, the Board of Regents of Higher Education raised 1991-92 tuition for state residents by a modest 6 percent — about the rate of inflation. But deep cuts in state funding, combined with growth in mandated costs and the relatively small tuition hike, forced campuses to jack up fees — in some cases, for the 10th time in three years. As a result, state residents attending UMass-Amherst this year face a tuition increase of 6 percent, but a total increase in tuition and mandatory fees of 40 percent!

Meanwhile, the Amherst campus began a fourth year of program cuts by announcing that 60 vacant faculty spots would be phased out and funding for graduate student teaching assistantships would be slashed by 13 percent. The custodial staff has been cut by nearly a third since 1989. "Labs



Buried alive? The tombstone is the work of a UMass-Boston art class.

Photo by Cary Mulcahy,
The Mass Media.

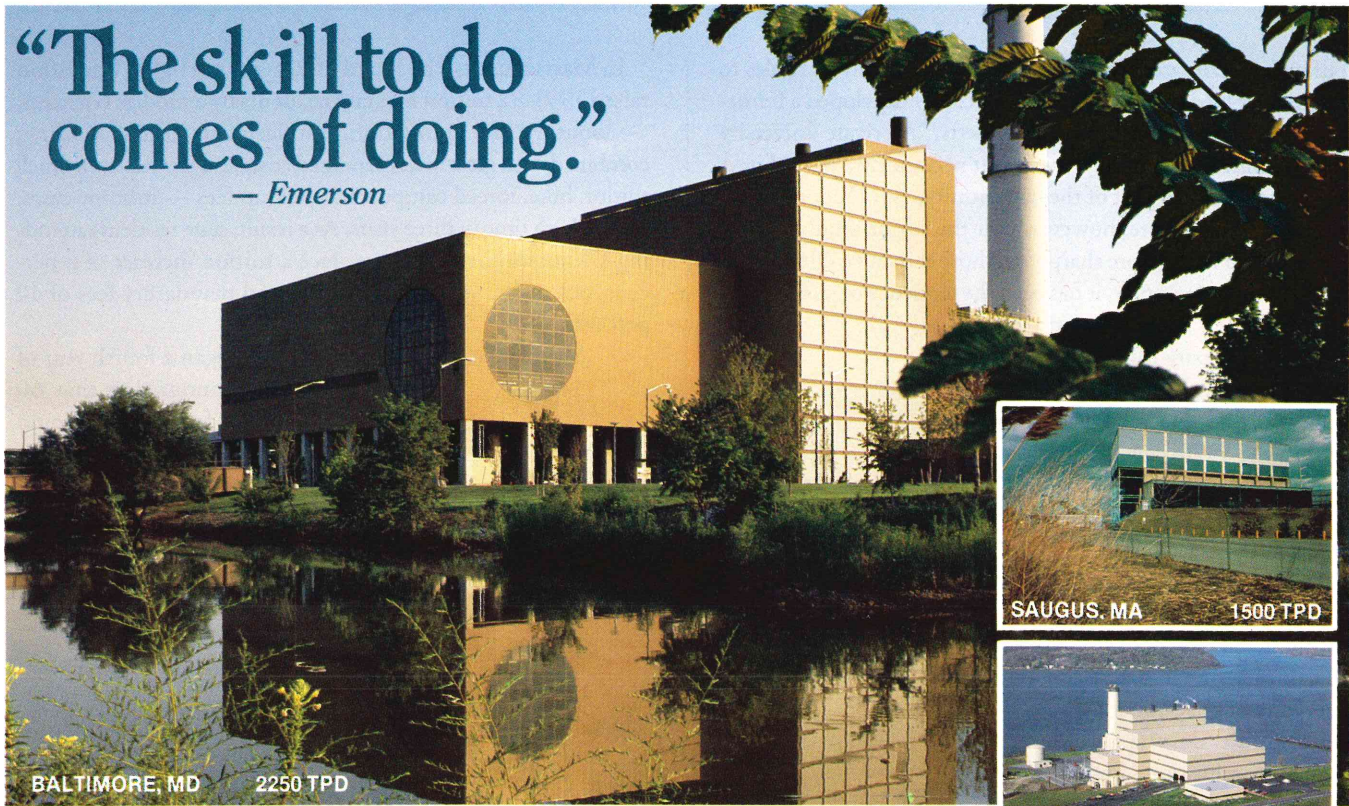
will be cleaned every other week rather than weekly," noted a typical announcement in the campus newspaper.

At UMass-Boston, there is no money to pay part-time faculty. "Where we would have brought in a part-timer to teach a course, say, on what's going on in the Soviet Union, we're not in a position to do it," says Bluestone, who teaches in the political science department. Hiring more full-time faculty is out of the question. Explains Bluestone, "We don't have the money to do it, plus most good faculty are leery of coming here because they fear further cuts."

Fear of more cuts is also gripping Southern Connecticut State University, where the political science department in recent years hired three highly sought-after faculty members from a pool of about 700 candidates. Last year, all three were targeted for layoffs. "Somebody who is really marketable may not put up with a situation where they have to wait on a day-by-day basis to find out whether they're going to have a job the next year," says David Walsh, the professor who chaired the hiring committee. Walsh says university library cuts mean it takes months for new books to reach the shelves. Still, tuition and fees for state residents are up about 23 percent over last year.

The mix of tuition and taxpayer support is particularly important in New Hampshire and Vermont, where historically low state funding has led to the highest public tuitions in the country. State funds account for only about 12 percent of UVM's budget. But Vermont officials are reaching the bottom of the tuition well. This fall, UVM raised tuition and fees 16 percent for state residents, but just 6 percent for out-of-state students for the simple reason that the most expensive public university in the United States cannot afford to price itself out of a national market. Out-of-state students make up about half of UVM's enrollment, pay \$8,500 more in tuition and fees than Vermont

**“The skill to do
comes of doing.”**
— Emerson



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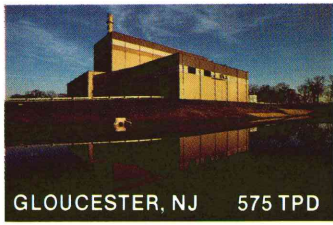
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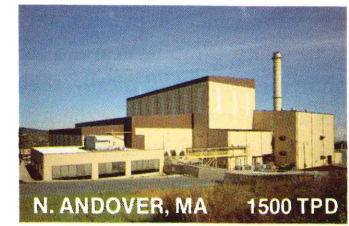
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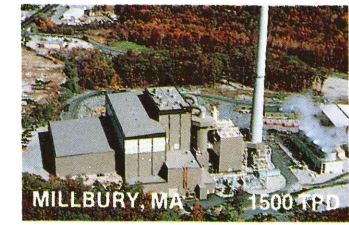
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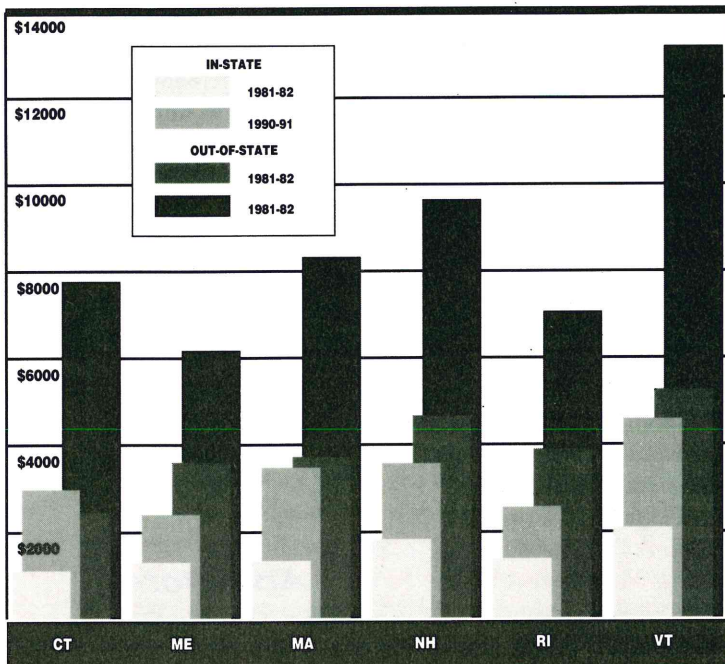
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Land-Grant Universities: Tuition and Fees for 1991-92

	IN-STATE		OUT-OF-STATE	
	1991-92 TUITION AND FEES	INCREASE OVER 1990-91	1991-92 TUITION AND FEES	INCREASE OVER 1990-91
CONNECTICUT	\$3,463	16%	\$9,173	18%
MAINE	\$2,723	14%	\$6,953	13%
MASSACHUSETTS	\$4,862	40%	\$10,730	29%
NEW HAMPSHIRE	\$3,745	5%	\$10,295	7%
RHODE ISLAND	\$3,140	23%	\$8,492	20%
VERMONT	\$5,312	16%	\$13,912	6%

* Undergraduate tuition and fees only.

Out-of-state tuition and mandatory fees at New England's land-grant universities have risen significantly enough to put the institutions in direct competition with their traditionally pricier private counterparts. And why not? In the 1980s, the land grants were on their way to becoming "world-class" research universities. But in recent years, the tuition and fee hikes have not compensated for budget cuts that have strained faculty hiring, equipment purchases and library services — at least postponing world-class stature.

Between 1981-82 and 1990-91, increases in undergraduate tuition and fees for out-of-state students at New England's land grants ranged from 72 percent in Maine to 219 percent in Connecticut. In 1991-92, out-of-state tuition and fees at the University of Vermont will approach \$14,000.

Increases in undergraduate tuition and fees for state residents at the land grants ranged from 86 percent in Maine to 170 percent in Connecticut over the 10-year period.

Source: NEBHE analysis, July 1991.

residents and generally don't consume much of UVM's financial aid.

The New England states have begun to take stock of public higher education and to consider, if not how to increase financial support, how to do more with less. In the summer, Massachusetts Gov. Weld signed legislation merging the University of Lowell and Southeastern Massachusetts University with the UMass campuses in Amherst, Boston and Worcester to create a new five-campus UMass System, with increased autonomy over fiscal and academic affairs. Some UMass administrators worry the change will replace three underfunded universities with five underfunded campuses, but others say the plan moves UMass in the direction of California's revered public university system.

Weld also signed legislation restoring the cabinet-level post of education secretary and named Piedad Robertson, the for-

mer president of Bunker Hill Community College, to the position. Robertson now oversees state policy on K-12 and higher education with the help of a new Higher Education Coordinating Council (which replaces the Regents) and a modified state Board of Education.

Public campuses across the region also are stepping up efforts to tap private sources of support. Maine Maritime Academy — which had its appropriation "adjusted" by the state five times last year — recently raised nearly \$11 million from private sources as part of a capital campaign. Says Academy President and former Maine Gov. Ken Curtis, "Public institutions aren't going to generate enough tuition money or state appropriations to add the kind of quality they need to give kids a decent education."

But private fundraising is difficult for public institutions. As a state senator, Cape Cod Community College President Kraus called on Massachusetts public campuses to boost fundraising. But Kraus says there is "an enormously strong feeling that it is

wrong for public institutions to be trying to raise [private] money, because it 'just takes the state off the hook on appropriations.'" It's a source of consternation for Kraus, whose alma mater, Kansas University, raises more private funds than virtually all Bay State public institutions combined *and* receives more state support per student.

There are other possibilities for improving higher-education financing: Raise tuition even when state funding is strong, so rainy day funds can be built up for use when the economy heads downward. Boost student-aid programs, so tuition can rise without harming low-income students. Even earmark special taxes for higher education. A surcharge on the income tax in Illinois last year provided \$111 million for higher education.

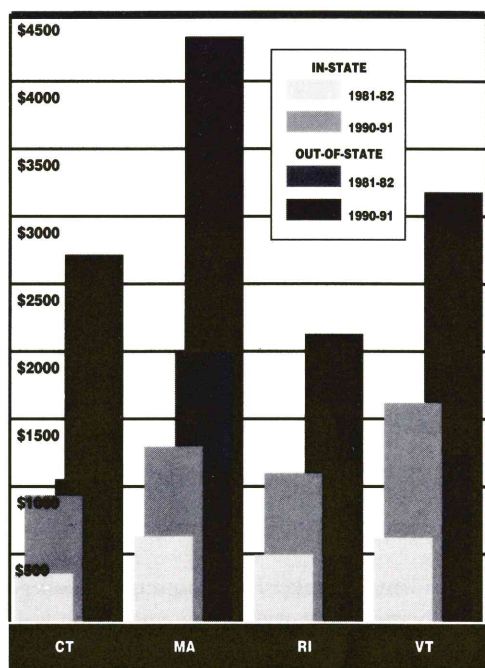
But in the end, building sturdy support for New England public higher education may begin with the sort of education that took place in New Hampshire this year. Besides developing gam-

ma ray telescopes, the region's public campuses are bringing home Pulitzer prizes and working on the cutting edge of polymer science. They are forging links with the Soviet Union and Eastern Europe, beaming educational programs to rural areas via telecommunications and working with local schools to improve basic education. Some are providing scientific expertise to state environmental agencies at a fraction of the price states would pay for private consulting. Many community colleges are preparing welfare mothers for work in a high-skills economy and offering free courses to older people. As Nitzschke of UNH might say, New Englanders just need to see the gems they have in these institutions. □

John O. Harney is the editor of CONNECTION.

FOCUS ON TUITION AND FEES: Community Colleges

A Decade of Increases...



... And More For 1991-92

Community Colleges: Average Tuition and Fees for 1991-92

	IN-STATE		OUT-OF-STATE	
	1991-92 TUITION AND FEES	INCREASE OVER 1990-91	1991-92 TUITION AND FEES	INCREASE OVER 1990-91
CONNECTICUT	\$1,131	21%	\$3,345	23%
MASSACHUSETTS	\$1,769	37%	\$5,451	23%
RHODE ISLAND	\$1,368	24%	\$2,850	34%
VERMONT	\$1,768	9%	\$3,408	7%

Community colleges symbolize access. They are gateways to higher education — and the job market — for growing numbers of “nontraditional” students such as minorities and adults. But in New England, the price of admission is rising. Between academic years 1981-82 and 1990-91, increases in tuition and average mandatory fees for state residents attending community colleges ranged from 152 percent in Rhode Island to 164 percent in Connecticut.

The timing of the hikes has varied. Connecticut and Vermont raised the tab for state residents significantly in the early 1980s, while Massachusetts' big increases in both in-state and out-of-state tuition and fees came at the end of the decade. And every state except Vermont raised community college tuition and fees by at least 20 percent for 1991-92.

Source: NEBHE analysis, July 1991.

Connecticut's Steady Habit: Downsizing

A tale of survival from
New England's only
active founding president

ROBERT E. MILLER

It was 20 years ago this summer when I began an adventure that relatively few people experience — founding a college. In June 1971, I was selected to be president of Quinebaug Valley Community College. The college was to serve northeastern Connecticut, a rural area with the highest unemployment and lowest educational attainment level in the nation's most affluent state.

By September, a "temporary campus" had been established at a technical school, faculty and staff had been hired and 200 students had been admitted. These were the "Governor [Thomas] Meskill years," when the notion of austerity took on a new meaning. Connecticut had gone through a decade of expansion of state services under the previous governor, John Dempsey, and Meskill took office determined to rein in state spending. He singled out higher-education employees for no pay increases during the first year of his administration.

For most of the summer of 1971 there was no clerical support at QVCC. My wife contributed to the cause by typing correspondence at night. Other times, I would carry batches of materials to Hartford for processing by the clerical staff of the community college central office.

QVCC's temporary campus consisted of several offices and six classrooms at a state vocational-technical school available after 3 p.m. These rooms were augmented by six well-used trailers that housed our library, business office, student services offices and faculty. When the wind blew over 15 miles per hour, the trailers rocked on their foundations and the clatter of the metal roofs drowned out conversation.

The temporary campus would last 12 years and expand to include space for the president's office at the nearby state airport and classrooms at a local church, a parochial school and a high school. Space was also leased in an industrial building as enrollments increased steadily and staff grew modestly.

Around the same time, Virginia and other states were building and equipping new public campuses before the colleges opened. It just doesn't work that way in Connecticut. After nearly 26 years, Housatonic Community College in Bridgeport, the state's largest city, still does not have a campus of its own, but instead continues to lease a portion of an old Singer Sewing Machine building.

It is fascinating to speculate on why Connecticut's approach and that of some of the other New England states to the support of community colleges as well as four-year public institutions has been so parsimonious. Is it the shadow of prestigious private institutions that obscures the need for a quality public system? Is it a carry-over from the attitude of the 19th-century mill own-



ers that an educated populace would result in demands for higher wages? Or is it simply the feeling of those whose salaries generate the highest per-capita income in the United States that state services which they do not use need not be characterized by excellence?

