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TIMELY DATA CIRCULATED WHILE CURRENT

Reports on state tax legislation; state appropriations for universities, colleges, and junior colleges; legislation affecting education beyond the high school.

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"Why should 'overeducated' be a derogatory term? . . . What's wrong with knowing more than the absolute minimum you need to know in order to do your job? . . . A college education ought to have to do with understanding, . . . with arousing curiosity, with satisfying it, with a perception of values and of judging among them."

-- Columnist Tom Braden in the *Los Angeles Times*

Table 18. APPROPRIATIONS OF STATE TAX FUNDS FOR ANNUAL OPERATING EXPENSES, FISCAL 1978 AND TWO PRIOR FISCAL YEARS, OF STATE COMMUNITY-JUNIOR COLLEGES IN 17 STATES, In thousands of dollars.

States	Year 1975-76	Year 1976-77	Year 1977-78	2-yr gain Per cent
(1)	(2)	(3)	(4)	(5)
Washington	99,771	99,772	118,450	19*
Virginia	58,718	64,029	68,602	17
New York	47,664	49,283	49,921	5
Massachusetts	32,254	40,242	44,021	36
Alabama	28,437	29,050	33,050	16
South Carolina	28,956	28,103	31,755	10
Minnesota	24,856	23,474	30,724	24
Oklahoma	17,310	22,875	27,544	59
Georgia	21,968	25,697	26,520	21
Connecticut	20,704	21,760	24,364	18
Tennessee	15,793	21,879	24,181	53
Colorado	20,036	24,055	23,967	20
Nebraska	11,600	13,000	14,100	22
Rhode Island	7,183	12,471	11,175	56
Delaware	9,252	11,689	10,672	15
Nevada	5,795	6,885	6,951	20
West Virginia	4,265	4,865	5,314	25
Totals	454,562	499,129	551,311	
Weighted average percentage of gain				21

*The percentage of gain over two years is somewhat understated because salary increases were not included in the 1977-78 figure, while they were included for 1975-76.

State two-year colleges are distinguished from local public community colleges because the latter receive substantial parts of their tax support from *local* taxing subdivisions; whereas the former are in the same position as state colleges and universities, whose tax support from local subdivisions is non-existent or negligible.

The weighted average rate of gain over two years for *state* two-year colleges in 17 states appears to be 21 per cent--slightly better than the 20 per cent reported for all higher education in the 50 states.

A little over half of the total is appropriated by the four states of Washington, Virginia, New York and Massachusetts.

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Table 19. APPROPRIATIONS OF STATE TAX FUNDS IN AID OF LOCAL PUBLIC COMMUNITY-JUNIOR COLLEGES FOR OPERATING EXPENSES, FISCAL 1978 AND TWO PRIOR FISCAL YEARS, In thousands of dollars.

States	Year 1975-76	Year 1976-77	Year 1977-78	2-yr gain Per cent
(1)	(2)	(3)	(4)	(5)
California	401,003	491,589	509,435	27
Texas	125,767	151,361	201,856	60
Florida	152,834	162,550	180,261	18
New York	141,254	156,808	164,067	16
Illinois	100,771	113,881	121,057	20
Michigan	90,400	101,575	110,251	22
North Carolina	98,272	107,838	108,433	10
New Jersey	31,575	33,877	47,950	52
Maryland	31,245	41,848	46,162	48
Oregon	33,205	36,000	43,862	32
Arizona	26,977	30,797	37,180	38
Pennsylvania	29,625	32,532	36,000	22
Ohio	25,090	31,821	35,288	41
Iowa	25,800	29,800	32,714	27
Missouri	18,566	26,045	27,600	49
Mississippi	17,560	17,706	24,700	41
Kansas	9,413	11,276	12,469	32
Wyoming	8,176	8,176	11,289	38
Arkansas	7,191	8,364	8,645	20
Colorado	3,839	5,242	5,282	38
Georgia	3,170	5,040	5,274	66
Indiana*	2,874	4,164	4,749	65
North Dakota	1,384	1,384	1,818	31
Idaho	2,479	2,788	3,176	28
Montana	2,075	1,375	1,856	11
New Mexico	273	310	293	7
Oklahoma	178	212	228	28
Totals	1,390,996	1,614,359	1,781,895	
Weighted average percentage of gain				28

*For Vincennes University, a two-year community college largely supported by the state but partly by the county.

Table 19 lists *state tax dollars* only, *no local tax dollars*, although in all the 27 states the 2-year colleges get some local tax support. New York, Colorado and Georgia appear in both Table 18 and Table 19, because each has some 2-year colleges in each of the two categories of tax support. Systems of 2-year colleges that are branches of parent universities do not appear in either table.

