

SECTION 4 - M. M. CHAMBERS--PHILOSOPHY, VALUES, AND CHOICES

The collection of correspondence, reviews, and the like in this section capture, I believe, the essence of the philosophy of M. M. Chambers about higher education, education of the citizenry, and the relationship between government (especially at the state level) and higher education. These materials span the period from 1961 through 1979.

INDIANA UNIVERSITY

School of Education

EDUCATION BUILDING

BLOOMINGTON, INDIANA 47405

AREA CODE 812
TEL. NO.

March 3, 1964

Dear President Hancher :

It is very good to have your letter of February 27.

I know I take considerable risk of misunderstanding or misinterpreting your words, but I think I take a more optimistic view of education beyond the high school than your letter indicates.

For example, it seems to me fortunate that the land-grant colleges, originally regarded by many as schools for unlettered farmers and blacksmiths, have in many instances become large cosmopolitan universities, in addition to developing with huge success as colleges of agriculture, engineering, home economics, and veterinary medicine. It seems to me that the result is better for all concerned than if these institutions had been held strictly to agriculture and mechanic arts.

To me it also seems fortunate that most of the normal schools, apparently established on the strange theory that the education of school teachers had no place in a university, have become "state colleges" with divisions of arts and sciences, business, home economics, etc., and with some departments offering masters' degrees. I am not too shocked to observe that several of them are called "universities" and some are now or will soon be offering a few doctoral degrees. Holding all these institutions strictly to their "teacher-training" function would have been unfortunate, I think.

Nationally we shall have hundreds more public two-year colleges than we now have, especially in the more populous states and cities. I do not greatly fear that many of them will become four-year colleges or "universities"; though there are many localities of concentrated population where I see no reason why there should not be a new four-year state college. My view is that the future belongs to the public institutions, and the relative role of the private institutions will continue to decline, though I think most if not all of them can survive and grow at a modest rate. Of course a few great private universities are now getting more than their share of federal support, but I doubt that that condition will be permanent.

We shall have to enlarge greatly the existing public institutions, and have many new ones, especially at the two-year level. I do not think that the optimum number of students on one campus needs to be rigidly set at 20,000 or 30,000 or 40,000; but in the long haul we shall probably need nearly twice as many real universities as we have now. There are now 200 institutions offering some doctoral degrees, but probably no more than 100 of them are universities in any full sense, and no more than 50 of them have much distinction. This leaves plenty of room for upgrading and expansion.

President Hancher —

As to support, it is a truism that in this country the question is not of resources, but of policy. For a long time we have been spending roughly 1% of the GNP on annual operating expenses of all higher education, public and private. That could be moved up to 2% or 3% easily if this came to be demanded by public opinion.

Have I no concern for quality? I have. Probably in the ensuing decade of great expansion, some sacrifices of quality (temporary) may unavoidably occur at various times and places. But on the whole, quality will be moving upward. Of course I can not prove this, but I believe college students and graduate students, by and large, are more knowledgeable and more industrious than they ever were before in history; that they have better teachers and a better environment for learning; and I expect this upward trend to continue despite all temporary setbacks.

As the great universities improve and expand and approach frightening size, they may very well restrict Freshman enrollments, as several of them are already doing. Their center of maturity will thus rise, helping them to provide a still more stimulating environment for upperclass and graduate students, and lesser numbers of brilliant underclassmen. We can provide the best of educational opportunities for the best brains, and very good and variedly suitable educational opportunities for millions of good average people who are a little less than best. This is another way of saying what the Educational Policies Commission is now advocating: Free public educational facilities for two years beyond the high school for all high school graduates; and this is the tendency of the argument of the Secretary of Labor who advocates that all states raise the age of compulsory school attendance at least to 18 years.

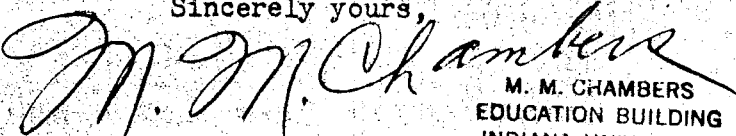
Some of the trends I have dimly sketched are already far advanced in several of the most populous states. I can't refrain from remarking that the state systems of public higher education in California and Michigan actually operate a great deal alike, in response to these trends, even though California has the famous Donahoe Act of 1960 which cuts and dries the system and hangs it up as a model, while Michigan is famous for "anarchy" and has virtually no central Statehouse control over higher education, and now has a constitution giving autonomy to ten separate institutional governing boards. The same trends are operating also in Indiana (though they are not so advanced, because the state is considerably less populous), despite the fact that there is no statutory central Statehouse structure for public higher education at all.

As you probably know, I have never been able to be enthusiastic about the highly-publicized California "master plan". Especially am I suspicious of whole state systems in a tight bureaucracy under one "abominable No Man" as in Oregon and Florida, for example. Where is the wisdom to provide one good state system? I would say it is diffused among the people, and among governing boards, presidents, and faculties; and I would be most careful to preserve freedom and initiative for individuals, communities, and institutions. I wouldn't be surprised if Michigan's "anarchy" eventually turns out to be as efficient as California's 1960 blueprint.

I am afraid I have been prolix and unconvincing, but I like to think about these matters.

All good wishes.

Sincerely yours,


M. M. CHAMBERS
EDUCATION BUILDING
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA

March 15 '65
Rte 3, Box 133
Carmel, Cal.
93921.

Dear Dr. Chambers:

I was pleased to receive the draft of your essay, which was forwarded to me at Carmel, California, where I now live, having retired from active service at Teachers College.

I have read this with much interest. It deals with a field of first importance that has received too little attention from educators, and too much attention from politicians.

The quotations from my book appear to be used appropriately, and I appreciate your courtesy in consulting me concerning them. I have several comments to offer, but these call for no acknowledgment in your publication.

First, concerning New York (pp. 72-81), your observations seem appropriate. As you know, the New York City system, like the state system has its own Board,

and in each, the requirements for in view of what the Board can properly manage. In each state college the President has the voice, and power over the faculty, which has no ready or full access to a Board with which to seek consensus. I suspect that the design of the state system serves well the interests of the government, when, in his last election campaign said on T.V. "Vote for me and I'll see you get more scholarships", or words to that effect. I have an impression that consideration is now being given to descending the Reports of the Commission. You may wish to check on this. The state policy to "supplement but not supplant" in my opinion is but a transition to the exercise of full state responsibility.

Your essay seems to me to be a plea for the exercise of wisdom and understanding in the ongoing development of state systems of higher education. In most states the provision is for some form of compulsory education,

and in those, let us hope there is
the exercise of wisdom and understanding
and a search for consensus. But we can
see examples of imposed conformity.

I have thought that a self-guarded
state-wide Board of Higher Education with an
adequate and competent professional
staff is desirable as planning-
considering agent for state public
higher education. Restrictions are
inevitable, and while programs and
funds can be separated, I doubt the
wisdom of it. The English Grants
Committee imposed restrictions on
programs, salaries and support.
Its long preoccupation with the
universities to the neglect of the
technical and teachers colleges has
proven a detriment to English
well-being, in my view.

There are now in the
United States growing threats to
the well-being of public higher
education: the increase in political
contests and influences; the
substitution of the multi-institutional
Board for the single institutional
Board; and the growing

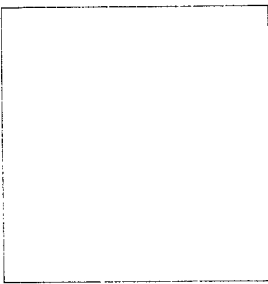
impressional experience of students
and staff brought on by institutional size
and complexity, and the divisive influences
of research not related to teaching.
I gain the impression here
that California has done well in
developing ready accessibility to
its youth. But the centralized
controls do not permit governance
by consensus, and administrators
suffer in frustration. And you
have just seen the Governor intervene
in dealing with a problem of student
discipline. The junior colleges
on the other hand with local
boards of local support seem to be
in better interaction. I suspect that
you will see some of these in
time changing status.

Your essay is thought
provoking and the focus of
attention to wise ways of
system development is an
important public service. Thank
you for the privilege you have given
me.

I am very partial to the
Midwest, and I grew up in Iowa,
attended the University of Iowa
before finishing my first degree
at Chicago.

With appreciation and
best wishes, I am

Sincerely
John H. ...



UNIVERSITY OF HAWAII • HONOLULU, HAWAII 96822

March 15, 1965

THE PRESIDENT

Dr. M. M. Chambers
Education Building
Indiana University
Bloomington, Indiana 47405

Dear Dr. Chambers:

I have read that part of your essay having to do with State University of New York. In general, I found it to be an accurate picture, at least from the vantage point of my incumbency.

There are a few possible errors of a minor nature. As far as graduate work is concerned, the University's first master plan, which I believe came out in 1960, called for the establishment of the four Graduate Centers. The acquisition of the University of Buffalo really was an outgrowth of that planning plus the recommendations of the Heald Report.

There was also, I believe in 1961, a little noticed change in the legislation which actually loosened to a degree even the nominal authority of the Board of Regents over the Trustees of State University. Incidentally, this relationship was not difficult while I was there, but I must admit that in part it was due to the fact that Jim Allen is such a fine man, and he and I got along so well. But a structure which is dependent on the personalities of two individuals probably is not very sound.

The problem as I see it as far as public higher education in New York is concerned is how to retain some of the advantages of centralization and still provide sufficient decentralization to permit effective decision making and promote the initiative of institutions. If -- as many have suggested -- City University should be merged into State University of New York, then the need for careful thought as to what should be centralized in Albany would become even greater.

I am happy to send you my comments for your personal use, but no public acknowledgment is necessary. I have very carefully tried to stay out of print concerning the New York situation, for I am sure Sam Gould has enough troubles without my inadvertently adding to them.

Cordially,

Thomas H. Hamilton
President

THE PENNSYLVANIA STATE UNIVERSITY

201 OLD MAIN BUILDING
UNIVERSITY PARK · PENNSYLVANIA · 16802

ERIC A. WALKER
PRESIDENT

March 16, 1965

Mr. M. M. Chambers
Education Building
Indiana University
Bloomington, Indiana

Dear Mr. Chambers:

As far as I can tell, the facts on pages 67 to 71
of your preliminary draft are correct. Some
of the opinions, however, I do not hold, but
you asked me to check only the facts.

Sincerely yours,



ERIC A. WALKER

Enclosure



OHIO BOARD OF REGENTS

ROOM 770
88 EAST BROAD STREET
COLUMBUS, OHIO 43215

AREA CODE 614
469-2575

March 17, 1965

Dr. M. M. Chambers
Education Building
Indiana University
Bloomington Indiana 47405

Dear Dr. Chambers:

Your letter of March 1 reached me only yesterday, and I took the occasion last night to read your manuscript and to make some suggested changes in the section dealing with Ohio.

I think your manuscript is very interesting, although I believe that there is some reasonable difference of opinion about the merits of voluntary versus legal planning for state higher education in our various states. Voluntary planning in Ohio broke down when two university presidents refused to accept the judgment of their colleagues about certain desirable educational developments in the state. Furthermore, I think the position of Ohio State in the whole state system and its failure to exert desirable educational leadership for the state as a whole had a good deal to do with the collapse of the voluntary planning system.

Incidentally, Ohio State University was legally founded in 1870, although instruction did not get underway until 1873.

I question whether you can say that progress up to 1963 was "rudely" interrupted by enactment of the Board of Regents law. There had been a history of state-wide planning efforts in Ohio beginning in 1955 with the creation of a study committee under the auspices of the Ohio College Association. In 1957 Governor O'Neill appointed a Commission on Education Beyond the High School, of which President Baker of Ohio University was chairman. It submitted a report in December, 1958. In 1959 the General Assembly created an Interim Commission on Education Beyond the High School with a statutory life terminating in May, 1963. This Commission received an appropriation for the first two years of its existence, but the appropriation was not renewed in 1961 because of legislative hostility toward President Baker.

Dr. Chambers
March 17, 1965
Page 2

The Baker report in 1958 had recommended a permanent planning agency in the state, but the General Assembly was willing to create such an agency only for a four-year period.

In 1961 the DiSalle Administration proposed legislation to establish the Inter-University Council as a legal agency. I was the only member of the Council who endorsed this proposal. Because my colleagues would not do so and because the legislature was then Republican and the Governor Democratic in party affiliation, Governor DiSalle decided not to push the legislation. We were warned at the time that we would get a much stronger piece of legislation at a later date, and we did. If voluntary cooperation had been working in 1961, we would not have had the 1963 legislation.

I think it is only fair to observe also that the Legislative Service Commission of Ohio issued a report in January, 1963, recommending that, if the state wanted a state-wide plan for coordinated effort in higher education, some special agency for this purpose would have to be created. My information is that the Speaker of the House of Representatives here in Ohio was quite influential in persuading the Governor to adopt the Board of Regents' proposal as a part of his program for 1963.

I do not believe you can properly call the election of November, 1962, an "upset." I would say that Governor DiSalle's election in 1958 was an upset, but the Republicans gained control of the legislature in 1960 and there was not much question about the election of Governor Rhodes in 1962. Governor DiSalle had made himself an extremely unpopular person for a variety of reasons during his four years in office. Moreover, in my twelve years in Ohio, the Democrats have controlled the legislature in only one two-year period, that of 1959-1961.

I do not believe you can fairly say that the Board of Regents in Ohio constitutes a "phalanx of politicians and businessmen." You can fairly say that the lay Board of Regents is made up largely of business and professional leaders. This is quite true, but it is equally true of our boards of trustees of individual institutions. There was only one person appointed to the Board of Regents with a nominal political background, Dr. Harold Oyster, who was a member of the General Assembly. Dr. Oyster was a professional optometrist who had taken a considerable

Dr. Chambers
March 17, 1965
Page 3

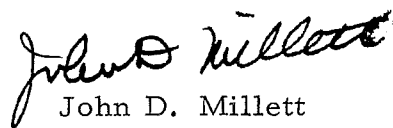
interest in public life. He had guided the Board of Regents bill through the House of Representatives, but he had done so in an exceedingly fair manner. He gave all of us in the universities a full opportunity to express our point of view and he arranged a number of modifications in the bill to meet university objections. Moreover, Dr. Oyster was recognized as an extremely competent member of the legislature and enjoyed excellent relations with his colleagues, both Democrats and Republicans. He had a real interest in higher education, and he has now left the Board of Regents to become the Vice-President for Development at the University of Akron.

I appreciate the nice comments about myself, but I'm not sure that they are at all deserved. We are trying to make some progress here on a variety of fronts. We hope to issue our Provisional Master Plan in April, and I shall send you a copy of it then. We are also at the point of making a major breakthrough in providing new fiscal autonomy for the state institutions here in Ohio.

