

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

# GRAPEVINE

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## TIMELY DATA CIRCULATED WHILE CURRENT

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

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"About the so-called waning confidence in higher education: An over-  
whelming majority of people think that higher education is doing a good job.  
That does not mean that there is no room for improvement--particularly in  
the areas of serving a wider spectrum of the population in a variety of new  
ways."

--Henry R. Winkler, president of the University of Cincinnati

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FLORIDA. Late in 1978 the legislature formally changed the name of Florida Technological University at Orlando to University of Central Florida.

This may not appear to be a world-shaking event, but it prompts some reflections on the nature and nomenclature of universities. A title such as "polytechnic university" or "normal university" is a self-contradictory term, because a university is a comprehensive institution--not a fragmentary one limited to a fraction of the world of knowledge defined by a prescribed set of studies.

A century of history shows that the early "A & M Universities" added instruction and research in many other fields as they grew, to serve the demands of their clientele; and became real universities in fact even before they were granted the name. (Some of their titles dangle such redundancies as "state university of applied science and technology," but the last five words have disappeared in popular parlance and can be found only in the statutes and in fine print on the letterhead.)

#### *What Does "University" Denote?*

To say a university is comprehensive is far different from saying it is omniscient in all human knowledge, or that all true universities are exactly alike in their scope. In fact they are always and forever vastly diverse.

"Comprehensive" as used here means only that the real university has a measure of latitude, freedom, autonomy, enabling it to develop in any or all fields indicated by the wants of its constituency, the capabilities of its faculty and staff, its resources available at given times, and many other factors, including occasional serendipity.

"Cosmopolitan" is perhaps a better word, meaning an awareness of the scope and unity of knowledge. No university will ever be or do everything as we have been sarcastically told; but in our time of large populations and the progress toward universal higher education, an institution restricted to one segment of knowledge or one professional field is

hamstrung. Congratulations to University of Central Florida on its escape from the technological steeltrap.

To continue with ruminations on nomenclature, let us quickly disavow any expectation of reducing it to uniformity or consistency. For example, it is doubtful that there is any desire to change the name of Georgia Institute of Technology. Nine decades of history have given both the institution and its name unique character.

#### *Variety and Some Confusion*

Similarly Purdue University in Indiana bears a name which gives no hint that it is a state university, and causes many of the uninitiated to think of it as private.

All this is to say nothing of dozens of small private colleges in many places which flaunt the name "university" at their mastheads because it was adopted by their founders a century or more ago, at a time when universities in any full sense were virtually unknown in this country, and "university" and "college" were regarded as interchangeable words.

Never mind the confusion of terminology. Thread your way through the inconsistencies and glory in the diversities.

#### *Developing Universities*

But know that not every school above the high school may be properly called a university; that a university in the modern sense is much more than a cluster of undergraduate colleges. That it is capped by doctoral and postdoctoral programs in different fields, and that its emphases are always changing to fit its responsibilities, though its broad major goal never changes.

A true university is forever "developing." Therefore the name is appropriate for a young and growing institution such as University of Central Florida, looking forward to a scope and quality of service as yet unattained, but clearly envisioned.

Again, congratulations, UCF!

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

ONGOING FURTHER DESEGREGATION IN STATES HAVING RACIALLY SEPARATE STATE SYSTEM  
OF PUBLIC HIGHER EDUCATION

Under federal court decisions of recent years, the states having dual racially separate systems of public higher education have an affirmative obligation to dismantle such systems with a view toward gradually converting them to an eventual condition in which there will ultimately be no racially separated and discriminatory institutions, but all institutions will be open to all races.

The U. S. Department of Health, Education and Welfare (mainly through its Division of Civil Rights) is the agency responsible for encouraging progress toward compliance with the judicial mandate, and for negotiating with the states for that purpose.

This process can not be a sudden explosive cataclysm, but must be an evolution continuing over some years. It has many and difficult ramifications in a democratic society. In the affected states it means constructive change in customs and practices that had prevailed for a century, and had hardened into institutional arrangements that can not be instantly wholly transformed.

During the 1970's, under federal court instructions, the Department of HEW sought and obtained from several of the affected states detailed plans for the phase-in of the mandated changes over a short period of years. In some instances such plans were accepted with approval during the early years of the decade. HEW is responsible for continuing monitoring of implementation of the plans.

Now comes what may be called a further phase. An April 1977 decision of the U.S. District Court of the District of Columbia declared that the existing further-desegregation plans of several southern states were inadequate, and directed HEW to obtain revised plans for those states. Among these were Georgia and Virginia.