Whatever the source of the "keep it small and do it cheap" syndrome, it has pervaded the state's bureaucracy. In 1978, QVCC finally cleared what seemed like the last hurdle for a new campus. We had been allowed by the Connecticut Public Works Department to help select the architect. (This was almost unheard of: Selection of architects was, at least in part, a

**QVCC
Campus 1991:
The old campus
consisted of
trailers and space
at area schools,
churches,
industrial
buildings and
an airport.**

political decision and had always been the prerogative of the public works commissioner.) We were also permitted to submit design concepts. The result was a very attractive and functional building of 80,000 square feet to be built on a bucolic 68-acre site. Yet, in the course of a weekend, the deputy commissioner



QVCC faculty offices, 1972.

of higher education, with the help of a consultant in public higher-education building design from Massachusetts, drew plans for a cinderblock building based on a supermarket design — an approach aimed at substantially reducing the cost of the project. The consultant also recommended placing it near the road to avoid the cost of an access drive.

Our board of trustees, area legislators and a proximate state of apoplexy on my part helped scuttle that proposal. The compromise was a downsizing from 80,000 to 63,000 square feet and the loss of an auditorium, library space, storage space and other facilities that are now desperately needed. The cost of the building had been reduced by \$1 million, but double-digit inflation

ate up \$500,000 of the savings by the time the building was constructed. QVCC is now planning a \$400,000 addition primarily for storage space.

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Ways of Life

The penny-wise, pound-foolish approach that characterized QVCC's building plans is part of a pattern. Downsizing has been a way of life in Connecticut for decades — as has its euphemistic cousin: "reorganization."

Insurance company chief executives seem to be the leaders of choice for special task forces on reorganization. In 1976, there was the Filer Commission, headed by



Miller speaks at groundbreaking,

1981. From left: Gov. William O'Neill, U.S. Rep. Sam Gejdenson, state Sen. Kevin Johnston, state Sen.

Audrey Beck and Department of Administrative Services

Commissioner Elisha Friedman.

John Filer of the Aetna Life Insurance Co. Its major recommendation on higher education was to abolish all of the coordinating and governing bodies and place higher education under the administration of a commissioner who would report to a board appointed by the governor. The Filer report noted that there had been, prior to that time, at least 11 major studies dealing with the organizational structure of higher education. The slogan that Connecticut seems to have embraced over the years as it contemplates the future of its higher-education system is: "If in doubt, reorganize."

The Thomas Commission, named for its chairman DeRoy Thomas of the Hartford Insurance Group, was established in

1990. Out-of-state consultants were engaged to research and write the section of its report relating to higher education. Although the consultants made some praiseworthy suggestions on the elimination of bureaucratic controls, they also recommended changes in the structure of higher education and in tuition levels that would sharply reduce services and limit access. These included consolidating the state's 17 community and technical colleges into six regional institutions and raising tuition by almost 40 percent at community colleges.

A management review of the report noted that "the consultants' plans undermine the fundamental mission of Connecticut's public institutions of higher education — to provide affordable higher-education opportunities to those who need them most." Most of the Thomas Commission's recommendations remain under review.

New Start

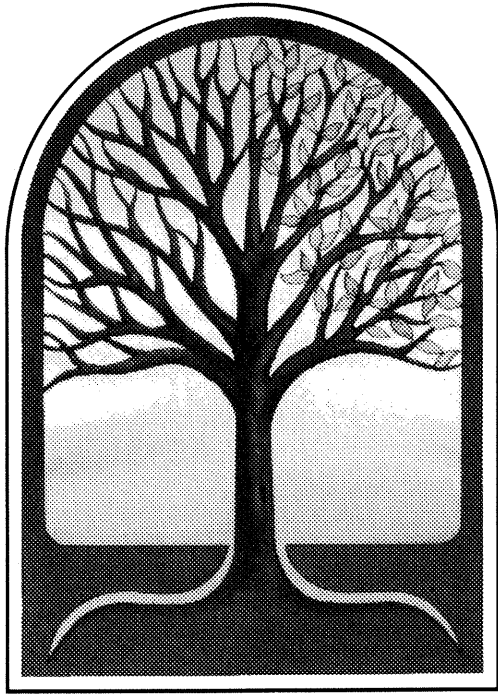
There is at least one bright spot on the horizon. The General Assembly recently enacted a bill that

will, among other provisions, give Connecticut's several systems of higher education new and increased authority to fill positions, make purchases, pay bills, approve travel expenses, lease facilities and control equipment. This legislation presents a welcome opportunity for system leaders and campus chief executives to manage important areas previously controlled by other state agencies, including the Department of Administrative Services, the Office of Policy and Management, the state Comptroller's Office and the Department of Higher Education.

These two decades of occasional frustration have not diminished my pride in the quality of public higher education in Connecticut, for we have achieved a level of excellence through the dedication of trustees and staff. The years have made me at times Machiavellian in my educational politics, a bureaucrat par excellence where need be and, certainly, a survivor. As the millennium approaches, I remain optimistic that public policy toward higher education in Connecticut will be characterized by advocacy rather than control, that the gap between the willingness and the ability to support higher education will be narrowed and that permanency of structure can be achieved. With the threat of reorganization removed, the college and university communities around the state can direct their energies to fulfilling their missions rather than defending their existence. □

Is it the shadow of prestigious private colleges that obscures the need for a quality public system? Or is it the feeling of those whose salaries generate the highest income in the United States that state services they do not use need not be characterized by excellence?

Robert E. Miller is the president of Quinebaug Valley Community College.



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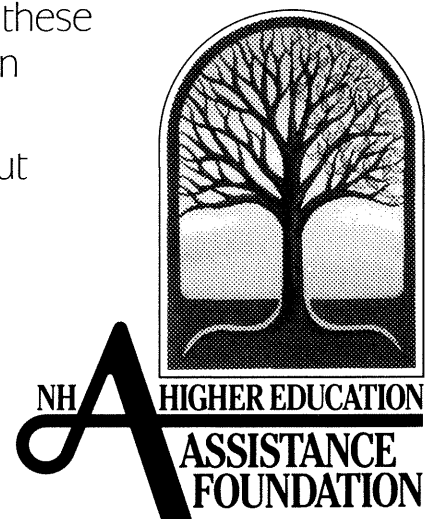
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Opportunity Lost

New England's fiscal crisis
reveals misplaced priorities

ATRON A. GENTRY, CAROLYN C. PEELLE & JAMES M. WILSON III

The number of New England high-school graduates is dropping steadily — so fast in fact that by 1994, according to some projections, the region will have a cumulative total of 158,000 fewer graduates than it would have if high schools continued to graduate students at the 1988 level. But as many New England leaders saw this cloud approaching, they envisioned a silver lining: Demographic decline would push the labor-strapped region to expand educational and employment opportunities to those who traditionally had been left out — namely, poor and minority youth. That didn't happen, and chances of it happening now are fading.

Recession has spawned the twin tragedies of unemployment and cuts in public higher education. The demise of the region's "economic miracle" has reduced government coffers, making adequate funding of education difficult. Stepped-up investment in human capital to prepare a stronger workforce for the future has been countervailed by the expedience of massive budget cuts in public education.

The demographic decline in secondary and postsecondary students, derived from the "birth dearth" of 15 to 20 years ago, has been used to rationalize the cost-reduction tactics. And the enhanced opportunities for young workers that would seem to accompany a shrunken labor pool have failed to materialize due to the recession.

How do the region's minority young people fit in? While Blacks and Hispanics represent less than 10 percent of New England's population, they are the fastest-growing segment of the region's population. In urban centers such as Boston, Bridgeport, Hartford, New Haven and Springfield, these minority groups account for more than 20 percent of the population. Their young people offer a valuable resource to meet the next shortage of skilled workers in the region, particularly in urban areas. Likewise, Black and Hispanic students comprise the largest untapped market for New England's colleges and universities. But they face grim realities in the changing labor market.

Two-tiered labor demand

Employment forecasts for New England show a growing polarization in the structure of the economy into "high-tech" and "no-tech" jobs. When occupations are ranked in terms of growth over the next 10 years, the top 20 reveal a mixture of service-

sector positions such as salesperson, janitor, cashier and waiter/waitress (all no-tech jobs) and electrical/electronic engineer, computer programmer, electrical/electronic technician and computer systems analyst (all high-tech jobs).

Blacks and Hispanics have historically been greatly underrepresented in the skilled labor force — the high-tech jobs — and highly overrepresented in the unskilled labor force — the no-tech jobs. Increased access to education and training then would be necessary to create upward mobility for minorities even in a more hospitable market.

Harvard University Professor Robert B. Reich has observed this dichotomy from a global perspective: American corporations are as competitive as ever globally, and top executives and associated professionals have prospered.

In contrast, "a large proportion of the workforce has become less competitive in the last decade and a half," Reich notes. Real wages have plummeted 12 percent. The contention that prosperity would "trickle down" has been thwarted by global competition for better-trained workers. As Reich implies, education is an imperative for the country and the region.

Tampering with advantage

By cutting back public support of higher education, New England seems to be ensuring that this polarization will continue and, perhaps equally disturbing, tampering with one of its few competitive advantages: skilled labor.

The importance of education to economic growth cannot be disputed. In a recent piece in the *New England Journal of Public Policy*, Clyde Barrow notes that in the course of a 40-year career, a college graduate can be expected to earn an estimated \$646,000 more than a high-school graduate. Barrow points out that for each dollar invested in public higher education, \$19 are returned over the lifetime of the individual. Indeed, the college graduate will return enough in taxes alone to offset the initial investment in higher education. Recently, the relative advantage of a college education — and therefore the rate of return — has risen primarily because of declining real wages for unskilled and semi-skilled workers as well as for workers who are underutilized in many service jobs.

Ironically, the current economic downturn presents an ideal time to recruit more poor and minority students into higher education. The reason: Social costs of completing secondary

In the mid-1970s, Blacks and Hispanics participated in higher education at virtually the same rates as Whites. By 1989, 39 percent of White high-school graduates ages 18 to 24 were enrolled in college, compared with only 29 percent of Hispanics and 31 percent of Blacks in that group.

school and attending college actually decline during times of high unemployment, because ordinarily the largest "cost" of a college education is the foregone earnings of students. Yet, participation among some minority groups is slowing down or even dropping.

At the University of Massachusetts at Amherst during the past five years, "Black non-Hispanic" enrollment has declined by 23 percent — more than twice the rate at which non-minority enrollment has declined. (Asian-American undergraduate enrollment has increased by 82 percent and Hispanic enrollment has held even.) Nationally, while minority participation at the undergraduate level has risen modestly in the past 20 years, that progress has recently leveled off. In the mid-1970s, Blacks and Hispanics participated in higher education at virtually the same rates as Whites. By 1989, 39 percent of White high-school graduates ages 18 to 24 were enrolled in college, compared with only 29 per-

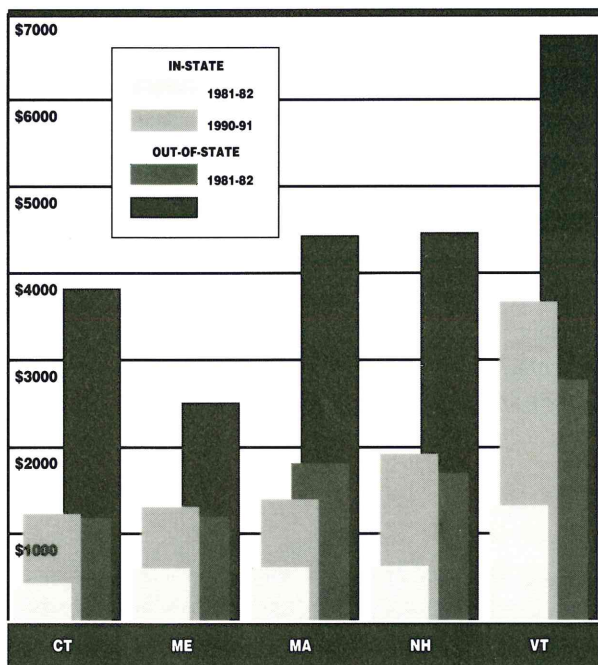
cent of Hispanics and 31 percent of Blacks in that group.

The percentage of doctorates awarded to minorities nationally has also declined in the past decade. The percentage of doctorates awarded to Blacks dropped from 4.6 percent of the total in 1980 to 3.6 percent in 1989, largely due to a 35 percent decline in the number of Black men earning doctorates.

And those expedient budget cuts are just going to worsen the problem. Consider that in 1989, the largest share of doctorates earned by minorities (except Asians) were awarded in the field of education. The education field accounted for 27 percent of all doctorates awarded to Hispanics and 48 percent of those awarded to Blacks. But at UMass-Amherst, for example, programs targeted for termination during the fiscal crisis of 1990-91 were preponderantly in education, as well as health and other human services, which have also trained a large proportion of minority professionals. Two programs within the School of Education

FOCUS ON TUITION AND FEES: Technical Colleges

A Decade of Increases...



... And More For 1991-92

Technical Colleges: Average Tuition and Fees for 1991-92

	IN-STATE		OUT-OF-STATE	
	1991-92 TUITION AND FEES	INCREASE OVER 1990-91	1991-92 TUITION AND FEES	INCREASE OVER 1990-91
CONNECTICUT	\$1,442	17%	\$4,412	15%
MAINE	\$1,467	12%	\$3,158	26%
MASSACHUSETTS	\$1,454	4%	\$5,126	16%
NEW HAMPSHIRE	\$2,121	11%	\$5,111	14%
VERMONT	\$3,910	7%	\$7,294	8%

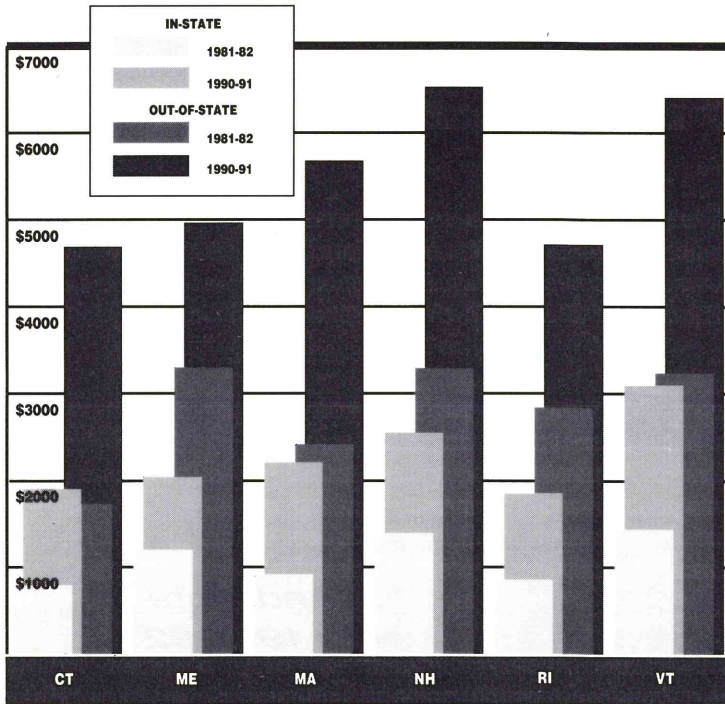
As jobs become more technical, New England's two-year technical colleges take on critical importance. But preparation for frontline work in the changing economy carries an increasing cost. Between 1981-82 and 1990-91, increases in technical college tuition and average mandatory fees for state residents ranged from 119 percent in Maine to 207 percent in New Hampshire. For out-of-state students, the increases ranged from 109 percent in Maine to 223 percent in Connecticut.

Tuition and fees at Vermont Technical College — the state's only public technical college — were the highest in New England throughout the decade for both Vermonters and out-of-state students.

Maine, New Hampshire and Vermont levied their greatest increases in both in-state and out-of-state technical college tuition in the early 1980s, while Connecticut and Massachusetts instituted their largest increases in the second half of the decade. Rhode Island does not have public technical colleges.

Source: NEBHE Analysis, July 1991.

A Decade of Increases...



... And More For 1991-92

State Colleges and Universities: Average Tuition and Fees for 1991-92

	IN-STATE		OUT-OF-STATE	
	1991-92 TUITION AND FEES	INCREASE OVER 1990-91	1991-92 TUITION AND FEES	INCREASE OVER 1990-91
CONNECTICUT	\$2,345	23%	\$6,075	30%
MAINE	\$2,523	24%	\$5,676	14%
MASSACHUSETTS	\$3,026	37%	\$7,226	27%
NEW HAMPSHIRE	\$2,703	6%	\$6,863	5%
RHODE ISLAND	\$2,302	24%	\$5,608	19%
VERMONT	\$3,206	4%	\$7,010	9%

* Undergraduate tuition and fees only.