I hope that these comments may be of some assistance to you.

With best wishes,

Sincerely yours,



John D. Millett
Director and Chancellor

gr

Enclosure



UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF WATER RESOURCES RESEARCH
WASHINGTON, D.C. 20240

3/18/65

Dear Dr. Chambers,

I have read your preliminary draft with much interest. Your appraisal is not only stimulating, but your main thesis needs to be said and your emphasis is good. Frankly, I think the net result of your comments will be to achieve a much more balanced and sound view of administrative arrangements for Higher Education that will truly constitute an opportunity to build excellence, through the efficiency of freedom.

I have not made any markings on the manuscript. I know you will check any typographical errors or related minor matters. Your proposal re acknowledgements to those who have given your essay a preliminary reading seems satisfactory to me. Your suggested wording is good.

I am pleased to have the privilege of reading this draft. You have made your points well.

Sincerely,
Richard L. Rasmussen

THE PENNSYLVANIA STATE UNIVERSITY

246 SPARKS BUILDING
UNIVERSITY PARK, PENNSYLVANIA, 16802

College of the Liberal Arts
Department of English

Area Code 814
865-6381

16 March 1965

Dear Professor Chambers:

I enclose the MS of your paper. I am no longer the dean of Liberal Arts at Penn State; last July, I returned to the classroom. However, I am still (of course) very much interested in the problems of higher education, and I am happy to give my opinion of your very fine MS.

I hope your MS can be published, and I hope it will find a good audience. If you cannot publish it in toto somewhere, I should be glad to have you submit parts of it (complete parts, of course) to the Journal of General Education, of which I am the editor.

To the best of my knowledge and belief, the materials dealing with Pennsylvania are fair and accurate. Your general approach throughout the essay is one I like and admire.

Thanks for letting me see this. A note, saying merely that I have read the MS, should do very well. No mention of any kind would be all right, too; I feel that I have not done very much to help.

Sincerely yours,

Ben Euwema

Ben Euwema, Professor of English

The University of Wisconsin

MADISON, WISCONSIN 53706

ASSISTANT TO THE PRESIDENT
19 BASCOM HALL

March 18, 1965

Dr. M. M. Chambers
Education Building
Indiana University
Bloomington, Indiana

Dear Prof. Chambers:

President Harrington asked me to go over this for you and I have. I hope you can read my editorial changes in the Wisconsin chapter. I have checked out all the facts and figures except the number 58 in the last sentence on page 56. It may be correct, but I have no way of knowing.

I had hoped that President Harrington would have a chance to review my editing (and read the whole text) but a snow storm has kept him out of town and would delay its return a full week.

In view of your statements about the Wisconsin State Universities, it would seem wise not to have a University of Wisconsin name among the reviewers listed.

In general, I think it is a fine piece; I like most of your sentiments. The points you have raised should be raised, and I think you have backed your views well.

Cordially,



Robert Taylor
Assistant to the President

cc: Pres. Harrington

NATIONAL ASSOCIATION
OF STATE UNIVERSITIES
AND LAND-GRANT COLLEGES

March 22, 1965

1785 Massachusetts Avenue, NW, Washington, D. C. 20036 202 462-3888

Dr. M. M. Chambers
Education Building
Indiana University
Bloomington, Indiana

Dear M.M. :

I am returning your manuscript sent me under date of March 8 in order not to hold you up, but must confess that pressures of hearings here, etc., have been such that I have not been able to go over it as carefully as it merits. Frankly I had not known Conant's book took this tack and shall have to get a copy of it. I do not automatically buy everything Conant writes, either in the literal or philosophical sense!

As to specific comments:

I certainly support the general thesis of the essay, and choked at Conant's by-passing public university trustees as shapers of educational policy. I cannot account for this other than by the fact that most of his career was spent in Massachusetts, where (as in other New England states) the public university in general was considered as "just another state agency" in many respects and has had to struggle for decades to get this changed, with only partial success. Conant was a member of the Eisenhower committee which produced "The Efficiency of Freedom." As I recall it his attitude was that the public universities had to show that the controls exercised were in fact harmful to efficiency, to academic freedom, to the conduct of teaching and research, and not merely annoying or irritating. In one sense this was commendable, because it made the universities get down to cases and prove the case. Also, however, it indicated that he had no feeling that controls of this type are improper, per se, whether they can be shown to be harmful in specific instances or not.

I am not sure that I agree (p. 25) that the case for 2 years beyond the high school should be based "chiefly" on the necessity of additional general education, as contrasted to vocational-technical. I am a Whitehead man all the way in thinking that it is fundamentally wrong to think in terms of separating them and I think it perfectly proper to give people the kind of training they need to make a living as well as general education, at public expense.

P. 41, in your discussion of Indiana: I had the impression that Purdue is doing a considerable amount of two-year terminal-technical education in the engineering-related field.

In your discussion of Pennsylvania you suggest that Penn State has been kept in the status of a "state aided" institution largely by the lobbying of the private institutions which receive state aid. This may be, but a fundamental factor has been Penn State's own inability to decide, until the last year or so at least, what it wanted to be itself. Penn State has tended to be public when the legislature is in session and private when it suited its convenience, and while this had advantages in the short run, it has in the long run been harmful.

With respect to your covering letter, I think your suggested plan of handling acknowledgments is the proper one.

With warmest regards,



Russell I. Thackrey
Executive Secretary

RIT:fs

THE UNIVERSITY OF CONNECTICUT

March 22, 1965

OFFICE OF THE PRESIDENT

Mr. M. M. Chambers
Education Building
Indiana University
Bloomington, Indiana 47405

Dear Mr. Chambers:

I can't say that your manuscript is "adjudged entirely too bad." Far from it. I am in hearty agreement with its spirit and purpose. Your basic position is, in my view, sound.

I think some of the language is intemperate. It is the kind I use in rehearsals before my shaving mirror, and I've found it wise, by-and-large, to edit it before using.

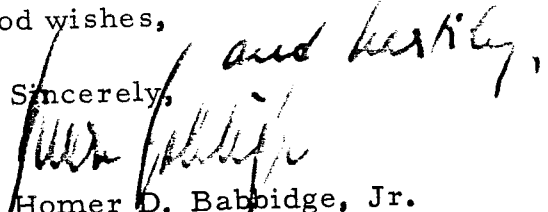
A few technical points:

- page 74; line 19: it has been recommended now in Connecticut, also. See enclosure.
- page 76; line 17: there's a better, if less elegant word than "interstices," which can, I think, be interpreted as the point at which (policy) lines intersect.
- page 78; line 10: "post-Revolutionary" is here used in an awkward way.

I'm engaged, full-scale, in a local battle over the issues you have long been delineating, and I would prefer, therefore, that you not mention me among your credits.

With gratitude for your continuing efforts in a worthy cause, and with all good wishes,

Sincerely,

and best,

Homer D. Babidge, Jr.
President

Southern Illinois University

CARBONDALE, ILLINOIS

OFFICE OF THE PRESIDENT

March 23, 1965

Dr. M. M. Chambers
Education Building
Indiana University
Bloomington, Indiana 47405

Dear Dr. Chambers:

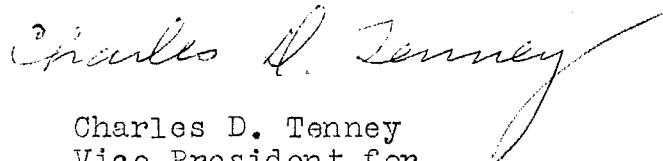
President Morris is out of town during our spring recess, but before leaving he read in part your draft of an essay Contrary to Conant, and asked me to comment on it and to convey our thanks for your letting us see it.

We find very little in it with which to disagree. In fact, it strikes us both as a magnificent statement of the dangers of remote control of university policy. Naturally, we are gratified that you found the development of Southern Illinois University to be a good illustration of your key arguments; as you know we have deliberately tried to maintain here the atmosphere of local freedom and creative planning in the public interest. Your eloquence in defense of personal and institutional autonomy is most heartening.

Taking advantage of your invitation to comment, I have attached a few marginal notes, most of them dealing with matters of fact. We want no credit for our reading of your draft; indeed, the fine treatment you have already given Southern Illinois University makes us doubt that we should claim any sort of acknowledgment.

When your essay is finally published, please let us know how we can obtain copies of it.

Sincerely yours,



Charles D. Tenney
Vice-President for
Planning and Review

UNIVERSITY OF ILLINOIS

OFFICE OF THE PRESIDENT
URBANA, ILLINOIS 61803

March 24, 1965

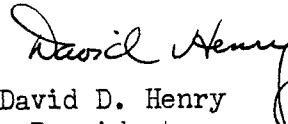
Professor M. M. Chambers
Education Building
Indiana University
Bloomington, Indiana 47405

Dear Professor Chambers:

As requested, I am returning the preliminary draft of your manuscript, "Contrary to Conant: On Public Higher Education."

I ^{am} would not ~~be~~ willing to offer comment or suggestions in the "Contrary to Conant" context. We were concerned when Mr. Conant's most recent book was published, for the most part because it appeared that in this effort he had not been well served by the staff upon whom he relied. However, I have too much respect for Mr. Conant and for his long record in support of public higher education to generalize about the imperfections in Shaping Educational Policy. For our part, the less said about the excerpt on Illinois in that book, the better.

Sincerely,


David D. Henry
President

STATE UNIVERSITY OF NEW YORK
ALBANY I. N. Y.

OFFICE OF THE PRESIDENT

March 29, 1965

Dr. M. M. Chambers
Education Building
Indiana University
Bloomington, Indiana 47405

Dear Dr. Chambers:

Thank you for sending me a copy of the draft of your manuscript Contrary to Conant: On Public Higher Education, which I am returning herewith.

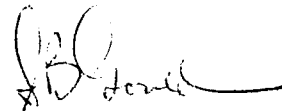
I read with great interest and careful attention the section pertaining to New York. I appreciated particularly your forthright analysis of the true position of the Board of Regents.

I do not feel that it would serve any real purpose if my name were to appear on the page of Acknowledgments, and I would prefer that it not be included.

Congratulations on a very interesting manuscript.

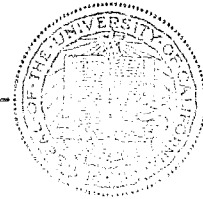
All good wishes.

Sincerely,



Samuel B. Gould
President

THE UNIVERSITY OF CALIFORNIA



CLARK KERR
President of the University

BERKELEY 4, CALIFORNIA

April 1, 1965

Professor M. M. Chambers
Indiana University
School of Education
Education Building
Bloomington, Indiana 47405

Dear Professor Chambers:

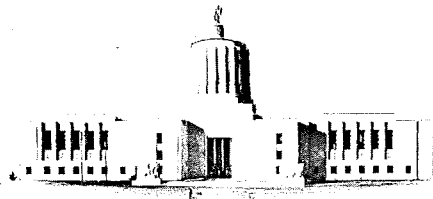
Thank you for sending me your preliminary draft manuscript, "Contrary to Conant: On Public Higher Education."

While I do not agree with some of your conclusions, I have read them with much interest. In particular, I believe that a critique of the California Master Plan for Higher Education must be made in the context of the particular situation which California faced in 1960 and the subsequent years. Your analysis of the philosophy of such a plan rather neglects the exigencies of the moment in history which, in the opinion of many, required a somewhat less flexible program than the laissez faire which you advocate.

Yours sincerely,

A handwritten signature in cursive script that reads "Clark Kerr".

Clark Kerr



STATE OF OREGON
DEPARTMENT OF FINANCE AND ADMINISTRATION
OFFICE OF THE DIRECTOR
SALEM, OREGON 97310

September 7, 1965

Professor M. M. Chambers
Education Building
Indiana University
Bloomington, Indiana 47405

Dear Professor Chambers:

I have just finished reading Freedom and Repression in Higher Education. It restates the argument of The Efficiency of Freedom and The Campus and the State with eloquence and vigor.

Regrettably, it also falls in the same logical pit.

Higher education, like every other state agency, has a legitimate complaint about central budgeting and accounting that merely results in the futile shuffling of paper in central offices and in the place where the work is done. Higher education, like every other state agency, has a legitimate complaint about central purchasing that produces equipment or supplies that are inadequate for operations or even if it only produces adequate equipment and supplies through cumbersome and expensive procedures. Higher education, like every other state agency, is entitled to complain about central executive planning that results in deadening the initiative of any administrator.

As one whose teaching experience includes 14 years in higher education and seven years in my present position, I would suggest as earnestly as I can that it is a futile hope to expect that public institutions of higher education will receive significantly expanded freedoms from executive and legislative controls, except as these freedoms are accorded all state agencies.

There has been stupidity in many central state agencies but administrative practices in higher education have not always and everywhere been beyond reproach. What is needed is less invective and abandonment of the plea for special treatment. Every complaint that has come to my attention about the constrictive effect of central agencies applies equally to higher education and every other state agency.

We need to eliminate the weaknesses of central review while retaining its strengths.

Sincerely,

Freeman Holmer
Director

and Universities in Transition. Because of economic, social, psychological, and geographic reasons, "they will continue to be a major avenue to higher education for Negro youth . . . for a considerable span of years," he says. A general improvement in Negro colleges will help eradicate the handicaps now imposed on Negroes—and also make the institutions more attractive to white students so that the "Negro colleges" will eventually cease to exist.

A number of the nation's well-established colleges are exchanging faculty members with Negro colleges. Students at Negro colleges get the benefit of better trained teachers. Teachers from the Negro colleges get the chance to teach, or study for advanced degrees, on campuses with higher academic standards.

Tuition charges at all public colleges should be abolished, says professor

Everyone who is qualified should be able to attend college—free. It's a matter of practical public investment in human beings, says Dr. M. M. Chambers of Indiana University, a long-time analyst of rising education costs.

Most schemes for student aid, he explains, have allowed students who would go to college anyway to attend a more expensive one. They have done little for the student who could not afford any college. Scholarships and loans have helped colleges more than students by allowing them to raise their fees without losing students.

"The greatest capital investment is in the education of human beings," Chambers says. "The simplest, most direct, and most economical way to expand higher education is to provide the necessary public facilities at public expense, open to all qualified applicants, tuition free."

CURRENT READINGS OF SPECIAL INTEREST

Undergraduate Career Decisions by James A. Davis. Aldine Publishing Co., 64 East Van Buren St., Chicago, Ill. 60605. 307pp. \$6.00. Discusses the shifts and changes in college student's occupational preferences found by the National Opinion Research Center in a survey of June 1961 graduates.

