

INTER-OFFICE MEMO

HNA. SOCORRO JULIA  
TO HNA. CARMEN COMELLA

DEPT. \_\_\_\_\_

FROM Oficina del Presidente

SUBJ. \_\_\_\_\_

DATE 21 octubre 1970

RE: Carta de la American Council on Education de fecha 28 de agosto de 1970 relacionada con "American Council's 1971-72 Academic Administration Internship Program".

Hemos buscado en esta oficina y no encontramos evidencia de haber recibido aviso alguno en 2 de junio de la American Council on Education en relación con el programa que se describe en el epígrafe.

Enviamos copia fotostática de la carta y quisiera nos informara si ha habido alguna comunicación con el Sr. Logan Wilson o si se han recibido los papeles relativos a este programa. Si no, qué recomendarían sobre este asunto. Gracias.

Rafael Enrique García Bottari  
Presidente

REGB/avm

*no tengo conocimiento de este programa y no he  
me siento en posición de juzgar. Claro que el 2 de  
simio ya era tarde para recibirlo antes de su  
viaje a Ha Comell; Sebe Dios*

SET. 2 1970

AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036

OFFICE OF THE PRESIDENT

August 28, 1970

President Rafael Enrique Garcia Bottari  
College of the Sacred Heart  
Post Office Box 12383, Loiza Station  
Santurce, Puerto Rico 00914

Dear President Bottari:

You may recall that on June 2, 1970 I sent you advance notice of the American Council's 1971-72 Academic Administration Internship Program. This is our cordial invitation to your institution to nominate a candidate for the seventh year of the AAIP. The enclosed brochure provides all basic information.

Since the supply of qualified academic administrators must be increased if the nation's colleges and universities are to have effective leadership, I urge your careful consideration of the opportunity presented by the Council's Internship Program.

Should you accept our invitation, the Council will promptly send you the nominating papers together with a form for indicating whether you prefer the host-campus or the home-campus internship. If your nominee is among those selected, the staff will send you the ACE Guidelines and work with you in developing an appropriate internship.

I hope you can give a positive response to our invitation, and that we may hear from you as soon as convenient but not later than October 16.

Sincerely yours,



Logan Wilson

PS: An information copy of this letter has been mailed to your chief academic officer.

Enclosures

April 23, 1970

ATV 5/11/70  
Mother M. Milegros Carbonell, President  
College of the Sacred Heart  
Box 12383, Loiza Station  
Santurce, Puerto Rico 00914

Dear Mother Carbonell:

We are now planning the 1970 freshman survey for our Cooperative Institutional Research Program, and I should like to extend an invitation to your institution to participate once again.

Procedures will be similar to those used last year. During the 1970 freshman orientation or registration period each entering freshman will be asked to complete a brief information form. Although the form has been modified somewhat on the basis of the feedback we received from last year's survey, many of the items will be repeated without change, in order to provide each participating institution an opportunity to observe trends or changes in certain characteristics of its entering freshman classes. Approximately six weeks after receiving the completed forms, we shall again send each participating institution a complete tabulation of all data on its entering freshman class, and complete tables of the national norms for various types of institutions.

In order that we may accurately estimate the number of forms that will be needed, please fill out the enclosed postcard and return it to me as soon as possible. Be sure to indicate the number of forms you will need, when you wish to receive them, and the name of the person to whom we should mail them. (Your institutional representative from last fall is named below.)

We hope that you will be able to participate in our survey once again.

Sincerely yours,

Logan Wilson

Enclosure: Return postcard

cc: Sister Maria Fernandez

AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036

OFFICE OF THE PRESIDENT

May 25, 1970

MAY 29 1970

Dear Colleague:

About a month ago I sent you an invitation to participate once again in our annual survey of entering freshmen. Since we have now received replies from most of last year's participating institutions, we need to determine the final sample of 1970 participants as soon as possible.

The potential value of this research both to the individual participating institution and to higher education in general increases with time, and we trust that you will give this decision your most serious consideration.

Thank you again for your interest. We hope that you will be able to continue as one of our participating institutions.

Sincerely yours,

*Logan Wilson*

Logan Wilson

June 3, 1970

Mr. Logan Wilson  
American Council on Education  
One Dupont Circle  
Washington, D. C. 20036

Dear Mr. Wilson:

Reference is made to your letter of May 25, 1970.

This letter expresses our written consent to continue participating in your annual survey of entering freshmen.

Needless to say how pleased and complimented I feel with your invitation.

Sincerely,

Sister M. M. Carbonell  
President

MMC/avm

COLEGIO UNIVERSITARIO SAGRADO CORAZON

15 de marzo de 1972

MEMORANDUM

Hna. Mary Pierre, Decana de Estudios  
A: Sra. Elba S. de la Cruz - Oficina de Admisiones  
Sr. Jesús Figueroa, Director, Junior College

DE: Rafael Enrique García Bottari  
Presidente

Les acompaño copia de comunicación que he recibido de la American Council on Education en Washington, la cual se explica por sí sola.

Mucho me gustaría que antes de cumplimentar la tarjeta postal que se acompaña se reunieran ustedes tres para decidir el número de formas necesario.

REGB/avm

Anexo

MAR. 14 1972

AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036

*W. Heyns  
D. B. L. ...  
Edm ...*

*Sta. Eltz & Co. Cruz*  
IMPORTANT

March 3, 1972

OFFICE OF THE PRESIDENT

President Rafael E. G. Bottari  
College of the Sacred Heart  
Santurce, Puerto Rico 00914

Dear President Bottari:

We are now planning the 1972 freshman survey of our Cooperative Institutional Research Program, and I am inviting your institution to be a continuing participant.

You recently received a copy of The American Freshman: National Norms for Fall 1971. I trust you share my belief that these annual surveys are of considerable value not only to the individual institution but to all of higher education. Their value increases as institutions such as yours continue to participate from year to year, thereby providing comparable data that enable us to make observations on trends in student characteristics.

Procedures for the 1972 freshman survey will be similar to those used last year. During the 1972 freshman orientation or registration period, each entering freshman will be asked to complete a four-page information form. Although the form has been modified to some extent, chiefly on the basis of feedback from last year's survey, many of the items are repeated without revision; thus, you will have the opportunity to note trends or changes in certain characteristics of your entering freshmen. Approximately eight weeks after the completed forms are returned, we shall again send you a complete tabulation of all data on your entering freshman class, along with complete tables of the 1972 national norms for various types of institutions. You will also have the option to purchase, at nominal cost, a computer tape containing the data on the students. The basic fee for participation will again be \$150 plus 40¢ per student.

To help us estimate accurately the number of forms required, please have the enclosed postcard completed and returned to the Office of Research of the ACE as soon as possible. Be sure to indicate the number of forms you will need, the date that you wish to receive them, and the name of the person to whom they should be mailed. (If your institution participated in the 1971 survey, the name of your institutional representative from last fall is given below.)

We hope that you will continue to participate in the CIRP.

Sincerely yours,

*Roger W. Heyns*  
Roger W. Heyns

Enclosure

We should like to participate in the ACE Cooperative Institutional Research Program for 1972. We shall need \_\_\_\_\_ Student Information Forms. Please send the forms by \_\_\_\_\_ to:  
Month Day

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Institution: \_\_\_\_\_

Address: \_\_\_\_\_

PLEASE  
TYPE  
OR  
PRINT  
CLEARLY

\_\_\_\_\_ We understand that we will be billed at the rate of \$150.00 plus 40¢ per student for our participation.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_



AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036

MAR. 4 1974

February 15, 1974

Dear Colleague:

This announcement carries the opportunity to support again the work of the Committee for Full Funding of Education Programs. In the past most education associations have made contributions, both financially and in kind to the Committee. In addition over 500 of our members have contributed, and we appreciate your response. We hope the response will be equally generous this year, for to meet the Committee's budget of roughly \$75,000, it must have a large number of modest contributions.

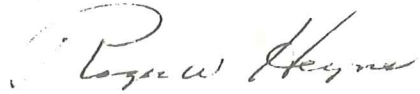
The Committee, now five years old, concerns itself only with the appropriations process. In the early years, the effort was exclusively directed toward gaining a greater share of the Federal budget than either the Administration or the Appropriations Committees seemed willing to support. This effort was largely successful. Last year, thanks to the rapport that had been established, the Committee worked closely with the Congressional committees in supporting increased appropriations voted by those committees. An early review of the 1975 Budget suggests that the Committee for Full Funding must be concerned not only with the adequacy of proposed appropriations but also with the abandonment of a number of established and successful programs.

While appropriations for education in the last five years have increased slightly ahead of the rate of the overall Federal budget, there are additional sound reasons beyond dollars for participating in the work of the Committee. Last year, for example, the Committee played an important role in devising language in the continuing resolution which inhibited impoundment and, after a number of court tests, led to the ultimate release of 1973 funds. The Committee brings together in close working relationship the many and diverse elements of education. Without it, such relationships would probably not occur regularly or frequently. Perhaps most important of all, the Committee provides a presence on the Hill for all education, thus enabling the legislators to balance their commitments and better resist the heavy pressures that come from some single-issue lobbies.

As was true last year, all contributors of one hundred dollars or more will receive copies of the Committee's very fine news report--EFFORT. Charles Lee continues as executive secretary, and again this year the president, Howard E. Holcomb of the Association of American Colleges, comes from the ranks of our members. A vice president, Larry Gladieux of the College Entrance Examination Board, is also out of our ranks.

Thank you for your consideration of this announcement. If you see fit to make a contribution, please send it to the Committee for Full Funding of Education Programs, 148 Duddington Place, S.E., Washington, D.C. 20003.

