

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

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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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ELEVEN STATES appropriate more than \$4 billion of net state tax funds for operating expenses of higher education for fiscal year 1981, showing two-year gain of 28 per cent 1656

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"In a country committed as we are to an unending experiment in mass higher education, neither peace nor politeness nor precise orderliness can ever be enough."

--Benjamin De Mott, professor of English at Amherst College.

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Table 52. ELEVEN STATES SHOW WEIGHTED AVERAGE TWO-YEAR GAIN OF 28 PER CENT IN APPROPRIATIONS OF STATE TAX FUNDS FOR ANNUAL OPERATING EXPENSES OF HIGHER EDUCATION FOR FISCAL YEAR 1980-81, IN THOUSANDS OF DOLLARS.

States	Year 1970-71	Year 1978-79	Year 1980-81	2-yr gain per cent	10-yr gain per cent
(1)	(2)	(3)	(4)	(5)	(6)
Eight states previously reported*					
Eight states	1,152,572	2,945,658	3,788,104	29	229
Nevada	15,908	50,112	62,107	24	290
New Mexico	41,639	114,458	143,316	25	244
Utah	45,320	132,047	160,856	22	255
Totals	1,255,439	3,242,275	4,154,383		
Weighted average percentages of gain				28	231

*See GRAPEVINE, Table 39, page 1632 (December 1979).

NEVADA. Appropriations of state tax funds for operating expenses of higher education, fiscal year 1980-81:

Table 53. State tax-fund appropriations for operating expenses of higher education in Nevada, fiscal year 1980-81, in thousands of dollars.

Institutions	Sums appropriated
(1)	(2)
U of Nevada, Reno	18,859
School of Medical Sciences	4,092
Ag experiment station	2,258
Coop extension service	1,815
Statewide programs	1,601
Intercollegiate athletics	662
Subtotal, U of N, R -	\$29,287

(Continued in the next column)

NEVADA (Continued from preceding column)

U of Nevada, Las Vegas	15,661
Statewide programs	259
Intercollegiate athletics	662
Subtotal, U of N, LV -	\$16,582
Community Colleges -	
Clark County Comm Coll	4,500
Truckee Meadows Comm Coll*	3,023
Western Nevada Comm Coll*	1,806
Northern Nevada Comm Coll	900
Subtotal, C C's -	\$10,229
System administration	755
System computing center	1,678
Desert research institute	1,144
University Press	173
National direct student loan	100
Business Center South	1,241
Business Center North	918
Total	62,107

*Western Nevada Community College was officially separated into two colleges in December 1979.

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

NEW MEXICO. Appropriations of state tax funds for operating expenses of higher education, fiscal year 1980-81:

Table 54. State tax-fund appropriations for operating expenses of higher education in New Mexico, fiscal year 1980-81, in thousands of dollars.

Institutions (1)	Sums appropriated (2)
U of New Mexico	49,025
Medical school	9,954
Cancer center	474
Emerg Med Services Academy	340
Poison control center	220
Out-of-county indigent service	644
Child psychiatric center	2,000
Health manpower registry	12
Medical investigator*	918
Student exchange**	1,820
Gallup Branch	998
Los Alamos Branch	360
<u>Subtotal, U of NM - \$66,765</u>	
New Mexico State U	29,300
Ag experiment station	4,379
Ag extension service	3,080
State Dept of Agriculture*	2,205
San Juan Branch	1,354
Dona Ana Branch	620
Alamogordo Branch	884
Carlsbad Branch	670
Grants Branch	485
<u>Subtotal, NMSU - \$42,977</u>	
Eastern New Mexico U	10,433
Roswell Branch	1,982
Clovis Branch	834
<u>Subtotal, ENMU - \$13,249</u>	
NM Inst of Mining & Tech	4,596
State Bureau of Mines*	1,594
<u>Subtotal, NMIMT - \$6,190</u>	
New Mexico Highlands U	6,534
Western New Mexico U	3,503
Northern NM Community College	2,411
New Mexico Military Inst	474
Board of Educational Finance	460
WICHE General Dues	43
State aid of junior colleges	325
SSIG	385
<u>Total</u>	<u>143,316</u>

*State function administered through the institution.

**Includes WICHE, dental, veterinary, and optometry student exchange programs.

UTAH. Appropriations of state tax funds for operating expenses of higher education, fiscal year 1980-81:

Table 55. State tax-fund appropriations for operating expenses of higher education in Utah, fiscal year 1980-81, in thousands of dollars.