Throughout much of the 1980s, Vermont state colleges had the dubious distinction of charging the region's highest state college tuition and mandatory fees for undergraduates — both state residents and out-of-state students. But steady increases in Massachusetts have changed that.

Between 1981-82 and 1990-91, undergraduate tuition and fees increased by almost 268 percent for Massachusetts residents attending Bay State public colleges and universities (not counting the University of Massachusetts at Amherst) — and by 373 percent for out-of-state students. In 1991-92, Massachusetts state colleges and universities will charge out-of-state students an average of \$7,226 in tuition and fees.

For state residents enrolled in Massachusetts colleges and universities, fees are the chief culprit, they now exceed in-state tuition at many institutions.

Source: NEBHE analysis, July 1991.

had served more than 70 percent of Black graduate students at the university; both have been cut.

Here again, short-term savings for the region portend long-term losses, particularly for poor and minority students and workers. Professional schools — such as schools of education — provide an important source of knowledge transfer and career mobility for educators. The improvement of public primary and secondary education rebounds to the advantage of higher education and businesses in the form of better-prepared students and workers. Further, greater participation of minority educators in school-improvement processes and in upgrading credentials holds promise for improving educational opportunities for minorities and all students in New England's public schools. But that opportunity is being missed.

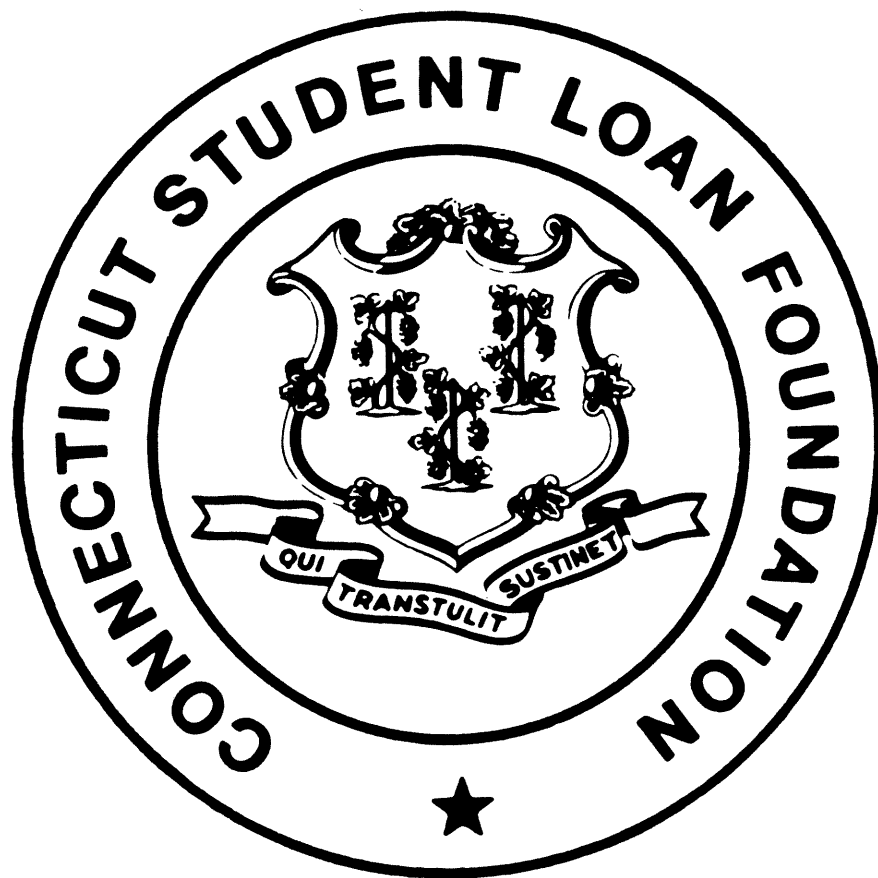
Market forces fail

The polarization between high-tech and no-tech jobs — already

being perpetuated by market forces — is accelerated by cuts in public education at all levels. The failure of primary schools to teach basic skills sets the stage for frustration and encourages students to leave school early or with marginal skills. The failure of high schools to provide a convincing link between education and job training produces too many unemployed and unemployable. The inability of public universities to increase access (in part due to federal grants and loans being cut 13 percent during the decade) or to increase low graduation rates (for minorities at UMass, about half the rate of other students) slams the door on further training for many future workers. And the trend to create short-term savings in higher education by cutting back on public service, educational outreach and programs for adults removes from higher education the many women and minority professionals who in the past provided job training and education for poor and minority youth.

Although the effects of underinvestment in human capital

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will not be observed immediately, the long-term impact will be seen in decreased productivity, weakened international competitiveness and a lower domestic standard of living. The impact of foregone New England jobs will be accompanied by the waste of human potential and all the dislocations that brings such as crime, poverty, poor health, weakened families, demoralized and isolated communities and social unrest.

New England's current economic downturn — coupled with employment projections — makes a compelling argument for renewed investment in public higher education. Instead, cam-

puses have borne a disproportionate burden of cuts in a time of fiscal crisis. In the short term, there are savings. In the long term, there is increased polarization and slowed productivity. □

Aron A. Gentry is a professor of education at the University of Massachusetts at Amherst. Carolyn C. Peelle is an education writer based in Amherst. James M. Wilson III is a senior project analyst with the Massachusetts Institute for Social and Economic Research at UMass-Amherst.

The Federal Student-Aid Dollar in New England

TERRY W. HARTLE & JEFF DOLVEN

In academic year 1991-92, America's colleges and universities will take in roughly \$35 billion for tuition and room and board from students and their families. More than half of the total — nearly \$18 billion — will come from the student-aid programs of the federal government.

Fifteen years ago, the bulk of federal student aid was distributed to individuals through the GI Bill and Social Security survivor benefits. Neither program had an explicit relationship to education policy; money was awarded without regard to financial need, and the distributional impact on states and institutions was a function of where the individuals chose to attend school.

That is no longer the case. Today, almost all federal student aid is made available through five major need-based assistance pro-

grams administered by the Department of Education: Pell Grants, Guaranteed Student Loans (including Stafford Loans, Parental Loans to Undergraduate Students and Supplemental Loans for Students), College Work-Study, Supplemental Educational Opportunity Grants (SEOG) and Perkins Loans (formerly National Direct Student Loans). These programs differ considerably in size and operation, as well as in their impact on individuals, institutions and regions of the country. New England is both a beneficiary and a victim of these differences.

With an annual appropriation of more than \$5 billion and 3.3 million recipients, the Pell Grant program (named for Rhode Island Sen. Claiborne Pell) is the largest source of federal student aid. Pell Grants are made directly to students based on their

financial need. Students present a voucher — known in the trade as a Student Aid Report — to their college or university, which is subsequently reimbursed by the federal government. Almost all awards are made to families with incomes below \$33,000; the maximum grant is currently \$2,400.

Under the Stafford Student Loan program (named for former Vermont Sen. Robert Stafford), the federal government pays a subsidy to lenders (usually banks) to encourage them to make loans to economically disadvantaged students. Potential borrowers file an application with a lender and, if they are eligible, receive a loan which they begin to repay after they leave school. If a borrower defaults, the lenders are reimbursed by state guarantee agencies. The guarantee agencies are then reinsured by the federal government. One of every

Chart 1: PELL GRANTS vs. CAMPUS-BASED AID IN NEW ENGLAND

Percentage of Federal Student-Aid Dollars Received by Students Attending New England Institutions of Higher Education

	Percentage of U.S. Students*	Percentage of Dollars Received Under Federal Student-Aid Programs			
		Pell	SEOG	CWS	Perkins
Connecticut	1.3%	0.5%	1.3%	1.1%	1.2%
Maine	0.4%	0.3%	1.3%	1.1%	0.8%
Massachusetts	3.3%	1.5%	5.3%	5.6%	4.4%
New Hampshire	0.4%	0.2%	0.8%	0.8%	0.8%
Rhode Island	0.5%	0.3%	1.0%	0.8%	0.8%
Vermont	0.2%	0.2%	1.0%	0.7%	0.6%
New England	6.2%	2.9%	10.8%	10.2%	8.5%

*Enrolled in institutions in each state
Source: American Council on Education Office of Legislative Analysis, U.S. Department of Education, Congressional Research Service.

Amount of Guaranteed Student Loans Going to Students Attending New England Institutions of Higher Education

	Stafford Loans			Parent Loans to Undergraduate Students (PLUS)			Supplemental Loans to Students (SLS)		
	1989-90 (\$ in thousands)	1-Year Change	2-Year Change	1989-90 (\$ in thousands)	1-Year Change	2-Year Change	1989-90 (\$ in thousands)	1-Year Change	2-Year Change
Connecticut	\$97,419	5.1%	33.9%	\$5,919	19.8%	42.7%	\$9,157	34.9%	176.6%
Maine	\$35,856	13.0%	9.9%	\$3,043	53.7%	122.0%	\$3,160	69.1%	162.9%
Massachusetts	\$354,053	17.7%	49.6%	\$25,771	53.8%	209.9%	\$93,914	43.9%	405.5%
New Hampshire	\$31,416	30.7%	34.4%	\$2,733	22.9%	87.5%	\$4,418	145.2%	348.1%
Rhode Island	\$37,419	14.6%	20.6%	\$2,078	14.8%	72.5%	\$3,389	58.5%	188.2%
Vermont	\$26,469	17.5%	27.8%	\$6,868	45.5%	145.0%	\$4,746	85.9%	185.6%
New England	\$582,632	15.5%	39.7%	\$46,412	43.1%	140.5%	\$118,784	47.8%	341.3%
United States	\$9,723,378	1.4%	5.0%	\$872,186	16.9%	61.3%	\$1,749,024	-17.7%	-13.4%
New England as % of United States	6%			5.3%			6.8%		

Source: NEBHE analysis of data from the Office of Postsecondary Education, U.S. Department of Education.

five U.S. undergraduates currently relies on Stafford Loans to help meet college bills.

The Supplemental Educational Opportunity Grants, College Work-Study and Perkins Loan programs are collectively known as the campus-based programs. Under all three, federal funds are distributed to institutions according to a complicated formula, and then awarded to students who satisfy federal eligibility criteria.

The differences in the formulas used to allocate student-aid funds have created significant variations in the programs' distributional effects. Students at New England colleges and universities, for example, get a small share of Pell Grant dollars — just 2.9 percent. (See Chart 1.)

This small share of grants has contributed to a sharp jump in student borrowing under the Stafford and other Guaranteed Student Loan programs. According to the New England Board of Higher Education, between 1988 and 1990, New England saw a 40 percent increase in Stafford Loans — many made to students at the region's community colleges and proprietary schools — compared with a 5 percent increase nationally. New England gets about 6 percent of all Guaranteed Student Loans — consistent with its 6.2 percent share of the U.S. undergraduate enrollment. But if tuitions continue to rise rapidly — and grants don't — student borrowing will continue to skyrocket. (See Chart 2.)

But while New England gets a very small share of Pell Grant dollars, the region does well under campus-based programs, receiving roughly 10 percent of campus-based aid dollars — more than half again its share of undergraduates.

The patterns are similar, though not identical, in all New Eng-

land states. For example, Maine, which enrolls 0.4 percent of the nation's college students, receives only 0.3 percent of Pell Grant funds, but 1.3 percent of SEOG, 1.1 percent of College Work-Study and 0.8 percent of Perkins Loan funds. Massachusetts, with 3.3 percent of the nation's college students, gets just 1.5 percent of the Pell funds, but 4.9 percent of SEOG, 5.7 percent of College Work-Study and 4.5 percent of Perkins funds.

Different factors account for the varying distribution of student-aid funds. New England does well under the campus-based programs largely because of a statutory provision known as the "conditional guarantee" which ensures that individual institutions will receive at least as much as they did in 1985-86. Changes in national enrollment since that time have altered the distribution of students, but distribution of campus-based aid has remained much the same.

In practice, this means that Massachusetts gets an average of \$153 in campus-based aid per student enrolled — \$60 more than the national average of \$93. Vermont and Maine — with \$286 and \$293 respectively — do even better. All in all, 30 states — including all the New England states except Connecticut — come out ahead. By contrast, Michigan gets only \$80 per student, California, \$66; and Arizona, \$59.

Grant inequity

The reasons behind New England's small share of Pell Grants are more complicated. One of the most important factors is that current financial-aid calculations — for Pell Grants and Guaranteed Student Loans — assume that equity in a home, a family farm or a small business is a discretionary asset that can be

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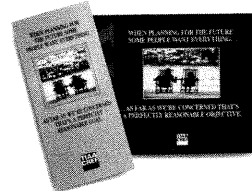
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drawn upon to finance a higher education. In New England, higher home values often disqualify families from receiving Pell Grants — even though many families with high home values have low or modest incomes that make it difficult, if not impossible, to pay off a home-equity loan. (Interestingly, New Englanders applying for Guaranteed Student Loans are not affected by home equity the same way; since Guaranteed Student Loans — unlike Pell Grants — take tuition levels into account, middle-class families who send their children to New England's private, high-priced colleges often are eligible for the loans.)

A recent study by the New England Education Loan Marketing Corp. (NELLIE MAE) analyzed the shortcomings of the Congressional Methodology — the system used to assess a family's financial circumstances to determine eligibility for federal student aid. The NELLIE MAE study shows that families with median income in different areas of the country have much different access to federal student aid simply because home values vary. Students from Boston and San Francisco, for example, are much less likely to get federal aid than those from Fort Lauderdale or Kansas City, because the median home value is significantly lower in the latter two cities.

The testimony of one family at a hearing of the U.S. Senate Committee on Labor and Human Resources held at Springfield College in Massachusetts illustrates the human side of this problem. The parents bought their house in 1970 for \$25,000, and saw its value rise to \$230,000 over the next 20 years. This increase severely limited the amount of financial aid for which they were eligible. But with a combined income of \$50,000 and seven children to support, a home-equity loan would mean monthly payments they could not afford. When they testified before the committee, the parents had one daughter in college, another about to graduate from high school and no answers about how to pay for the further education of their children.

Another family testifying at the hearing described how their oldest daughter, one of three children attending college, was forced to drop out of her public university for lack of funds. She took a full-time job to earn enough to re-enroll, but it was difficult to save money because she had to begin paying off her student loans as soon as she left school. The family had a combined income of \$50,000,

and the monthly repayments on their home-equity loans were too high for them to borrow further. They too expressed frustration and bewilderment about their financial predicament and their children's future.

New England's disproportionately small share of Pell Grants is also a result of the nature of the region's postsecondary institutions. Though the six states have an abundance of four-year colleges and universities, the number of proprietary schools is small. Because proprietary institutions often attract a high proportion of students with low expected family contributions, those schools receive a large share of Pell Grant money. Indeed, between 1980 and 1990, the proportion of Pell Grant dollars going to students at proprietary institutions nationwide rose from 12 percent of total Pell funds to 22 percent. And many students attracted to proprietary institutions would not otherwise participate in higher education. (See Chart 3.)

Even in New England, the number of Pell Grant recipients at proprietary schools is closing in on the number attending private colleges and universities. But the still-modest size of the proprietary sector in New England — largely a result of the emphasis in the region's community college system on technical education — has meant that a disproportionate share of Pell Grant funds is going to economically disadvantaged students in other states. In Massachusetts, for example, only 9 percent of students are enrolled in proprietary schools, and the state receives

Chart 3: DECLINING GRANTS

Pell Grant Recipients at New England Institutions of Higher Education

	Public		Private		Proprietary		Total	
	1989-90 Recipients	5-Year Change	1989-90 Recipients	5-Year Change	1989-90 Recipients	5-Year Change	1989-90 Recipients	5-Year Change
Connecticut	7,004	-16.3%	3,757	-13.0%	11,982	97.1%	22,743	21.2%
Maine	7,649	-11.0%	1,777	-11.2%	1,224	29.0%	10,650	-8.0%
Massachusetts	25,437	-15.2%	20,375	-18.2%	4,143	-10.4%	49,955	-16.1%
New Hampshire	3,081	-23.3%	1,799	-30.0%	724	-4.0%	5,604	-24.0%
Rhode Island	5,078	-11.4%	4,004	-14.0%	1,936	3.4%	11,018	-10.1%
Vermont	3,255	-9.0%	2,371	-4.0%	166	*	5,792	-4.0%
New England	51,504	-15.0%	34,083	-17.0%	20,175	41.2%	105,762	-8.4%
United States	2,056,198	14.0%	621,482	9.0%	790,866	40.2%	3,468,546	18.0%
New England as % of United States	2.5%		5.5%		2.5%		3.0%	

* No proprietary-institution recipients reported in 1984-85

Source: NEBHE analysis of data from the Office of Postsecondary Education, U.S. Department of Education

1.5 percent of Pell Grants — that, despite its 3.3 percent share of the nation's students. But New York, with 23 percent of its students enrolled in proprietary schools, receives 9.5 percent of total Pell Grant funds, even though its share of students is only 7.6 percent.