The Psychology of Vocational Choice by John L. Holland. Blaisdell Publishing Co., A Division of Ginn and Co., 275 Wyman St., Waltham, Mass. 02154. 132pp. Paper. \$1.95. Presents a theory of vocational behavior. Integrates the literature of vocational choice, suggests new research, and outlines some of the applications of current knowledge.

► LANGUAGE: Live poets show students and teachers what poetry is all about

A young poet, Jay Wright, strode casually about the library of a junior high school in Harlem (New York City) one day last spring. He was reading a poem by Thomas Merton in a soft, clear voice.

When he paused, an eleven-year-old quickly asked him, "Where does poetry come from?" Another young-

ster wanted to know, "Did you take a course in writing poetry or just take it up?"

Earlier the same week, two Pulitzer Prize-winning poets, Stanley Kunitz and Robert Penn Warren, read and discussed poetry before several hundred teachers.

Both sessions were part of a series in which 22 young poets read to students in New York City schools. More prominent poets—Robert Lowell, W. H. Auden, Howard Nemerov, and Denise Levertov—conferred with teachers on the nature and aims of poetry. Object: to spark interest in poetry. The program is sponsored by the National Endowment for the Arts (an arm of the National Foundation for the Arts and Humanities), and the Academy of American Poets.

New York City's effort, underway since last February, has stimulated interest in two other cities. The Pittsburgh schools will begin similar sessions in the fall. The Detroit board of education is also considering them.

CURRENT READING OF SPECIAL INTEREST

Improving English Composition. Arno Jewett and Charles Bish, eds. National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036. 116pp. Paper. \$1.50. Discusses how to organize a composition program, describes several successful programs, explains how teachers can use linguistics and what theme readers do, discusses grading.

► SCHOOL BUSES: Auto critic points to unsafe features of school buses

If Ralph Nader, outspoken critic of the safety of American cars is correct, the only danger to school bus passengers is not the traffic streaming by when they get on and off.

In broadening his attack on the safety of motor vehicles, he urged Congressmen to pay a great deal more attention to school buses. Their defects, he said, included a lack of seat belts, doors which easily pop open, windows which tend to fall out, and hard metal rods inside the passenger compartment.

► PHYSICAL EDUCATION: A professional speaks out on current grading practices

A student's physical education grade should reflect his skill, knowledge, and quality of performance—not his behavior in class—according to Dr. Betty G. Hartman, chairman of physical education for women, University of Connecticut.

In a recent speech, Dr. Hartman said that physical education teachers fail to mark students fairly for three reasons:

1. They don't use testing and grading processes in arriving at physical education marks. She believes the reason they don't is that many school districts require only passing or failing, or satisfactory or unsatisfactory, grades in physical education. Some districts do issue letter or number grades in physical education but do not include the grade in the student's average.

Office of the President

March 7, 1967

Dr. M. M. Chambers
Department of Higher Education
Indiana University
Bloomington, Indiana

Dear Dr. Chambers:

Last week, the Board of Trustees accepted my resignation as president of the University, effective at the end of the current academic year. Under normal circumstances, I would have planned to stay at least one more year, thus completing ten years of service; however, because the presidency of Rhode Island College is vacant, and I have long advocated a consolidation of the College with the University of Rhode Island, I resigned at this time to give the Board a free hand in making a decision on the matter, without regard to personalities. I enclose a copy of the special edition of the student newspaper which quotes my letter of resignation, setting forth my views on the consolidation. I also am enclosing a copy of the newspaper account of RIC's acting president, Dr. Charles Willard, and a further report of an interview with me on the matter by the education editor of the Providence Journal-Bulletin. Finally, there is a copy of his feature article from the Sunday paper.

Back in 1939, you were a consultant to President Wriston's committee when it was considering the future of higher education in the state. I have gone over this material pretty carefully to try to find out what your point of view was regarding a consolidation, but must confess that I can't come out with any clear understanding of what your preference was. For example, among the questions to be decided by the committee, in accordance with a memo from you to President Wriston dated March 7, number 14 says "Shall RISC and RICE: (a) be administratively consolidated under one chief executive officer; (b) be kept administratively separate with two coordinate presidents?"

At one point in your comments, you make the following statement: "The control of the two state institutions should be closely coordinated even to the point of actual administrative consolidation under one Board and one principal executive." But I cannot find that you support this statement anywhere else in your comments. I do find under comments about question 7 a suggestion that seems to indicate that you favor "a single executive known as state commissioner of education of very high professional caliber and academic rank who would combine the functions of superintendent of public instruction and chancellor of higher education, and head a unified educational system."

March 7, 1967

Whatever you may have said orally to the committee in addition to your written comments, it was obvious that they decided to keep the two institutions separate with coordinate presidents, although they did adopt the idea of a consolidated Board. I do not wish to involve you in the current controversy, but I wonder whether or not you had any stronger convictions about the situation here in Rhode Island in 1939 than the comments we have would indicate. I would judge that by the statement I have quoted above you felt that one institution under one executive head was to be preferred, but that, in essence, it was not enough of a desirability or a necessity to push very hard for this type of administrative organization.

If you can recall the situation and review your ideas of the time and throw any additional light on this matter, I shall appreciate it. The Board, incidentally, is using Harold Stoke and Earl McGrath as consultants at the present time. Our current Board chairman is apparently convinced that a chancellor system over the three institutions, since we now have a state junior college as well as RIC and URI, is the only answer. I, too, am convinced that, with a voluntary lay Board and three institutions under its control, a full-time professional educator as chancellor is the only possibility, unless the state college and the state university are consolidated. Even if, as I indicate in my remarks, the separate identity of the two institutions is maintained, I am convinced that before very long the Board will have two universities under its control, not one and a college.

I look forward to hearing from you at your convenience.

With all good wishes,

Cordially yours,



Francis H. Horn
President

jen

Enclosures

INDIANA UNIVERSITY

School of Education

EDUCATION BUILDING

BLOOMINGTON, INDIANA 47401

AREA CODE 812

TEL. NO.

March 13, 1967

Dear Dr. Horn :

Your letter of March 7 was all news to me. My first reaction is that you will have made a great mark in the history of higher education by your nine years as head of URI. I also trust that you will also find some other place of service where you will be busy and productive for many years.

I am very hesitant to write about my short sojourn (30 days, as I remember it) in Rhode Island 28 years ago. At that time, considering the very small land area and comparatively small population of Rhode Island, I probably favored consolidation of the two institutions under a single executive; but for reasons which I think I can indicate, the Commission did not adopt that idea. I have long since abandoned any idea of consolidating the control of education at all levels under a Commissioner of Education, in Rhode Island or any other state.

Remembering rather dimly, as I do, it seems I recall that the Commission was rather heavily dominated by its Chairman, Dr. Wriston, and that in the background (much as I regret to say it) there was a personal feud between Wriston and Bressler which colored all the proceedings considerably, and may have been a substantial part of the real reason for the creation of the Commission. This I say, of course, confidentially.

The whole Commission was preoccupied with setting up the new Board of Trustees, and as far as I know gave little or no attention to the question of a single executive, whether as president of a consolidated institution or as a chancellor on a superior echelon.

My own personal preoccupation was with the idea of obtaining for the Board of Trustees as much release as possible from the iron-bound subservience to the Statehouse for which Rhode Island had already long been famous. Accordingly I busied myself in writing some ten sections of the statute, each of which was designed to give the Board of Trustees a specific type of autonomy which I thought appropriate. Somewhat to my surprise, neither Dr. Wriston, other members of the Commission, nor members of the Legislature itself raised any serious objection to those ten sections, and they were enacted into law and signed by the Governor.

As you may have heard me say before, however, it was my observation that in succeeding years each session of the Legislature managed to amend or repeal one or more of those sections, so that within a few years practically all vestiges of my labors had disappeared from the statutes; though perhaps URI did not suffer as much from suffocating Statehouse control as, for example, the University of Massachusetts until recent years.

INDIANA UNIVERSITY

School of Education

EDUCATION BUILDING

BLOOMINGTON, INDIANA 47401

AREA CODE 812

TEL. NO.

Dr. Francis H. Horn --

In latter years, as you may know, I have become disenchanted with the idea of consolidating the control of a whole system of several institutions under one governing board and one executive officer, for several reasons:

(1) If each institution has its own governing board, there is some hope that the members of the board can come to understand some of the history, spirit, present problems and future possibilities of that institution as a part of the statewide picture. No board meeting only a few days each year can hope to do that for a whole system of a dozen or more institutions. Moreover, maintaining several active governing boards gives the state a large company of influential citizens directly interested in higher education, in place of the corporal's guard that serve on a single consolidated board.

But each state is unique in many ways. One could say at once that the foregoing does not apply to Rhode Island, because there are no more than three institutions involved, and all of them are within such short distances from each other as to seem almost naturally to be different campuses of one institution.

My present preference (not necessarily for Rhode Island, but for most states which are much larger and more populous and have many more institutions) is that each institution should have its own governing board, and that any statewide coordinating agency should be only advisory to the Legislature, the Governor, and the several governing boards, as is now the situation in Michigan.

I am also strong for having the presidents involved as full members of the coordinating agency, for no other persons can be as well informed as they about the problems and prospects of their respective institutions. It may be very well for the agency to include a few laymen, perhaps to serve as a mollifying influence when personal clashes occur between presidents. The executive officer, I think, should be primarily a director of research and public information and a center of liason among the institutions, and need not be an expensive and high-powered Czar with coercive powers.

The foregoing fits my notion of a way to accomplish flexible long-range planning for the statewide system, in such a way as to maintain and build up the morale of presidents, deans, professors, students, alumni, parents, and the public. This notion is expressed at a little greater length in the short mimeographed paper enclosed herewith.

Again, my congratulations on your decade of great service Rhode Island, and my best wishes for the future years.

Sincerely yours,

INDIANA UNIVERSITY

School of Education

EDUCATION BUILDING

BLOOMINGTON, INDIANA 47401

AREA CODE 812
TEL. NO.

April 24, 1967

Mr. J. Rufus Bealle
P. O. Box 1554
University, Alabama 35486

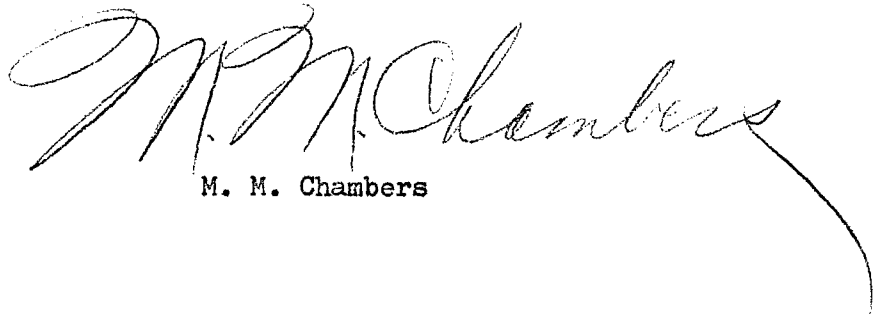
Dear Mr. Bealle :

The other day when I hastily mailed you a copy of Freedom and Repression in Higher Education I was unable to find a copy of the paper on "Issues in Statewide Coordination" which is enclosed herewith.

The spirit of the two documents is much the same. I have very little tolerance of centralized statewide bureaucratic control of public higher education; and although I do not recall having discussed the matter with you, I can well imagine that you are aware of some of the dangers to the progress of a principal state university, such as the University of Alabama, that inhere in tight statewide control.

I understand that in the next Alabama legislature there will be a faction loudly demanding a change in the state-level structure for higher education, and the Legislature will have to decide whether to go that way or otherwise. I hope nothing occurs to diminish the autonomy and spirit of freedom of the University of Alabama.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "M. M. Chambers". The signature is written in dark ink and is positioned above the printed name.

M. M. Chambers

The State University

Higher Education: Who Pays? Who Gains?
Financing Education beyond the High School. M. M. CHAMBERS. Interstate, Danville, Ill., 1968. xvi + 304 pp. \$6.95.

Author of numerous monographs about higher education, and a long-time student of the subject, M. M. Chambers, who currently is attached to the School of Education at Indiana University, deserves and enjoys widespread respect among administrators of colleges and universities. Indeed, singlehandedly and with considerable success, Chambers each year collects and distributes timely data on state government appropriations in support of higher education, a task which the Office of Education in the U.S. Department of Health, Education, and Welfare has found beyond its capabilities.

The author in his epilogue describes the present volume as a "subjective essay dealing with comprehensive concepts." No reviewer could improve upon this statement. Certainly this book is highly subjective. Chambers has some definite points of view about higher education, and once again he sets them forth with his usual vigor. His impressions may and sometimes do depart from a considerable array of facts which might warrant a different opinion. This circumstance doesn't bother Chambers.

The volume serves a dual purpose. It is a convenient handbook of observations about financing colleges and universities in the United States. In this respect, the author does not explore any new ideas, but he provides a useful summary of current practice and present issues. But the book is even more, as I have suggested, a vehicle for a restatement of personal positions.

First of all, Chambers is a strong defender of the state university and of the state government role in supporting higher education. In all the furor about federal government financing of higher education, there is a tendency to forget that our state governments provide the bulk of available funds for the current operation of higher education in the United States and that state government appropriations in support of higher education have crossed the \$5-billion mark in the current fiscal year. Chambers thinks state governments can and will do still more. Those of us who labor in this vineyard hope that 1969 will prove him correct.

Perhaps it is the financial plight of

the private colleges and private universities which results in the focus of so much attention upon the federal government as a source of financial support. Few state governments appropriate funds for other than the current operations of state-government-sponsored and local-government-sponsored institutions of higher education.

Although he holds his baccalaureate from a private, liberal arts college—his doctorate is from a state university—Chambers is critical of private institutions for their attitude toward the public institutions, and especially for the belief that low tuition charges at public colleges and universities have caused their financial difficulties. He urges private colleges and universities to emphasize their unique attributes and not to worry about competing with the public institutions.

Second, Chambers is an advocate of low tuition for the public colleges and universities. He insists that higher education is principally a benefit to the whole society, not just to the individual who attends and graduates, and so he argues that higher education is an "ideal object of productive public investment." Although he seems to have no objection to federal and state programs of student assistance, these are no substitute in his view for low tuition charges at the public institutions.

In the third place, Chambers argues forcibly against student loans, tax deductions and tax credits for higher-educational expenses, and such proposals as that of the Zacharias Panel of the President's Science Advisory Committee. He notes that the benefits of such proposals may fall primarily to higher-income families, that "back-door" expenditures by the federal government are still expenditures, and that loan arrangements might indenture a student for life.

Finally, I must note that Chambers has no love for statewide "coordination" in higher education. He favors constitutional autonomy for public colleges and universities, institutional competition for funds, development by each institution of any academic program it wishes to undertake, and such voluntary cooperation as public institutions may care to enter into one with another. He recognizes the coordinating authority of governor and state legislature, but sees no good argument for placing any administrator between individual institutions and the policy-making organs of state government.