GEORGIA. In mid-1974 Georgia had transmitted plans which were accepted and approved by HEW, and the Board of Regents of the Georgia University System had thereafter submitted semi-annual reports on their implementation.

The revised plans mandated by the U. S. District Court for the District of Columbia in April 1977 have subsequently been prepared, and are the subject of negotiations between the Georgia Regents and HEW.

Apparently some of the matters under discussion in early 1978 relate to instances where two state institutions of higher education, one traditionally black and one white, are located at or near the same Georgia city.

One of these is Savannah, having Armstrong State College (predominantly white) and Savannah State College (predominantly black). Under a plan approved by the Regents in October 1978, Armstrong State College would drop both its undergraduate and graduate degree programs in Business Administration, but would become the only state institution in Savannah offering majors in Teacher Education. After September 1979 all majors in Business Administration in the Savannah area would be enrolled in Savannah State College. Presumably majors in Teacher Education or Business Administration would then attend the appropriate one of the two state colleges, without regard to race.

(Continued on page 1580)

GEORGIA (Continued from page 1579)

At about the same time the president of Armstrong State College submitted to the Regents of the University System proposals for expansion and improvements of Armstrong State's present Health Professions Programs, which now include both associate and bachelor's degrees in Nursing, also in Dental Hygiene, and a bachelor's degree in Medical Technology.

Among additional degree programs in this field which would be developed and activated within the next several years are associate degrees in Medical Records Administration, Radiologic Technology, and Emergency Medical Services; and bachelor's degree programs in Health Education, Health Planning, Nutrition, Physical Therapy, and Art, Music and Recreational Therapy. A master's degree in Nursing is also under study.

The Board of Regents approved the proposals only as a "concept" on December 13, 1978, with the understanding that each segment of the whole will be brought to it for final approval when ready.

*Situation at Albany, Georgia*

Another illustrative local matter in Georgia is at the city of Albany, where are located Albany State College--a senior college, predominantly black--and Albany Junior College, predominantly white.

It is reported that representatives of HEW have argued strongly for desegregation of Albany State College by setting a target of 25 to 30 per cent white enrollment to be reached within four years; and in the event of failure to reach that goal, then a merger of the two colleges.

The Board of Regents rejects this, pointing out that the setting of numerical quotas is not the best way of encouraging progress, especially in educational institutions; and that merging

the two colleges is not practicable at this time, but perhaps may become an acceptable option at some time in the future.

It is said that merger now is not desired by either college, nor by the people of Albany community. It would involve moving Albany State College to the campus of Albany Junior College and extensive construction of new facilities there, costing a probable minimum of \$20 to \$25 million.

*Acceptance of Georgia Plan Expected*

The foregoing few examples illustrate some of the subjects of negotiation concerning plans for further desegregation in states having separate racially segregated systems of public higher education

The process requires time, but gains are being made year by year. In January 1979 the Georgia revised plans discussed here had not been fully and finally agreed to, but unsettled questions were comparatively few and small, and it was expected that full and final acceptance by HEW of the statewide plans of the Board of Regents of the University System of Georgia would soon be forthcoming.

A more detailed treatment of the features briefly sketched here has been published in the *System Summary*, Vol. 14, No. 12 (December 1978), the monthly newsletter of the University System of Georgia, issued from 244 Washington Street, S. W., Atlanta, GA 30334.

A sketch of somewhat similar current developments in Virginia appears on page 1582 of this issue of GRAPEVINE. Earlier numbers of GRAPEVINE have discussed analogous situations on the Eastern Shore of Maryland, as well as at Nashville, Tennessee and at Montgomery, Alabama.

\_\_\_\_ M. M. Chambers, Illinois State University, Normal, Illinois 61761 \_\_\_\_\_

## TEXAS MAKES GREAT STRIDES IN EXPANDING AND IMPROVING PUBLIC HIGHER EDUCATION

TEXAS. For the nation as a whole, we think of the latter half of the 1960's as the peak period of unprecedented growth in enrollments and in state tax support of the whole higher education enterprise. At that time the nationwide rate of increase in state tax support fluctuated around 40 per cent for each two-year span. Since 1970 the rate of growth has been generally between 20 and 30 per cent.

Texas, once jocularly called "the richest province in the Empire of Manhattan," is now an empire in its own right. It has become third among all the states in total population (surpassing Pennsylvania). It is also third in total of state tax funds appropriated for annual operating expenses of higher education, having been the third state to appropriate more than one billion dollars for this purpose in fiscal 1978.