Finally, New England loses out on Pell Grant money because

the slow growth of the program's maximum award is squeezing out middle-income families. The amount of a Pell Grant is calculated by subtracting a family's expected contribution from the maximum award. When the expected contribution is greater than that maximum, the family is ineligible for a grant. Income levels in New England, even in the current recession, are higher than in many regions, and they are rising with inflation. Because the maximum Pell Grant has stayed virtually the same in recent years — increasing by only \$300 since 1985 — many families are finding that the dollar amount of their expected contribution has risen past the maximum grant amount. That means they lose their eligibility for Pell money even though their increased income has not kept pace with college costs and their need for assistance is still urgent. The money that these families do not get ends up going to states like Florida and Texas, where a greater number of families live in more severe poverty.

Congressional review

The distributional impact of federal student aid will attract significant attention when Congress reauthorizes the Higher Education Act. All members of Congress will review the statutory authority for student aid and weigh the effects of the different programs on families in their states or districts.

New England's members of Congress will be anxious to ensure that their states continue to receive a share of campus-based funds adequate to meet student needs. Given that the region as a whole benefits less from Pell Grants, the distribution of campus-based funds takes on even greater importance.

Lawmakers from other states, of course, can be expected to

try to increase the share of campus-based funds their states receive. Particularly visible in this respect will be U.S. Rep. Bill Ford, the Michigan Democrat who chairs the House Subcommittee on Postsecondary Education. Ford, whose state receives less than the national average in the campus-based programs, has already signaled his intention to pursue a more "equitable" distribution of campus-based funds.

On the other hand, New England's legislators will push to revise the home-equity provision as it affects eligibility for Pell Grants and Guaranteed Student Loans. Indeed, several popular proposals would cap the amount of home equity that can be counted in determining eligibility for student aid, or eliminate it altogether. In this effort, New England lawmakers will find an unusual ally in members from Midwestern states, who often find their constituents excluded from eligibility because of equity in family farms.

As debate over the Higher Education Act intensifies, the region's members of Congress will seek to assure that New England students and institutions are well served by the federal government's financial-aid programs. Nevertheless, sharp differences among the 50 states in the distribution of federal student-aid dollars will ensure that the debate over these programs is long and complicated. □

Terry W. Hartle is the education staff director of the U.S. Senate Committee on Labor and Human Resources. Jeff Dolven, a 1990 graduate of Yale University and Rhodes Scholar-elect, is a fellow with the committee. The views expressed here are not necessarily those of committee members.

Pressure from a New Direction: Overhead

For some New England research universities, the storm raging over "indirect" research costs could wreak more immediate financial havoc than any downturn in student enrollment or cutback in financial aid.

At best, the universities' billing practices will face tough new scrutiny from federal officials and a skeptical public. At worst, the institutions may see renewed efforts to dilute their long-cherished tax-exempt status or feel pressure to raise tuition to compensate for lost research funds.

The controversy surrounds the way universities, both public and private, charge the federal government for indirect costs — or "overhead" — associated with federally supported research. Indirect costs are expenses that aren't related to a specific federally sponsored project, but are incurred in keeping up the infrastructure for research — items such as administrative and library services, laboratory and building space and utilities.

The government historically has reimbursed universities for indirect costs as it has for direct costs such as supplies, equipment and salaries related to a specific project. Indirect costs account for about \$2.5 billion of the more than \$9 billion the fed-

eral government distributes each year in research grants.

Nationally, the average reimbursement for indirect costs is about 49 percent of direct costs. But special rates negotiated between federal grant-making agencies and individual universities — including many in New England — are often higher, reflecting factors such as spending on upkeep of facilities, the kind of research conducted and local labor and utility costs.

In recent years, budget-conscious federal negotiators have turned up pressure on universities to cut down indirect costs. But the government-university research partnership showed little sign of strain until the spring, when Congress began holding hearings on the reimbursement system, acting on complaints from faculty researchers who contended that high indirect costs resulted in fewer direct grants.

Revelations that Stanford University billed the government for maintaining a yacht, throwing parties and furnishing university residences were followed by tales of alleged abuse at other universities across the country. Some of the lavish expenses were indeed permissible under generous reimbursement rules, but the perception was that academia had been bilking taxpayer-

ers — that the Ivory Tower was just a notch above defense contractors peddling \$7,000 coffee pots. Federal auditors swiftly descended on the billing records of major research universities, including Harvard, Yale, Dartmouth and the Massachusetts Institute of Technology.

Several institutions responded to the scrutiny by lowering requests for indirect cost reimbursement. Harvard Medical School withdrew \$500,000 from a pending request. MIT withdrew more than \$700,000. Federal officials were generally unimpressed. The White House Office of Management and Budget

Reimbursement rates for administrative costs — not counting costs of depreciation of buildings and equipment and other expenses — currently range between 12 percent and 45 percent. At least nine major New England research universities now have rates above 26 percent. Harvard University Vice President for Finance Robert Scott says that depending on how the cap is implemented, Harvard could lose as much as \$4 million a year.

Another proposal in the U.S. House would allow waivers for universities that could prove their costs were so high that the 26 percent limit would require them to stop doing federal research.

The plan would also bar universities from charging the government a higher overhead rate than they charge other sponsors such as businesses and foundations. And in what Goldberg calls “an outright attack on university governance,” institutions would need approval from the National Institutes of Health (NIH) before launching building projects over \$3 million for which they intend to collect overhead charges.

University officials argue that a 26 percent cap on administrative costs in October could become a 20 percent cap by November. “The minute you move away from a cost-based reimbursement system, where you can actually document your costs, to a formula-based system — like the 26 percent — it’s subject to political manipulation to meet short-term budget targets,” says Goldberg.

Meanwhile, the NIH has announced it will start con-

sidering the total costs of research projects as a factor in decisions on whether to fund projects considered “marginal” — those that peer reviewers rank near the cutoff point for the total number of grants an institute can support. And the NIH director is reportedly considering treating total costs as a criteria in judging all research proposals. Some university officials believe that policy could result in New England institutions — with their generally high indirect cost rates — losing grants in favor of proposals that cost less but may also have less merit.

Ironically, just as many private research universities temper tuition increases, the storm over indirect costs may also soak students. Harvard’s Scott says if reimbursements are reduced, research universities will pursue three options: cut costs and provide less service, look for other sources of support and subsidize research with other funds. At some institutions, that subsidy is likely to come from students’ tuition bills. □

— J. O. H.

FOCUS ON TUITION AND FEES: High-Priced Independents

Independent Colleges and Universities with Tuition and Fees over \$16,000*

	1991-92 TUITION AND FEES	INCREASE OVER 1990-91
LANDMARK COLLEGE**	\$20,100	2%
BENNINGTON COLLEGE	\$19,400	9%
HAMPSHIRE COLLEGE	\$17,785	8%
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	\$17,488	9%
TUFTS UNIVERSITY	\$17,179	8%
AMHERST COLLEGE	\$16,945	8%
TRINITY COLLEGE	\$16,940	7%
BROWN UNIVERSITY	\$16,832	6%
WESLEYAN UNIVERSITY	\$16,830	7%
WILLIAMS COLLEGE	\$16,785	7%
BRANDEIS UNIVERSITY	\$16,475	8%
COLBY COLLEGE	\$16,460	7%
BOWDOIN COLLEGE	\$16,380	7%
DARTMOUTH COLLEGE	\$16,335	6%
YALE UNIVERSITY	\$16,300	7%
WELLESLEY COLLEGE	\$16,281	8%
BOSTON UNIVERSITY	\$16,191	7%
CONNECTICUT COLLEGE	\$16,081	6%
MOUNT HOLYOKE COLLEGE	\$16,050	7%

* Three independent institutions are excluded from the list because they charge a single comprehensive fee, which includes room and board. They are: Bates College, \$21,400; Middlebury College, \$21,360; and Colby-Sawyer College, \$16,900

** Landmark College is a liberal arts college exclusively for dyslexic or learning-disabled students.

Increases in tuition

and fees

at independent institutions consistently outpaced inflation in the 1980s, largely to compensate for sluggish increases in the 1970s. By the '80s, as the reasoning goes, private institutions needed the steep increases — often approaching 20 percent annually — to raise faculty salaries, cover rising construction and maintenance costs and provide the state-of-the-art equipment, facilities and programs demanded by students. But by the end of the decade, many of the independents — facing a barrage of criticism over their tuition policies — reversed the trend, dropping annual increases back to single digits.

Source: NEBHE analysis, July 1991.

(OMB) entered the foray with a set of proposals to change the way indirect costs are reimbursed, effective in October. Most universities support an OMB proposal to disallow reimbursement for costs such as alcoholic beverages, air fares other than coach rates and certain legal fees. Some even grudgingly accept a proposal to let the government collect payments with interest if it can show that a university’s bill was based on illegal charges. But all research universities are up in arms about OMB’s proposal — backed by some members of Congress — to cap reimbursement for *administrative* overhead costs at 26 percent of the direct cost of a research project.

The Council on Governmental Relations, which represents 135 major research universities, says OMB is punishing all universities because of the aggressive billing and unscrupulous policies of a few. “People who want to do a little university-bashing found a good one in the Stanford case,” says Milton Goldberg, the Council’s executive director.



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Your responsibility doesn't end when employees' initial selections have been made. Adequate information must also be provided as they transition through an employment career and on into retirement. The company you select should always be there for them.

Performance. Of course, you want good performance. But in addition, your larger responsibility is to provide a broad, well-defined selection of investment options which provide dependable results over the long term. Your investment options—from conservative to aggressive—should be managed for specific objectives with each following a tightly prescribed and understandable investment strategy.

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- ❑ Percentage of U.S. 25- to 29-year-olds who had completed four or more years of college in 1940: 6
- ❑ In 1988: 23
- ❑ Percentage of 14- to 24-year-olds in the U.S. population in 1975: 21
- ❑ In 1989: 16
- ❑ Projected 1990-95 population growth of Hartford-New Britain-Middletown, Conn., Consolidated Metropolitan Statistical Area (CMSA): 6%
- ❑ Of Boston-Lawrence-Salem, Mass.-N.H. CMSA: -9.4%
- ❑ Of Providence-Pawtucket-Fall River, R.I.-Mass. CMSA: -17.3%
- ❑ Number of members of the U.S. House Committee on Education and Labor: 39
- ❑ Number from New England: 1*
- ❑ Number of members of the National Science Board: 22
- ❑ Number from New England: 1**
- ❑ Number of U.S. universities that awarded more than 200 science and engineering doctorates in 1990: 31
- ❑ Number in New England: 3
- ❑ Massachusetts' national rank in publication of influential scientific research papers, based on citations by other scientists: 1
- ❑ Connecticut's national rank in major corporate headquarters per million residents: 1
- ❑ Per-capita state and local spending on education in Vermont: \$1,326
- ❑ In Massachusetts: \$994
- ❑ Percentage of Massachusetts public school students who miss school on an average day: 9.4
- ❑ Percentage of Vermont students who do: 4.7
- ❑ National ranks of Massachusetts, Rhode Island, Vermont and New Hampshire in state support of higher education per student, 1988-89: 47, 48, 49, 50
- ❑ Average percentage of women in U.S. state legislatures: 17
- ❑ Percentage in Vermont: 33
- ❑ In New Hampshire: 32
- ❑ In Maine: 31
- ❑ Current maximum federal Pell Grant: \$2,400
- ❑ President Bush's proposed 1992 maximum: \$3,700
- ❑ Current tuition and fees at Yale University, Bush's alma mater: \$16,300
- ❑ Percentage of independent institutions that gave "strong" ratings to their financial condition in 1991: 39
- ❑ Percentage that did so two years earlier: 50
- ❑ Percentage of two-year institutions reporting "incidents of intolerance" related to race, gender or sexual preference in 1990-91: 24
- ❑ Percentage of doctoral universities reporting such incidents: 74
- ❑ Percentage of independent institutions that increased spending for improving multicultural awareness in 1990-91: 61

Sources:

1,2,3,4 U.S. Department of Education; 5,6,7 Equifax Marketing Decision Systems; 8,9 NEBHE analysis (*Rep. John Reed of Rhode Island is the only New England member); 10,11 National Science Foundation (**Bernard F. Burke of the Massachusetts Institute of Technology is the only New England member); 12,13 National Science Foundation; 14 Institute for Scientific Information; 15,16,17,18,19,20,21,22,23,24 Brizius & Foster and State Policy Research Inc.; 25,26,27 NEBHE analysis; 28,29,30,31,32 American Council on Education

POLITICAL CORRECTNESS



FOUR PERSPECTIVES

Something not-so-funny happened on the way to “multiculturalism.” In their quest for greater cultural diversity and heightened sensitivity, some New England colleges and universities ran smack into the Bill of Rights. Or so say critics of “political correctness” — the name they have given to an alleged academic tyranny that stifles free expression in the interest of liberal causes, most notably student and faculty diversity and a less Eurocentric curriculum.

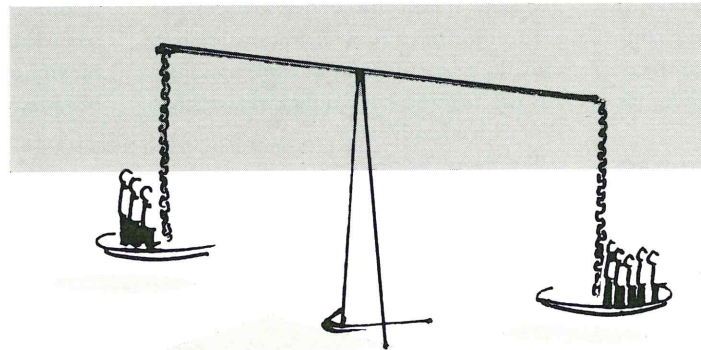
The fashionable anti-p.c. charge that liberal colleges are practicing their own brand of McCarthyism is a bit of hyperbole presumably resented by anyone touched by the real witch hunts of the 1950s. But there is little question that some campus administrators have ventured into gray areas of the First Amendment — and tampered with the very notion of diversity — by denying tenure to politically *incorrect* professors and imposing speech codes that ban expressions considered offensive based on race, religion, sex, sexual orientation and so on. And in some cases, when speech codes have been violated, the violators have been tossed off campus without due process.

Arch-conservative U.S. Rep. Henry Hyde of Illinois and the American Civil Liberties Union (ACLU) have joined forces in urging legislation prohibiting the codes. Education groups such as the American Council on Education (ACE) and the National Association of Independent Colleges and Universities oppose the legislation. They say some restrictions may be needed

to create a hospitable climate for minorities, women, gays and lesbians, who in many cases, inspired the codes in the first place by getting in the way of fists, spit or hate speech.

As the Hyde-ACLU partnership implies, critics of p.c. comprise an odd coalition of civil libertarians and

conservative academics — led by the National Association of Scholars (NAS) — who have landed choice editorial space and millions of dollars from conservative philanthropists such as The John M. Olin Foundation to try to



reverse what they see as liberal trends on campus.

Many critics of p.c. have rallied around *Illiberal Education: The Politics of Race and Sex on Campus*, a bestselling book by Dinesh D’Souza, who argues, among other things, that race-based admissions policies encourage racial tension and that campuses comprise the most intolerant sector in American life.

It is perhaps bad form to introduce four powerful CONNECTION essays on the subject of political correctness by noting that a recent ACE survey of campus administrators shows very few campuses have actually experienced controversies over the political content of speeches, courses or textbooks — indeed, a much higher percentage report incidents of intolerance based on race, sex or sexual preference. But not to worry: NAS members promptly cast the survey findings as a cover-up by p.c. administrators. And so the debate rages on. □

—J.O.H.

THE GOAL IS SOCIAL JUSTICE

✓✓✓✓✓✓✓✓✓✓
REGINALD WILSON

The electronic and print media are increasingly publicizing attacks on the so-called politically correct on college campuses across the country. The “p.c.” are described as overzealous liberal administrators, faculty and students who try to impose rules restricting what they consider to be hate speech and racial and sexual harassment — “Thought Police,” as *Newsweek* trumpeted on its cover.

Moreover, the politically correct are seen as proponents of affirmative action, multicultural curricula and other deviations from traditional notions of merit — those notions being high test scores and grades as well as strict attention to Western culture at the expense of all other cultures. Horror stories are circulated in the press of college students being dismissed for making racially offensive remarks and professors being harassed for being insufficiently sensitive to minorities. President Bush used the occasion of his commencement address at the University of Michigan to denounce “assaults on freedom of speech.”