Sincerely yours,



Roger W. Heyns, President  
American Council on Education



Frederic W. Ness, President  
Association of American Colleges  
and Executive Vice Chairman,  
National Council of Independent  
Colleges and Universities



Edmund J. Gleazer, Jr., President  
American Association of Community  
and Junior Colleges



Allan W. Ostar, Executive Director  
American Association of State Colleges  
and Universities



Ralph E. Huitt, Executive Director  
National Association of State  
Universities and Land-Grant  
Colleges



Charles V. Kidd, Executive Secretary  
Association of American Universities



Rev. Clarence W. Friedman,  
Executive Secretary, Division  
of Higher Education, National  
Catholic Educational Association

AMERICAN COUNCIL ON EDUCATION  
1785 MASSACHUSETTS AVENUE  
WASHINGTON, D. C. 20036

OFFICE OF THE PRESIDENT

September 20, 1969

SET. 30 1969

Mother M. Milagros Carbonell  
President  
College of the Sacred Heart  
P. O. Box 12383, Loiza Station  
Santurce, Puerto Rico 00914

Dear Mother Carbonell:

In my letter of June 16, 1969, I notified you as you may recall that in September we would invite your institution to become a "Cooperating Institution" in the 1970-71 Academic Administration Internship Program. This is our cordial invitation to you to nominate a candidate for the sixth year of this valuable program.

The enclosed brochure provides all basic information. The Council will select not more than 40 ACE Fellows in Academic Administration for the 1970-71 AAIP. The category of "ACE Interns," included in the fourth and fifth years of the program, will not be continued. ACE Fellows will participate in the fall seminar (University of Chicago) and in the spring seminar (Washington, D.C.) on problems of academic administration.

Upon our receipt of your acceptance of this invitation, Charles G. Dobbins, AAIP Director, will send you the nominating forms, and a form for indicating whether you prefer the host-campus or home-campus internship. If your nominee is among those selected for the program, the staff will send you the ACE Guidelines and join you in developing an appropriate internship.

I hope you will find it possible to work with the Council as an AAIP Cooperating Institution this year. We ask that you respond to our invitation as soon as convenient, and not later than October 15.

Sincerely yours,

  
Logan Wilson

Enclosures

RESPONSE TO INVITATION TO BECOME  
A COOPERATING INSTITUTION

IN THE 1970-71 ACADEMIC ADMINISTRATION INTERNSHIP PROGRAM

1. We accept your invitation, with the stated provisions, and await the nominating forms and other information. It is understood that when we return the nominating forms, we will indicate our preference either for a host-campus internship, or a home-campus internship. ( )
2. We are unable to participate. ( X )
- Our reason is:
- a. Not sure of the program's value to our institution ( )
- b. No candidate is available in 1970-71 ( X )
- c. There are budgetary problems ( X )

Other explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: Sister M. M. Carbonell  
**Sister M. M. Carbonell**  
Title: President

Date: October 1, 1969

(Duplicate copy for your file)

# TRANSMITTAL SLIP

DATE October 9, 1970

AM  
PM

TO Area Socorro Julia

FROM [Signature]

ACTION DESIRED ON OR BEFORE \_\_\_\_\_ AM  
PM

THE ATTACHED IS SENT TO YOU FOR THE FOLLOWING ACTION

- CALL ME
- SEE ME
- ADVISE ME
- REPLY
- SIGN
- GIVE ME YOUR RECOMMENDATIONS
- GIVE ME YOUR RELATED CORRESPONDENCE
- NOTE AND RETURN
- NOTE AND FILE
- APPROVE AND RETURN
- GIVE NECESSARY HANDLING PROMPTLY

THE ATTACHED IS SENT TO YOU

- FOR YOUR AUTHORIZATION
- FOR YOUR INFORMATION
- FOR YOUR INSTRUCTIONS
- PER YOUR REQUEST

REMARKS Estudie bien esta circular  
En S. U. encuentre que algunos documentos  
surcuen que está clara la posición de



*Nat. Cathl. Ed. Assn.*  
OCT. - 1 1970

September 25, 1970

Dear President:

Earlier this year I wrote you regarding an informal study the College and University Department has been making of the present Federal income tax-exempt status of Catholic colleges and universities. The inquiry has been concerned with the Federal Tax Group Ruling by which most of the Catholic institutions are exempt from Federal income taxes under the provisions of Sec. 501(c)(3) of the Internal Revenue Code of 1954. The ruling is issued annually to the U. S. Catholic Conference and extends exempt status to the "institutions operated, supervised or controlled by or in connection with the Roman Catholic Church in the United States, its territories or possessions" as they appear and by virtue of their listing in the Official Catholic Directory.

Several of our institutions have expressed some apprehension and have noted some practical difficulties deriving from this situation.

Concern has been voiced that the language "operated, supervised, or controlled by or in connection with the Roman Catholic Church in the United States, its territories or possessions" might jeopardize our colleges or universities in some future legal action against them on the basis they are sectarian institutions. The case of Tilton vs. Richardson, now pending in the Supreme Court, is in point. While this aspect does indeed present possible hazard, in my judgment it is at worst an evidential question which given the character of most of our higher education institutions is refutable. Presently it is also speculative pending disposition of the Tilton case by the Court. The case is on the Court's docket for argument this fall.

The other question with practical implications deserves special review. Some universities have ascertained that prospective donors

(some large) have withheld gifts because they could not find the particular institution listed in the cumulative list of exempt organizations issued by the Internal Revenue Service. In checking an alphabetical listing apparently consultants or managers of portfolios or indeed donors themselves don't bother to ascertain the exempt status of an institution listed under a larger exempt agency in a group ruling situation and not finding them individually listed in the cumulative list merely pass them by. In one instance, at least, this inclination has resulted in real detriment to a college.

Traditionally the Internal Revenue Service has taken the position that the cumulative lists exist for the administrative convenience of the Service and other uses are incidental. The group ruling process considerably eases IRS operations in the exempt organization area. At the same time it must be agreed that the group ruling is a considerable convenience to the institutions. The question is, are the potential litigation difficulty and the experienced loss of some donations sufficient to outweigh the administrative facility to our educational institutions which the group ruling process represents? Some colleges and universities feel they are and have proceeded to obtain independent listing as educational institutions.

Notwithstanding its long standing position, discussion with the Internal Revenue Service indicate receptivity on their part to accommodation in this situation. Procedurally, it would be necessary for a particular institution to "delist" itself from the Official Catholic Directory through the local chancery. This would have the effect of removing it from the current group ruling. (Some religious groups have elected to list in the Directory, the religious group which sponsors the college or university but not the educational institution.) Given this and assuming the institution is otherwise fully qualified in its own right to exemption as an educational institution, it must apply to the District Director for exemption by executing IRS Form No. 1023.

As incidental information concerning Items 10(C) and (D) of Form 1023 (Statement of assets and liabilities and of receipts and expenditures for each annual accounting period of operation), I am informally advised the IRS would most likely apply a standard of reason as to the past reporting periods for older institutions--say a period of five years.

I have reported at length on this matter because of its importance but on balance believe that the College and University Department should make no general recommendation for specific action. I feel each institution should assess its position in the light of its individual circumstances and posture. I would, however, urge that this assessment be made in consultation with local counsel. The Department will be happy to assist in any way desired.

Sincerely yours,

*C. W. Friedman*

Rev. C. W. Friedman  
Executive Secretary  
College and University  
Department



AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036

COMMISSION ON FEDERAL RELATIONS

February 9, 1973

M E M O R A N D U M

TO: Presidents of Council Member Institutions  
FROM: John F. Morse, Director of the Commission  
SUBJECT: Federal Liaison Representatives

I am sending you this memorandum as a reminder, since we seem not to have heard from you in response to an earlier mailing.

Since November 1962, the presidents of the Council's member institutions have assisted the Commission on Federal Relations by designating a member of the institution's administrative staff to provide additional liaison with the Council in Federal relations matters. More than 600 institutions have named a Federal liaison person, and the Commission on Federal Relations has made it a practice to keep them informed regularly of developments in Washington. Each receives Higher Education and National Affairs and, in addition, copies of special memoranda and other communications on Federal relations addressed to presidents of member institutions.

We are satisfied that this system works on those campuses where the president has designated someone to be especially responsible for information on Federal legislation and the activities of executive agencies that might affect individual institutions. Indeed, we attribute much of the success of the Council's campaign to secure enactment of major higher education legislation to the cooperation of presidents and their Federal liaison persons. We plan to continue and, where possible, to expand this means of communication with our members.

We invite you, as a member of the Council, to designate someone at your institution to serve as Federal liaison representative. Two copies of a form are enclosed for this purpose. One should be returned to the Council, and the other copy can be retained for your own files.

We shall be grateful to you for providing us with this information; we believe that it will help the Commission on Federal Relations and the American Council to represent you more effectively in dealing with the Federal Government.

Enclosures

AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON D C 20036

COMMISSION ON FEDERAL RELATIONS

DESIGNATION OF LIAISON REPRESENTATIVE IN FEDERAL RELATIONS

Please supply the appropriate information:

1. The Federal Liaison Representative for this Institution will be:

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Institution: \_\_\_\_\_

Office Address: \_\_\_\_\_

2. Until further notice the President of this Institution will be solely responsible for Federal Relations

Signed: \_\_\_\_\_  
President

Date: \_\_\_\_\_

PLEASE RETURN ONE COPY TO:

John F. Morse  
Director  
Commission on Federal Relations

Attn: Carla Kary

AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON D C 20036

COMMISSION ON FEDERAL RELATIONS

DESIGNATION OF LIAISON REPRESENTATIVE IN FEDERAL RELATIONS

Please supply the appropriate information:

1. The Federal Liaison Representative for this Institution will be:

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Institution: \_\_\_\_\_

Office Address: \_\_\_\_\_

2. Until further notice the President of this Institution will be solely responsible for Federal Relations

\_\_\_\_\_

Signed: \_\_\_\_\_  
President

Date: \_\_\_\_\_

PLEASE RETURN ONE COPY TO:

John F. Morse  
Director  
Commission on Federal Relations

Attn: Carla Kary

PRELIMINARY PROGRAM  
AMERICAN COUNCIL ON EDUCATION

52 nd

ANNUAL MEETING

OCTOBER 8-10, 1969 • SHOREHAM HOTEL • WASHINGTON, D. C.



THE CAMPUS  
AND  
THE RACIAL CRISIS

**PURPOSE AND PLAN OF THE MEETING**

The program of the 1969 Annual Meeting of the American Council on Education has as its theme "The Campus and the Racial Crisis." Events of the past academic year clearly indicate the need to examine and discuss this problem. Until the racial conflict can be mitigated, the academic community will lack the unity of coherence and endeavor it needs to move ahead.