*Texas Higher Education in Transition* is the title of a comprehensive report for the Coordinating Board, Texas College and University System, completed near the end of 1978. In summarizing the developments of the 1970's, the report notes that although the state has reached *third* place by the measures mentioned above, it has attained *second* place among the states in total headcount enrollments, having gained in ten years from 370,924 students to 716,279--an increase of 93 per cent.

To serve the people in its burgeoning large cities and its vast rural areas, Texas has more tax-assisted institutions of higher education, including junior colleges, than any other state but one (California).

### *36 New Institutions in a Decade*

"In the past decade," says a review of the comprehensive report, "36 additional units of higher education have been created and funded by state government. Those institutions are now reaching their planned levels of growth, and operating costs are becoming even higher than originally projected."

This helps to explain why Texas took a short breathing spell in 1977 and 1978 from its recent very rapid increases in appropriations of state tax funds for

annual operating expenses of higher education, which actually were as much as 76 per cent over a recent two-year period, but in more recent periods were 27 per cent and 13 per cent respectively. Now there will be a vigorous upturn within a few years at the most.

### *Eight Medical Colleges*

Texas now has eight tax-supported medical centers, of which six are of relatively recent establishment and are called by the broader appellation of "health sciences centers" because they teach not only medicine but also several allied health professions.

The magnitude of state tax support for each of these institutions is indicated in parentheses after their names. Five are units of the University of Texas System: Galveston (\$66 million); Cancer Center, Houston (\$45 million); Health Science Centers at Houston (\$43 million), San Antonio (\$35 million), and Dallas (\$31 million). At Lubbock is the Texas Tech Medical School (\$22 million) and the Lubbock Health Sciences Center (\$4 million). Elsewhere is the Texas College of Osteopathic Medicine (\$11 million). The state also subsidizes the school of medicine and dentistry of Baylor University at Waco.

The foregoing information is from *CB Report*, Vol. XIII, number 10-11 (October-November 1978), published at LBJ Building, P. O. Box 12788, Austin, TX 78711.

VIRGINIA'S PLANS FOR AFFIRMATIVE FURTHER DESEGREGATION OF RACIALLY DUAL STATEWIDE SYSTEM OF HIGHER EDUCATION WERE COMPLETED AND ACCEPTED IN EARLY 1979

VIRGINIA. Early in 1979 Virginia completed statewide affirmative action plans for continuing desegregation and integration of public higher education in the state.

The plans and intentions articulated were accepted by the federal Department of HEW as in accord with federal court orders on the subject.

Briefly, (1) steps will be taken to strengthen the state's two predominantly black institutions--Virginia State College and Norfolk State College--both by upgrading their physical plants and by expanding their instructional programs.

(2) Efforts will be made to accomplish (a) enrollment of more students in the entire state-supported system, (b) more blacks in the traditionally white college and universities, and (c) more whites in the traditionally black institutions.

(3) Progress will be made toward raising the enrollment of blacks in the entire system to a proportion equal to the percentage of white high school graduates annually going to college.

*To Be Specific*

The plan includes approval by the legislature of \$13 million for new construction and for renovation of existing buildings at the black institutions; an additional \$5 million within five years for new degree programs for the black institutions; and a commitment to upgrade facilities and programs to make them equal to those at white institutions having similar missions.

In view of the proximity of Old Dominion University (white) and Norfolk State College (black), both located in the city of Norfolk, the fact that

racial segregation means duplication of facilities and programs is part of the picture, and is being dealt with in the plan (which looks forward over a period of five years).

To encourage more white enrollments at Norfolk State College, the programs in General Business currently offered there will be continued and expanded, and other specialized courses in Business will be developed; while Old Dominion University will drop its programs in Business Education and General Business Administration. It will also drop Early Childhood Education.

*Liaison with Community Colleges*

It is also agreed that Norfolk State College, to attract white graduates of community colleges in the Tidewater area, will design its third and fourth year courses and curricula in Office Administration and Accounting to forestall hardships and annoyances that might unnecessarily accompany transfers from the community colleges.

It is said that after the partial realignment of offerings as between Old Dominion University and Norfolk State College, 40 per cent of Norfolk State students will be enrolled in programs not obtainable at Old Dominion University.

On the statewide scale, the intent of the plan is to add sixteen new programs to the offerings of the traditionally black institutions. Black enrollments in the traditionally white institutions are expected to increase by 1,600 by the year 1982. All institutions (black and white) will stress ways of recruiting, retaining, and placing more students of the race that has hitherto been their traditional minority.

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