As usual, administrators, government officials, and faculty members (I would like to include students as well) interested in the financial operations of higher education will be interested in what Chambers has to say, whether or not they agree with all his points of view.

JOHN D. MILLETT

Ohio Board of Regents, Columbus



Commissioner of Higher Education
RICHARD D. GIBB

Regents of Education State of South Dakota Capitol Building Pierre, South Dakota 57501

(605) 224-3455

MEMBERS

RICHARD H. BATTEY, President, Redfield
H. LAUREN LEWIS, Vice President, Sioux Falls
JAMES I. DEAM, Secretary, Yankton
KENNETH L. ARTHUR, Belle Fourche
CHARLES H. BURKE, Pierre
JOHN W. LARSON, Kennebec
HARRY D. WITT, Butler

September 11, 1970

GOVERNING BOARD FOR

BLACK HILLS STATE COLLEGE
DAKOTA STATE COLLEGE
NORTHERN STATE COLLEGE
SOUTHERN STATE COLLEGE
SOUTH DAKOTA STATE UNIVERSITY
UNIVERSITY OF SOUTH DAKOTA
SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY
SCHOOL FOR THE VISUALLY HANDICAPPED
SCHOOL FOR THE DEAF

Dr. M. M. Chambers
Department of Educational Administration
Illinois State University
Normal, Illinois 61761

Dear Dr. Chambers:

We receive the publication, "Grapevine", and I was particularly interested in your September, 1970 issue.

You have a lengthy discussion of graduate work and of "surplus" of teachers. Let me say in the beginning that I am in rather complete disagreement with what you say and agree almost completely with what Lyman Glenny has said and I personally heard him say it in Vermont this summer. Let me say further that I moved from Illinois to South Dakota two years ago and am not unfamiliar with higher education in the state having attended the Board of Higher Education meetings for four years as well as the Board of Governors of State Colleges and Universities for the same period of time. My former President, Dr. A. L. Knobleuch, is now a member of your own Board of Regents.

Whether or not there is a "surplus" of teachers depends upon how you define surplus. The economic definition of a surplus for farm products is "when more is being produced than can be sold at prices farmers are willing to accept". (I first came across this definition when I was doing my Ph.D. in Economics at Michigan State University.) There is no question that in many, many areas we need far more teachers than we now have. On the other hand, until such time as money is provided to employ them at reasonable salaries, there is a surplus.

You indicated early in your comments that "it could cause 'coordinating board' staffs to harass university governing boards and presidents by attempting to dictate the management of the graduate schools". It would seem to me that there is a natural tendency for institutions to want to embark upon graduate programs as a status symbol. I have seen far too many instances where this was done and money was siphoned off of the undergraduate programs and put

Dr. M. M. Chambers
Page 2
September 11, 1970

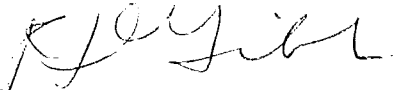
at the graduate level. If, in fact, enough money is available to do an outstanding job of both, that is fine but I have seen very few states where this is the case. It would seem to me that if we are short of money (and almost every college and university is), our first obligation is to make sure that the undergraduate program is of the quality that it should be. After that has been assured, then one can legitimately look at graduate programs but I just don't believe that it has happened that way on most campuses.

I know that we here in South Dakota will not receive nearly as much money for our budgets for next year as the institutions have asked for. This is not a defeatist attitude but a realistic one. We have requests from each of our colleges and universities for additional funds for the library and for a number of other either improved programs or new programs. It seems to me that we have to set some priorities and if we do not have enough money to go around, we had better put undergraduate programs first on the priorities and then proceed from there.

With respect to Dr. Glenn's "rating" of graduate schools, you have done nothing in your article to indicate clearly that he is incorrect. As a matter of fact, you indicate that one should "not swallow too hastily any glib judgments . . ." and I find your comments much more glib than those of Dr. Glenn's!

Finally, with respect to Dr. Glenn, I too disagreed with him from time to time but I think I have not seen a more brilliant educator and as a matter of record, what Dr. Glenn has predicted for the last 10 or 12 years has come about almost without exception. If I ever saw anyone with foresight, he has it and I find that, in general, people who disagree with him are those who are most reluctant to change and accept new ideas.

Sincerely,



Richard D. Gibb
COMMISSIONER OF HIGHER EDUCATION

RDG:bms



Retired Teachers Section
Florida Education Association



President	1st Vice-President	2nd Vice-President	Past President	Secretary	Treasurer	Legislative Chairman
Dr. G. Ballard Simmons 400 N. W. 14th Street Boca Raton 33432	L. C. Harwell 1626 Glendale Street Jacksonville 32205	Mrs. Elsie Potts P. O. Box 922 Riverview 33569	M. O. Worthington 539 N. E. 4th Avenue Fort Lauderdale 33301	Dr. Edna E. Parker 290 Tuxedo Lane West Palm Beach 33401	Carl Price 120 Celestial Way Juno Beach Apts. 205 North Palm Beach 33403	Mrs. Grace A. Stevens 546 N. E. 5th Avenue Gainesville 32601

Gainesville, Florida, October 2, 1970

- I Miss Loree Atkinson
1903 E. Leonard Street
Pensacola 32503
- II Mrs. Jessie O. Hathaway
812 S. Highway 30-A
Panama City 32401
- III Dr. R. L. Goulding
1112 Lasswade Drive
Tallahassee, 32303
- IV Don C. Allen
711 S.W. 27th Street
Gainesville 32601
- V Mrs. Mildred Ross
Box 8072
Jacksonville 32201
- VI Miss Helen Koehler
1789 San Marco Boulevard
Jacksonville 32207
- VII Miss Natalie Lamb
518 N. Wild Olive Avenue
Daytona Beach 32018
- VIII Miss Martha Arant
747 Maryland Avenue
Winter Park 32789
- IX Mrs. Evalyn M. Simmons
400 N. W. 14th Street
Boca Raton 33432
- X J. E. Brown
P. O. Box 152
Ocala 32784
- XI Mrs. Kate Hodges
411 West Emma Street
Lakeland 33801
- XII Miss Margaret Stine
114 4th Avenue South
Tallahassee 32305
- XIII Mrs. Opal Dudley
221 Hawthorn Road
Tampa 33611
- XIV Mrs. Gertrude Hines
2710 Toronto Street
Tampa 33609
- XV Mrs. Myrtle Rhoden
2412 12th Avenue West
Bradenton 33505
- XVI O. K. Phillips
1502 N.E. 5th Street
Fort Lauderdale 33301
- XVII Miss Nina Fowler
1809 Brickell Avenue
Miami 33129
- XVIII Dr. Joe Hall
7830 S.W. 57th Court
Miami 33143
- XIX Mrs. Ethea Stricker
517 Williams Street
Fort West 33040
- State Institutions
Dr. R. E. Kipp
2603 Bethway Avenue
Orlando 32806

Dr. M.M. Chambers,
Professor of Educational Administration,
Illinois State University,
Normal, Illinois.

Dear Dr. Chambers:-

It is good to have you puncture the misstatements about a surplus of teachers. The public could with some degree of truth make the same statement about doctors- if they counted all the persons engaged in the healing arts and all levels. Our local county system will sometimes state how many credentials they have on file and may boast a little that all school are staffed. But I do not recall that they claimed there was a surplus.

If we take four years college work with some professional preparation as a basis we might have a surplus in some areas. From 1900 when I began trying to teach in a country school, to date, I doubt that we have ever had a real surplus of deceptly qualified teachers even in terms of their credentials. Keep at it. Best wishes.

Sincerely yours,

CC R Mead

Dr. A. R. Mead,
1719 N.W. 6th Ave.,
Gainesville, Florida 32601

Connecticut Conference of Independent Colleges

36 Gillett Street • Hartford, Connecticut 06105 • Telephone (203) 522-0271

VINCENT B. COFFIN
Executive Director

MRS. MARGARET V. TEDONE
Executive Secretary

May 13, 1971

OFFICERS OF CCIC

PRESIDENT

Archibald M. Woodruff, President
University of Hartford

VICE PRESIDENT

Thomas A. Smith, Vice President
Trinity College

SECRETARY-TREASURER

Miss Laura A. Johnson, President,
Hartford College for Women

IMMEDIATE PAST PRESIDENT

Marvin K. Peterson, President
University of New Haven

EXECUTIVE COMMITTEE MEMBERS AT LARGE

Very Rev. William C. McInnes,
President
Fairfield University

Charles E. Shain, President
Connecticut College

MEMBERS

Albertus Magnus College
Annhurst College
Bridgeport Engineering Institute
Connecticut College
Fairfield University
Hartford College for Women
Mitchell College
Post Junior College
Quinnipiac College
Rensselaer Polytechnic Institute
of Connecticut
Sacred Heart University
Saint Joseph College
Saint Thomas Junior College
Trinity College
University of Bridgeport
University of Hartford
University of New Haven
Wesleyan University
Yale University

Mr. M. M. Chambers
Illinois State University
Normal, Illinois 61761

Dear Mr. Chambers:

Page 972 of your recent bulletin is devoted to our state, which is appreciated, but I do have to tell you that your critical comments on the work of the State Revenue Task Force do strike us as being somewhat uncalled for. Naturally I realize that this is your own paper and you are at perfect liberty to editorialize as you see fit.

However, the membership on this Task Force was unusually outstanding, and they really worked on the serious problems confronting the State. Along with the recommendation to which you object, they also came out for a state income tax, which we believe to be the only sensible solution to the fiscal problems which would appear to be comparable to those which you had in Illinois before the imposition of your own tax. However, this has become a partisan issue, with both parties privately wishing an income tax, but neither willing to take the onus of recommending it officially. It looks now as if some sort of an unsatisfactory compromise is likely to be reached.

Since your bulletin was written, our Republican governor has come out very vigorously in favor of tuition in the public institutions. This position the Connecticut Conference of Independent Colleges has not endorsed, because we have a good relationship with friends in the public institutions, and do not wish to appear in opposition to them. Nevertheless, many of our members do feel that some modest tuition should be charged.

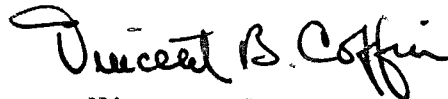
Mr. M. M. Chambers 5/13/71

Page 2

I don't know whether this letter will be of any interest to you, but felt the impulse to give you my reaction to what you had written.

With best wishes.

Sincerely yours,

A handwritten signature in cursive script that reads "Vincent B. Coffin". The signature is written in dark ink and is positioned above the typed name and title.

Vincent B. Coffin
Executive Director

VBC:r

M. M. Chambers
Dept. of Ednl. Administration
Illinois State University
Normal, Illinois 61761

January 7, 1972

Dr. Hubbard:

If I understand your request of yesterday, it is for references to the literature of internal organization of universities.

A short list of references is attached, and I am also able to hand you herewith a few of the books and articles referred to.

Unfortunately it seems to me that none of this stuff is of very much practical help.

Itake it that you want ammunition to deal with such questions as what to do about reducing administrative complexity and proliferation. Since the literature on that subject in higher education is sparse or non-existent, I venture some comments:

(1) Multiplication of echelons is to be avoided. Some of the largest universities now have twenty or more ~~###~~ colleges, schools, and other autonomous units reporting directly to the president; and while some theorists argue that this means chaos, yet various well-meant efforts to insert another echelon between the president and smaller groups of these units (such as a provost for medical and health education in command of separate schools of medicine, dentistry, pharmacy, nursing, medical technology, etc.) have generally created considerable confusion and dissatisfaction, and have sometimes already been abandoned. Likewise the creation of divisional deanships within a large college of arts and sciences has not been demonstrated to be any fireball of success. The upshot is that in university organization there should not be more than three echelons: (a) the all-university level, (b) the college or school level, and (c) the level of the departments, institutes, or centers; with the possibility that a few of (c) report directly to (a).

Another way of putting this is to say the concept of a small "span of control" (not more than five or six subordinate units reporting to a top executive) which is popular in industrial and military management, is not necessarily appropriate for academic organization. University organization can appropriately be "flat" (with a dozen or a score of units reporting to a single executive) because absolutely tight "top down" control is not necessary as it is in a military or industrial organization. Beyond appropriate limits, it is not only unnecessary, but actually destructive.

* * * * *

Nothing is said here as to what to do when confronting the fact that Public Administration is offered in the Department of Political Science, Business Administration is taught in the School of Business, and Educational Administration is offered in the College of Education, to say nothing of the fact that Public Finance is taught in the Department of Economics, and opportunities for internships in management exist in the office of the Vice President for Administration. Locally this situation is heavily modified by the fact that

the only department involved which is able to offer advanced graduate studies (doctoral studies) is the Department of Educational Administration.

Very probably the most sensible approach is toward a gradual increase in cooperative activities among the five units named, (some of which are already in progress), rather than any drastic re-organization or consolidation.

A College of Business would not want to lose its Department of Business Organization and Administration. A Department of Political Science would not want to lose its Public Administration. A Department of Economics would not want to lose its Public Finance. Any gains from a disruptive reorganization would be doubtful. Rather than abolish any of the units or sub-units named, the better view would be to consider the long-range development of each.

Meantime, it would be all to the good not only to encourage more actual cooperation among the five, but also to increase the visibility of a possible program in Administration, available to qualified students wishing to select their courses from more than one, or perhaps from all five, of the units named.

Such a program in Administration could lead to Bachelors' and Masters' degrees. Possibly ultimately the Department of Educational Administration would become also a doctoral Department of Administration. I say no more here because I understand the question has for the present been assigned to Eric Johnson's committee.

* * * * *

The foregoing brings to mind the possibility that one or more, or perhaps even all, of the six colleges now composing ISU might disappear. Any such reorganization, whether partial or total, would inescapably consist in large part of a mere shifting of labels. This might well have some value, but the chances are heavy that it would create many months and years of confusion and lowered morale that more than counterbalance any gains.

One must recognize that some of this kind of change is unavoidable in the long run; but that it should be gradual and not cataclysmic.

* * * * *

Again on the subject of administrative complexity: It should not be necessary for each of the three echelons in university administration to maintain a full complement of paper-pushers, to process and re-process every petty matter, producing a three-fold multiplication. I am sure there is generally too great a tendency for trivial questions to be escalated upward to the top echelon, consuming costly effort at each way-station. The remedy is devolution. Let Standard Operating Procedure unmistakably give each department head wide authority within the appropriate scope, and let it be known that department heads are expected to settle these matters and not buck them up to the next higher echelon. Likewise define many important matters that are expected to be decided by the deans of schools or colleges; and closely limit the volume of decisions that have to be made at the all-university level.