Contrasted against this background is the less publicized rise, over the past several years, of incidents of racial harassment and anti-Semitism on campuses, with reports of assaults on minority students, swastikas painted on dormitories and cross-burnings.

Most media that publicize these events provide little social or historical context in which to judge them. And a recent highly publicized, one-sided book by Dinesh D’Souza, *Illiberal Education*, which made the *New York Times* best seller list, contains hardly any mention of the Civil Rights Movement of the 1960s and ’70s that struck down much of the legal racial segregation and sex discrimination in this country and led directly to the increased presence of minorities and women on American campuses. D’Souza, an

immigrant who arrived in the United States in 1978, obviously has no direct knowledge of that struggle and abhors the results.

The obstacles to equal opportunity in higher education, while still substantial, have been at least ameliorated to the extent that minorities and women now are not only the majority on most campuses, but are also making known their dissatisfaction with a faculty that still reflects the dominance of the old boy network and a curriculum that ignores the fact that a majority of the world’s people are not European.

Yet, in the decade-long Reagan-Bush era, an environment of opposition to affirmative action and civil rights has encouraged the formation of the National Association of Scholars and other conservative groups that denounce social justice efforts on campuses. Similarly, many White students of the 1980s and ’90s — faced with escalating competition and rising college costs, and terrified that they will fail to attain the material well-being of their parents — bring to campuses their sense of hostility to classmates vying for places in the economic and social order. And students of color bring their increasing racial isolation and sense of outrage at both perceived and actual acts of harassment. This is a situation fraught with explosive potential.

One would expect that into this maelstrom of confusion, the faculty would be the natural voice of intellectual clarity. That has not been the case. Despite the general perception, liberal faculty members are not taking over college campuses. In any case, liberal professors — like their conservative counterparts — were socialized to believe that the university is a place

where traditionally defined merit is the only legitimate criteria. Many liberal professors, therefore, are persuaded by the argument that opening collegiate opportunity for minorities must necessarily involve lowering standards and diminishing quality. And many administrators, with the good intention of increasing diversity with as little disruption as possible, nevertheless convey the impression that affirmative action is something to be done behind the scenes, which only affirms the suspicion that such initiatives are not quite legitimate.

Nevertheless, numerous studies of increased collegiate access in the past 25 years substantiate that when the minority and female presence on campus is welcomed and supported, it enriches the complexity of the academic enterprise and broadens opportunity. Many White

Academicians should be critical of excessive and unwarranted actions even when perpetrated in the name of a good cause, but they should be equally vocal in supporting those good causes.

administrators have acknowledged the positive results of increased diversity. As Nancy Dye, dean of faculty at Vassar College, has stated, “Many colleges and universities have found opening their doors to minority and disadvantaged students has

not weakened standards of quality.” Indeed, it is the challenge of nontraditional voices that is creating the most exciting intellectual ferment on campuses today. The so-called anti-p.c. voices, however, have so dominated the discussion that it will be necessary to reframe the issues in order to bring balance to the ongoing discourse on achieving social justice.

In reframing the issues, the discussion must be placed squarely in the context of legitimacy and historical necessity. Implementing affirmative action and achieving a multicultural society are part of the struggle begun 50 years ago with the onset of the “War for Democracy” that indicated that this country had embarked on a course to finally dismantle the barriers of racism, sexism, segregation and discrimination. Now, the fight for social justice is made more difficult because of a constrained economy, the emergence of presidential leadership that opposes civil rights and little public consensus on civil rights issues.

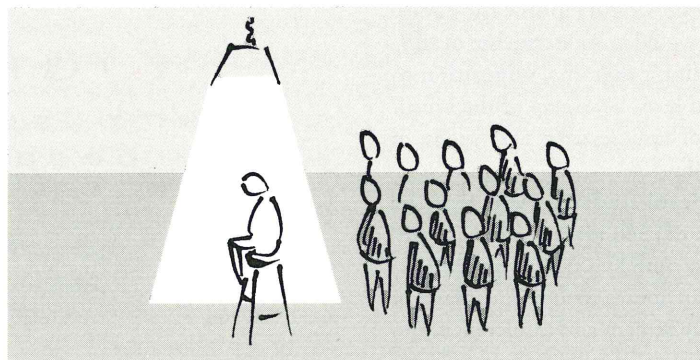
The fact that some colleges have committed excesses in improperly restricting speech and taking unwarranted disciplinary actions — such as expulsion — against students who violate those restrictions should not diminish continued commitment to the goal of social justice. Academicians should be critical of excessive and unwarranted actions even when perpetrated in the name of a good cause, but they should be equally vocal in supporting those good causes. Thus, President Bush's denunciation of attacks on freedom of speech would have seemed more genuine if he had not also vetoed 1990 civil rights legislation.

As philosophy Professor Mark Lance of Syracuse University correctly noted in the May 15, 1991, *Chronicle of Higher Education*: "Most importantly, and really not funny at all, is the fact that a few isolated instances of rudeness by underrepresented students and faculty strike [critics] as more important than the systematic political, personal, economic and military abuse that goes on every day against women, people of color, citizens of the Third World, the poor and homosexuals, which forms the background and context for any serious discussion of campus politics."

Certainly, among the currently more persuasive arguments for supporting diversity are those usually put forward by the business community: It is in America's self-interest to educate fully all its citizens irrespective of race or sex so the United States may remain competitive in the world economy; also, it costs less to educate them than to pay prison and welfare costs. These arguments, however, are intellectually limited and shortsighted.

Ultimately, the best and most authentic arguments for diversity are justice and morality. We as a nation have the obligation to ourselves to fulfill the promises of the Declaration of Independence and the Constitution to "secure the blessings of liberty to ourselves and our posterity." Potential social justice advocates in the academy must be persuaded of their obligation to fulfill these promises as they are the principal guardians of the intellectual and cultural inheritance of the world's civilizations. □

Reginald Wilson is a senior scholar with the American Council on Education.



SPEECH CODES AND DIVERSITY DON'T MIX



ALAN M. DERSHOWITZ

As a civil libertarian whose views lean to the left, I believe the "p.c." movement is dangerous and that it is being exploited by hypocritical right wingers.

In addition to being intellectually stifling, the p.c. movement is often internally inconsistent. Among its most basic tenets are: 1) the demand for greater "diversity" among students and faculty members; and 2) the need for "speech codes," so that racist, sexist and homophobic ideas, attitudes and language do not "offend" sensitive students.

Is it really possible that the bright and well-intentioned students who are pressing this politically correct agenda are blind to the obvious reality that true diversity of viewpoints is incompatible with speech codes that limit certain diverse expressions and attitudes?

I wonder if most of those who are pressing for diversity really want it. What many on the extreme left seem to want is simply more of their own: more students and faculty who think like they do, vote like they do and speak like they do. The last thing they want is a truly diverse campus

community with views that broadly reflect the multiplicity of attitudes in the big, bad world outside the ivory towers.

How many politically correct students are demanding — in the name of diversity — an increase in the number of Evangelical Christians, National Rifle Association members and Right to Life advocates? Where is the call for more anti-

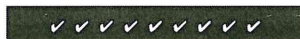
communist refugees from the Soviet Union, African-Americans who oppose race-specific quotas and women who are anti-feminist?

Let's be honest: The demand for diversity is at least in part a cover for a political power grab by the left. Most of those who are recruited to provide politically correct diversity —

African-Americans, women, gays — are thought to be supporters of the left. And historically, the left — like the right — has not been a bastion of diversity.

Now the left — certainly the extreme left that has been pushing hardest for political correctness — is behind the demand for speech codes. And if they were to get their way, these codes would not be limited to racist, sexist or homophobic *epithets*. They would apply as well to politically incorrect *ideas* that are deemed offensive

How many politically correct students are demanding — in the name of diversity — an increase in the number of Evangelical Christians, National Rifle Association members and Right to Life advocates?



by those who would enforce the codes. Such ideas would include criticism of affirmative action programs, opposition to rape shield laws, advocacy of the criminalization of homosexuality and defense of pornography.

I have heard students argue that the expression of such ideas — both in and out of class, both by students and professors — contributes to an atmosphere of bigotry, harassment and intolerance, and that it makes it difficult for them to learn.

The same students who insist that they be treated as adults when it comes to their sexuality, drinking and school work, beg to be treated like children when it comes to politics, speech and controversy. They whine to Big Father or Mother — the president or provost of the university — to “protect” them from offensive speech, instead of themselves trying to combat it in the marketplace of ideas.

The p.c. movement has certainly given the political right — not known for its great tolerance of different ideas — a hey day. Many hypocrites on the right — most especially President George Bush — who would gladly impose their own speech codes if *they* had the power to enforce them *their* way, are selectively wrapping themselves in the First Amendment they willingly trash when it serves their political interest to do so.

Hypocrisy aside — since there is more than enough on both sides — the p.c. movement is a serious issue on college and university campuses. As a teacher, I can feel a palpable reluctance on the part of many students — particularly those with views in neither extreme and those who are anxious for peer acceptance — to experiment with unorthodox ideas, to make playful comments on serious subjects, to challenge politically correct views and to disagree with minority, feminist or gay perspectives.

I feel this problem quite personally, since I happen to agree — as a matter of substance — with most politically correct positions. But I am appalled at the intolerance of many who share my substantive views. And I worry about the impact of politically correct intolerance on the generation of leaders we are currently educating. □

Alan M. Dershowitz is a professor at Harvard Law School.

LIGHTEN UP! Campuses are Changing because America is Changing



WILLIAM G. MCLOUGHLIN

The problem with the debate over so-called political correctness is that it covers such a wide variety of issues, most of which are neither as interlocking nor as new as critics of “p.c.” like to think. The debate over whether the United States is — or should be — a multicultural society extends far beyond the universities. The demand for a required “core curriculum” based on Western culture long preceded the multiplication of non-Western courses. And now the demand

for less emphasis on Western civilization is matched by the demand that the United States — being part of Western culture — not neglect its old heritage. The

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are spoken.



turmoil over racism, homophobia, WASPism and sexism have been with us — on and off campus — since the 1960s, if not since the turn of the century. Questions of academic freedom, curriculum reform, campus diversity and disciplinary procedures are endemic in higher education.

Yet the media and talk-show hosts care-

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lessly lump all these together and claim there is a campus crisis caused by radical students, feckless faculty and weak-willed administrators. They fail to point out that most examples of p.c. behavior are eccentric, not typical.

Meanwhile, public understanding of the p.c. debate is blurred by the grab-bag assault upon higher education in general. Antagonism toward interdisciplinary studies and courses on feminism or pop culture, toward rising tuition and affirmative action and toward emphasis on Third World cultures and ethnic acculturation, conspire with a general anti-intellectual-

ism and antipluralism to contribute to the assault. Witness the widespread phobia over the alleged superiority of Asian students in math and engineering and the claims that reverse discrimination hurt White students' chances of winning college admissions and fellowships.

Many politically conservative columnists have latched onto the p.c. issue as a stick with which to beat what they call "activism," "liberalism" or "incivility" in the universities. It's not that simple. Those of us in higher education are in the business of rational analysis. We ought to take this crazy quilt of charges apart piece by

piece and distinguish between the valid and invalid criticisms.

Above all, we ought to recognize that American culture is experiencing rapid change in a rapidly changing world. Our campuses and cities mix many more cultures than ever before. In the Providence school system, more than 67 languages are spoken. Diversity is not only a fact but a blessing. But it is not surprising that campuses reflect some of the confusion and the conflict which abound in our society.

This reflection is not new. I have been teaching American cultural history in New England for more than 35 years. Since 1968, I have responded to requests that I stop using the word "Negro" and use "Black," then drop that for "Afro-American," and now adopt "African-American." I have seen courses on Black History burgeon into African-American departments and courses in feminism expand into women's studies programs. Now colleges are creating interdisciplinary centers for the study of race and ethnicity in the United States. While it is true that universities can spread themselves too thin, these changes are generally positive. Academic life is in the thick of change, and our students want to understand it.

Many politically conservative columnists have latched onto the p.c. issue as a stick with which to beat what they call "activism," "liberalism" or "incivility" in the universities.



Do critics of courses dealing with Third World cultures want us to ignore the Third World? Do critics of feminist courses want women to be submissive to men? Do parents want to stop change and return to the view that minorities must become 100 percent American and deny all aspects of their heritage? Surely, we can be good Americans without homogenization. We have always been a multiracial nation; Whites are a minority on this globe. Western culture is important, but so is our ability to understand the many

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other cultures with which we interact daily in the market economy. Family values are important, but the nature of the family and the role of women are changing drastically.

confined to words and ideas the community likes).

Universities are committed to discussing even the most controversial issues. And I see no evidence that professors and administrators cannot maintain orderly, rational discourse and treat offensive behavior by ordinary due process. We are not intimidated by a few rowdy students.

It should be understood, however, that college activists are idealists, and idealism is often flamboyant. I define p.c. as being aware of the dangers hidden in labels we inherit; the anti-p.c. person would rather not lift the rock of self-understanding.

We live in a tough, confusing world, but we cannot keep our heads in the sand or stifle debate. We must not chill the search for truth. The dangers to higher education today do

not lie within it but in the fears of those outside it. Those who want to impose their own definition of p.c. on those they criticize for being p.c. often sound like the pot calling the kettle black. Those who

want college curricula to remain unchanged from their own college days have forgotten that higher education is meant to teach young adults to live in a changing world. Feminism, cultural pluralism and racial tensions will not disappear. It is better to teach the rising generation to respect differences and honor equal opportunity than to

silence even the supersensitive for being "too p.c." We should lighten up a bit about this whole p.c. business and concentrate on the best possible education for a changing world. □

William G. McLoughlin is a professor of history at Brown University.

NOW
POLITICAL
CORRECTNESS
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ISSUE



JUDITH A. STURNICK

An onslaught against affirmative action and diversity in admissions standards here ... an assault on the separation of church and state there ... obsessive pronouncements about quotas and WASPish barbs directed at the efficacy of access elsewhere. At first glance, these attacks on political correctness may appear to be uncoordinated, reactionary outbursts without significant impact on the sanctity of these values or on other issues of social justice. But out of these spikes, a jagged pattern is emerging. These are not random attacks on our campuses. They are, rather, strategic and well-orchestrated challenges to academic and cultural values, aimed at producing a major paradigm shift — on and off campuses — within the next few years.

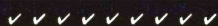
If the debate over "p.c." were to evolve on its own merits, it could produce a healthy exchange of ideas. But what is so unsettling about the p.c. phenomena is that it is now being tied to budget control and funding issues on public campuses and to a mandate to downsize institutions of higher education.

As I have traveled around the country during the past 15 months giving workshops and addresses on diversity, I have been struck by words and phrases that have become political slogans for trustees and regents, citizens at large and even members of our own educational institutions. Catchphrases about racial and gender *quotas*, *freedom of speech* to protect racial and ethnic slurs and the inviolability of the *Western canons* in all forms are now intertwined with allegations of *bloated campus budgets* and the goal of *defund-*

Change breeds friction. Racial friction sometimes leads to racial bigotry; feminism sometimes leads to charges of sexual harassment. At many universities, disciplinary boards are swamped with such complaints, and on some campuses, "hate speech" is now considered a punishable offense. But the answer to our problems is not conformity to some vague set of "community standards."

Some who perceive a loss of free speech and academic freedom seem to think we'd be better off with less of it. The president of Brown expelled a student for shouting racial epithets on the grounds that some speech can be classified as "behavior." He referred to the need to maintain community standards of behavior on the campus. His critics wondered who was to decide on these standards and whether this would not inhibit freedom of speech (which is not

Those who want
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ing, downsizing and privatizing higher education.

This spring, one New England governor released a press statement in which he directly attached higher-education funding to political correctness. In opposing what he called the "total arrogance" of the public higher-education system's request for additional state funding, this governor linked an unrelated social issue to the budget debate, saying, "what we have here is a situation where 'political correctness' has reared its ugly head. ..." While critics of p.c. are fond of comparing an alleged liberal orthodoxy on some campuses with McCarthyism, using political correctness as a litmus test to fund or not to fund a state university system is truly an unsettling replay of the 1950s witch hunts.

Clearly, p.c. on campuses can be pun-

ished by expedient defunding of public higher education. When simplistic sound bites and incendiary rhetoric cannot carry the bashing of higher education forward

fast enough, the effort can be accelerated by taking state funds away from public campuses. Diminished dollars limit flexibility, creativity and management autonomy, so program cutting and downsizing become forced choices.