Last year the Annual Meeting focused attention on continuity and change in higher education. This year's topic addresses what many regard as the single most important domestic issue facing our nation. At this meeting we are still considering continuity and change, but in the context of racial conflict.

To stimulate thought and discussion, the Council has again commissioned knowledgeable persons to write background papers, to be distributed in advance of the Annual Meeting to those registering to attend. As usual, commentators will be asked to discuss these papers during concurrent panel sessions. Not every issue of importance to the future academic community can be discussed, but the expectation is that the topics listed below will be of general interest.

*Racial Minorities and Curriculum Change*

W. TODD FURNISS, Director, Commission on Academic Affairs, American Council on Education

*Racial Pressures on Urban Institutions*

SAMUEL D. PROCTOR, Professor of Education, Rutgers-The State University

*University Governance and the Public Interest*

LINCOLN GORDON, President, Johns Hopkins University

*Campus Reaction to Racial Turmoil*

THOMAS H. ELIOT, Chancellor, Washington University, St. Louis

*Racial Considerations in Admissions*

ALEXANDER W. ASTIN, Director, Office of Research, American Council on Education

*Allocating Limited Resources*

DAVID G. BROWN, Provost and Vice-President for Academic Administration, Drake University

*Faculty Response to Racial Tensions*

AMITAI ETZIONI, Professor of Sociology, Columbia University

*Higher Education and Community Services*

HAROLD L. ENARSON, President, Cleveland State University

**Preliminary Events**

4:00-9:00 p.m.

**Registration of Delegates and Guests**

8:00-9:00 p.m.

**Open Forum (In separate meeting rooms)**

ACADEMIC AFFAIRS-W. Todd Furniss  
 ADMINISTRATIVE AFFAIRS-John Caffrey  
 FEDERAL RELATIONS-John F. Morse  
 INTERNATIONAL EDUCATION-Richard A. Humphrey  
 OFFICE OF RESEARCH-Alexander W. Astin  
 ACADEMIC ADMINISTRATION INTERNSHIP PROGRAM and INSTITUTE FOR COLLEGE AND UNIVERSITY ADMINISTRATORS: Charles G. Dobbins and Harry A. Marmion

9:00-10:00 p.m.

**Reception for Delegates and Guests**

**Special Meetings**

9:00 a.m.-4:00 p.m.

**Meeting of the Board of Directors  
 American Council on Education**

**Badges**

The badge issued at registration will serve as an admission identification for all sessions. This requirement will be *strictly* adhered to throughout the meeting.

**Resolutions**

Members wishing to propose resolutions should submit them in writing as early as possible, but no later than noon, Wednesday, October 8, to Chairman Mason W. Gross or President Logan Wilson for consideration by the Executive Committee of the Board of Directors.

**Exhibit of Council Publications**

Council books and periodicals will be on display near the Registration Desk throughout the meeting.

**Press Office**

Members of the press may obtain information, materials, and general assistance in the Press Room, open from 2:00 p.m. on Wednesday, October 8, until Friday afternoon, October 10.

THURSDAY, OCTOBER 9, 1969

- 7:30–8:30 a.m. Breakfast Meeting for Program Participants
- 8:00–9:00 a.m. Registration of Delegates and Guests
- 9:00 a.m. OPENING GENERAL SESSION
- Presiding:* Mason W. Gross, President, Rutgers–The State University, and Chairman, American Council on Education
- Invocation:* Rt. Rev. William F. Creighton, Episcopal Bishop of Washington
- Welcome:* The Honorable Walter E. Washington, Mayor, Washington, D.C.
- Keynote Addresses:* The Honorable Robert H. Finch, Secretary, Department of Health, Education, and Welfare  
Logan Wilson, President, American Council on Education

CONCURRENT PANEL SESSIONS

10:30 a.m.–12:15 p.m.

1. Racial Minorities and Curriculum Change

- Chairman:* David W. D. Dickson, Provost, Federal City College
- Author of Background Paper:* W. Todd Furniss, Director, Commission on Academic Affairs, American Council on Education
- Commentators:* Charles Hamilton, Student, Harvard University  
Lawrence C. Howard, Vice-President, The Danforth Foundation  
John Monro, Director of Freshman Studies, Miles College

THURSDAY, OCTOBER 9, 1969—Continued

2. Racial Pressures on Urban Institutions

- Chairman:* Samuel Halperin, Director, Educational Staff Seminar
- Author of Background Paper:* Samuel D. Proctor, Professor of Education, Rutgers–The State University
- Commentators:* Charles D. Gelatt, Trustee, University of Wisconsin  
William Rea Keast, President, Wayne State University  
Norvel Smith, President, Merritt College

3. University Governance and the Public Interest

- Chairman:* Ronald A. Wells, Chairman, Department of Humanities, United States Coast Guard Academy
- Author of Background Paper:* Lincoln Gordon, President, The Johns Hopkins University
- Commentators:* John Budds, Chairman, Board of Trustees, University of Connecticut  
W. Bradford Wiley, Trustee, Colgate University  
Roy Willis, Student, Harvard Graduate School of Business Administration

LUNCHEON—12:30 p.m.

- Speaker:* James E. Cheek, President, Shaw University
- Presiding:* Anne G. Pannell, President, Sweet Briar College, and Vice-Chairman, American Council on Education

THURSDAY, OCTOBER 9, 1969—Continued

CONCURRENT PANEL SESSIONS

2:30—4:30 p.m.

4. Campus Reaction To Racial Turmoil

- Chairman:* James M. Hester, President, New York University
- Author of Background Paper:* Thomas H. Eliot, Chancellor, Washington University (St. Louis)
- Commentators:* Morris B. Abram, President, Brandeis University  
Elizabeth Denerson, Assistant Librarian, West Virginia State College  
Wesley Harris, Assistant Professor of Aeronautical Engineering, University of Virginia

5. Racial Considerations in Admissions

- Chairman:* Harold Delaney, Academic Dean, Morgan State College
- Author of Background Paper:* Alexander W. Astin, Director, Office of Research, American Council on Education
- Commentators:* Nicholas C. Hobbs, Provost, Vanderbilt University  
Peter M. Miller, Director of Admissions, California Institute of Technology  
Lois D. Rice, Associate Director, College Entrance Examination Board

THURSDAY, OCTOBER 9, 1969—Continued

6. Allocating Limited Resources

- Chairman:* Herman R. Branson, President, Central State University
- Author of Background Paper:* David G. Brown, Provost and Vice-President for Academic Administration, Drake University
- Commentators:* J. Herbert Holloman, President, University of Oklahoma  
Stewart A. Taylor, Assistant Professor of Management, Southern Illinois University  
Nils Y. Wessell, President, The Alfred P. Sloan Foundation

INFORMAL RECEPTION: 6:00 p.m.

DINNER SESSION: 7:00 p.m.

- Presiding:* Logan Wilson, President, American Council on Education

*Presentation of Annual Book Award of the American Council on Education*

The 1969 Book Award will be presented to the author or authors of a published book that is considered by an independent committee of judges, appointed by the Council, to contribute significantly to the knowledge and advancement of higher education in the United States.

- Address:* The Honorable James E. Allen, Jr., Assistant Secretary for Education, Department of Health, Education, and Welfare and Commissioner of Education

FRIDAY, OCTOBER 10, 1969

CONCURRENT PANEL SESSIONS

9:00–11:00 a.m.

7. Faculty Response To Racial Tensions

- Chairman:* Roland Dille, President, Moorhead State College
- Author of  
Background Paper:* Amitai Etzioni, Professor of Sociology, Columbia University
- Commentators:* Robert D. Cross, President, Swarthmore College  
Douglas F. Dowd, Professor of Economics, Cornell University  
Deborah Cannon Wolfe, Professor of Education, Queens College (New York)

8. Higher Education and Community Services

- Chairman:* Sylvan K. Kaplan, Professor of Psychology, Virginia Polytechnic Institute
- Author of  
Background Paper:* Harold L. Enarson, President, Cleveland State University
- Commentators:* Joseph P. Cosand, President, Junior College District of St. Louis  
Joseph F. Kauffman, President, Rhode Island College  
Gerard Mangone, Provost, Temple University

FRIDAY, OCTOBER 10, 1969—Continued

BUSINESS SESSION: 11:15 a.m.

*Presiding:* Mason W. Gross, President, Rutgers—The State University, and Chairman, American Council on Education

Minutes of the Fifty-first Annual Meeting

Report of the Treasurer  
James R. Buchholz, Treasurer and Business Manager  
American Council on Education

Report on Council Activities  
Logan Wilson, President

Election of Officers and Members of the Board of Directors

New Business

LUNCHEON: 12:30–2:00 p.m.

*Presiding:* Gustave O. Arlt, President, Council of Graduate Schools in the United States, and Secretary, American Council on Education

*Address:* The Honorable Julian Bond, Member, Georgia State Senate

Adjournment



## AMERICAN COUNCIL ON EDUCATION

### Officers 1968-69

*Chairman:* MASON W. GROSS, President, Rutgers-The State University

*Vice-Chairman:* ANNE G. PANNELL, President, Sweet Briar College

*Secretary:* GUSTAVE O. ARLT, President, Council of Graduate Schools in the United States

### Board of Directors

#### *Terms ending 1969*

GUSTAVE O. ARLT, President, Council of Graduate Schools in the United States; *Secretary*

ALBERT W. DENT, President, Dillard University

MASON W. GROSS, President, Rutgers-The State University; *Chairman*

FRED HARVEY HARRINGTON, President, University of Wisconsin

GRAYSON KIRK, President Emeritus, Columbia University

FREDERIC W. NESS, President, Fresno State College

ANNE G. PANNELL, President, Sweet Briar College; *Vice-Chairman*

ALAN SIMPSON, President, Vassar College

THOMAS A. SPRAGENS, President, Centre College of Kentucky

SHARVY G. UMBECK, President, Knox College

#### *Terms ending 1970*

KINGMAN BREWSTER, JR., President, Yale University

G. HOMER DURHAM, President, Arizona State University

SAMUEL B. GOULD, Chancellor, State University of New York

DARRELL HOLMES, President, Colorado State College

KENNETH S. PITZER, President, Stanford University

EDGAR F. SHANNON, JR., President, University of Virginia

#### *Terms ending 1971*

JOSEPH P. COSAND, President, Junior College District of St. Louis

THEODORE M. HESBURGH, C.S.C., President, University of Notre Dame

ROGER W. HEYNS, Chancellor, University of California, Berkeley

MARTHA E. PETERSON, President, Barnard College

CALVIN H. PLIMPTON, President, Amherst College

WILLIS M. TATE, President, Southern Methodist University

#### *Ex officio*

LOGAN WILSON, President, American Council on Education

*Sept. 8/69*

AMERICAN COUNCIL ON EDUCATION  
1785 MASSACHUSETTS AVENUE  
WASHINGTON, D. C. 20036

OFFICE OF THE PRESIDENT

June 23, 1969

**Memorandum to Heads of Institutional Members**

The American Council on Education's Fifty Second Annual Meeting will be held in Washington, D.C., October 8-10, 1969.