This does not mean that the president loses control. Real control consists largely of decisions on the annual budget and its through-the-year administration, which is ultimately in the president's hands. He also always has available to him his after-the fact knowledge of what is going on in every part of the university, derived from his office of institutional research, his various advisory committees, and the report of the annual post-audit of the university by an outside agency.

There is a very strong feeling everywhere among persons aware of what universities are for and how they function best, to the effect that it would be a calamity to make the management of a large and diverse institution unitary-- that is, to reduce deans and department heads to the status of clerical errand-boys, and concentrate all decisions in the top executive office. In all really great universities the respective colleges and schools have very great degrees of autonomy, and the departments and institutes are likewise independent within their own spheres.

I am sure that, especially in departments of intermediate size the administrative time and the clerical help available to the head of the department is usually too scanty; but such department heads are usually willing to carry a considerable teaching-load for the love of it, and only a fractional addition to the departmental clerical force would make possible better performance in this primary administrative unit.

Although managing a college or school of considerable size is a heavy task, there is recently a tendency toward what is probably an excessive number of associate deans, assistant deans, and assistants to the dean, with a comparable complement of administrative and clerical assistants, tending to make the dean's office somewhat of a bedlam. Perhaps the situation is not so lamentable if all of these numerous subalterns are really carrying teaching-loads, and their connection with the college office is largely in the nature of an internship.

It is very probably true that at the all-university echelon, many universities, including ISU, tend to have some excess of administrative and clerical personnel.

Some of the more common examples are:

(a) An unnecessary and costly overemphasis on internal pre-auditing. As nearly as I can learn here, pre-auditing of disbursements^{is} done by a staff called "accountants" under the Comptroller, and another staff called "auditors" conduct a continuous rotating series of post-audits which should be unnecessary because of the annual post-audit by an outside agency. In other words, there are two distinct internal audits-- a pre-audit and a post-audit, in addition to the regular annual external audit.

At the University of Michigan there is almost no central pre-auditing, because the Vice President for Financial Affairs maintains a relationship of confidence with the heads of the cost centers, and trusts them to control their disbursements in reasonable consonance with their respective budgets. Michigan does not have the useless, annoying, and wasteful provision that every dollar not disbursed or obligated by midnight June 30 reverts to the state treasury, which is found in many states.

(b) Failure to decentralize lower-echelon duties, allowing them to be escalated upward to the top administrative level, often causes a costly congestion of "middle-level administrative talent" in each of the major all-university offices (academic affairs, student affairs, financial affairs, university relations, research administration, and development).

I have a distinct impression that in the best and largest universities the work that should be done in the offices of the deans is not performed or re-done at the all-university level, but that it is continuously supervised and guided by weekly meetings of the president, the vice-presidents, and the deans. In this way the president maintains over-all knowledge and ultimate control, without being surrounded by an army of associate vice-presidents, assistant vice-presidents, assistants to the vice-presidents, and special assistants of a dozen varieties. This is not to say the president can not make good use of, and is always not entitled to, one or more assistants to the president, for such general or special duties he chooses to assign.

**** * * * *****

Some thoughts on reducing the total number of cost centers: One impression I have acquired during my short stay at ISU is that ISU probably needs to increase the fiscal authority and responsibility of the deans of the colleges. This is not to say the fiscal duties of department heads should be zero-- not by any means; but most of them at least should solve most of their problems in collaboration with their respective deans. If the deans at ISU were to be suddenly given and accept this authority and responsibility, then there would probably be scarcely more than ten major cost centers at ISU today-- for there are only six colleges.

I have a strong feeling that it is highly desirable to preserve the shell structure of the six colleges. When young people today contemplate attending something called a university, they are entitled to expect to find colleges of arts and sciences, education, business, technology, fine arts, and a graduate school.

At ISU all these colleges except the first two named are as yet relatively small. Since at many universities the college of arts and sciences came to enroll half or more of all the students, it has often been thought both academically and fiscally advantageous to drop the general name and operate instead from three to five colleges bearing such captions as (1) communications, (2) humanities, (3) social sciences, (4) natural sciences, or (5) mathematics and statistics.

The creation of the proposed division of research and development (all-university) at ISU, to include the operation of the laboratory schools, would remove some of the present overweight of the college of education. Since education enrolls most of the graduate students in the university, probably both academic and fiscal benefits could be derived by separating a graduate college of education as a separate cost center.

Careful progress toward some of the changes just suggested could result in a picture of the whole university as composed of not more than fifteen (certainly not more than twenty) major cost centers, each having some academic cohesiveness and a degree of fiscal manage-ability without creating the unnecessary shock of a drastic total reorganization.

* * * * *

After further search of the literature, I find nothing directly in point. If I have misunderstood the request, I am willing to work further on the matter.

M. M. Chambers

ILLINOIS STATE UNIVERSITY

FOUNDED IN 1857

NORMAL, ILLINOIS 61761

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Educational Administration Building

Telephone: 309/438-3636

February 12, 1972

Vice President Edwin M. Crawford
Public Affairs
University of Virginia
Charlottesville, Virginia 22903

Dear Mr. Crawford:

Pursuant to our telephone conversation of February 11,
I send you this letter in two parts:

- (1) Descriptive statements regarding GRAPEVINE, and
- (2) Comments on my situation at Illinois State U.

1

Past and present. GRAPEVINE is a small bulletin carrying "reports on state tax legislation; state appropriations for universities, colleges, and junior colleges; legislation affecting education beyond the high school". There are now 12 to 15 issues per year, approximately monthly. The current issue (February 1972) is Number 163, pages 1035-1040. Each issue normally consists of 6 or 8 pages offset printed from typed copy. About 900 copies are printed and mailed from Illinois State University. Additional copies (numbers unknown to me) are reproduced by the American College Public Relations Association and mailed from Washington, D. C., both by that Association and by the American Association of State Colleges and Universities. GRAPEVINE is not copyrighted and no subscription fee has ever been charged.

Mechanical production and mailing, including first-class postage, have been financed in large part or wholly by the University of Michigan (1959-63), Indiana University (1963-69), and Illinois State University (1969 to date). Probably the cost of these items does not exceed \$2,000 in any one year. Clerical services in preparing copy may be \$1,000 to \$2,000 a year. No precise accounting has been kept.

A flow of inquiries by mail and telephone is attracted by GRAPEVINE. Attached hereto is a sheet dated December 10, 1969 on which the identities and geographic distribution of telephone inquirers over a 3-month period are detailed.

Prospective plans. While it is not thought desirable to expand the bulletin to voluminous size, the occasional addition of a few pages would afford room for more thoroughgoing analysis of the comparative statistics, including some treatment of the economic, demographic, and traditional settings of different states and regions. Thus the dangers of misinterpretation or misleading use of the figures could be reduced, and new contributions could be made to the understanding of factors influencing state tax support of higher education.

Part (2) of this letter is on page 2.

ILLINOIS STATE UNIVERSITY

FOUNDED IN 1857

NORMAL, ILLINOIS 61761

Vice President Edwin M. Crawford, University of Virginia -

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Educational Administration Building

Telephone: 309/438-3636

2

Academic position of M. M. Chambers. Illinois State University first sought my services in August 1966. President Elvis J. Stahr of Indiana University opposed my leaving his institution during the year 1966-67, but permitted me to spend one week of each month at Illinois State University throughout that year. Later, in September 1969, I came to ISU full-time as "visiting professor of educational administration and consultant on higher education". My employment was and is on successive one-year contracts.

My teaching load has usually been 3 to 6 hours a week of courses in administrative, historical, financial, and legal aspects of higher education, for graduate students already possessing Masters' degrees and for post doctoral students. I have no objection to teaching upper-division and fifth-year students, and think it might be very well if an appropriate course in financing higher education were offered to all such students as an optional elective.

My other activities consist of a good deal of research, editorial work on publications, writing, and consulting. Detailed description of these enterprises requires much space. A single sheet attached hereto lists part of them for fiscal year 1970-71 only (sheet dated September 24, 1971). If needed, I can send you an elaborate 10-page record of my activities during calendar year 1971, recently prepared for the academic files of Illinois State University.

I have assigned to me exclusively a half-time secretary. This is a perquisite which I regard as indispensable on account of the nature of my work.

Having no family, I am easily mobile and could move to another institution with a minimum of inconvenience, and am accustomed to being at home anywhere.

If you think it desirable, I can meet with you in mid-March at your convenience, either in Indianapolis or here.

Meantime, if you would like to have any part of this letter elaborated further in writing, or any other information that I can supply, let me know.

Greetings and good wishes.


M. M. Chambers

NATIONAL BOARD ON GRADUATE EDUCATION

Established by the Conference Board of Associated Research Councils

OFFICE OF THE CHAIRMAN / 345 ARMORY / UNIVERSITY OF ILLINOIS / CHAMPAIGN, ILLINOIS 61820

March 8, 1972

Professor M. M. Chambers
Department of Educational Administration
Illinois State University
Normal, Illinois 61761

Dear Professor Chambers:

I have read with interest your paper on "Panic in Higher Education." You describe accurately the present mood and its consequences in the support of colleges and universities. I fear that tailoring higher education services to meet a temporarily "depressed" market will be very expensive in the long run.

I do not interpret Mr. Charles Kidd in the way you regard his paper on manpower. He believes that the rate of production of Ph.D.'s must be altered, but not in a manner to eliminate all growth. With this thesis, I must agree. The problem is how to determine sensibly the margin of growth over a 20- or 30-year period. The assumptions, of course, will govern the conclusions in a statistical study of this kind.

The National Board on Graduate Education will deal with the manpower question in some form but whether a consensus can be developed remains to be seen. Certainly, it would be helpful if we could get some well defined common ground for discussion, at least as far as the assumptions are concerned.

There is only one substantive point in your paper with which I would have serious disagreement -- "that we assume that at least 90 per cent of all persons can benefit themselves and bring added benefits to the society as a whole by having some formal education beyond the high school." I do not know what authority you have for the assumption that we are "committed" to universal higher education in that sense. I interpret our national policy to mean that we are committed to universal educational opportunity. The realization of the opportunity, however, lies in large part with the motivation and capability of the individual, and I cannot foresee that anything like 90 per cent of our people will have the motivation or capability for formal education beyond the high school. I think our philosophies are not in opposition, but our estimate of numbers may be, and they do make a difference in our planning.

Thank you, too, for the copy of the note by William Trager. It is a good one and merits wide circulation.

Thank you for writing. Personal greetings,

Sincerely,

David D. Henry
David D. Henry, Chairman

BOARD MEMBERS

David Henry
Chairman
Joseph Ben-David
Herman R. Branson
Allan M. Cartter

Paul F. Chenea
W. Donald Cooke
John P. Crecine
Everett W. Ferrill
Norman Hackerman
Hans Laufer

Sol M. Linowitz
Robert M. Lumiansky
Maurice Mandelbaum
James G. March
John Perry Miller
John D. Millett

Hans Neurath
Rosemary Park
Terry Sanford
Stephen H. Spurr
Robert Strotz
Frederick Thieme

UNIVERSITY OF COLORADO
BOULDER, COLORADO

PRESIDENT'S OFFICE

March 9, 1972

Dr. M. M. Chambers
Department of Education Administration
Illinois State University
Normal Illinois 61761

Dear Dr. Chambers:

Thank you very much for your letter of February 25th enclosing your article about the "panic". I certainly agree with you the reaction has been beyond real justification. I think the evidence to date indicates that the American "dream" was largely achieved through education and there is nothing I know of that proves we should stop now realizing new dreams.

I presume you have read it, but you may refresh your memory on this particular item of concern by looking again at the National Science Board 1969 Report entitled "Toward a Public Policy for Graduate Education in the Sciences". On Page 10 and 11, there is an indication that the report rests on a premise that "in very large measure it is the supply and contribution of trained individuals that engender demand", and then goes on to discuss the matter further.

The circumstances of 1972 are different from 1967 and 1968 when that report was prepared. If all the perception, understanding, and some of the numbers differ, it seems to me this basic premise nevertheless remains unchallenged.

Thank you again for your paper. I assure you that as we get to work in the National Board of Graduate Education that the point of view that you express will be represented.

Very sincerely,



F. P. Thieme
President

FPT:js

Commission on Independent Colleges and Universities

NEW YORK

37 Elk Street, P.O. Box 7274, Capitol Station, Albany, New York 12224
(518) 436-4781

October 10, 1974

Dr. M. M. Chambers
Department of Educational Administration
Illinois State University
Normal, Illinois 61761

Dear Dr. Chambers:

I have just read your book, "Higher Education and State Governments 1970-1975", and I am dismayed at your attitude toward private higher education. I am a graduate of the Center for the Study of Higher Education at the University of Michigan, and was a student there during your years at the Center. I can recall that you had a gloomy forecast for the future of private higher education, but did not realize your partisan approach to the subject until I read your most recent book. Admittedly there are records in many states of resistance to the development of public systems of higher education and New York State has one of the more prominent such records. But as with most things, the story is not one-sided. I can recall from some of my studies of Michigan higher education that the sparcity of quality of private higher education in that state is much due to the fact that for many years in the 19th century, the Michigan state constitution only allowed the University of Michigan to grant degrees.

It is my view that the major difference between most private and public institutions is who pays the bill -- the state or the parents. My doctoral research had to do very much with the development of the university during the early part of this century, and I can recall most clearly that at that time, Presidents Hadley of Yale and Wilson of Princeton consistently referred to their universities as public universities. It has been my experience that just about every private college that I have known considers itself in the service of humanity and of our national society. In working for two private colleges and one public university in my career, I have seen very little difference in the mission of these two types of schools.

Your chapter on New York State, I believe, shows little knowledge of the dynamics occurring here. You start off on page 173 speaking of "Two Great 'Academic States' in New York". You have completely ignored the fact that the private colleges and universities in this state play a most substantial role. For example, the private institutions grant over 1/2 of the baccalaureate degrees, and the following list will indicate what percentage of the most expensive degrees the private colleges produce:

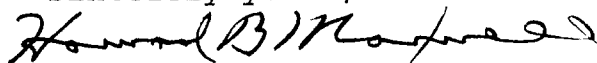
Masters Degrees	63%
Doctorates	76%
1st Professional	83%
Engineering	78%
Architectural & Environmental Development	71%
Law	92%
Health Professions	60%

In New York State, we have developed a fine working relationship among those three "academic states". We have an organization, The Association of Colleges and Universities of the State of New York, which has both public and private membership. One of the resolutions of this association several years ago declared that the higher educational resources of the state should be considered as one and the Regents have agreed with this. Much of the cooperation between the public and private institutions can be credited to the fine statesmanship of Chancellors Kibbee and Boyer. You mention on page 187 the statement released in 1971 by the Big Six. You should be aware that many of the other private universities resented the Big Six presuming to speak for them, and were upset that this might hurt the developing relationships with the State University and the City University. It is interesting that you should just mention this unfortunate incident and you do not mention the development of Bundy aid which had the approval of both Chancellors Kibbee and Boyer. In addition, the Tuition Assistance Program that was passed this spring after publication of your book also had the support of the public sector, even though it was understood that the private schools should benefit most in the closing of the "tuition gap". Incidentally, this latter legislation passed both houses of the state legislature unanimously.