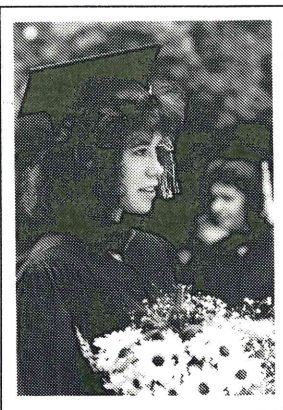
I have heard members of governing boards around the country talk righteously of downsizing public institutions not only in the short term, but permanently. As one trustee in a Western state said to me this

spring (reiterating arguments advanced in *Profscam* and other more recent books), too many students are enrolling in public colleges and universities where "liberal '60s faculty are indoctrinating them."

Clearly, p.c. on campuses can be punished by expedient defunding of public higher education. When simplistic sound bites and incendiary rhetoric cannot carry the bashing of higher education forward fast enough, the effort can be accelerated by taking state funds away from public campuses.



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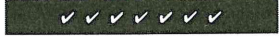
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This trustee was quite clear about his agenda to limit access to public institutions, to enforce permanent downsizing through permanent defunding and to encourage privatization wherever possible. He is one of many board members who have shared similar agendas. A self-possessed student trustee in the Midwest, for instance, told me recently that a totally privatized system of higher education is the ideal toward which he and his trustee colleagues were working. Defunding and downsizing are tools for accomplishing this shift, he explained, as his older trustee-mentor nodded in agreement. Such a matter-of-fact observation was especially disheartening in this Midwestern state, which has a well-earned reputation for the excellence of its public higher education. Even more to the point, in that state and many others, governors are appointing trustees and regents for their politics, rather than for their understanding of higher education.

By the end of this decade, we may witness the results of a chilling agenda in which the coercive withholding of public dollars is used to achieve a radical reconstruction of public higher education.



The connection between defunding and political correctness is powerful and pervasive around the country. By the end of this decade, we may witness the results of a chilling agenda in which the coercive withholding of public dollars is used to achieve a radical reconstruction of public higher education. The results of the elevation of a rigid conservative orthodoxy on public campuses will be control of curriculum and personnel by outside donor organizations, conservative correctness becoming the ideological test for students and faculty, and open access to education eroding for a significant proportion of our population. A major paradigm shift? Yes. And a radical reshaping of our democratic process as well. These are the real costs of political correctness. □

Judith A. Sturnick is the president of Keene State College.

HIGHER EDUCATION'S CHALLENGES



What are the major challenges facing American higher education in the 1990s? The following is adapted from a paper prepared by Brown University Distinguished Visiting Professor Eleanor M. McMahon for the September 1991 meeting of the American Association of University Administrators at Italy's University of Perugia. McMahon is the former commissioner of higher education in Rhode Island.

“Forecasts about higher education in the United States are generally wrong,” according to Clark Kerr, president emeritus of the University of California at Berkeley. Nonetheless, at virtually every point in its history, American higher education has faced a set of diverse challenges that have shaped its future — though not always as anticipated. The dire demographic predictions of the late 1970s and early '80s, for example, led not to contraction but expansion, as colleges and universities reached out to new groups of students such as working adults. To the extent that the challenges of the '90s are dealt with proactively and collectively, rather than reactively and separately, they too are likely to have a positive impact. I suggest the following deserve particular attention:

□ **Equity and excellence:** Concern about equity and excellence is not new to higher education, but the simultaneous call for both has never been more intense. Early in the next century, one-third of all college-age students in the United States will be minorities. An insufficient number of minority students, however, complete college-preparatory programs at the secondary level. Minority underenrollment in higher education, then, is first and foremost a “pipeline” problem. Colleges and universities must expand partnerships with elementary and secondary schools to improve the flow through that pipeline.

At the postsecondary level, minorities today are better represented in community colleges than in four-year institutions, largely because of ill-defined transfer policies and insufficient need-based student aid. While fiscal constraints almost guarantee that increases in state or federal financial aid will be sporadic and small, transfer policies and student and faculty mentor programs can be used to encourage community college graduates to continue their education. In Rhode Island, such programs have resulted in about 40 percent of community college graduates going on to four-year institutions, compared with 25 percent nationally.

Efforts to measure excellence also affect equity. Colleges and universities are increasingly expected by their boards — and in the public sector, by their states — to show results. But in order to ensure that the focus on excellence does not restrict equity, institutions must ask themselves whether

assessment is being used as a tool for inclusion rather than exclusion. When academic deficiencies are identified, is remedial support provided? Are institutions including in their measures of accountability their success with less advantaged students?

□ **Balancing liberal education and vocational specialization:** During the past two decades, as students have moved increasingly into professional programs, the proportion enrolled in arts and sciences has declined by 50 percent. At the same time, the proportion of liberal or “general” education required of *all* students declined from about 40 percent to 30 percent of the typical undergraduate program. Since the establishment of Harvard University's core curriculum in the early '80s, increasing numbers of institutions have begun to review and, in many cases, expand their general education requirements. Given the growing diversity of the student body, a related challenge of the '90s is to determine the extent and nature of the study of non-Western cultures as a required part of general education.

□ **Higher education's economic role:** Pressure from business and political leaders has led to greater emphasis on applied research and more and better workforce training. In that context, research universities will be strongly impacted by intense competition for distinguished faculty who can attract research dollars. Yet for those able to do so, there is a possible downside in that external funding — public or private — brings with it external control or at least influence.

The emphasis on workforce training, meanwhile, is likely to lead to a larger role for community colleges, with initiatives ranging from custom-tailored, on-site courses to collaborative “2+2” programs, in which high-school students enter fields such as electronics in the 11th grade and continue through the associate degree level.

As research universities and community colleges assume these economic development roles, institutions “in the middle” — comprehensive and liberal arts colleges — must find ways to maintain their share of enrollment and resources.

□ **Internationalization:** Isolated and *ad hoc* responses will prove insufficient in facing the new realities of an increasingly global economy. What is needed is a comprehensive approach that includes: developing an institutional plan for internationalization; making international education an essential part of general education; expanding foreign-language study with an emphasis on spoken language; internationalizing selected academic areas such as business, economics and engineering; expanding study-abroad programs and international internships; and developing a centralized administrative structure to coordinate all international programs.

□ **Balancing teaching and research:** The perceived importance of faculty research has increased geometrically since colonial days, when teaching held high priority. While the emphasis on research is appropriate at doctorate-granting universities, two distortions have resulted: The model has

been adopted in many liberal arts and community colleges, which have very different missions; and, even in institutions that appropriately give high priority to research, faculty promotion and tenure decisions have too frequently been based almost exclusively on research at the expense of quality teaching. Institutions must develop a balance between research and teaching in line with the nature and function of each institution.

□ *A new generation of faculty:* By some projections, U.S. colleges and universities will need 340,000 new faculty members between the mid-1990s and the year 2004. But interest in academic careers is unlikely to rise rapidly because of the cost of graduate education, the time required to earn a doctorate and the general perception that the rewards of becoming a professor are modest.

Significant faculty shortages are likely to intensify in areas such as engineering, mathematics and science, and among subpopulations such as Blacks, Hispanics, and indeed, native-born Americans, who are already outnumbered in doctoral science and math programs.

Expanded graduate fellowships and other financial-aid programs could reduce the time it takes to earn a doctorate — now estimated at seven years of registered graduate study — and encourage more students to pursue academic careers. But given current fiscal constraints at the federal, state and institutional levels, this challenge will be difficult to meet.

□ *Need for additional resources:* Addressing many of

these challenges will require new funds. In addition, the failures of past decades carry a cost. For example, an estimated \$70 billion is needed just to rehabilitate campus facilities neglected during the 1960s and '70s.

With no significant increase in enrollment projected — and growing public concern about college costs — institutions cannot expect tuition to be a major source of new revenue. The current recession is also having a negative impact on both public and private support of higher education. As a result, many public institutions are cutting back on programs and services, and there are clear indications that a number of private liberal arts colleges are likely to close. Further, in a period where 'accountability' is the watchword, calls for expanded support are likely to be answered positively only when there is confidence that existing resources are being used efficiently and effectively.

□ *Preserving institutional autonomy:* Growing concerns about equity, quality, the global economy, curriculum, costs and accountability are being incorporated into the platforms of governors, state governing bodies and boards of trustees. As a result, there is the prospect of greater centralization of higher education, particularly in the public sector. A major and perhaps ultimate challenge will be to maintain a balance between, on the one hand, the legitimate concerns of governors, state legislatures and governing bodies, and on the other, the institutional independence and autonomy which has characterized what is widely recognized as the finest system of higher education in the world. □

LEVEL THE PLAYING FIELD

The following is excerpted from Wesleyan University President William M. Chace's commencement remarks to the class of 1991.

Let me talk about a metaphor. This metaphor, with which you are all familiar, is that of the "level playing field." That is the field of competition where we all want to play. The game, we think, will be fair there. You who are about to enter the world of competition in professional schools, in the workplace and in developing your careers, would like to play on the level playing field.

I am here to tell you that, for you, it won't be level. ...

To put it very bluntly, there will be certain people with whom you won't have to compete. They just won't be around. Consider these grim, sad facts:

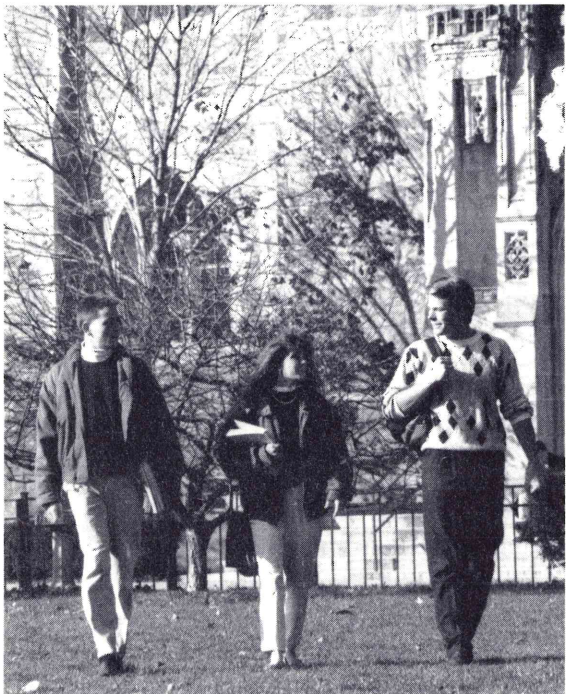
The United States ranks last among 19 nations in its infant mortality rates, and non-White infants are more than

twice as likely to die as White ones. Moreover, one in four urban homeless people is a child. The early dead and the homeless won't be competing with you. The contest is easier. That's regrettable.

And if *some* people live, they don't live for long. Life expectancy for young Black males in American cities is lower than that for males of equivalent age in Bangladesh. In 1987, Black males between the ages of 15 and 19 were 10 times more likely to be shot and five times more likely to be murdered otherwise than White males of similar age. You won't have to compete with the urban dead and wounded.

And many of those who survive will be locked up. The rate of incarceration in the United States has doubled during the 1980s and is expected to double again by the end of the century. We lock up a lot of people, more so than does the Soviet Union or South Africa. Those people won't be competing with you.

Among the children who do survive these grim realities, some don't learn enough to compete. Half of the country's 17-year-olds are not good enough in math, reading and science to perform such simple tasks as summarizing an editorial in a newspaper or calculating decimals. Such folks won't offer you much competition. That is true, tough and regrettable. ... □



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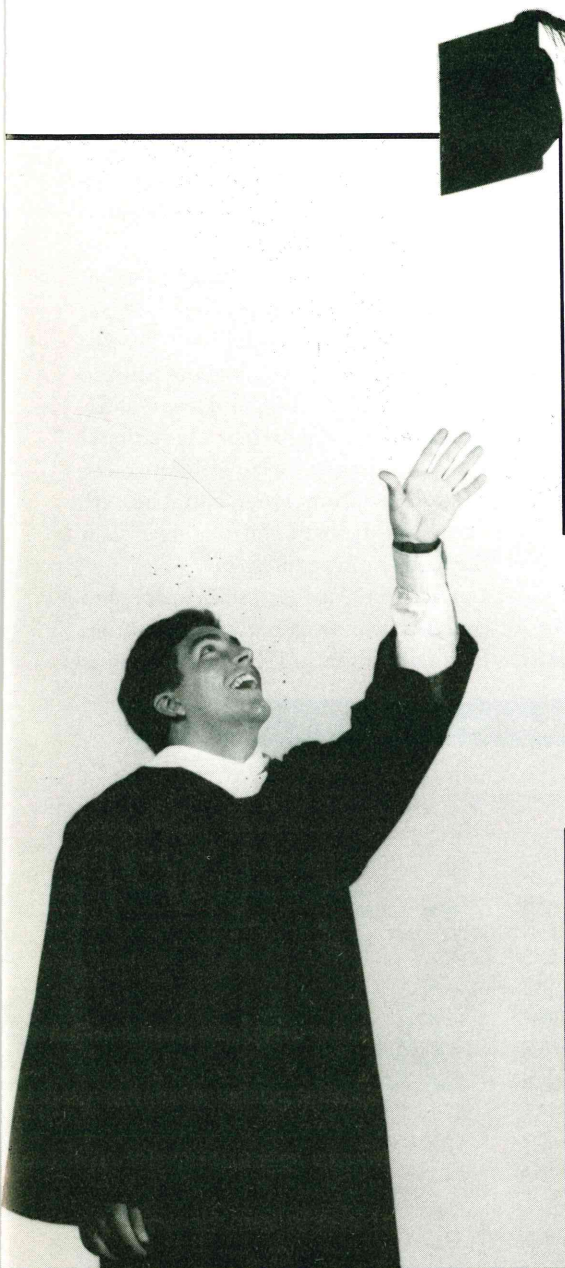
Over 450 lenders from the New England region have improved their ability to fund higher education as a result of Nellie Mae's secondary market activities. Since 1983 Nellie Mae has helped students and families with over \$1.7 billion in education credit.

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The Other Trade Deficit: Foreign Enrollment

JUDITH A. BEACHLER

The unsuccessful attempts earlier this year by Massachusetts and West Virginia to lure about 5,000 well-financed Kuwait University students to their campuses underscore an often overlooked fact: Foreign students have a major economic impact on New England higher education — and the region as a whole.

A record 30,704 foreign students attended New England colleges and universities during the 1989-90 academic year. They spent roughly \$250 million on tuition and fees and at least \$214 million more on living expenses, according to new data from the Institute of International Education (IIE).

But the regional and national economic implications of foreign enrollment go well beyond the infusion of tuition revenue — the Kuwaitis, whose university was damaged in the Persian Gulf War, would have paid 125 percent of out-of-state tuition at Massachusetts public institutions — and spending money.

More importantly, many foreign students stay in the United States after earning their degrees and help shape the U.S. workforce, especially the highly skilled workforce. The National Research Council has estimated that six in 10 foreign students who receive engineering doctorates from U.S. universities remain in the United States at least a year after earning their degrees — although many pursue post-doctoral work and may leave the country after doing so. (“Stay rates” are somewhat lower in the social sciences, where qualified U.S.-born graduates are more abundant.) Foreign students who don’t stay in the United States after graduation presumably use U.S. know-how to improve life at home and, based on their experience, become something of “goodwill ambassadors.”

Similarly, U.S. students abroad could become versed, for example, in Japanese business practices or Middle Eastern cul-

ture — and enhance international understanding while strengthening America’s hand in the increasingly global economy. *Could.* But very few do. In fact, America’s foreign enrollment “trade deficit” — noted by Richard G. King in the Spring 1989 issue of CONNECTION — is growing.

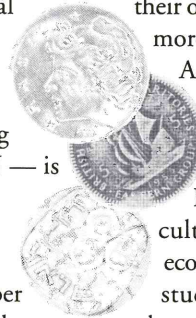
Widening gap

From 1981 to 1988, the number of U.S. students studying in other nations for academic credit rose only 6 percent to about 21,000, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO).

During the same period, the number of students worldwide who studied outside their own countries rose by 16 percent to more than 1 million.

According to IIE, 386,850 foreign students attended U.S. colleges and universities in 1989-90. While strict comparisons between IIE and UNESCO data are difficult, one thing is clear: As national economies give way to global markets, students from other countries are becoming far more “international” than their American counterparts.

Moreover, American students tend to concentrate on a narrow set of countries for foreign study. In 1989-90, nearly nine



Foreign Students in the United States by Field of Study

Fall 1969 to Fall 1989
(Figures in parentheses indicate percentage of total foreign enrollment.)