The theme and background papers for the meeting, "The Campus and the Racial Crisis," should stimulate a timely two days of plenary sessions and panel discussions. Copies of the preliminary program are enclosed.

We hope that as many chief executive officers as possible will attend as the delegates from their institutions. Three registration cards are enclosed for you and others who may wish to attend. Additional preliminary programs and registration cards will be supplied upon request.

Since large attendance is probable, we suggest that you make room reservations at the Shoreham Hotel as soon as convenient, and not later than September 8. Please use the enclosed card which identifies you as a participant in the Council's meeting.

*Head-line* ←

The Board of Directors and the Council staff look forward to the pleasure of greeting you and others from your organization on Wednesday evening, October 8.

Sincerely yours,

*Logan Wilson*

Logan Wilson

Enclosures

september 9, 1969

Mr. Logan Wilson  
American Council on Education  
1785 Massachusetts Avenue  
Washington, D. C. 20036

Dear Mr. Wilson:

Thank you very much for your memorandum concerning the American Council on Education's 52nd Annual Meeting and for the copies of the preliminary program enclosed.

Please be informed that due to previous commitments which require my presence in Puerto Rico I am unable to attend this meeting.

I very much appreciate the courtesy extended to us and would welcome any material which you may have available concerning the results of this meeting.

Sincerely,

Sister M. M. Carbonell  
President

MMC/avm

October 1, 1969

Dr. Harry A. Marmion  
American Council on Education  
1785 Massachusetts Avenue, N. W.  
Washington, D. C. 20036

Dear Dr. Marmion:

Our Academic Dean, Sister Carmen Comella, has expressed her desire to participate in the "Institute for Academic Dean" which is scheduled for October 26 through October 31, 1969.

Before we can reach a decision, it is necessary for us to know what facilities like accommodation, transportation, etc., are offered by you. To this effect, we will appreciate receiving specific information as well as literature concerning the aforementioned institute.

Looking forward to your prompt reply, I remain

Very sincerely yours,

Sister M. M. Carbonell  
President

MMC/avm

OCT. - 7 1969

AMERICAN COUNCIL ON EDUCATION  
1785 MASSACHUSETTS AVENUE  
WASHINGTON, D. C. 20036

THE INSTITUTE FOR COLLEGE  
AND UNIVERSITY ADMINISTRATORS

October 4, 1969

Sister M. M. Carbonell  
President  
College of the Sacred Heart  
Puerto Rico

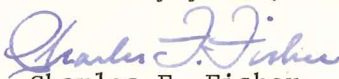
Dear Sister Carbonell:

Dr. Harry Marmion is now president of St. Xavier College in Chicago, so I shall take the liberty of replying to your inquiry of October 1.

We are conducting two sessions of our Institute for Academic Deans, both of them in November. We received 267 applications for this Institute by the September 15th deadline. The 40 participants for each session have already been selected and notified.

I am placing Sister Comella's name on our mailing list so that she will receive the announcement of our 1970 sessions next spring.

Sincerely yours,

  
Charles F. Fisher  
Program Director

FEB. - 2 1972

AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036

OVERSEAS LIAISON COMMITTEE

January 26, 1972

*File*

Sister M. M. Carbonell  
President  
College of the Sacred Heart  
Internado Santurce  
PUERTO RICO

Dear Sister Carbonell:

The Overseas Liaison Committee of the American Council on Education is interested in expanding its knowledge and understanding of the ways in which higher education contributes to economic and human resource development in other areas of the world.

In order to familiarize ourselves with your institution, we would appreciate receipt of your current catalog, a descriptive brochure about your research activities, and a list of available publications.

The Committee, in turn, would be pleased to provide you with information about our new program, and we look forward to your reply. With good wishes for the New Year.

Sincerely yours,

*Shirley K. Fischer*

Shirley K. Fischer, Ph.D.

SKF/dg

American Council on Education  
One Dupont Circle  
Washington, D.C. 20036

January 1972

OFFICERS - 1971-1972

\*President: Roger W. Heyns

\*Vice-Chairman: Edgar F. Shannon, Jr., President  
University of Virginia  
Charlottesville, Virginia 22903

\*Chairman: Martha E. Peterson, President  
Barnard College  
New York, New York 10027

\*Secretary: Edward W. Weidner, Chancellor  
University of Wisconsin-Green Bay  
Green Bay, Wisconsin 54302

MEMBERS OF THE BOARD OF DIRECTORS

Terms ending October 1972

Norman P. Auburn, Vice President  
Academy for Educational Development  
and President Emeritus,  
University of Akron  
Akron, Ohio 44304

Richard C. Gilman, President  
Occidental College  
Los Angeles, California 90041

Joseph F. Kauffman, President  
Rhode Island College  
Providence, Rhode Island 02908

Richard C. Richardson, Jr., President  
Northampton County Area Community  
College  
Bethlehem, Pennsylvania 18017

Keith Spalding, President  
Franklin and Marshall College  
Lancaster, Pennsylvania 17603

Albert N. Whiting, President  
North Carolina Central University  
Durham, North Carolina 27707

Terms ending October 1973

Elias Blake, Jr., President  
Institute for Services to Education  
2001 S Street, N.W.  
Washington, D.C. 20009

\*Dale R. Corson, President  
Cornell University  
Ithaca, New York 14850

\*Members of the Executive Committee

Terms ending October 1973 (continued)

Harold L. Enarson, President  
Cleveland State University  
Cleveland, Ohio 44115

John D. Moseley, President  
Austin College  
Sherman, Texas 75090

\*John W. Oswald, President  
Pennsylvania State University  
University Park, Pennsylvania 16802

Rosemary Park, Professor of Higher Education  
Graduate School of Education  
University of California  
Los Angeles, California 90024

Terms ending October 1974

Homer D. Babbidge, Jr., President  
University of Connecticut  
Storrs, Connecticut 06268

Sister Ann Ida Gannon, B.V.M., President  
Mundelein College  
Chicago, Illinois 60626

Alexander Heard, Chancellor  
Vanderbilt University  
Nashville, Tennessee 37203

Charles J. Hitch, President  
University of California  
Berkeley, California 94720

Malcolm Moos, President  
University of Minnesota  
Minneapolis, Minnesota 55455

David W. Mullins, President  
University of Arkansas  
Fayetteville, Arkansas 72701

AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036

OFFICE OF THE PRESIDENT

May 21, 1970

Dear Colleague:

It is apparent that many institutions are considering revising their academic calendars to provide a period of time before the elections for the academic community to participate actively in the election process.

However worthy the concept, this raises many legal issues, the extent of which we have not yet determined. There is the matter of contractual relations - the "delivery" of education in return for tuition and fees. There is the question of the "corporate" involvement of institutions, as opposed to the involvement of individuals within the institutions. There is the matter of staff salaries during the hiatus.

Perhaps most important, there is the question of the tax-exempt status of institutions as they (or their members) move into the political arena. There is an absolute prohibition against 501 (c) (3) institutions participating in or intervening in any political campaign on behalf of any candidate for public office.

We have appointed an Ad Hoc Committee to look into these questions and to report to our Board of Directors on June 16. Out of this we hope to issue a set of guidelines based on the best opinion we can muster. Obviously, each institution is free to make its own decisions. The purpose of this letter is to alert you to the fact that there are many pitfalls in the road ahead, and that we shall be trying to anticipate them and give you our best judgment.

Sincerely yours,



Logan Wilson



AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036

OFFICE OF THE PRESIDENT

August 5, 1970

AGO. 10 1970

Dear Colleague:

I want to call your attention to the attached memorandum from Dr. Martin D. Jenkins, who will soon assume full-time duties at the Council as Director of our Office of Urban Affairs. As President of Morgan State College and of the Baltimore Urban Coalition, he made a name for himself as an authority in the urban affairs field.

His memorandum, I believe, warrants serious consideration by all of our member colleges and universities. We hope that you will keep us informed about your institution's activities in the broad field of urban affairs.

Sincerely yours,

*Logan Wilson*

Logan Wilson

enc.

FILE

ABR. 4 1972

AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036

OFFICE OF THE PRESIDENT

March 28, 1972

M E M O R A N D U M

To: ACE Members

From: Roger W. Heyns \*

A group of college and university presidents representing eight major associations (see below) met this morning with House and Senate education committee members to review the situation of the Higher Education Bill (S. 659) now in conference between the Senate and the House.

At the conclusion of the meeting all were convinced that there is need to alert every member of the House and Senate to the critical nature of the situation and the urgent need for immediate action to bring the bill out of conference. Here are the facts:

1. All authorizations for higher education expire on June 30, 1972.
2. We have asked the Appropriations Committees for an opportunity to testify on the funding needs of higher education programs. In response, we have been told that our request cannot be considered until authorizing legislation has been passed.

WHAT DOES THIS MEAN?

The urgency can best be illustrated by the situation that prevails in the student aid area. Without new appropriations, there will be available for use this fall:

For educational opportunity grants \$40 million for new awards as against a need for \$273 million.

For work study \$244.6 million as against a need for \$453 million.

For national defense loans no funds as against a need for \$528 million.

Most institutions must commit funds within the next few weeks so that incoming (and indeed present) students may make their plans. Yet as things stand, no such commitments can be made and no such plans can be laid.

\* This memorandum was unanimously endorsed today by the Board of Directors at its March meeting. (See attached list.)