Institutions (1)	Sums appropriated (2)
University of Utah	60,038
College of Medicine	6,661
University Hospital	1,599
Research & training grants	1,515
Special enterprises*	1,002
<u>Subtotal, U of U - \$70,815</u>	
Utah State University	27,587
Ag experiment station	4,054
Coop extension	3,239
Research & training grants	518
Special enterprises**	1,756
<u>Subtotal, USU - \$37,154</u>	
State Colleges -	
Weber State College	19,006
Utah Tech Coll, Salt Lake	7,458
Utah Tech Coll, Provo	6,547
Southern Utah State Coll	5,803
Snow College	3,183
Dixie College	3,168
Coll of Eastern Utah	2,540
<u>Subtotal, S C's - \$47,705</u>	
Board of Regents	778
Statewide TV	1,208
Coop nursing	627
WICHE	972
Computer services	284
Student loans	144
Intercollegiate assembly	3
Skills centers	569
Zion Park amphitheater	27
Nursing manpower	519
Fifth Pathway	51
<u>Subtotal, B of R - \$5,182</u>	
<u>Total</u>	<u>160,856</u>

*Includes: Educationally disadvantaged, \$502,000; Center for Economic Development, \$87,000; Seismograph stations, \$142,000; Museum of Natural History, \$159,000; State arboretum, \$41,000; sewer costs, \$71,000.

**Includes: Educationally disadvantaged, \$77,000; Water research lab, \$678,000; Ecology Center, \$396,000; Southeastern Utah Continuing Education Center, \$170,000; Uintah Basin Continuing Education Center, \$322,000; Man and His Bread Museum, \$71,000; Coop M.Ed. with SUSC, \$42,000.

WHY GO TO COLLEGE?

"Why Go to College?" is the title of a booklet subtitled A Documentary Report of the Personal Benefits of Higher Education. Published by the Professional Staff Congress (American Federation of Teachers) of the 18-campus City University of New York, its first printing is in one million copies. It has also been printed in The New York Times and some other large city newspapers. A single copy is free, and additional copies may be had at \$1 each, from The American Federation of Teachers, 11 Dupont Circle, Washington, D. C. 20036.

Note that this document is concerned with *personal benefits*, and is primarily addressed to persons considering college attendance from that viewpoint.

Thus it complements the recent constructive book, Investment in Learning, and the briefer article of the same tenor, both of which are by Howard R. Bowen of the Claremont Graduate School, and are mentioned on pages 1659 and 1660 of this issue of GRAPEVINE.

Bowen speaks mainly (though not exclusively) of the *public benefits* of higher education. These have been grossly neglected and even derided by many economists accustomed to thinking only in terms of personal gains and private profits.

However, perhaps not all persons can be moved by the appeal to the public good. "What's in it for me?" outweighs social values in the minds of some. The booklet described on this page is a clear and forthright response to that question.

As such, it is also a persuasive argument for expanded enrollment and augmented resources for the City University of New York, and for higher education in every city and every state. Incidentally, it demonstrates one way in which a powerful union of faculty and staff members can cooperate constructively with a great university which is their employer.

"Why Go to College?" is an excellent presentation of the case, showing that

college going prepares students for a career and gives them a better chance of getting a good job and of earning more. But this is not the principal benefit.

"More important," says the booklet, "it will prepare you for a fulfilling life--for more culture, deeper knowledge, greater self-confidence, sounder health, richer pleasures, keener citizenship--vastly expanded resources for personal happiness."

This epitomizes the mission of higher education on behalf of the people individually, looked at from the entirely legitimate standpoint of "What's in it for me?" contrasted with "What's in it for the whole society?"

Both queries are admissible, and it is highly desirable that both be thought about and discussed much more seriously and clearly than they currently are.

Neither can be thought of entirely in exclusion from the other, for actually the aims they represent overlap and merge in large degree. For that reason GRAPEVINE is happy to put forward the viewpoints represented on this page and the two immediately following pages.

It seems fitting that voices from California and New York should be leading the oncoming recovery from the poisonous pessimism that has been directed at higher education during much of the decade just past.

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

LOOKING AT THE FUTURE COOLLY

Amid the welter of predictions of "steep declines in enrollments," accompanied by loud lamentations about the allegedly precarious future of higher education, a constructive voice is more than welcome.

Such a voice is that of Howard R. Bowen, professor at the Claremont Graduate School in California. An economist of note, and former president of Grinnell College and of the University of Iowa, Bowen has published the best book extant on financing higher education: Investment in Learning, San Francisco: Jossey-Bass, 1977 (507 pp.).