Almost exactly half of the total in Table 19 is appropriated by the three states of California, Texas and Florida--all in the "Sun Belt." California exceeds half a billion--more than one-fourth of its total for all higher education, which is nearly \$2 billion.

MARYLAND. The Eastern Shore, a relatively sparsely populated part of the state, having no large cities, has two small four-year state institutions of higher education only a few miles apart, both in the "lower" part of the peninsula.

Salisbury State College, at the small city of that name, is a formerly all-white institution having teachers college antecedents. University of Maryland Eastern Shore, at the village of Princess Anne, is a branch campus of the University of Maryland; and is predominantly black.

The question of whether the two institutions should be merged, or of what other arrangements should be made for their future development and governance, has been agitated for some time. A seven-member Task Force reported its recommendations to the State Board for Higher Education in November 1977.

The task-force voted unanimously against consolidating the two colleges. Its belief was that Salisbury State should emphasize a strong liberal arts program, and UMES should stress the agricultural and environmental sciences and marine and estuarine studies at both graduate and undergraduate levels.

This should not be taken to mean that some essential courses should not be offered in both institutions; but only that the "negative aspects of institutional competition" should be avoided. The Regents and administration of the University of Maryland would be expected to take positive steps to develop strong undergraduate and graduate programs at UMES that would attract students.

The tentative conclusions seem to be sensitive to the commendable sentiment that not all predominantly black state colleges should lose their identity; and that consolidation is not necessarily the panacea for all ills.

They are sensitive too, to the idea that a state having heavily populated central metropolitan areas should, in addition to developing higher educational facilities there, also be generous in providing and improving such facilities in relatively remote and less-populated regions.

A somewhat similar situation in Minnesota was discussed on page 1426 of GRAPEVINE (February 1977).

WISCONSIN. GRAPEVINE steals from the front page of *UW Memo*, 7, No. 4 (October 17, 1977), a newsletter issued by the central administration of the University of Wisconsin System, 1856 Van Hise Hall, Madison, WI 53706:

President of the Regents Edward Hales is quoted: "The federal government, the Department of Administration, the legislative Fiscal Bureau, the Medical Education Review Committee, the education committees of the legislature, the joint finance committee, and the legislature itself all get into the act with their own agenda. And no one, literally no one--seems to worry about the cost of all this or what it is doing to our universities."

Audited, Reviewed, Evaluated to Death

A 50-page listing of audits, studies evaluations, and reviews made in the UW System during the past two years shows 38 studies and reviews completed by the system, and eight now in progress; 15 by the Department of Administration; 35 by the Legislative Fiscal Bureau; and 16 by legislative or executive request.

"Financial audits by outside agencies totaled 37 during the two-year period, including eight by the legislative Audit Bureau, eight by the U.S. Department of HEW, and one by the U.S. Navy. Internal audits conducted in 1975 numbered 22, in 1976 there were 24, and for 1977 there are 25 scheduled."

Another member of the Board of Regents, Milton Neshek, is quoted as saying "Accountability to everyone ultimately means accountability to no one, and we wonder how we can set policy direction for efficient and effective universities in such an environment."

The Milwaukee Journal editorialized on October 10: "The lawmakers may have the power to meddle in UW academic matters that traditionally are insulated from outside politics. But they risk doing serious damage to an institution that became one of the best partly because of that insulation."

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THE WORTH OF HIGHER EDUCATION: HOWARD R. BOWEN, NOTED ECONOMIST, SAYS

IT REPAYS DOLLARS THREE TIMES OVER, AND NON-PECUNIARY RETURNS ARE MUCH LARGER

The event of this decade, in the judgment of GRAPEVINE, is the publication in October 1977 of Howard R. Bowen's book, *Investment in Learning: The Individual and Social Value of American Higher Education*. (San Francisco: Jossey-Bass, Inc., 1977. Pp. xvii + 507.)

Bowen, professor of economics and education at the Claremont University Center in California, has a distinguished career as an economist. In his earlier years he was economist for a Wall Street bank, a professor of economics at Williams College, and staff economist for a Congressional Committee on Internal Revenue Taxation.

Later he was successively president of Grinnell College (9 years), the University of Iowa (6 years), and Chancellor of the Claremont University Center.

He towers above the field of orthodox economists who have lately discovered higher education as worthy of their attention and clumsily fumble in inept attempts to apply 200-year-old dogmas to it. He perceives the place of higher education in the upward progress of civilization in the twentieth century and beyond.