CHART 1

FIELD OF STUDY	1969	1979	1989	1989 10-Year Gain (%)	1989 20-year Gain (%)
AGRICULTURE	3,667 (2.7)	8,750 (3.1)	8,310 (2.1)	-5.0	126.6
BUSINESS & MANAGEMENT	15,587 (11.5)	46,960 (16.4)	75,570 (19.5)	60.9	384.8
EDUCATION	7,779 (5.8)	12,340 (4.3)	11,210 (2.9)	-9.2	44.1
ENGINEERING	29,731 (22.0)	76,950 (26.9)	73,420 (19.0)	-4.6	146.9
FINE & APPLIED ARTS	6,297 (4.7)	14,350 (5.0)	17,450 (4.5)	21.6	177.1
HEALTH SCIENCES	5,969 (4.4)	10,950 (3.8)	15,350 (4.0)	40.2	157.2
HUMANITIES	20,211 (15.0)	11,340 (4.0)	15,230 (3.9)	34.3	-24.6
MATHEMATICS & COMPUTER SCIENCES	4,400 (3.3)	15,390 (5.4)	36,210 (9.4)	135.3	723.0
PHYSICAL & LIFE SCIENCES	17,006 (12.6)	21,880 (7.6)	32,910 (8.5)	50.4	93.6
SOCIAL SCIENCES	17,272 (12.8)	22,530 (7.9)	28,580 (7.4)	26.9	65.5
OTHER	N/A (4.4)	12,600 (8.2)	31,880	153.0	N/A
INTENSIVE ENGLISH	N/A (4.3)	12,170 (5.0)	19,120	57.1	N/A
UNDECLARED	N/A (7.0)	20,130 (5.6)	21,610	7.4	N/A
TOTAL	134,960	286,340	386,850	35.1	N/A

N/A = Not available

Source: NEBHE analysis of Institute of International Education data.

in 10 Americans who enrolled outside the United States studied in Western Europe or Canada. In contrast, eight in 10 foreign students enrolled in the United States were from Asia, Latin America, the Middle East or Oceania.

And while U.S. undergraduates studying abroad continued to enroll primarily in programs centered on Western culture and history, large numbers of foreign students were traveling to the United States to study business, science and engineering. More than 75,000 foreign students in the United States — 20 percent of the total — studied business and management in 1989-90. More than 73,000 studied engineering. The fastest-growing field among foreign students in the United States was math and computer science, where 1989 foreign enrollment was up a hefty 723 percent over 1969. (See Chart 1.)

In an effort to narrow the enrollment trade gap, many New England colleges and universities in the mid-1980s began developing interdisciplinary programs of study in parts of the world where U.S. students rarely go, including China, Japan, Taiwan, the Middle East, Central and South America, Eastern Europe and the Soviet Union. Several campuses began coupling foreign languages with engineering and other academic programs that have traditionally had little international focus; business schools expanded international internships. But the effect of these efforts on study abroad by Americans remains to be seen.



In the meantime, there is some consolation in the fact that U.S. colleges and universities — and particularly New England institutions — continue to lead the world in attracting students from other countries. According to the UNESCO data, almost 34 percent of all foreign stu-

dents worldwide studied in the United States in 1988. France was the destination for 11 percent of all foreign students, followed by the Soviet Union at 9 percent and the United Kingdom at 6 percent.

Eighteen countries sent more than 4,000 students each to the United States.

TRADE DEFICIT:
Foreign Students in the United States vs. U.S. Students Abroad: 1988

CHART 2

	PERCENTAGE OF REGION'S/COUNTRY'S STUDY-ABROAD STUDENTS IN UNITED STATES*	PERCENTAGE OF U.S. STUDY-ABROAD STUDENTS IN SELECTED COUNTRIES
ASIA	46.5 %	8.4 %
CHINA	70.8	0.4
HONG KONG	38.4	**
INDIA	81.5	0.4
INDONESIA	30.5	**
JAPAN	77.4	4.5
KOREA, REP. OF	64.2	1.5
MALAYSIA	38.6	**
LATIN AMERICA	62.2	0.3
MEXICO	71.1	**
MIDDLE EAST	30.9	0.4
IRAN	23.1	**
JORDAN	24.5	0.1
LEBANON	33.0	**
SAUDI ARABIA	69.7	0.2
AFRICA	13.6	0.1
NIGERIA	47.0	**
OCEANIA	40.2	1.8
EUROPE	18.9	75.0
WESTERN EUROPE	22.2	74.3
FRANCE	29.3	15.2
GERMANY, FED. REP. OF	21.4	20.0
UNITED KINGDOM	40.8	23.4
NORTH AMERICA (CANADA)	80.3	13.7

* Foreign countries with more than 4,000 students enrolled in the United States.
 ** Not one of the top 50 host countries; data not available.
 Source: NEBHE analysis of UNESCO data.

DOWN EAST TO BULGARIA

The University of Maine has helped Bulgarian officials establish the first American university in Eastern Europe since World War II. The American University in Bulgaria — a four-year liberal arts institution — begins operating this fall in Blagoevgrad, with academic programs designed and monitored by UMaine. Funding will come from the Bulgarian and U.S. governments, as well as private foundations and tuition.

American University will begin with 16 faculty members and about 200 students — about 70 percent Bulgarians and the rest a mixture of Americans and other international students. UMaine officials expect enrollment to rise to 1,200 and faculty to 92 by the fourth year of operation. All instruction will be in English.

UMaine has authority to help recruit and approve faculty, develop academic policies and curriculum, extend accreditation to courses and degrees and appoint one-third of the new university's board of directors.

Of the 70,795 Chinese students studying outside China, more than 50,100 were at U.S. colleges and universities; of India's 24,850 students abroad, about 20,250 were in the United States; and of the 26,893 Japanese students overseas, 20,800 were in the United States. Here, the enrollment trade deficit is particularly striking. Only 94 U.S. students studied for credit in China, 85 in India, and 943 in Japan, according to the UNESCO data. (See Chart 2.)

Asian countries continue to account for the greatest — and fastest-growing — number of foreign students studying in the United States and New England. By 1989, Asian students accounted for 46 percent of New England's foreign enrollment and 54 percent of the nation's. (See Chart 3.)

It is noteworthy that Asian student migration to the United States differs from that of other parts of the world in an important respect: More than half

of Asian students in the United States are enrolled in *graduate* level study.

For the first time since 1973-74, IIE also collected data on foreign *scholars* in the United States from

176 U.S. doctorate-granting institutions. Of these scholars — defined by IIE as non-immigrant, non-student academics, including teachers and researchers — 73

In 1989-90, 20 percent of the foreign scholars in the United States were from China, 10 percent from Japan, 7 percent from India and 5 percent from South Korea. Thirty-four percent were from Europe, mostly the United Kingdom, West Germany and France.

Nearly 25 percent of the foreign scholars specialized in health sciences, 16 percent in physical sciences, 15 percent in life sciences and 12 percent in engineering.

Harvard University led the United States in foreign scholars in 1989-90 with 2,132. The Massachusetts Institute of Technology ranked sixth with 1,102.

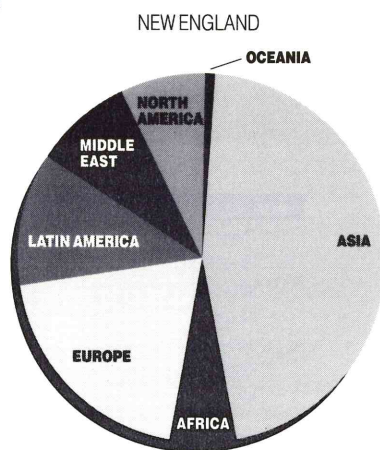
New England variations

With its concentration of colleges and universities and knowledge-based economy, New England has long been a leader in foreign enrollment. The region's colleges and universities have realized the benefits experienced by American students when given an opportunity to learn firsthand about the economic, cultural and political systems of other countries from foreign nationals they meet in classes. New England's nationally recognized area studies centers and campus-based international centers,

World Region of Foreign Students in New England (Fall 1989)

(in percent)

Chart 3



Source: NEBHE analysis of Institute of International Education data.

percent were involved in research, 13 percent in teaching and 15 percent in both.

Foreign scholars in America share two characteristics with foreign students: They heavily represent Asian countries and they're particularly attracted by U.S. science and engineering programs.

SOVIETS IN NEW ENGLAND

Cynics might not choose 1991 New England as a model for economic prosperity, cooperation and education policy. But the Soviet Union apparently isn't fazed by the region's comparatively minor difficulties. Soviet businessmen and educators are calling on New England academics for pointers on everything from the community college system to free market business strategies to acid rain.

Among cooperative programs between the Soviets and New England campuses:

- About 20 human-resources managers from the Soviet Union's Ministry of Aviation attended a four-week program at New Hampshire College, designed to help them smooth the transition to a free market economy. The Soviets attended classes on such topics as unions and labor relations, distribution of goods and services and business strategy and policy.

- A University of New Hampshire forestry scientist escorted five Soviet scientists through New England areas affected by acid rain, including Maine's Acadia National Park, New Hampshire's

Mount Moosilauke and Vermont's Camel's Hump Mountain. The visits were designed to help compare acid rain damage and repair efforts in the two countries.

- Forty-two high-level Soviet managers in fields from telecommunications to heavy manufacturing and engineering spent three weeks at Curry College studying supervisory skills, marketing and finance — while trying to establish Western business contacts.

- Massasoit Community College officials signed an agreement with the USSR Academy of Pedagogical Sciences to examine the possi-

bility of establishing a community college system in the Soviet Union. Besides serving as a model, Massasoit will arrange exchanges of project developers between the two countries and host planning seminars on the expansion of community college education in the USSR.

- Both Tufts University and the University of Maine announced plans to participate in academic exchange programs with Soviet institutes. Three students from Tufts and three from Moscow's Mendeleyev Institute of Chemical Technology will spend a semester at

created in the late 1960s and early 1970s, have been enhanced by the presence of large numbers of foreign students.

In 1989-90, however, for the first time in more than a decade, the one-year increase in foreign students studying in the United States outpaced the rise in foreign students studying in New England, according to IIE. The 386,850 foreign students at U.S. colleges and universities represented a 6 percent increase over the previous year, while the 30,704 at New England institutions represented a 5 percent rise.

Furthermore, the impact of foreign students in New England varies from state to state. While Maine public and independent institutions host the smallest percentage of foreign students among the New England states, foreign enrollment there is on the rise — up 139 percent between academic years 1985-86 and 1989-90. And the trend is likely to continue, thanks to the University of Maine System's establishment in 1989 of a Council on International Programs, designed to further promote international educational exchanges between UMaine students and foreign nations.

Foreign enrollment in New Hampshire and Vermont, on the other hand, dropped

in the 1989-90 academic year. For New Hampshire, it was the second straight year of decline. (See Chart 4.)

Region's leaders

Of U.S. institutions with 1,000 or more foreign students in 1989-90, six were in New England. They include: fifth-ranked Boston University with 3,248; 16th-ranked Northeastern University with

enrollment.

By the late 1980s, four New England universities — BU, Northeastern, Harvard and UMass-Amherst — each enrolled students from more than 100 nations.

Realizing that high levels of technical education are needed to stimulate technological innovation and compete in a knowledge-based international economy,



Foreign Enrollment in New England: Fall 1985 to Fall 1989

(Figures in parentheses indicate foreign enrollment as a percent of U.S. total.)

CHART 4

	1985	1986	1987	1988	1989	% OF NEW ENGLAND TOTAL IN 1989
CONNECTICUT	3,906 (1.1)	3,937 (1.1)	4,010 (1.1)	4,363 (1.1)	4,636 (1.1)	15.0
MAINE	377 (0.1)	452 (0.1)	615 (0.2)	713 (0.2)	902 (0.2)	2.9
MASSACHUSETTS	17,652 (5.1)	18,227 (5.2)	18,946 (5.3)	19,808 (5.4)	20,840 (5.3)	67.8
NEW HAMPSHIRE	934 (0.3)	1,186 (0.3)	1,288 (0.4)	1,270 (0.3)	1,262 (0.3)	4.1
RHODE ISLAND	1,468 (0.4)	1,709 (0.5)	1,711 (0.4)	1,739 (0.5)	1,858 (0.4)	6.0
VERMONT	614 (0.2)	710 (0.2)	1,132 (0.3)	1,285 (0.3)	1,206 (0.3)	3.9
NEW ENGLAND	24,951 (7.3)	26,221 (7.5)	27,702 (7.8)	29,178 (7.9)	30,704 (7.9)	100.0
UNITED STATES	343,777	349,609	356,187	366,354	386,850	

Source: NEBHE analysis of Institute of International Education data.

the others' school, taking courses for credit in the arts, sciences and technology. UMaine, meanwhile, will use a \$100,000 grant from the Davis Educational Foundation to sponsor an exchange with Kharkov State University. Over three years, the grant will allow 10 UMaine students to study at Kharkov State and 20 of the Soviet school's students to study at UMaine. The exchange is part of a five-year agreement between the colleges, which also calls for the transfer of faculty, cultural programs and technical information.

2,288; 20th-ranked Harvard with 2,246; 32nd-ranked MIT with 2,049; 47th-ranked University of Massachusetts at Amherst with 1,639; and 79th-ranked Yale University with 1,082.

In addition, MIT ranked third nationally in foreign students as a percentage of total enrollment in 1989-90, with foreigners accounting for 22 percent of the total. Harvard ranked ninth with 13 percent foreign students.

At Harvard and MIT, high foreign enrollment dates back to the 1950s. While both institutions maintain substantial levels today, they have dropped from the top 10 in total foreign enrollment since the mid-1970s, as a result of policies limiting overall enrollment growth. At the same time, institutions such as BU grew dramatically — and so did their foreign

America's chief economic competitors have been sending more and more of their students to U.S. institutions. Many of these foreign students have pursued high-demand fields, where interest among American students has lagged. The contribution these students make to American cultural and economic life is clearly vital. Now the imperative for the United States and the region is to achieve some balance — to encourage U.S. students to broaden their horizons. Narrowing this trade deficit could go a long way toward preparing the kind of internationally aware U.S. workforce needed to close the better known gap between U.S. imports and exports. □

Judith A. Beachler is the NEBHE director of research services.



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BOSTON, MASS. —

A faculty committee at Northeastern University issued a report urging the university to tighten admissions standards to attract more qualified applicants. The Faculty Senate's admissions policy committee noted that Northeastern accepted 89 percent of students who applied for fall 1990 admission, and that average combined SAT scores for Northeastern freshmen fell from 1075 in 1965 to below 875 in 1990. Standards have fallen partly because admissions policy has reflected the fact that the pool of high-school graduates is shrinking, according to the committee's report. Northeastern President John A. Curry has also called for more selective admissions. Budget cuts, meanwhile, have reduced the admissions staff by almost a quarter.

PROVIDENCE, R.I. —

Johnson & Wales University announced a \$3 million expansion project to create a "working museum" for culinary arts students. The Culinary Arts & Foods Exposition (CAFE) will encompass 21,000 square feet of dining facilities, working exhibits and historical displays. Kitchens, student laboratories and food galleries will be visible to diners in an amphitheatre-style dining area, giving students and patrons a first-hand view of the workings of a major restaurant operation. CAFE — expected to open in September 1992 — will also feature exhibits from the Johnson & Wales Culinary Archives & Museum, including cooking and dining utensils from the Third Millennium B.C. to the present.

BURLINGTON, VT. —

A University of Vermont team of doctoral and postdoctoral students is trying to develop a new national policy for financing higher education. Led by former U.S. congressman and Community College of Vermont founder Peter Smith, the UVM team — in conjunction with researchers at the Uni-

versity of California, Los Angeles — is preparing background papers for the congressional National Commission on Responsibilities for Financing Postsecondary Education, which Smith heads. The researchers will also construct models of a new national financial-aid policy. Research is expected to continue through next summer, when an initial draft is due. The commission is scheduled to make its report to Congress in early 1993.

DURHAM, N.H. —

The University of New Hampshire began giving students the option of living on a substance-free residence hall floor. Under the plan, students may apply to live in an area known as SELF — Students Electing to Live Free — where no drinking or drug use will be allowed. The plan was prompted by the results of a substance-abuse survey in which 12 percent of UNH students said they would consider living in a substance-free environment. SELF was expected to house 35 students in the fall, half of them recovering substance abusers.

FAIRFIELD, CONN. —

Sacred Heart University and Digital Equipment Corp. formed a partnership to beef up the university's communications and productivity with state-of-the-art computer networks. The five-year agreement includes \$450,000 in grants for computer hardware and software as well as a campus-wide network providing access to all departments of the university's main campus and branches in Ansonia, Lisbon and Stamford. Students, faculty and staff will be able to buy computer hardware and software at reduced rates from DEC, the world's leading supplier of networked computer systems.