I think the goal that you and Algo Henderson often espoused in graduate school that there should be free tuition in higher education is laudable, but, I think, unrealistic. In a real sense, all public elementary and secondary education is not completely free; I speak as a parent in this case. If we were to have free tuition, it would be extremely wasteful to ignore the resources of private higher education, particularly in the case of our states in this area of the country. I do not think the taxpayers would stand for wasteful duplication of expensive professional and graduate programs. Our approach in New York State has been to recognize that such programs are in the public interest; they are generously supported by this state and will continue to be so.

I will be most happy to send you factual information and statements of the Regents and others to back up my points if you desire. Possibly, we can meet at the AAHE meeting in Chicago in March, and we can talk about this. I do not think that you are serving the best interests of higher education with your approach in this book and shall be most happy to hear your replies to my statements in this letter.

Sincerely yours,



Howard B. Maxwell
Director of Planning and Research

ILLINOIS STATE UNIVERSITY
FOUNDED IN 1857
BLOOMINGTON-NORMAL 61761

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
331 DeGarmo Hall

Telephone: 309/438-3636

October 14, 1974

Dear Dr. Maxwell :

It is good to have your letter of October 10; and it will be fine if our paths cross in Chicago in March so as to give us an opportunity for conversation. Meantime I offer you the courtesy of brief written responses to some of your comments:

My 1974 book, Higher Education and State Governments, 1970-75 DEALS EXCLUSIVELY WITH PUBLIC Higher Education in the fifty states. The book is to a considerable extent built around the tabulations of appropriations of state tax funds for annual operating expenses of higher education, and is a result of half a decade of that kind of data-collecting. (You probably know I circulate these data continuously in small monthly reports under the caption GRAPEVINE). The tables contain (for perhaps half the states) entries of sums appropriated either directly for private institutions (as in Pennsylvania and New York, for example) or indirectly through various types of state scholarship systems, in most of which most of the money ends up in private colleges; but the book is not by any means a study of private colleges, and they are virtually excluded from its purview because the job of studying the public institutions is big enough for me and any attempt to include any similar treatment of private institutions would much more than double the size and difficulty of the task.

Predecessor of this book (of which you may or may not be aware) is my 1970 book, Higher Education in the Fifty States (452 pp.), which is in a very similar plan, but covers chiefly the decade 1960-70, with a few smatterings of earlier history in some instances. I had a problem of keeping the 1974 book within reasonable space limits, and also of avoiding repetition from the 1970 book as much as possible, while making the stories in the 1974 book "stand on their own feet" despite the fact that they had to be very brief.

You remark quite correctly that New York is one of a few states in which opposition to the development of public higher education was strongest and persisted longest, and that most of this opposition was and is centered in 8 to 10 Northeastern states. I recognize the difference between how the scene must look in New York, where even yet perhaps 40 or more per cent of all students are in private institutions, and in the nation as a whole, where the percentage is now no more than 24, to say nothing of several states in which it is less than 10. If you tag me as a strong partisan of tax-supported public higher education, you are right; but I do not wish to be regarded as hostile to the private sector. I advocate tax support for all reputable institutions, private or public, preferably from the federal government (because that's where the money is), on some such simple plan as New York uses for direct state aid to private nonsectarian institutions, initiated in 1969. (This plan is briefly described on page 12 of the 1974 book, with the bibliographical reference in footnote 4).

MORE

ILLINOIS STATE UNIVERSITY
FOUNDED IN 1857
BLOOMINGTON-NORMAL 61761

Dr. Howard B. Maxwell

Page 2

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
331 DeGarmo Hall

Telephone: 309/438-3636

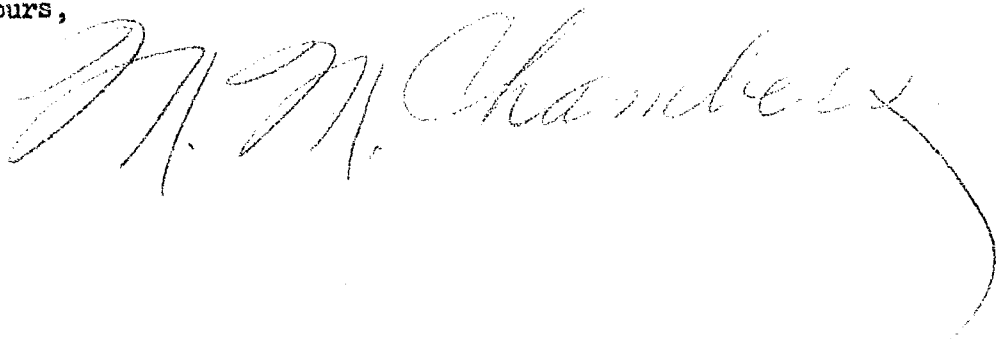
However, I am vehemently opposed to the argument that the public institutions must be compelled to raise their tuition fees to the level of those of the private universities, in order to provide "fair competition". This could only result in large losses in enrollment and severely cut back the extent of opportunities now available. Although this proposal in various forms was given vast publicity in 1973, I believe it is already largely discredited. The American Council on Education and many other national organizations oppose it, but advocate instead some tax support for private institutions.

As you and I both know, a great deal more could be said and written about the foregoing matters. As a student of the legal and financial aspects of higher education, I have always had the view that although private nonprofit colleges may indeed perform a public service of great value, yet there are every substantial legal and fiscal differences between private and public colleges that ought not to be ignored or fogged up. My field of study is the public sector, and in none of my books or articles do I attempt to deal in detail with private colleges, save in instances where their representatives put forward proposals which seem to me to be absurd as well as capable of great damage to the public welfare.

We shall always have private colleges, because the right to operate one, to teach in one or appointed, to be a student in one if accepted, and to give money or property to one if desired, are all fundamental constitutional rights; for the indefinite future there will always be many persons who prefer them for religious predilections, family traditions, and a thousand other private preferences. Freedom of choice in this matter will be preserved, even if some tax subsidy of private colleges is necessary to preserve it. But now that fewer than one-fourth of all students are in the private sector, with the possible prospect that the fraction may decline to one-fifth or less before it levels off, the relative role of private institutions must be recognized as much smaller than it was from 1930 to 1950, when it fluctuated along at about 50 per cent.

Again I recognize that the scene in New York State is different. Let me wish you all success in your important job with the Commission on Independent Colleges and Universities. It will be good to see you at Chicago in March.

Sincerely yours,



ILLINOIS STATE UNIVERSITY
FOUNDED IN 1857
BLOOMINGTON-NORMAL 61761

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
331 DeGarmo Hall

Telephone: 309/438-3636

February 15, 1975

Editor, The Chronicle:

Let me be among the first to protest the publicizing of page 7 of the February 10, 1975 issue, of the projection of long-future enrollments by Stephen P. Dresch, who is quoted as admitting that his simulation is "quite literally a fake".

Like many "mathematical models" Dresch's offering ignores reality. The projected "big decline in the 1980's, and a further though slower decline in the 1990's", leading to a total nationwide enrollment of "only two-thirds as many students in the year 2000^{as in 1970}~~as that in 1970~~ as that in 1970, is ~~that in 1970~~ ~~credibility~~ ~~credibility~~. Dresch apparently claims no credibility for it. Publicizing it under a headline can mislead many people and retard progress in the nationwide enterprise of higher education.

All long-term estimates involve much guesswork, because it is impossible to quantify or even to anticipate all the pertinent factors. It is a disservice to publicize one which expressly disregards many such factors that are paramount.

Contrast Dresch's projection with the careful and comprehensive combining of data from eight scholarly sources, issued in a 48-page document by Mangelson, Morris, Poultney, and Seeley in January 1974 at the Center for the Study of Higher Education at the University of Michigan. This projects rapid growth to 1980, a level plateau during the 1980's, and additional rapid growth to the year 2000. The anticipated enrollment in 2000 is sixteen million students, more than twice the enrollment of 1970.

This, one can say, is in accord with the swiftly escalating expectations of women, and of persons of all minority races and nationalities; and with the well-established ideal of higher education for all who have the ambition and who ^{established} can thereby benefit society as well as improve their own lives.

ILLINOIS STATE UNIVERSITY
FOUNDED IN 1857
BLOOMINGTON-NORMAL 61761

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Educational Administration Annex

Telephone: 309/438-2589

August 15, 1975

Professor James C. Quarles
College of Law
University of Florida
Gainesville, Fla. 32611

Dear Professor Quarles :

With all respect to Garven Hudgins, I am afraid he has over-represented my capabilities to you. I have spent much of my time concentrating on legal aspects of higher education and on the governance and financing of higher education at levels immediately above the intra-institutional level; but I have not studied institutional management.

I suppose perhaps there are institutional studies that might be of some use to you and your task force, but I am not familiar with them. Privately, my opinion is that the academic administration of any university, especially one of the size and importance of yours, is very largely unique; and that there are a great many reasons closely related to the success of the enterprise strongly indicating that its internal management should be largely autonomous-- that is, in the hands of its own governing board, administrative officers, faculty and students, under whatever changing consensus and distribution of functions develops.

I can understand, or at least imagine, that you and others at the University may be under heavy pressure to devise ways of "producing more for less", and suspicion (not knowledge) may exist that the University is administered in a wasteful manner. Therefore I am sincerely sorry I am unable to help you. In my judgment the kind of efficiency that the University's critics may have in mind may be appropriate for private profit-seeking enterprises, but has no appreciable place in the management of a great university, and in fact would tend to disrupt the operation and diminish the morale of all concerned, thus actually producing great loss of the kind of "efficiency" that is peculiar to universities in the accomplishment of their multiple educational missions.

You will excuse the outburst.

Greetings and all good wishes.


M. M. Chambers

ILLINOIS STATE UNIVERSITY
FOUNDED IN 1857
BLOOMINGTON-NORMAL 61761

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Educational Administration Annex

Telephone: 309/438-2589

January 6, 1976

Mr. Michael Binyon
The London Times
541 National Press Building
Washington, D. C. 20045

Dear Mr. Binyon :

It is very good to have your letter of December 24.

What you say about college-going and the public treasury is certainly true; and I would not call it a superficial observation-- but ~~its~~ aspect may change somewhat if it is put in a broad and long-range context.

One has to assume that the productivity and well-being of the whole society will improve with the advancement of education for all the people. (There is much historical evidence for this, but yet it will always continue to be in part an article of faith).

With the spread of technology, all jobs tend to be up-graded. (We no longer have people sweeping the streets by hand, or piloting indoor lifts up and down, or hod-carriers bearing loads of bricks and mortar up ladders; but the higher-levels of service occupations constantly multiply). The trend is amply documented by labor statistics.

A question: Does industry really want a great reservoir of ignorant and docile operatives, of whom some will always be unemployed, while democratic government requires more and more thoughtful and activist citizens? Is the idea of robot-workers reconcilable with the idea of a citizenry sufficiently educated for the success of democratic society in our time? Do we mean what we say when we speak of "a free society"? There is a maxim: "Only the educated are free".

Thank you for your kind response of December 24. Thank you for your suggestion that we visit if possible if and when I may be in Washington. Let me assure you of a gladsome welcome here if you find it convenient to visit us any time when you may be in the Middle West.

Greetings and good wishes.

Sincerely yours,


M. M. Chambers

ILLINOIS STATE UNIVERSITY
FOUNDED IN 1857
BLOOMINGTON-NORMAL 61761

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Educational Administration Annex

Telephone: 309/438-2589

February 12, 1976

Dear Dr. DeZonia :

In response to your letter of February 3, which arrived today, bearing postmark of Pierre, S. D., dated February 10.

- (1) GRAPEVINE has never requested anything other than net appropriations of state tax funds. We do not want to know anything about student fees or institutional income from any other sources. Unfortunately, nobody in South Dakota seems ever to have been willing to give us the net figure we want. Always we have received gross figures from which the estimated fees, etc. had to be subtracted to get figures comparable with those from other states. (Exception: In 1975-76 it appeared that the net figures only had been reported).
- (2) In only about three other states do we find any similar difficulty. In all the other states it seems to be understood that we want net state tax-fund appropriations, not commingled with fees or any other receipts. Perhaps half or more of the states do capture the fees and hold them in the state treasury until appropriated by the legislature. In many other states some or all the institutions are allowed simply to keep these receipts on the campus and apply them to their general educational purposes, with neither the state treasury nor the legislature having anything to do with them, other than what they read in the financial reports.. You will readily understand that if we reported these receipts as appropriations in some states and not in others, that would be a very gross breach of comparability.
- (3) Never has GRAPEVINE asked for or reported either total institutional income, or total institutional expenditures over any fiscal period. If we dealt in those matters, obviously we would be unable to report anything until some time after the termination of the fiscal period. We simply report net state tax-fund appropriations, usually complete within the first or second quarter of the fiscal year to which they appertain. (TIMELY DATA CIRCULATED WHILE CURRENT). To my knowledge such data are not available from any other source; and that is one of the main reasons for GRAPEVINE's existence and operation for 18 consecutive years.

We are sorry if confusion occurs anywhere from lack of comprehension of what GRAPEVINE does. We might suggest that if there is no way to report net appropriations in time for GRAPEVINE, you might simply subtract the actual amounts of fees and other institutional receipts received during the preceding fiscal year.

Let me register one small personal objection to your staff report: I am not retired, and never will be until I become unable to work. Let me add that I remember with pleasure the correspondence you and I had some ten years ago when you were director of the Wisconsin Coordinating Council, and a few brief occasional ~~with~~ ^{with} crossings we have had at national conferences. Greetings and good wishes.

Sincerely yours,



THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12230

DEPUTY COMMISSIONER FOR
HIGHER AND PROFESSIONAL EDUCATION

October 20, 1976

Dr. M.M. Chambers
Department of Educational
Administration
Illinois State University
Normal, Illinois 61761

Dear Professor Chambers:

I am writing to call to your attention serious inaccuracies in the article on New York on page 1408 of the November 1976 Grapevine.