The student aid question is but one dramatic illustration of a broader problem. Also at stake is landmark legislation that would for the first time provide direct institutional aid from the Federal government.

It is essential, therefore, that the issues in the higher education bills be resolved--to protect existing programs and prevent the months and years of work devoted by both the Senate and the House to initiate new programs, such as institutional aid, from going down the drain. Failure would necessitate starting this work all over again in the next Congress.

The necessity for enacting the higher education bill has been obscured by the controversy over busing--a separate and unrelated matter which has been attached to it.

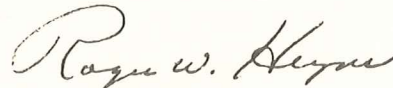
While the conferees may well recognize the urgency of the need for prompt action on the higher education programs, it is not at all clear that 432 members of the House and 100 Senators do.

#### WHAT CAN YOU DO?

We ask each of you to wire, write, and, while they are home for the Easter recess, talk to your Senators and your Congressman and ask them, in turn, to urge on the conferees speed in resolving their differences and bringing a conference report to the floor.

The conferees need this kind of encouragement from their colleagues. They will get it only if your Congressional representatives get this kind of encouragement from you.

The Congressional leaders we met with today left little doubt that the success of their efforts will depend on your response to this plea.



#### Associations Represented at Congressional Meetings

American Association of Junior Colleges: Richard Richardson, Pres., Northampton County Jr. College, Bethlehem, Pa.; Frank Mensel, Staff.  
American Association of State Colleges and Universities: Robert R. Martin, Pres., Eastern Kentucky University; Allan Ostar, Staff. American Council on Education: Martha Peterson, Pres., Barnard College; Roger Heyns, Pres.; Jack Morse, Staff. Association of American Colleges: Keith Spalding, Pres., Franklin & Marshall College (also representing National Council of Independent Colleges and Universities); Howard Holcomb, Staff. Association of American Universities: James Hester, Pres., New York University; Charles Kidd, Staff. National Association for Equal Opportunity in Higher Education: Herman R. Branson, Pres., Lincoln University; Miles Fisher, Staff. National Association of State Universities and Land-Grant Colleges: David R. Mullins, Pres., University of Arkansas; John W. Oswald, Pres., Penn. State University; Ralph Huitt, Staff.

*file*

AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036

OFFICE OF THE PRESIDENT

SET. 7 1972

September 1, 1972

President Pedro Gonzalez Ramos  
College of the Sacred Heart  
P. O. Box 12383, Loiza Station  
Santurce, Puerto Rico 00914

Dear President Ramos:

You may recall that on June 12, 1972, I sent you advance notice of the American Council's 1973-74 Academic Administration Internship Program (AAIP). I now invite your institution to nominate a candidate for the ninth year of the Internship Program.

The enclosed brochure provides basic information about the AAIP, and I wish to underscore two points. First, I believe it is the obligation of college and university presidents, and their advisors, to identify younger members of their faculties and staffs who exhibit the potential for academic administration. Second, I invite you to respond to the special need for nominations of qualified women and minority group members. As you know, the national shortage of such administrative personnel is acute.

The general support of the Ford Foundation and the cooperation of several hundred colleges and universities has produced thus far 273 American Council on Education Fellows, more than 75 percent of whom are now in positions of significant administrative responsibility. We feel that the process of infusing this newly trained leadership into higher education is important, and that it offers distinct benefits to the participating institutions.

Upon receipt of your acceptance to participate, the Council will promptly send you the nominating papers together with a form on which to indicate your preference for a host-campus or a home-campus internship. If your nominee is among the 35 to 40 selected, the AAIP staff will work with you to develop an appropriate internship.

I hope you will accept our invitation. We would appreciate your response as soon as convenient, though no later than October 16.

Sincerely yours,

  
Roger W. Heyns

Enclosures

cc: Chief Academic Officer

May 19, 1969

Dr. Logan Wilson  
American Council on Education  
1785 Massachusetts Avenue, N. W.  
Washington, D. C. 20036

Dear Dr. Wilson:

At their May meeting the Board of Trustees of the College of the Sacred Heart appointed Mother M. Milagros Carbonell as President. She will take up her work at the end of June. They also appointed Sister Carmen Comella as Acting Dean. This young team will join Sister S. Juliá who is the young Treasurer of the College in the big work which lies ahead of CUSC in Puerto Rico.

With all good wishes, I remain

Very sincerely yours,

(Sister) E. M. O'Byrne  
President

EMO/avm

AMERICAN COUNCIL ON EDUCATION  
1785 MASSACHUSETTS AVENUE  
WASHINGTON, D. C. 20036

3

OFFICE OF THE  
TREASURER AND BUSINESS MANAGER

SET. 11 1969

September 2, 1969

To: HEADS OF ALL MEMBER INSTITUTIONS

Re: Mailing Lists for the following Council Periodicals

*Bulletin on International Education*  
*Educational Record*  
*Higher Education and National Affairs*

Attached is a Survey Form for each of the publications listed above on which are noted the names of those persons at your institution who have been designated to receive copies.

The quota for your institution (including the copy for the President) is also noted on each form.

Will you please indicate any changes, additions, or deletions necessary to bring your mailing list up to date. Return the Survey Forms in the enclosed self-addressed envelope no later than September 19, 1969.

PLEASE DO NOT EXCEED YOUR QUOTA.

We shall be glad to receive any comments you care to volunteer about how our publications can be made more useful to you and your institution.

Sincerely yours,



James R. Buchholz  
Treasurer and Business Manager

Enclosures: 3

September 16, 1969

Mr. James R. Buchholz  
Treasurer and Business Manager  
American Council on Education  
1785 Massachusetts Avenue  
Washington, D. C. 20036

Dear Mr. Buchholz:

As per your request, we are returning to you  
Survey Forms which were attached with your September 2  
letter.

We have made necessary corrections and included  
additional information accordingly.

We take this opportunity to inform you how grateful  
we are for the publications you have sent us and how useful  
we have found same.

Sincerely,

Sister M. M. Carbonell  
President

MMC/avm

Enclosure

COLLEGE OF THE SACRED HEART

MEMORANDUM

March 15, 1971

TO: President García Bottari  
FROM: Sister M. Pierre  
RE: American Council on Education - "Report on Questionnaires"

#161 Appears to carry nothing relevant to  
Sacred Heart

#163 Reports information, available now or in the  
near future, which may be helpful to Sacred  
Heart, if not already in our hands. See items  
checked.

MP/avm

*Sister Mary Pierre*





MAR. - 9 1971

# Report On Questionnaires

American Council on Education • One Dupont Circle • Washington, D. C. 20036

*File  
for  
Sister Mary Pierre*

Number 163

February, 1971

The Publications Division does not have copies of questionnaires or reports for distribution. Furthermore, not all sources listed below will be able to provide a report.

For information about any of the questionnaires listed:

1. If the address is given (in parentheses) write directly to the source, giving title and QR number.
2. If the address is not given, write to this office for the address, giving the appropriate QR number.

\* \* \* \* \*

- ✓ Security: QR 6858. The American Society for Industrial Security, in cooperation with the American Association of Junior Colleges, is preparing a set of guidelines for academic security programs in community and junior colleges. To accomplish this, questionnaires were sent to 1,048 community colleges asking for title of program, date program began, number of students, number of faculty, and list of security courses. A report will be available in June, 1971. (A.S.I.S. Foundation, Inc., 2000 K Street, N.W., Suite 651, Washington, D.C. 20006.)
- ✓ Tuition: QR 6921. Forty-two private northeastern colleges and universities were sent a brief questionnaire for a comparative view of projected tuition and fee requirements through fiscal year 1975. A summary of the survey, "Trends in Tuition Income," is available without charge. (Director, Institutional Research, Fairfield University, Fairfield, Connecticut 06430.)
- ✓ Financial Aid: QR 6954. A recently-published 701-page handbook of college financial aid contains information on the types of grants, and loans available, financial aid officer responsible, and when, where, and how to apply. \$6.95.

Purchasing: QR 6942. Questionnaires were distributed to 1,000 superintendents of public school districts and 500 presidents of colleges and universities for a survey of purchasing practices. Recipients were asked to indicate degree of involvement in purchasing decisions of chief administrator, business officer, area specialist, board member, and others; season of year when most orders are placed; and size of budget this year as compared to last year's allocation. Information was also requested on institutional characteristics. A summary is available for \$1.00.

Issues in Higher Education: QR 6895. To answer the question, "Do mass communicators rank the issues in higher education today in the same manner as university officials?", managing editors of the largest circulation metropolitan daily newspaper in each state and the District of Columbia were asked to rank these issues: academic freedom, accountability, budget, governance, growth, political-ness of state universities, publish or perish, relevance, and tenure. University public relations officers of the largest enrollment state-supported school in each state and the District of Columbia were asked to do the same. (Public Relations Department, Old Agriculture Building, University of Kentucky, Lexington, Kentucky 40506.)

Personnel Policies and Practices: QR 6934. The California Association of School Administrators, the Research Department of the California Teachers Association, and the California School Boards Association have conducted a survey of selected personnel policies and practices, 1970-71. The survey covers areas of recruitment, assignment, transfer, and promotion of teachers; promotion of principals; evaluation of certificated staff; and miscellaneous items. (Research Department, California Teachers Association, 1705 Murchison Drive, Burlingame, California 94010.)

Consumer Credit: QR 6941. Responses from an annual request for information on consumer credit research, sent to about 1800 college administrators and faculty members, will be summarized. Report, completion expected in May, will contain information on research completed and in progress. (Vice President, National Consumer Finance Association, 1000 Sixteenth Street, N.W., Washington, D.C. 20036.)

Photography: QR 6897. Questionnaires were sent to 5,000 teachers, all vice presidents for academic affairs in colleges and universities listed in Higher Education Directory, 1969-70, to all Canadian schools, and to the mailing list of "Visuals are a Language" for a survey of instruction in photography and graphic arts in higher education. Information was sought about courses offered, degrees, high school service programs, graduates and enrollments, staff, student assistance programs, among others. A report will be available in late summer, 1971. (Department of Cinema and Photography, Southern Illinois University, Carbondale, Illinois 62901.)