LAWRENCE, MASS. —

The Prudential Insurance Co. donated a 68,000 square-foot Lawrence office building to the Commonwealth of Massachusetts, to be used as a

permanent satellite campus for Northern Essex Community College. Valued at nearly \$5 million, the building represents the largest private-sector contribution ever made to benefit a Massachusetts community college and will allow Northern Essex to consolidate its Lawrence programs, which are currently spread among three locations. Northern Essex — with its main campus in nearby Haverhill — now enrolls 700 students in its Lawrence programs, a figure administrators hope to double to maximize use of the new facility. In addition to regular academic classes, the building will house a computer center, laboratories and programs run by the college's Center for Business and Industry.

ORONO, MAINE —

The University of Maine and Eastern Maine Healthcare joined forces to create a non-profit center to study the environmental and public health impact of toxic chemicals. The Maine Toxicology Institute will conduct research on toxic substances related to food safety, public health and occupational health and safety, while providing community outreach and public service programs on the effects of toxic substances. One of the few comprehensive toxicology centers on the Eastern seaboard, the institute will also attempt to increase the number of trained toxicologists in Maine and New England by offering training programs in clinical and environmental toxicology. Both UMaine and Eastern Maine Healthcare will initially contribute \$75,000 to the institute, which is expected to be self-supporting by 1996.

WORCESTER, MASS. —

Clark University received \$7.5 million to establish an urban education center where public school teachers and university faculty will work together to improve Worcester's public schools. The gift from Worcester philanthropist Jacob Hiatt is the largest in the university's 104-year history.

PROVIDENCE, R.I. —

The Coalition of Essential Schools, a Brown University-based group of public and private schools dedicated to restructuring, received a three-year, \$2 million grant from the DeWitt Wallace-Reader's Digest Fund. Founded in 1984 by Brown University Professor Theodore R.Sizer, the coalition stresses in-depth study of core subjects and advocates limiting the number of students assigned to one teacher. The coalition will use the grant partly to set up 15 centers across the country, which will link schools experienced in the restructuring process with schools just beginning.

DURHAM, N.H. —

The University of New Hampshire Advising Center won a certificate of merit from the American College Testing/National Academic Advising Association for its program in which retired professors serve as volunteer advisors. The program was started last year after the advising center was hit by budget cuts.

LONGMEADOW, MASS. —

Bay Path College announced it will offer bachelor's degrees through a new "two-plus-two" program. Under the program, students who receive an associate degree may choose to study two more years at the school to receive a bachelor's degree in business, psychology or legal studies. A Bay Path survey of incoming freshmen showed nearly a third planned to stay at the school for four years.

WEST HARTFORD, CONN. —

The University of Hartford was awarded two grants to establish the first business school in southern Poland. The university received \$158,000 from the Andrew W. Mellon Foundation and \$180,000 from the U.S. Information Agency to sponsor the initial phases of the joint venture with Jagiellonian University in Krakow, Poland. UHartford will direct a consortium of business school faculty from Boston College, the Uni-

versity of Massachusetts and Columbia University, which has begun developing a curriculum to train Jagiellonian University faculty in Western business principles. Following this training, a two-year, non-degree program will be offered at the 630-year-old Polish university. Depending upon funding, the pilot program — which will include courses in labor law, business English and international banking — may expand into a degree-granting program.

WINDHAM, MAINE —

The GTE Lectureship Program in Technology and Ethics awarded a \$5,000 grant to Saint Joseph's College. The grant will be used to present a lecture series on health-care technology issues involving social and moral values. The series will be initiated by a one-day symposium on topics such as life support, medical experimentation and confidentiality.

DOVER, N.H. —

McIntosh College expanded its degree-granting authority from a single associate degree program in Business Science to include two new associate-level programs. The Criminal Justice program will prepare students for careers in law enforcement as well as insurance, probation, corrections and private investigation. The Medical Assisting Program will train students in areas such as medical records management. McIntosh officials say the new degree programs were chosen based on student interest as well as projections of future demand in the job market.

WEST HARTFORD, CONN. —

The University of Hartford received a four-year, \$600,000 grant from the National Aeronautics and Space Administration to establish Connecticut's first space grant consortium. The consortium, which will also include the University of Connecticut, Trinity College and the University of New Haven, will focus on aerospace research and producing more scientists

and engineers. The Connecticut consortium will become part of the computer-linked National Space Grant College and Fellowship program, with 16 fellowships being awarded to faculty members and students to encourage research in aerospace and related fields.

NORTHAMPTON, MASS. —

Smith College received \$75,000 from General Electric for a new three-year program to encourage women to pursue careers in the sciences. Thirteen students — known as GE Fellows — majoring in chemistry, computer science and physics will be chosen each year to conduct intensive summer research projects with faculty members. Students will also participate in a year-long mentoring program and teach introductory science laboratories as part of the project's goal to increase the number of women and minority science faculty at U.S. colleges and universities.

HANOVER, N.H. —

The Dartmouth College Chemistry Department was awarded \$300,000 from the U.S. Education Department for a program to increase its doctoral student enrollment. Designed to counter the national shortage of Ph.D.-trained chemists — particularly women — Dartmouth's program will provide fellowships and tuition assistance for six new doctoral students. The project coincides with the construction of a \$26 million chemistry building scheduled for completion in 1992.

CAMBRIDGE, MASS —

Harvard Law School announced a five-year campaign to raise \$150 million — a goal three times larger than any campaign ever completed by a U.S. law school. Harvard officials say the funds are needed for a variety of purposes from expanding faculty and increasing research capabilities to renovating buildings and improving financial aid and loan-forgiveness programs. By early summer, the Law

School had already secured \$50 million for a "nucleus fund."

FAIRFIELD, CONN. —

Fairfield University received two gifts totaling \$75,000 to expand science programs. The Boehringer Ingelheim Corp. donated \$50,000 and the Archbold Charitable Trust awarded \$25,000 to the university to upgrade the Biology Department's advanced physiology laboratory for juniors and seniors.

MANCHESTER, N.H. —

Notre Dame College received a \$12,000 grant from the New Hampshire Department of Education for a seminar on teaching math and science to students with limited knowledge of English.

HAVERHILL, MASS. —

Northern Essex Community College was awarded a 10-year, \$172,000 federal grant to assist low-income, disabled and first-generation college students. Funded by the U.S. Department of Education's Student Support Services Program, the grant will be used to strengthen basic skills instruction, develop tutorial services and provide financial aid as well as train faculty and staff in educating and counseling disadvantaged students. The program will serve 250 students, each of whom will follow an individualized plan of study.

NORWALK, CONN. —

The Norwalk Community College Foundation received a two-year, \$58,000 grant from The Educational Foundation of America to develop strategies for educating its multicultural student population. The grant will enable the college's Center for Teaching to implement a Teacher Mentor Program, in which experienced faculty are paired with new teachers to provide advice and support. The college will also use the grant to expand its faculty programs on teaching a diverse student body. Thirty percent of NCC students are minorities and more than 55 countries are represented in the student body.

BROCKTON, MASS. —

Massasoit Community College was awarded a \$1.7 million Title III grant from the U.S. Department of Education. The four-year grant will enable the college to enhance its computer network, support curriculum reform and increase its research. Full- and part-time faculty positions will also be added.

HARTFORD, CONN. —

The four-campus Connecticut State University system and the state's 17 community and technical colleges approved a new set of policies designed to ease the transfer process for graduates of two-year programs. Among other things, the arrangement calls on the state university system to accept all or most credits earned by students at the state's community or technical colleges, so a transfer student with an associate degree could generally expect junior standing once admitted to the university.

WATERBURY, CONN. —

An electric car built by students and faculty at Mattatuck Community College with assistance from their counterparts at Waterbury State Technical College won first prize in the American Tour de Sol Solar Electric Car Championship. Mattatuck's "Project Sunbird" took first prize in the "Best Student Commuter Vehicle" category in the six-day race, which began in Albany, N.Y., and ended in Plymouth, Mass. For its first-place finish, Mattatuck received a \$1,500 award from the U.S. Department of Energy and the Argonne National Laboratory.

QUINCY, MASS. —

Quincy College leased a building from the Plymouth, Mass., Public Library for a satellite campus. The building will be available for classes Oct. 1, when the library will move to a new \$9 million facility. College officials reportedly chose Plymouth for the site of the new campus because of the growing number of applicants from the area as well as a lack of higher-



education institutions in the vicinity. (The closest colleges — Cape Cod Community College and Massasoit Community College — are more than 15 miles away.) While the Plymouth campus will offer the full class schedule necessary to complete an associate degree, only freshman-level classes will be offered during the fall semester due to the October starting date. The campus will also offer an evening program, in which students can earn a degree in three years.

Norwalk, Conn. —

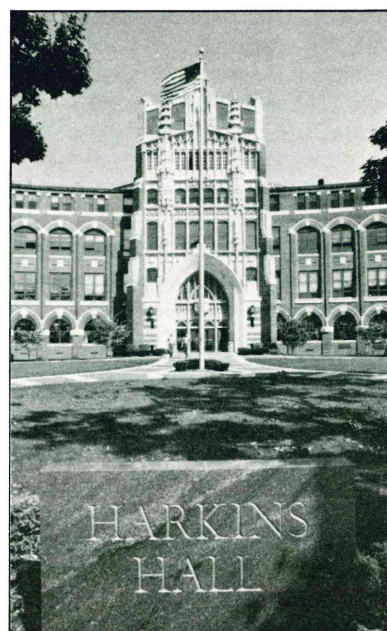
Norwalk Community College opened its new 14-acre campus in West Norwalk for fall classes.

The new campus includes a 139,000 square-foot building housing laboratories and classrooms, a 100-seat lecture hall, a 299-seat theater arts center, a new library and art exhibition space.

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Rhode Island's Commitment

I greatly enjoyed the Spring 1991 issue of CONNECTION and wish to congratulate Publisher John C. Hoy and Editor John O. Harney on their superlative job. In particular, I found Jennifer McCauley's article on tuition costs to be especially timely.

I am very proud that despite these difficult economic times, Rhode Island's system of public higher education has been able to improve its quality of instruction while maintaining affordability for the record number of students we anticipate in the 1991-92 academic year.

For both Rhode Island residents and out-of-state students, the 1991-92 cost of tuition and mandatory fees at the University of Rhode Island is the second lowest among all six New England land-grant institutions. Indeed, non-residents will note that tuition and mandatory fees at URI — our most expensive public institution — are lower than those charged by seven of the eight independent institutions in Rhode Island, and in most cases, the difference is substantial.

This significant accomplishment can be credited largely to the generosity of the state's entire public higher-education community, which graciously agreed to defer 10 percent of its pay for the first 38 weeks of fiscal 1992. It is this spirit and commitment that helps explain why an education at URI, Rhode Island College or the Community College of Rhode Island remains one of the smartest investments a person can make.

*Americo W. Petrocelli
Commissioner
Rhode Island Board of Governors
for Higher Education
Providence, R.I.*

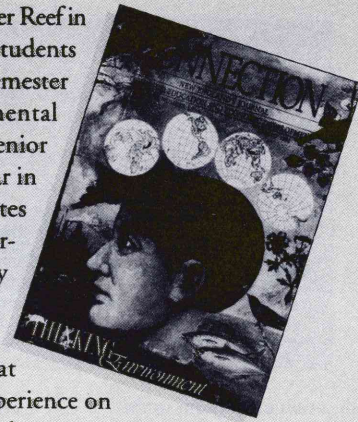
Environmental Accidents

The Spring 1991 issue of CONNECTION has caused a minor flurry of telephone and memo activity here at Bradford College. Your section on environmental education was excellent — except for the fact that Bradford was not included in your list of environmental degree programs and concentrations at New England colleges and universities.

Bradford's interdisciplinary bachelor's degree program in Environmental Sciences is a concentration within the Division of Natural Science and Mathematics. Bradford's approach is unique in that it combines small classes in the basic sciences, a junior year abroad and a senior research experience.

Students may spend a semester of their junior year studying the ecology of the Amazon or of the Galapagos Islands. Last year, two Bradford students studied the effects of

tourism on the Great Barrier Reef in Australia. Alternatively, students may choose to spend a semester working in an environmental internship. A year-long senior project and senior seminar in ethics and values completes the program. Students interested in marine issues may take advantage of Bradford's new program in Marine Sciences that includes a junior-year experience on a tall ship run by the Sea Education Association in Woods Hole.



Moreover, all Bradford students take a course called The Individual, Science and the Environment and another called Global Perspectives that explores the relationships between technological changes and social, cultural and political events. All members of our campus are concerned about environmental issues. This is reflected by the students' vote to be part of the Massachusetts Public Interest Research Group and by the formation of a college-wide environmental committee that creates policies and conducts "Biodegradable Reviews" of the environmental performance of the college community.

*Larry M. Lewis
Associate Professor
Bradford College
Bradford, Mass.*

Your Spring 1991 chart on environmental degree programs and concentrations was great, but Housatonic Community College was missing from the list. Housatonic has had an associate degree option in pre-environmental science since 1980. The program was developed to permit students to transfer to the State University of New York's College of Environmental Science & Forestry at Syracuse. Numerous students have graduated from the program and continued their education at various colleges and universities such as Cornell University.

*Karen K. Isaacs
Director of Public Information and Marketing
Housatonic Community College
Bridgeport, Conn.*

I enjoyed the "Thinking Environment" section of your Spring 1991 issue. For future reference, the Natural Resources Program at the University of Maine is an interdisciplinary, science-based bachelor's of science program that could legitimately be included in the list of environmental degree programs and concentrations under "Envi-
continued on page 56.

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continued from page 54.

ronmental Science" or "Environmental Studies." While our Natural Resources Program does not have "environmental" in its title, its curriculum shares much in common with many of the degree programs described in your articles.

*Mark W. Anderson
Coordinator, Natural Resources Program
University of Maine
Orono, Maine*

Thank you for your most informative and enlightening Spring 1991 issue titled "Thinking Environment."

For the record, I would like to submit a correction to the chart showing environmental degree programs and concentrations at New England colleges and universities. The University of New Haven offers programs leading to associate, bachelor's and master's degrees in Environmental Science and to a master's degree in Environmental Engineering. We offer no degrees in Environmental Studies.

Our graduate program in Environmental Science provides professional training in ecology, geology, chemistry, law and legislation and opportunities for concentrated study in selected areas through elective courses and thesis work. The graduate program in Environmental Engineering includes water and wastewater treatment, solid-waste management, hydrology, hydraulics, law and legislation; soil, materials and structural analysis; and environmental chemistry and geoscience.

*David J. Wall
Chairman, Civil and Environmental Engineering
University of New Haven
New Haven, Conn.*

New England's Smarts

Environmental laws and regulations — and the public's heightened concern about quality of life — have put thoughts about the environment at the top of the agenda for every New England company eager to improve its bottom line.

But as the Spring 1991 "Thinking Environment" issue of CONNECTION points out, environmental sensitivity on the part of business need not translate into additional costs — not in a region known for its smarts. Spurred by the need to factor environmental costs into business decisions — and New England's particularly stringent environmental laws — an "envirotech" industry has arisen to help companies find not only "cleaner," but also less expensive ways of going about their affairs.

Perhaps more important — given our deep economic problems and the importance of trade to New England

— the new environmental technologies and sophisticated services entering the New England marketplace are just as marketable globally. As we think about our changing relationship with the rest of the world, we should consider, for example, the cleanup needs of Mexico and Eastern Europe. Our own environmental problem-solving experiences should give us a big edge in marketing our know-how to those regions.

One thing seems never to change in New England. Success hinges on brainpower. And solving environmental problems indeed begins with the thinking.

*Nicholas P. Koskores
President
The New England Council
Boston, Mass.*

Envirotech Directory

CONNECTION is to be commended for its Spring 1991 "Thinking Environment" issue. As John Driscoll mentioned in his article, "Envirotech in New England," the Environmental Business Council (EBC) is working with the Commonwealth of Massachusetts to develop an environmental business and academic resources directory.

The Bay State Skills Corporation (BSSC) — a quasi-public corporation in Massachusetts dedicated to funding educational programs that develop a skilled workforce — has been working closely with the EBC to develop this resource.

The *Massachusetts Environmental Industry/Education Resource Directory* will contain information about more than 300 educational programs in 120 Massachusetts colleges and universities that prepare individuals to work in the environmental industry. It will also contain profiles of 400 to 500 companies in Massachusetts that provide products and services to the industry. The directory will contain an overview of environmental careers and what education is required to fill environmental jobs in industry and government.

The *Environmental Industry/Education Resource Directory* will be available in January 1992. It will be modeled after the very successful *Massachusetts Biotechnology Industry/Education Resource Directory* that BSSC published in February 1991.

The objectives of this new directory are to motivate students to consider a career in environmental fields, help companies know who else is in the industry, make Massachusetts businesses and educational institutions visible internationally and educate the public at large.

*Fenna Hanes
Editor and Project Manager
Bay State Skills Corp.
Boston, Mass.*

CONNECTION welcomes letters from readers.

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