First, I believe your comments about the projections of enrollments made respectively by the Regents and by the State University of New York and the independent colleges and universities in New York are not correct. The Regents enrollment projections are developed for the higher education system in New York as a whole, while each sector of higher education also makes its own projections on the basis of its expectation of the number of students it is likely to attract. Consequently, each sector tends to anticipate that it will attract all the new students likely to enroll in higher education as a whole. It is because of this phenomenon that significant differences exist between the Regents overall projections of undergraduate enrollments and the aggregate of the projections made by the public and independent institutions.

The population of New York State is growing older. The decline that concerns the Regents is not a "...slight decline in the total population of 'traditional college age' (18-22) . . . , "but rather a decline in the number of high school graduates by 1984 by 18 percent, or about 45,000 persons. We have projected as a result, that enrollment of full-time undergraduates at the State University of New York will decline by between 11.3 percent and 12.6 percent (between 24,000 and 27,000 persons) by 1984; the State University has projected that its full-time undergraduate enrollment will increase, by between 3.9 percent and 6.7 percent (between 8,000 and 15,000 persons) by 1984.

In the same vein, the Regents have projected a decline in full-time undergraduate enrollments at independent colleges and universities by 1984 of between 9.2 percent and 13 percent (between 18,000 and 26,000 persons); the independent colleges project an 11.6 percent growth (23,000 persons).

These differences are only in full-time undergraduates, not in part-time students or in full-time graduate students. We do project increases in those types of students. Nevertheless, the decline coming in the number of persons finishing high school each year in the 1980's persuades us that the public and independent sectors' projections of their full-time undergraduates are too optimistic.

Second, the Regents have not recommended a moratorium on all new construction for higher education, as their recommendation has been widely misread. The Regents have urged the resumption of construction of facilities for The City University of New York, which is operating with only 45 percent of the net non-residential space now available at the State University, or one-third the net non-residential space available in the independent sector. The Regents have called for restraint in planning unneeded academic facilities at The State University of New York and at independent institutions that are not yet under construction.

This issue is of critical importance to State University's students, because their tuition goes to meet the debt service on academic facilities. Unneeded construction causes unnecessary debt, which forces tuition up to meet the debt service requirements.

Even so, the Regents have not called for a cessation of all new plans for construction. They have disapproved the system of priorities proposed by State University for new construction, because they were so worded as to justify all proposed construction projects, and have called for a re-examination of actual needs to ensure that needed projects are built while unnecessary ones are not, thereby preventing waste of students' tuition and a spiral of increases in State University tuition that would restrict access to higher education.

Third, the Regents have proposed that undergraduate tuition at the State-operated campuses of The State University of New York and at the senior colleges of The City University of New York be set at one-third of the average of selected undergraduate educational and general cost per full-time equivalent undergraduate at State University and City University. They have recommended that graduate tuition be set equal to 40 percent of the average of selected graduate educational and general cost per full-time equivalent graduate student at State University and City University. They have recommended that tuition at community colleges be set at one-third of the statewide average selected educational and general cost per full-time equivalent student at all community colleges. Tuition would be adjusted every three years to reflect changes in cost.

The Regents made these recommendations in the belief that they were better than the present system, which is non-existent. At present, tuition at State University and at City University is set by the respective governing boards at whatever levels those boards wish. (At community colleges, tuition must be set to yield one-third of the approved operating budget, but may not exceed lower-division tuition at the State University, which is now \$750 per year.) The absence of any restraints on tuition leaves the State University and the City University vulnerable to pressures to increase tuition for extraneous reasons, to the detriment of students. This year, the State University Board of Trustees had to increase undergraduate tuition by \$100 to offset budget cuts, which could be made because tuition levels were not related to anything. The Regents believe that the system they propose will restrain further non-rational increases in tuition at public institutions.

Finally, I must take issue with your mistaken interpretation of the Regents position on graduate education. The evaluations of traditional Ph.D. programs have been carried out entirely under the control of outside evaluators of the best possible reputation drawn from the disciplines being evaluated. All evaluators have been from out-of-state. When a Ph.D. program has been found wanting, that decision has been made by the peers of the faculty in that program, who have said that the program in question fails to meet the academic standards normally expected for a doctorate in that discipline. Even then, these recommendations are reviewed by a council of graduate deans

October 20, 1976

from the Ph.D. granting institutions in New York State. If the evaluation is upheld, the Commissioner reports the findings to the president of the university (to the Chancellor of the university system for the public sector) and asks for a plan to correct the weaknesses. Only if no acceptable plan is produced does he direct that the program be closed. Every university in this State, public and independent, has fully cooperated in this effort to identify and reform Ph.D. programs that fail to meet a discipline's standards, except one.

As you know, the job market for new Ph.D.'s is getting tighter and tighter and this problem now affects the graduates of even the most prestigious doctoral programs in the nation. The Regents are concerned that New York's universities take this problem seriously. To that end, they have called on each university (a) to provide a precise record of placement of graduates of Ph.D. programs by field, beginning in 1978 (hardly that "...employment records of doctoral graduates be filed annually..." as Chancellor Boyer misinterpreted it-- placement of individuals was never mentioned) and (b) to make precise plans to counsel students about career opportunities, both when they enter doctoral programs and throughout their study, so that students will be well-informed about their chances of getting a job.

There is no "... issue ... between freedom of choice and managed rationing of opportunities..." in New York. The issue is between accurately informing students of the probable results of their decisions and turning a blind eye to their needs. Nobody needs a poor quality Ph.D. program-- certainly students don't. Students do need to know that they are attending programs that have been evaluated by persons in the discipline as meeting the discipline's accepted levels of quality and to know what the realistic job prospects are likely to be when they earn their degrees. That is all New York is doing in this area.

I have generally found your reports of higher education financing for New York to be quite accurate. That is why I am disturbed by the misleading nature of this article. Therefore, I ask that you print a correction of the article in the November 1976 Grapevine based on this information. If there is further information I can provide, please do not hesitate to contact me.

Sincerely,

T. Edward Hollander

TEH:mls
cc: Commissioner Nyquist
Dr. Gene A. Budig

ILLINOIS STATE UNIVERSITY
FOUNDED IN 1857
BLOOMINGTON-NORMAL 61761

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Educational Administration Annex

Telephone: 309/438-~~7591~~
7655
###

October 28, 1976

Mr. T. Edward Hollander, Deputy Commissioner
The State Education Department
Albany, New York 12230

Dear Commissioner Hollander :

(1) Thank you for your 2000-word letter of October 20. Your statement that GRAPEVINE's "reports of higher education financing for New York are quite accurate" is gratifying.

(2) GRAPEVINE is a very modest shoestring enterprise with the primary purpose of the above type of reporting, but also in part a vehicle of "personal journalism" for the expression of my judgments on the subject. Each issue carries a note that "errors of fact or opinion are not to be attributed to any person, institution or organization other than M. M. Chambers".

(3) The current controversy in New York involves fundamental differences of opinion. I take the stand that "more and better higher education for more people" is properly a top priority; and that any policy of cutting back opportunities on the pretext of "quality" or of disputed projections is a disservice. I do not believe higher education, nationwide, is sliding into a period of contraction and decline. I am not about to retract these opinions under the guise of printed "corrections".

(4) If your letter did not exceed 500 words, I would print it in full; but in its present length it would occupy a whole issue of GRAPEVINE. This is not practicable. I am inclined, however, to offer you "equal space" if you wish to send me a 500-word letter criticizing my article of that length on page 1408, to which you object.

(5) Your offer to provide further information is generous. Is any word available at present regarding the status of the litigation between the Trustees and the Regents?
e

Greetings and good wishes.

Sincerely yours,


M. M. Chambers

RUSSELL I. THACKREY
510 N STREET, S.W. APT. N523
WASHINGTON, D.C. 20024

November 6, 1976

Dr. M.M. Chambers
Department of Educational Administration
Illinois State University
Bloomington, Illinois 61761

Dear M.M.:

The mailing tube with the four year "Record of Progress" did arrive, late last week--with its contents intact though bearing indications (the tube) that SOME ONE IN THE POSTAL SERVICE doesn't like mailing tubes. (joke). That is, the heavy tube had been broken almost completely in two in the middle, was marked "damaged in handling and rewrapped in the Washington, D.C. Post Office." And the "Special Handling" warning was still there.I've read about their being ~~new~~ mail-handling machines (was it in the Chicago p.o.?) which have a record of smashing a fair percentage of what goes through them....

Anyway the material arrived, and I'm most grateful for it, and ~~xxx~~ sorry for all the trouble caused. I can see that its going to be quite difficult to "prove" that state support for private higher education in a specific case was "at the expense" of students in public higher education, even though in particular cases (and from events in the legislative history which one may hear about) one may have reasonable grounds to think this is the case. But I'll certainly be interested in looing over the record in certain states.

I'm also much indebted to you for the copy of your "Keep Higher Education Moving" which arrived yesterday. I look on it ~~xxx~~ as a source of constant refreshment and morale-restorer, when I become too much oppressed with the prouncements of the New York Regents, McGeorge Bundy and Harold Howe, the Carnegie Commission on Policy Studies, and their ilk. I notice from the circular letter of my former Association that both President Ernest Boyer of State U. of New York and John Toll of its Stony Brook campus are now "speaking out" strongly against the damage the Regents have been doing to public higher education. ^{A few} ~~xxxxxxx~~ years ago when I spoke to the presidents, analyzing and denouncing the ~~xxxx~~ Carnegie "Higher Education Who Pays? etc..." Report, both Boyer and Toll seemed to be on the side of "gettijng along by going along".....I'm glad they are speaking out now,....

STATE OF OREGON

BOARD OF HIGHER EDUCATION

P. O. Box 5175, EUGENE, OREGON 97403

CHAS. R. HOLLOWAY, JR.
PRESIDENT
735 S.W. MORRISON STREET
PORTLAND 97205

J. W. FORRESTER, JR.
VICE-PRESIDENT
P.O. BOX 1089
PENDLETON 97801

RALPH E. PURVINE
MEMBER EXECUTIVE
COMMITTEE
222 HIGH STREET S.E.
SALEM 97301

R. E. LIEUALLEN, CHANCELLOR

ELIZABETH H. JOHNSON
P.O. BOX 356
REDMOND 97756

GEORGE H. LAYMAN
P.O. BOX 68
NEWBERG 97132

JOHN W. SNIDER
2500 ARGONNE PLACE
MEDFORD 97501

R. L. COLLINS, SECRETARY

PHILIP A. JOSS
909 AMERICAN BANK BUILDING
PORTLAND 97205

ANCIL H. PAYNE
1501 S. W. JEFFERSON
PORTLAND 97201

RAY T. YASUI
RT. 1, BOX 1000
HOOD RIVER 97031

November 28, 1966

Dr. M. M. Chambers
Professor of Higher Education
Indiana University
Bloomington, Indiana

Dear Dr. Chambers:

As a member of the Oregon State Board of Higher Education, which is now considering the necessity for raising tuition and fees at all the colleges and universities of the Oregon State System, I read with great interest a press release in today's Oregonian concerning your observations about free tuition at state-supported institutions.

Do you have any available copies of your remarks and of the cost survey which was made public at the joint meeting of the National Association of State Universities and Land-Grant Colleges and the Association of State Colleges and Universities?

Our Board will be acting on proposals to increase tuition and fees at its meeting December 12 and 13, and I am most anxious to secure whatever information I can in advance of that date. It would be most helpful if you could direct me to the available source--and especially if you have any copies of your remarks which might be mailed. I should be most happy to pay, in any way you suggest, for the cost of mailing, or duplicating, or sending whatever information you have.

You were one of the resource people present for the meetings of the Association of Governing Boards of Colleges and Universities at Indiana State a year ago, and I met you then, though there is no reason you should recall it.

I would surely appreciate any assistance you might give me.

Very truly yours,

Elizabeth H. Johnson
(Mrs. Samuel S.)

EHJ:ih

INDIANA UNIVERSITY

School of Education

EDUCATION BUILDING

BLOOMINGTON, INDIANA 47401

AREA CODE 812
TEL. NO.

November 30, 1966

Mrs. Samuel S. Johnson
P.O. Box 356
Redmond, Oregon 97756

Dear Mrs. Johnson :-

In response to your letter of November 28
I am sending you herewith four items:

- (1) Copy of a speech I delivered at Kent State University last March, "Education-- Who Should Pay?" (This was also reprinted in full in the May 1, 1966 issue of VITAL SPEECHES OF THE DAY, the bi-weekly national periodical that goes regularly to many libraries);
- (2) Copy of statement by Chancellor Clarke Wescoe of the University of Kansas;
- (3) Copy of notes from which I spoke at a news-conference in Washington November 14, 1966;
- (4) Copy of story of Pennsylvania's appropriations specifically to enable universities to reduce their fees without loss of operating income, in GRAPEVINE, my small monthly mimeographed newsletter.

Under another cover, also by Air Mail, ten copies of each of these items ~~are~~ going forward to you.

I hope you resist successfully any raising of fees in Oregon. If you do, you will save money for thousands of students and parents by spreading the cost of higher education to the taxpayers where it belongs, and you will also be enabling many students to get a higher education who would not otherwise be financially able to do so.

If I can be of further service, please let me know.

Sincerely yours,


M. M. Chambers

UNIVERSITY OF ILLINOIS

PRESIDENT EMERITUS
333 Education Bldg.
Urbana, IL 61801

December 23, 1976

Professor M. M. Chambers
Illinois State University
Bloomington, IL 61701

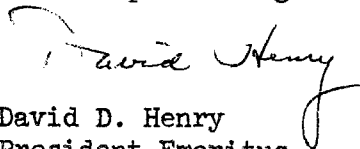
Dear Professor Chambers:

A copy of your review of Challenges Past, Challenges Present in the November-December issue of the Journal of Higher Education has come to my attention, and I write to express my very great pleasure at your favorable evaluation. Because of your own authority in the study of higher education and my great respect for your judgment on all professional matters, I feel highly complimented by your general assessment of the book.

I agree with you fully that the topics and issues arrayed in the two paragraphs toward the end of your commentary, are central in the view of higher education of the future. Further, I concur in your general point of view as to their urgency and in your suggested approach to them in the formulation of our national policies. Because my essay was designed as one in a series issued by the Carnegie Council, with other authors assigned to the topics to which you refer, I deliberately chose 1970 as a cut-off point in order to avoid overlap with others. Further, the restriction on length almost dictated the rather abrupt termination of my sketch. Unfortunately, the title is somewhat misleading in suggesting that Challenges Past and Challenges Present are evenly treated. Such was not the design of the project, and I can only be glad that you found the treatment useful in the format that I felt obliged to impose on the general effort.

I hope all is going well with you.