Access to Federal Data: QR 6938. Approximately 900 questionnaires were sent to individual members of the Association for Institutional Research. The questionnaire related primarily to the experience of institutions responding to the Higher Education General Information Surveys (HEGIS) and to the usefulness and timeliness of the resulting publications. The results of the questionnaire will be incorporated in a report to be presented at the May 1971 Forum of the Association for Institutional Research. (Director, Office of Institutional Studies, The American University, Massachusetts and Nebraska Avenues, N.W., Washington, D.C. 20016.)

Athletics: QR 6389 (R on Q #149). "Financial Analysis of Intercollegiate Athletics" is the title of a 127-page summary resulting from a survey of the 655 member institutions of NCAA. Nonmembers may purchase copies for \$5.00 each. (Director of Research, The National Collegiate Athletic Association, Midland Building, Kansas City, Missouri 64105.)

Governance: QR 6908. Two questionnaires were used in a study of board restructuring among Catholic colleges and universities. Questionnaire I was sent to 282 Catholic institutions of higher education listed by NCEA to determine which institutions: (1) always had and continue to have all-religious boards of trustees, (2) always had and continue to have mixed (lay and religious) boards, (3) have restructured their boards and included laymen, and (4) are currently in the process of such restructuring. Some 200 institutions reporting reorganization received Questionnaire II. This second instrument was designed to determine the reason and conditions which prompted restructuring. The report of the study will be available in the summer of 1971. Cost to be determined. (Office of the President, Saint Louis University, 220 North Spring Avenue, Saint Louis, Missouri 63108.)

Governance: QR 6872. A questionnaire-interview was used to compare the attitudes of administrators, faculty leaders, student leaders, and trustees toward the role of students in junior college governance. Ninety-six subjects from eight public junior colleges in Northern California were interviewed concerning choice of an appropriate degree of authority for elected student leaders in student activities, student services, curriculum and instruction, personnel matters, and finance and planning. (Counselor, American River Junior College, Sacramento, California 95841.)

Student Information: QR 6901. Questionnaires were sent to 152 directors of student personnel in institutions of higher education in Pennsylvania to determine local policy regarding maintenance, release, and use of student personnel information. A limited number of copies of the report are available. (Education Department, Wilkes College, Wilkes-Barre, Pennsylvania 18703.)

Electronic Media: QR 6875. To determine the extent of utilization of electronic media in theological education in terms of curricular, continuing education, and non-curricular functions, questionnaires were sent to academic deans of (1) 35 major colleges and universities, (2) the 112 accredited members of the American Association of Theological Schools, (3) more than 50 church-related schools, and (4) about 50 schools within a given radius of St. Louis. A report will be available in June, 1971. Cost has not been determined. (Director, Audio-Visual Center, Concordia Seminary, St. Louis, Missouri 63105.)

✓ Academic Programs Inventory: QR 6906. To gather information about academic degree programs at 63 public and private senior colleges and universities in Texas, each institution was asked to list, by administrative organization, degree or certificate programs offered by the institution. The annual "Academic Programs Inventory" is published in March. Copies are available free of charge. (Coordinating Board, Texas College and University System, State Finance Building, Austin, Texas 78701.)

Parking: QR 6932. Parking and traffic administrators at 144 colleges and universities were asked to supply information about their parking regulations and procedures as they relate to faculty, staff, students, and visitors. The report will be available to participating institutions in mid-March. A limited number of copies will be available upon request. (Special Assistant to the Executive Vice President, The Ohio State University, 2096 Neil Avenue, Columbus, Ohio 43210.)

## Report On Questionnaires

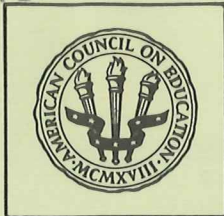
Sybil T. Welden, Editor

A monthly bulletin prepared by the Publications Division of the American Council on Education. A single copy is sent without charge to heads of institutions and organizations holding membership in the Council. Individual subscriptions, \$5.00 a year.

**AMERICAN COUNCIL ON EDUCATION**

ONE DUPONT CIRCLE, WASHINGTON, D.C. 20036

FEB. 22 1971



# Report On Questionnaires

American Council on Education • One Dupont Circle • Washington, D. C. 20036

Number 161

December 31, 1970

The Publications Division does NOT have copies of questionnaires or reports for distribution. Furthermore, not all sources listed below will be able to provide a report.

For information about any of the questionnaires listed:

1. If the address is given (in parentheses) write directly to the source, giving title and QR number.
2. If the address is NOT given, write to this office for the address, giving the appropriate QR number.

\* \* \* \* \*

Compliance Report: QR 6850. The "Compliance Report Survey Form," distributed to the offices of admissions and records in 1700 member institutions of the American Association of Collegiate Registrars and Admissions Officers, was designed to ascertain methods used by colleges and universities in gathering ethnic origin information for use in completing the Compliance Report requested by HEW. Results of the survey will be reported at the April, 1971 meeting of AACRAO in St. Louis, and will be published in College and University during the summer of 1971. (AACRAO, One Dupont Circle, Suite 330, Washington, D. C. 20036.)

Commencement: QR 6856. To gather information about commencement activities, 87 universities were surveyed. Among the questions asked in this survey were: Is the commencement exercise conducted at one location at the same time for all graduates? Is the commencement exercise held on campus? Do any of the individual units located on the same campus hold separate ceremonies? How and when are the diplomas issued? What is the procedure for issuing academic regalia to graduates and for return? (Assistant to the Vice President for Special Programs and Secretary of the University, Howard University, Washington, D. C. 20001.)

Consortia: QR 6867. The Fourth Edition of a Directory of Academic Cooperative Arrangements in Higher Education lists 61 voluntary academic consortia in the U.S. and Canada. The Directory is available at no cost. (Kansas City Regional Council for Higher Education, 4901 Main Street, Suite 320, Kansas City, Missouri 64112.)

Trustees: QR 6849. Questionnaires were sent to all accredited colleges and universities in the U.S. for a study of trustees under 30 years of age and of students who are present at trustee meetings, but have no voting power. The study seeks to determine the influence of role, attitude, and background on the decision-making process of young trustees and to determine if there is any significant difference between this group and the group of trustees studied by the Educational Testing Service (College Trustee Study, 1968). A report will be published in about one year in a journal which is generally available. Information about availability will be reported in a future issue of this publication.

Teacher Productivity: QR 6855. The 833 member institutions of the American Association of Colleges for Teacher Education were asked to supply information regarding their enrollments, the kinds of programs they offered, and the number of degrees awarded from September 1, 1969 to September 1, 1970. This information is primarily for internal purposes of the Association. A report may be available during 1971. AACTE will be the distributor of the report. (Executive Director, AACTE, One Dupont Circle, Suite 610, Washington, D. C. 20036.)

Teachers: QR 6885. As part of the 24th Annual National Study of Public School Teacher Supply and Demand, questionnaires have been sent to registrars and placement officers of institutions which prepare professional personnel for elementary and secondary schools. Placement officers were asked to supply information concerning the present occupations of the members of the 1970 graduating class who are eligible for standard teaching certificates. Registrars were asked to furnish data about persons expected to complete their preparation for teaching in 1971 and the numbers actually completing preparation in 1970. State departments of education were asked for information about the characteristics of new teachers employed by public schools. A report will be published in the Fall of 1971. (Research Division, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.)

Faculty: QR 6837. Approximately 2200 questionnaires were distributed to University of Minnesota instructional faculty for information about their activities: instructional, research, public service, committee and internal professional, and their accomplishments during the Fall Quarter 1969. Results of this study are for internal use only.

Faculty: QR 6868. Two questionnaires (one for four-year institutions and the other for two-year institutions) were used in requesting information regarding salaries scheduled, formal procedures for faculty involvement, and faculty load, 1970-71. Summary information about salaries will be published next spring in 1970-71 editions of NEA's series of reports on scheduled salaries. Information on faculty load will be published in a separate report next summer. (Research Division, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.)

Faculty Work Load: QR 6853. Approximately 2,500 two-part questionnaires were distributed to representative faculty in four-year colleges and universities with enrollments of 10,000 and over. The first part concerned evaluation of courses taught in the fall term of 1970, and professorial characteristics considered appropriate for most meaningful instruction. The second part concerned typical weekly time for teaching (class contact, out of class time, student conferences) and nonteaching activities (research, professional, committee work, community service, administration). Present plans call for formal reports of the results in 1971. Informal statistical summaries of selected data may be available after March 31, 1971. (Director, Division of Academic Services, University of South Florida, Tampa, Florida 33620.)

Enrollment: QR 6887. Registrars of colleges and universities provided data for a publication, Students Enrolled for Advanced Degrees, Summary Data, Fall 1968. Catalog number is HE 5.254:54019-68 Part A. The price is \$1.00. (Superintendent of Documents, Government Printing Office, Washington, D. C. 20402.)

Laboratory Animals: QR 6821. Questionnaires were sent to 950 breeders of laboratory animals, or dealers, to determine the number of animals sold for research in 1969. Another questionnaire was sent to 2,290 users of laboratory animals asking: 1) the number of various species bred and used by each institution for research; 2) the number of animals obtained from pounds or shelters; 3) the number collected from nature, captive-bred, or donated; and 4) the number and species of animals in gerontological research in 1969. A summary of the survey is available without charge from (Institute of Laboratory Animal Resources, National Research Council, 2101 Constitution Avenue, N.W., Washington, D. C. 20418.)

Gerontology: QR 6782. The Institute of Gerontology is cooperating with the International Center on Social Gerontology, Paris, in a worldwide survey of educational and training activity in the areas of gerontology and geriatrics. Questionnaires were sent to persons in all types of educational institutions who have known interest in the field. (Institute of Gerontology, The University of Michigan-Wayne State University, 1021 E. Huron Street, Ann Arbor, Michigan 48104.)

Head Start: QR 6871. Questionnaires were sent to the 80 Head Start Supplementary Training Program Managers in the U.S., District of Columbia, Virgin Islands, and Puerto Rico for information about supplementary training forms and procedures used by colleges, universities, and other grantees, and the makeup of the State Career Development Committee. Results will be available after January 1, 1971. (Office of Special Projects, Boise State College, 209 College Blvd., Boise, Idaho 83702.)