A Carnegie Council Report

Assisted by a few other persons in a monumental synthesis of recent research, Bowen's task was financed by the Alfred P. Sloan Foundation, and adopted by the Carnegie Council on Policy Studies in Higher Education as one of its current series of reports. In GRAPEVINE's opinion it outranks by far any previous report of the Council, as well as any of the major publications of the predecessor Carnegie Commission on the Future of Higher Education.

(In 1968 Bowen wrote for the Commission a 35-page pamphlet, *Financing Higher Education*, the best treatment of that subject ever to appear in print. It was published by the Commission, but not adopted as one of its reports. Later reports on the same subject by other

writers, diverged from it in substantial features but were adopted as Commission reports.) It is matter for much congratulation that now, some nine years later, the successor Carnegie Council has accepted Bowen's comprehensive work for a place in its series of reports. This will help it receive the wide publicity it merits.

An Upward Turn for Higher Education's Credibility and Public Support?

This superb volume could be the trigger of a strong recovery from some seven years of self-flagellatory lamentations on the part of many professors and presidents, and of constantly recurring expressions of doubt and derogation of the worth of college attendance voiced by some sensational popular writers who try to picture higher education as rapidly sputtering down the drain.

The main point is that the public and societal values of higher education are so large that they exceed (and, indeed, overlap) the gains to individuals, great though these latter are. Any sensible comprehensive view compels this conclusion. But many conventional economists are totally blind to the social benefits, and exclude them entirely from their calculations because they are not easily quantifiable.

Bowen's book, if understood and taken to heart, will change all this; and the outlook is promising because the book will be publicized by national and international wire services and other media.

A Series in The Chronicle

Let GRAPEVINE congratulate the well-known and widely-read *Chronicle of Higher Education* (1717 Massachusetts Avenue, N.W., Washington, D. C. 20036) on starting a series of articles excerpted from the Bowen book in its issue of October 31, 1977.

Remember *Investment in Learning*, the book of the decade.

SLOAN FOUNDATION APPOINTS COMMISSION TO STUDY GOVERNMENT AND HIGHER EDUCATION

Early in October 1977 the Alfred P. Sloan Foundation set up a study commission to produce after two years a public policy paper intended to stimulate thought and action rather than to occupy space in research libraries.

Some questions to be inquired into are said to be:

How federal student aid affects state student aid programs, and how it "interacts" with direct state and federal support of institutions.

Can government regulations intended for business and industry apply to non-profit higher education?

How affirmative action programs affect recruiting of students and of faculty members.

Can a university reconcile its financial dependence on the federal and state governments with its traditional autonomy and academic freedom?

All Good Questions, but--

A cursory glance at the list of 21 names announced as initial members of the Commission on Government and Education reveals a classic example of a composition far from accurately representative either of higher education, government, or the general public.

At least six are connected with private business corporations; another six are from private universities or colleges (3 from Massachusetts Institute of Technology alone); apparently only two are from state universities, although more than three-fourths of all students in the nation are enrolled in public institutions.

Representing government are a federal judge, a former secretary of HUD, and the newly-appointed head of the Inter-American Development Bank.

There is the customary sprinkling of others in very small numbers: an officer of a private foundation; a pollster; two women; a black man; a labor leader. It appears probable that the membership could be dominated by private businessmen and representatives of private colleges, with women, racial minority persons, and representatives of *public* universities and

colleges well in the background, to say nothing of total lack of any direct representation of students, graduate or undergraduate, or of either sex or any age.

GRAPEVINE does not impugn the integrity or sincerity of any of the members, or of the Commission as a whole; but its *representativeness* of the nation's people as a whole seems open to serious question.

In fact, an officer of the Sloan Foundation is reported to have indicated that the principal consideration is that the combined "clout" possessed by the members will make its report in 1979 heavily influential at a time when it is expected that much new legislation at both the federal and state levels will come up for deliberation.

GRAPEVINE is willing timidly to suggest that there is enough wisdom among this vast nation's 220 million people to enable future commissions created to study important issues of great nationwide import to be composed of equal representation of males and females, proportional numbers of racial minority persons and of representatives of labor.

With only two executives of state universities in a commission of twenty-odd members, is it logical to expect a report that will give due attention to the merits of low-fee public higher education, and recognition of its quality and potential as a first-priority tool for the advancement of the public well-being?

Composition of Influential Boards and Commissions Needs a New Look

A pattern generally heavily weighted with stodgy establishmentarians has nearly always characterized not only temporary study commissions, but also the hundreds of governing and coordinating boards in U.S. higher education.

For forty years, repeated statistical studies of these boards have demonstrated again and again that they are predominately composed of affluent, aging, male bankers, industrialists, and lawyers generally all of Anglo-Saxon ethnic origin.

It's time for a gradual change!