A Guide to Public Policy

In June 1979 Bowen gave a principal address at the annual meeting of the American Association of University Professors at Houston, which is printed in the February number of Academe (Suite 500, One Dupont Circle, N.W., Washington D. C. 20036, Tel. (202) 466-8950).

The title is somewhat cumbersome, but comprehensive and accurate, as befits the effort of so competent a generalist: "Some Reflections on the Present Condition and Future Outlook for American Higher Education."

The whole seems so eminently sound that GRAPEVINE will not tamper with the choice of words, but has simply excerpted from the 5,000-word address a few paragraphs which in our judgment merit being chiseled in granite and displayed atop massive marble columns. More aptly, the whole text deserves to be replicated throughout the land in newspapers, magazines, radio, television, and any other available media.

"Higher education has enormous impacts, or potential impacts, upon society. These come about partly through the presence in society of an educated populace,

partly through the research and scholarship that is conducted in higher education, and partly through indirect effects upon the distribution of income. The basic scientific research performed in colleges and universities is probably by itself of sufficient value to justify the entire higher educational enterprise.

"Also society gains enormously from the presence in our colleges and universities of a large and diversified reserve of specialized experts who are available to serve society in many ways--from manning the cabinet and the upper reaches of the civil service to advising government, business, foundations, and other organizations on particular issues and problems.

"Society also depends heavily upon higher education for the preservation of the cultural heritage and its interpretation to each new generation. Our colleges and universities are major centers for philosophical and religious inquiry, they are an independent source of social criticism and public policy analysis, and important centers for the cultivation of literature and the fine arts."

Enrollments May Increase

Abstaining from the foolish business of predicting, Bowen has wise words about prospects:

"In the next couple of decades, enrollments could conceivably increase over what they are today. What actually happens depends on the kinds of education offered, on its convenience as to time and place, on the level of tuitions and fees, on the forms and amounts of student aid, and on the cooperation and support of employers.

"It is not hard to imagine scenarios, with moderate and reasonable assumptions, in which substantial increases in enroll-

(Continued from page 1959)

ments would occur...What actually happens will depend on the policies governments and colleges and universities adopt and not merely on birth rates or blind chance. I am also saying that the higher educational community should be pointing out these possibilities to legislators, donors, and the general public."

Possibilities Are Great

Without in any way derogating the traditional expensive and highly selective colleges and universities, where most of the student are from affluent families and attend full-time with every advantage of fine libraries, laboratories and other facilities, and where there is much talk about "quality" and "standards," Bowen takes thought of the millions of persons who have no access to any such facilities, and says in very plain language what needs to be adopted as aggressive public policy:

"I favor the community college, the night school, the storefront college, instruction at military bases, recognition of independent learning, and the many other innovations designed to facilitate learning among those who could not or would not attend college as full-time residential students."

He offers a series of indisputable reasons showing there is no permanent congestion of the labor market for college graduates, and that the nation has not and will not soon have a surplus of educated people.

Important Observations

"The number of persons in our society who are or could be educable at the college level greatly exceeds the number now attending." "Unemployment among college-educated persons of all ages, including youthful college graduates, has been much less than that among people with limited education." "There is less risk in pushing out the frontiers of higher education than in confining these frontiers to the present boundaries of employment opportunities."

On Part-Time Students

The number of part-time commuting students has increased enormously. For these students, higher education is an incidental part of lives that involve family, work, and community far removed from the campus and in some ways alien to it. Many of these students have not had access to laboratories, libraries, qualified full-time faculty, the cultural and recreational opportunities afforded by the campus, the kinds of informal interpersonal experiences that take place spontaneously among full-time resident students.

"I would be the first to admit that there are some compensating benefits to part-time study deriving from practical experience in the real world. Moreover, it is better to have people in higher education on a part-time basis than not to have them at all."

Tax Support

"My instincts tell me that the so-called taxpayer revolt, though fascinating as a political performance, may not be of lasting significance...I can find little evidence from the polls or elsewhere that people want a curtailment of public services.

"Moreover, the overall tax rate in the United States is not high compared to the rate in other advanced industrial countries." Editor's Note: For details on this point, see GRAPEVINE, page 1572 (February 1979).

Naming several of the pressing national problems for whose solution more educated people are an imperative necessity, Bowen concludes on a moderately optimistic note: "Overall, the evidence is overwhelming that American higher education is a thriving industry with a potentially bright, even though uncertain, future."

GRAPEVINE's few words provide only an inadequate taste of his speech and his book mentioned at the outset in this short article. He is high among the nation's leading economists and educators.