Engineering: QR 6886. Results of the 1970 engineering placement survey, which covered 44,000 graduates from more than 260 U.S. colleges, universities, and technical schools, have been published in the report, Prospects of Engineering and Technology Graduates--1970. Copies are available for \$2.00 each prepaid. (Engineers Joint Council, Department PP, 345 East 47th Street, New York, N.Y. 10017.)

Foreign Languages: QR 6846. Questionnaires were sent to the registrars of all 2-year and 4-year colleges in the U.S. requesting number of registrations and student contact hours in all foreign languages for Fall, 1970. A second canvass will occur in Summer, 1971. The report, which will be available in September, 1971, will present data by state and region, with breakdowns by language, level, and type of institution. Comparative data for 1960, 1965, and 1968 will also be tabulated. A directory of institutions with total registration figures, by language, will be appended. (Research Project Manager, Modern Language Association of America, 62 Fifth Ave., N.Y., N.Y. 10011.)

Post-Secondary Education: QR 6852 (R on Q #160). Publication of the final report is expected by June 1, 1971. Availability and cost will be reported at a later date.

Medicine: QR 6716 (R on Q #158). A list of medical textbooks which are regarded as the most useful by a majority of 80 medical faculties will be published in the Bulletin of the Medical Library Association.

## Report On Questionnaires

Sybil T. Welden, Editor

A monthly bulletin prepared by the Publications Division of the American Council on Education. A single copy is sent without charge to heads of institutions and organizations holding membership in the Council. Individual subscriptions, \$5.00 a year.

**AMERICAN COUNCIL ON EDUCATION**

ONE DUPONT CIRCLE, WASHINGTON, D.C. 20036



JUN. 7 1971

File



# Report On Questionnaires

American Council on Education • One Dupont Circle • Washington, D. C. 20036

Number 166

May, 1971

The Publications Division does not have copies of questionnaires or reports for distribution. Furthermore, not all sources listed below will be able to provide a report.

For information about any of the questionnaires listed:

1. If the address is given (in parentheses) write directly to the source, giving title and QR number.
2. If the address is not given, write to this office for the address, giving the appropriate QR number.

\* \* \* \* \*

Applications for Freshman Admission: QR 7055. Questionnaires were distributed to the 117 member institutions of the National Association of State Universities and Land-Grant Colleges for a survey of 1971 applications for freshman admission. Single copies of the report are available without charge. (NASULGC, One Dupont Circle, Suite 710, Washington, D.C. 20036.)

Counseling: QR 6964 (R on Q #164). A summary of counseling services available to women at educational institutions throughout the nation is available without charge. (Counselor Research, Cuyahoga Community College - West, 7300 York Road, Parma, Ohio 44130.)

Governance: QR 6982. A questionnaire partially replicating a study reported in "Shall Students Share the Power?" was sent to 996 presidents of two-year colleges to assess changes in student participation in the decision-making process, and influence of various campus groups, e.g., student newspaper staff, on problems currently under consideration. (Laboratory for the Study of the Community College, 96 Powell Library, University of California, Los Angeles, California 90024.)

Academic Calendar: QR 6838. "A Study of the College Calendar at Shippensburg State College" is a compilation of minutes, reports, and information gathered on-campus and from off-campus sources. Copies are available on a limited basis at no cost. (Director, Institutional Planning and Research, Shippensburg State College, Shippensburg, Pennsylvania 17257.)

Computer Utilization: QR 6981. A survey, "Inventory of Computers, Applications of Computers, and Instructional Programs in U.S. Higher Education, 1969-70," sponsored by the National Science Foundation, is underway. Questionnaires were sent to about 2,800 institutions of higher education. A publication will be available in January, 1972. A free copy will be sent to all respondents. (Project Director, National Science Foundation Computer Inventory, Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313.)

Administrators: QR 7023. As part of a doctoral dissertation, questionnaires were sent to 663 chief administrative officers of community junior colleges throughout the U.S. to obtain a personal profile and to determine the relationship of academic preparation to job performance characteristics. It is expected that a report will be available at no cost about September 15, 1971. (Chairman, Department of Higher Education, Southern Illinois University, Carbondale, Illinois 62901.)

Administrators: QR 7033. Three groups of California community college chief administrators: A. District Superintendents or Chancellors of Multi-Institution Community College Districts, B. Individual College Presidents in Multi-Institution Community College Districts, and C. Superintendents/Presidents of Single-Institution College Districts were asked to rate selected administrative functions by priority and time consumption. Distribution of the report will be limited to participants and selected educational organizations. (Director, Planning and Reimbursed Projects, Office of Educational Development, Coast Community College District, 1370 Adams Avenue, Costa Mesa, California 92626.)

Educational Trends: QR 7037. Presidents of 80 New York State colleges were asked to give their views on the future of undergraduate education in the 1970s--the ways in which they expect change to affect their campuses in particular, and undergraduate education in the state as a whole. Replies are contained in a brochure prepared in connection with the installation of the fifth president of the College. (Director of News Bureau, Russell Sage College, Troy, New York 12180.)

Research: QR 7040. A profile of the membership of the Pennsylvania Educational Research Association was prepared from data gathered by questionnaires sent to 121 individual members of the Association. Copies are available. (Director, Research Office, Harcum Junior College, Bryn Mawr, Pennsylvania 19010.)

Urban Universities: QR 7035. As part of a pilot study, questionnaires were sent to 210 urban universities during March and April. In addition to descriptive information about each institution, those responding were asked to furnish, among other information, approximate percentage of university population living within walking distance of the campus, economic level and attitude toward the university of those residing in areas adjacent to the institution, plans for major land acquisition and building construction. This study will, in part, determine selection of participating universities for the second phase of this project. Information about availability of a report will be reported at a later date. (Department of Community Planning, College of Design, Architecture, and Art, University of Cincinnati, Cincinnati, Ohio 45221.)

Mass Transit: QR 7044. Questionnaires were sent to 972 administrators on that number of campuses to determine developing trends at institutions of higher learning with regard to mass transit for students and faculty. Respondents were asked to indicate whether the institution operates a bus service and to provide information on: number of vehicles, costs, fare, number of drivers, future plans. Results of the survey will be published in the August, 1971 issue of COLLEGE MANAGEMENT. Copies will be available to nonsubscribers for \$2.00 after August 1. (COLLEGE MANAGEMENT, 22 West Putnam Avenue, Greenwich, Connecticut 06830.)

Graduate: QR 6596 (R on Q #153). The Doctorate in Education: The Institutions, 1971 reports on the practices employed in 113 institutions offering doctoral programs in professional education. The investigation covers the period 1965 through 1969 and examines such areas as curricular practices; types of administration; comparison of Ph.D. and Ed.D. programs; differences between public and private institutions; under and overproduction of areas of concentration; as well as such related conditions as finance, housing, and recruitment practices. Paper, 107 pp., \$4.00. (Phi Delta Kappa, 8th and Union, Bloomington, Indiana 47401.)

Environmental Education: QR 7019. The Environmental Education Task Force distributed questionnaires to colleges throughout New York State to ascertain course offerings and activities in environmental education. The results constitute an Environmental Education Directory which is available at no cost until December, 1971. (Division of General Education, State Education Department, Albany, New York 12224.)

Adult Education: QR 7016. A 12-page questionnaire was mailed to the 395 four-year colleges and universities that stated in the screening questionnaire (QR 6802, R on Q #159) that they were offering degree programs for training adult educators. The purpose of the survey is to discern trends in programs and curricula and to provide detailed information on level of degree offerings, faculty, and students. A directory and a report will probably be available at a later date. (Chairman, Adult Education Committee, Department of Education, The University of Chicago, 5835 Kimbark Avenue, Chicago, Illinois 60637.)

Engineering: QR 6996. A Profile of the Engineering Profession, based on a survey financed by the National Science Foundation, contains statistical data and charts showing the characteristics and occupational distribution representing 308,000 engineers. The thirty-six page report is available at \$1.00 per copy pre-paid. (Engineers Joint Council, Department P, 345 East 47th Street, New York, N.Y. 10017.)

College Facts: QR 6988. A questionnaire has been sent to 2,816 colleges and universities to update information on degrees offered, tuition costs, board and room costs, enrollment, number of faculty, etc., for inclusion in College Facts Chart 1971-72. The 64-page booklet will be available July 1 for \$1.00. (Office of the Secretary, National Beta Club, Spartanburg, South Carolina 29301.)

## **Report On Questionnaires**

Sybil T. Welden, Editor

A monthly bulletin prepared by the Publications Division of the American Council on Education. A single copy is sent without charge to heads of institutions and organizations holding membership in the Council. Individual subscriptions, \$5.00 a year.

**AMERICAN COUNCIL ON EDUCATION**

ONE DUPONT CIRCLE, WASHINGTON, D.C. 20036

December 16, 1969

Mr. Charles F. Fisher, Program Director  
Institute for College  
and University Administrators  
American Council on Education  
One Dupont Circle  
Washington, D. C. 20036

Dear Mr. Fisher:

I learned through the Higher Education and National Affairs bulletin about the 16th annual Presidents Institute which will be held June 21-27, 1970 at the Statler Inn, at Cornell University.

I would very much like to have the application material as well as more detailed information concerning this Institute.

Will you therefore please mail same to me at the above address.

Thank you very much for your kindness.

Cordially,

Sister M. M. Carbonell  
President

MMC/avm



# Higher Education and National Affairs

President Asks Fund Increase  
For Arts, Humanities in 1971

\* \* \*

Agnew Calls for Fresh Look  
At Educational Institutions

American Council on Education • One Dupont Circle • Washington, D. C. 20036

Volume XVIII, Number 43

December 12, 1969

## Senate Passes Tax Reform Bill, Sends It to Conference

The Senate on Dec. 11 passed a tax reform and tax relief bill containing numerous provisions affecting giving to higher education. The huge bill, approved by a vote of 69-22, was sent to a Senate-House conference committee to reconcile the many differences in the measure as passed by the two chambers. The House passed its version of the bill (HR 13270) on Aug. 7 (see Vol. XVIII, No. 28).

Among other things, the Senate version would raise individual income tax exemptions from \$600 to \$800, provide a 15 percent increase in social security retirement benefits, impose new restrictions on private foundations, and grant a tax credit for payment of college expenses.