Cordial personal greetings,


David D. Henry
President Emeritus

January 3, 1977

President Emeritus David D. Henry
University of Illinois
333 Education Building
Urbana, IL 61801

Dear President Henry :

Thank you for your kindly and generous response to my recent review of your book, Challenges Past, Challenges Present, in your letter of December 23.

It is easy to understand in your discussion of the future you were necessarily somewhat inhibited by the nature of your assignment as one among several authors, as well as by considerations of space.

I must admit I am somewhat impatient with the "business as usual" tone of most of the current national leadership in this field. I can agree with what Kathryn McDaniel Moore of Cornell University said in School Review 84, No. 4: 613 (August 1976):

"I have felt dissatisfaction upon reading the Carnegie Commission's extensive reports and sponsored studies.... They have not succeeded in finding very many new, innovative, or even courageous ways to analyze or act upon the situations they describe. The result is that there is little in the sum of the parts in which to feel confident of change or even of reform save in the discovery of new ways to serve the continuing vested interests."

Pretty much the same spirit seems to pervade the new council. I particularly disliked its feeble opus on tuition fees.

I can't ever do justice to the superb value of your book as a history, which is what it was intended to be. It has no equal anywhere.

Greetings and good wishes.

M. M. Chambers

ILLINOIS STATE UNIVERSITY
FOUNDED IN 1857
BLOOMINGTON-NORMAL 61761

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Educational Administration Annex

Telephone: 309/438-2589

January 7, 1977

President Emeritus David D. Henry
University of Illinois
333 Education Building
Urbana, IL 61801

Dear Dr. Henry :

I am grateful to you for sending me the reprint of your review article about the Lipset-Riesman book on Harvard.

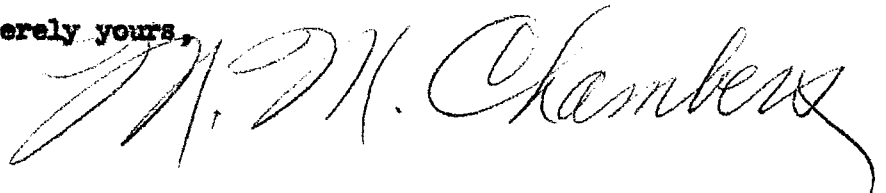
Early in the article you make good point when you say a university must not officially take political positions, but that the freedom of individuals connected with it to utter such views must be maintained; and although the distinction should be clear, one can not be overly confident that it will always and everywhere be understood and recognized.

Your key sentence appears to be "Pure and complete egalitarianism and capitalism, even modified and controlled, are not compatible..." With this I agree, with emphasis on pure and complete. That kind of egalitarianism will probably not come for several centuries, if ever. My view is that the long slow trend is in that direction; and that private capitalism, already somewhat modified, will be much further modified in the long future

I am not without hope for a continued "mixed economy" with a gradually better balance between the private and public sectors. Already about one-third of the GNP is collected and spent for public services by governments, while two-thirds stays in the domain of private business. I do not say competitive business, because I believe that in general "free competition" and "freemarket forces" and "law of supply and demand" as conceived by Adam Smith are just about as dead as the dodo, 200 years after his time (if they had any vitality even then).

Deplorable is the fact that the pigpen ethics of cutthroat competition not only pervade business, but also the public services; and apparently there is little active recognition that there are distinctions between the two sectors. I do not like to regard education as a ratrace for cashable credentials. I am confident that there are no wide differences between your views and mine.

Sincerely yours,





WILLIAM ARCENEUX
COMMISSIONER OF HIGHER EDUCATION

State of Louisiana

BOARD OF REGENTS

Baton Rouge

70804

CAPITOL STATION
P. O. BOX 44362

January 17, 1977

Dr. M. M. Chambers
Department of Educational Administration
Illinois State University
Normal, Illinois 61761

Dear Dr. Chambers:

I have read with considerable interest and heightened dismay your newsletter of February, 1977, which grossly distorts the doctoral review process in Louisiana. Your characterizations and descriptions pervert everything we have attempted and are achieving. Your effort to glibly summarize a year-long process, about which you are admittedly so poorly informed, reaches the height of academic and public irresponsibility. Since you might consider my detailed refutations of your misimpressions to be self-serving, I am enclosing reactions to the doctoral reviews which appeared in the newsletters of Louisiana State University and Tulane University. These are the principal doctoral-granting institutions in the state where most of the programs were reviewed. You will observe that their responses are hardly those of institutions where a "major disaster" in doctoral education is taking place.

I am also enclosing a list of the consultants who reviewed the programs. In every case where programs were terminated, their recommendations were followed. These are obviously not the kinds of people who would make recommendations leading to a "major disaster" in doctoral education. In every case where a program was terminated, that program was duplicated within the boundaries of our state. This is to say that doctoral-level programs in every discipline reviewed are still available in Louisiana.

Furthermore, your statement that Louisiana "doubts future importance of doctoral studies" is a distortion of the truth. It is precisely because we recognize the importance of doctoral studies that we initiated these program reviews. Without exception, the areas examined are stronger and of higher quality as a result of the review process.

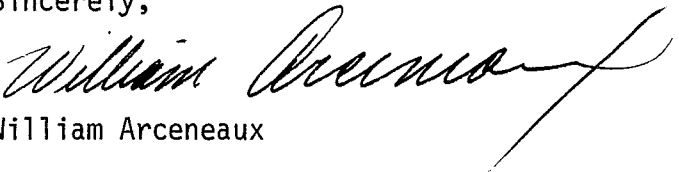
Some programs, after careful and searching reviews, were terminated; while others, after similar reviews, were praised. Each program terminated was adjudged to be of low quality in an area of declining need. Perhaps you believe that doctoral programs in these categories, as well as those of higher

Dr. M. M. Chambers
January 17, 1977
Page 2

quality in fields of greater demand, should be maintained under all circumstances. Do you assume that no doctoral programs under any circumstances should be terminated? What about programs at other levels? Are all existing programs to be carved in granite, regardless of need, quality, or resources?

After perusing the enclosed documents and this letter, I request that you treat the doctoral reviews within Louisiana in a more balanced fashion in your next newsletter. If you find this course unpalatable, please send me a copy of your mailing list in order that I can correct the distortions myself.

Sincerely,

A handwritten signature in cursive script, appearing to read "William Arceneaux". The signature is written in black ink and is positioned above the printed name.

William Arceneaux

WA:bdw

Enclosures

ILLINOIS STATE UNIVERSITY
FOUNDED IN 1857
BLOOMINGTON-NORMAL 61761

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Educational Administration Annex

Telephone: 309/438-2589

January 19, 1977

Mr. William Arceneaux
Commissioner of Higher Education
Louisiana Board of Regents
Baton Rouge, LA 70804

Dear Mr. Arceneaux :

Thank you for your letter of January 17, and especially for its enclosures, which add to our scanty information about the matters we are discussing. It is said that there is a fate worse than getting critical letters; that is getting no letters at all!

Our words to the effect that termination of 18 doctoral programs "could be a major disaster, setting back progress for half a century" are admittedly strong, but they are not intended to be offensive. They no more than mark the sharp difference of opinion in this matter. There are those who, taking the long view over several decades, believe cutbacks in doctoral education may deprive the states and the nation of sorely needed persons with high levels of education.

Very familiar are the current arguments that we already have too many educated people; that doctoral graduates can not get jobs; that we can not afford to pay for so much doctoral education; but, taking the long view, we discount all these assertions. We also understand the arguments in Louisiana about duplication, LSU as the capstone, and the desirability of high quality in all programs, and we wish to be fair in debating them. The overriding issue seems to be that we are expansionist for doctoral education, while the prevailing policy in Louisiana appears to be reductionist.

We are responding to your request for balance in our treatment of the matter by preparing a column for GRAPEVINE in which we will digest the information you gave us, noting that the small teams of outside consultants generally consisted of two from state universities and one from a private institution, which is a reasonably fair distribution; and we agree with the idea that LSU should be the capstone of the doctoral programs in the state. However, this does not not overturn our main position as expressed in the preceding paragraphs.

GRAPEVINE is generally understood to be in part a vehicle of personal judgments. Every issue carries a notation that I am solely responsible for opinions expressed therein. We shall gladly state the facts you have kindly given us; and we regret that lack of space prevents us from going deeply into the detailed arguments on both sides; but we shall try for the balance which you have reasonably requested.

Greetings and good wishes.

M. M. Chambers

ILLINOIS STATE UNIVERSITY
FOUNDED IN 1857
BLOOMINGTON-NORMAL 61761

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Educational Administration Annex

Telephone: 309/438-2589

March 17, 1977

Dr. Thomas G. Pullen, Jr.
7 South Beechwood Avenue
Catonsville, Maryland 21228

Dear Dr. Pullen :

Your kind letter of February 23 was a very pleasant surprise. I must apologize for the delay in responding. I had some group photographs made of my two current classes, and there was some delay in the reproduction. I hoped to send you copies; but now I have given up and decided to answer your letter without further delay. On second thought, I am enclosing some photographs of some of my classes from earlier semesters. (PS-The new ones just arrived, so I enclose them, too).

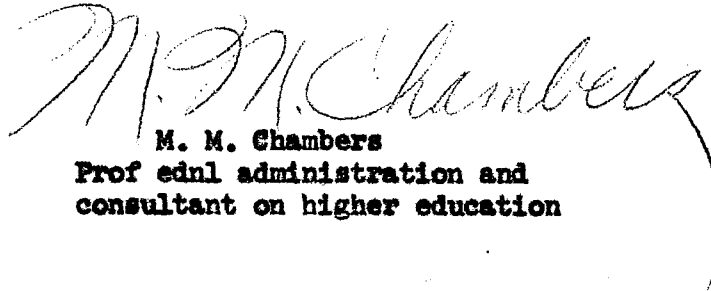
Some 15 to 16 years have passed since I had the pleasure of my first visit with you in Baltimore. That was also my first meeting with Francis Bourke, whom I have appreciated ever since. There was also an occasion when I was welcomed in your home, and well do I recall the kindness and graciousness of Mrs. Pullen and you.

A little later was the time, I believe, when you came to Frankfort, Kentucky, to join our quick survey of what was then Kentucky State College. The third member of our team was Dr. Broadus E. Sawyer, who is now, I think, is Professor of Economics or Business Administration at Morgan State University. At the time of the survey he was finishing a year with us at the University of Michigan as a postdoctoral student in the Center for the Study of Higher Education.

All these things I remember with very great pleasure. I appreciate your quotation from Alfred North Whitehead, and the other statements you make about educational philosophy. I know your own career has been active during much of the past fifteen years.

My greetings and good wishes to you and Mrs. Pullen, and my favorable expectations for your continued health and happiness.

Sincerely yours,



M. M. Chambers
Prof ednl administration and
consultant on higher education

THOMAS G. RUIZ, JR.
7 SOUTH BEECHWOOD AVENUE • CATONSVILLE, MARYLAND 21228

February 23, 1977

Dr. M. M. Chambers
Illinois State University
Normal, Illinois 61761

Dear Dr. Chambers:

This is just a ~~brief~~ note in remembrance of a most pleasant personal and professional relationship of some years ago and of appreciation of your splendid efforts in respect to improving the operation of higher education in America. Our mutual friend Dr. O'Rourke of Hopkins told me years ago that you were an inspiration for him, and I am quite willing to join his lodge.

I have had more than a half-century of life in education at all levels, and as a pragmatist, I wonder how higher education exists as a philosophical concept under the leadership of the entrepreneurs. The same concept applied to our democracy, with leadership confined generally to someone picked up off the streets. Sometimes I wonder if the doctrine of "laissez faire" is not the ultimate.

At the moment, I adhere to Alfred North Whitehead's philosophy as expressed in his Aims of Education and Other Essays:

"The universities are schools of education, and schools of research. But the primary reason for their existence is not to be found either in the mere knowledge conveyed to the students or in the mere opportunities for research afforded to the members of the faculty.

"Both these functions could be performed at a cheaper rate, apart from these very expensive institutions. Books are cheap, and the system of apprenticeship is well understood. So far as the mere imparting of information is concerned, no university has had any justification for existence since the popularisation of printing in the fifteenth century. Yet the chief impetus to the foundation of universities came after that date, and in more recent times has even increased.

"The justification for a university is that it preserves the connection between knowledge and the zest of life, by uniting the young and the old in the imaginative consideration of learning. The university imparts information, but it imparts

Dr. M. M. Chambers
2/23/77
Page 2

it imaginatively. At least, this is the function which it should perform for society. A university which fails in this respect has no reason for existence. This atmosphere of excitement, arising from imaginative consideration, transforms knowledge. A fact is no longer a bare fact: it is invested with all its possibilities. It is no longer a burden on the memory: it is energising as the poet of our dreams, and as the architect of our purposes."

Beyond all this, my wife and I remember with a great deal of pleasure our experience in Kentucky some years ago. You were a delight.

Very sincerely yours,



TGPJr.:ar

P.S. I have forgotten the name of our associate from Morton College.

Illinois State University
Department of Educational Administration

March 6, 1978

Mr. Ronald B. Head, Research Assistant
Center for the Study of Higher Education
Ruffner Hall, 405 Emmet Street
University of Virginia, Charlottesville, VA 22903

Dear Mr. Head :

Thank you for sending me the copy of Part-Time Faculty and the Law with your letter of February 24.

I have not done any specific intensive work on the subject since last September, and hence can not be of much use to you as a critic at this stage.

I am a bit turned off by your phrase "declining enrollments" in the first sentence of the paper. If I am correct, there has not been any year since World War II in which there was any actual decline if you look at the nationwide scene of all formal education above Grade 12 (this is not merely the four-year colleges, but also the two-year colleges and the universities, graduate and professional schools, and includes an immense diversity of programs normally extending anywhere from one semester to twelve or more years beyond high schools. Not in any recent year or decade has there been any decline in this total enrollment. True, there has been a slowdown in the rate of growth-- no decline.

Nor can I agree with the lugubrious "self-fulfilling prophecies" of hundreds of speakers and writers of this present decade who look at the slightly declining birth-rates that set in about 1962 and thoughtlessly conclude that disastrous declines in higher education enrollments are inevitable, beginning about 1982. I need only point to the fact that something like one-third of all students in higher education are now aged 25 or more, and that the growth of this enrollment continues to grow steadily, especially in community colleges and urban universities.

Add to this the swiftly rising expectations of women, racial and national minorities, and the financially deprived-- and I think there is reason to believe there will be no overall decline at all.

Somewhere your publications should make plain that you are either dealing with the nationwide picture of all higher education or with some restricted segment such as four year colleges and universities-- many of the characteristics mentioned above are most prominent in the community colleges-- and they now have something like one-fourth of all students in higher education.

Greetings and good wishes,