Members of the conference committee, which will try to reach a compromise agreement by Christmas, are:

Senators Russell B. Long (D-La.), Clinton P. Anderson (D-N.M.), Albert Gore (D-Tenn.), Herman E. Talmadge (D-Ga.), Wallace F. Bennett (R-Utah), Carl T. Curtis (R-Neb.) and Jack Miller (R-Iowa). Representatives Wilbur D. Mills (D-Ark.), Hale Boggs (D-La.), John C. Watts (D-Ky.), Al Ullman (D-Ore.), John W. Byrnes (R-Wis.), James B. Utt (R-Calif.) and Jackson E. Betts (R-Ohio).

Following is a summary and comparison of provisions in the Senate and House versions of the bill which are of particular interest to higher education.

**Tax Credit**—The Senate bill would allow a taxpayer an income tax credit of up to \$325 a year, starting in 1972, for payment of a student's college expenses. The tax credit was estimated during debate to cost the Treasury upwards of \$1.7 billion a year. The House version contains no such tax credit.

**Minimum Tax**—Both versions would impose a minimum tax on certain tax preference, or sheltered, income. The House version would do this by two means—through a limitation on tax preference income and an allocation of deductions to tax preference income. Unrealized appreciation in property contributed to colleges and universities would be included as preference income for both purposes. The Senate version would impose a flat tax on preference income, such as excess depletion, excess farm loss, the untaxed portion of long-term capital gains and the like, but *not* unrealized appreciation in gift property. Also, the Senate made it clear that a tax would not be imposed directly or indirectly upon the income from state and municipal bonds.

**Charitable Contributions—Gifts of Appreciated Property**—The House version would limit donors of appreciated short-term or ordinary income property to a deduction amounting to their cost of the property or require them to include the unrealized appreciation in their income if they deduct the fair market value. It would apply the same rule to gifts of tangible personal property (art objects and the like) and to gifts of future interest (gifts to remainder after reservation of life income or annuity). Under the Senate version, donors of tangible personal property or future interest property which, if sold, would give rise to a long-term capital gain would be entitled to the same benefit as donors of

long-term real and intangible property, namely, the right to deduct the fair market value without including the unrealized appreciation in income.

**Limitations on Gifts by Individuals**—Both versions would permit individual donors to deduct charitable contributions to colleges, churches and similar entities up to 50 percent of their adjusted gross income, instead of the present 30 percent limit. Under the House version, only 30 of that 50 percent could be in the form of appreciated property. The Senate modified this provision to make clear that the 30 percent limitation applies only to unrealized appreciation.

**Gifts of Use of Property—Fair Rental Value**—The House included a provision intended to deny deduction for the fair rental value of property. The Senate modified this so it would not encompass gifts of fractional interests and remainder interests in property.

**Unlimited Charitable Deduction**—Both versions would eliminate the unlimited charitable deduction which is available to a few donors who have qualified by making substantial gifts in eight out of 10 previous years. The two versions differ in the phase-out time.

**Gifts of Remainder Interest**—The House version provides that a deduction would not be allowed for gifts of a charitable remainder (a transfer of property to a trust which provides that the income is to be paid to a person or persons for a period of time with the remainder to go to charity) unless the gift took a specified form, namely, an annuity trust (under which the income beneficiary is to receive a stated dollar amount annually) or a unitrust (under which the income beneficiary is to receive an annual payment based on a fixed percentage of the trust's assets). The Senate version retains with minor modifications the annuity trust and unitrust provisions, and in addition allows charitable contribution deductions for gifts of a charitable remainder interest to a pooled income fund and for gifts of real property subject to reservations of a life income.

**Unrelated Business**—Both versions would impose an unrelated business tax on the investment income of all exempt institutions which is traceable to borrowed funds.

**Reporting Requirements for Colleges**—Both versions require colleges, universities and other exempt entities (except churches) to file returns for the first time. The Senate version would make clear that information concerning contributors would not be made public.

**Private Foundations**—Both versions would impose restrictions on private foundations. The House version contains a 7½ percent tax on their investment income. The Senate version substitutes for this an "audit fee" of one-tenth of 1 percent.

The House version excludes from the definition of "private foundations" exempt entities operated, supervised or controlled by one or more colleges or universities. The Senate version adds to this a provision that would remove entities operated "in connection with one or more colleges, universities or similar educational institutions."

**Commission on Philanthropies**—The Senate version calls for a Presidential Commission on Philanthropic Activities to analyze philanthropic organizations, consider the application of tax laws to them and recommend modification of such laws. The House version contains no similar provision.

Congress rushed through much legislation this week in a drive to complete this year's session by Christmas. There were these other developments of interest to higher education:

**College Housing**—House-Senate conferees reached agreement on a bill extending the authorization for Federal housing programs for a year. The compromise bill, S 2864, authorizes an additional \$4.2 million in annual interest subsidies on college housing loans obtained in the private market. The additional authorization will take effect July 1, 1970. The bill also authorizes \$30 million for fellowships in city planning and urban studies and grants to the states for housing research and training of community development personnel.

**Foreign Aid Appropriation**—By a close vote of 200 to 195, the House passed and sent to the Senate Dec. 9 a \$1.6 billion foreign aid appropriation bill (HR 15149). The bill escaped defeat when several members changed their votes from “no” to “yes” to provide the narrow winning margin. The \$1.6 billion figure is \$1.1 million less than President Nixon asked and \$674.1 million below the amount the House approved when it passed a foreign aid authorization bill Nov. 20 (see Vol. XVIII, No. 41).

Included in the appropriation bill is \$313.8 million for technical assistance, compared with \$422.6 million for it in the House-approved authorization bill. Rep. Otto E. Passman, chairman of the Appropriations Subcommittee on Foreign Operations, said one of the reasons it cut the technical assistance funds was that it found five consultants were receiving from \$200 to \$260 per day, plus expenses.

“Then the Agency comes along and says they want to allocate this money under a different system,” he added. “They want us to permit them to go to the universities and colleges and give them a certain amount of money to do a job. In my opinion that would deprive our committee of the right of examination to determine how many they have under a contractual basis, how many they have on another basis, and what they are paying them.

“While we do not think too well of this new proposal, we are going to let the Agency have a pilot program on that proposal.”

**State-Justice-Commerce Appropriations**—Both houses approved and sent to the White House a compromise bill (HR 12964) providing \$2.3 billion to operate the Departments of State, Justice and Commerce in the current fiscal year. It contains an anti-riot provision that would deny funds to anyone participating in a campus disruption and would require the institution to certify to the HEW Secretary that it is in compliance. The provision reads as follows:

“No part of the funds appropriated under this Act shall be used to provide a loan, guarantee of a loan, a grant, the salary of, or any remuneration whatever to any individual applying for admission, attending, employed by, teaching at or doing research at an institution of higher education who has engaged in conduct on or after August 1, 1969, which involves the use of (or the assistance to others in the use of) force or the threat of force or the seizure of property under the control of an institution of higher education, or require or prevent the availability of certain curriculum, or to prevent the faculty, administrative officials or students in such institution from engaging in their duties or pursuing their studies at such institution: Provided, That such limitation upon the use of money appropriated in this Act shall not apply to a particular individual until the appropriate institution of higher education at which such conduct occurred shall have had an opportunity to initiate or has completed such proceedings as it deems appropriate but which are not dilatory in order to determine whether the provisions of this limitation upon the use of appropriated funds shall apply: Provided further, That such institution shall certify to the secretary of Health, Education, and Welfare at quarterly or semester intervals that it is in compliance with this provision.”

The bill contains \$31.4 million for the State Department’s mutual educational and cultural exchange activities, compared with a budget request for \$35.4 million. Also included are: \$18 million for academic assistance under the Law Enforcement Assistance Administration, \$14 million for civil rights education activities of the U.S. Office of Education, and \$12.5 million for the Equal Employment Opportunities Commission.

**Defense Appropriation**—The House passed and sent to the Senate Dec. 8 a \$69.9 billion Department of Defense appropriation bill which represents a \$5.3 billion cut in the President’s budget. The bill (HR 15090) contains an anti-riot provision that would deny funds to any applicant convicted of a crime in connection with a campus disruption.



**Higher Education Hearings**—The House Special Subcommittee on Education, chaired by Rep. Edith Green (D-Ore.) scheduled hearings on the long-range financing and problems of higher education. The first hearings were scheduled for Dec. 16, 17 and 18, with further sessions planned for next year.

**Arts, Humanities Funds  
Of \$40 Million in 1971  
Requested by President**

President Nixon asked Congress on Dec. 10 for \$40 million in 1971 for the National Foundation on the Arts and Humanities. The total amount, which would include public as well as private funds, would nearly double the funds the foundation has available in the current fiscal year. He also asked that the foundation be extended for three more years. It is scheduled to expire June 30, 1970.

His request of \$20 million for the National Endowment for the Arts would include \$2.5 million to be raised from private donations. In the current year, the endowment is funded at \$8.995 million, which includes \$1 million from private sources. Included in his request is \$9.675 for programs, \$4.125 to be distributed to the states, \$2.5 million for matching funds, and \$1.2 million for administrative purposes.

For the National Endowment for the Humanities the President asked \$18.8 million—\$13.8 million for program funds and \$5 million for matching funds. In the current fiscal year the endowment has \$6.05 million for program funds and \$2 million for matching funds.

“At a time of severe budget stringency, a doubling of the appropriation for the arts and humanities might seem extravagant,” the President said. “However, I believe that the need for a new impetus to the understanding and expression of the American idea has a compelling claim on our resources. The dollar amounts involved are comparatively small. The Federal role would remain supportive rather than primary.”

**Reports Question Lottery  
Randomness, Point Out  
Local Board Differences**

Reports reaching Washington this week from mathematicians and local draft boards raised questions about the randomness of the Selective Service lottery Dec. 1 to select the order of calls during 1970. Selective Service headquarters, meanwhile, defended the selection method, discounted a White House statement about the vulnerability of the assigned numbers, but pointed out that a number of variable factors will be at work in the 1970 draft calls.

There has been no survey of the 4,098 draft boards, but isolated reports—from Illinois, New Jersey, Massachusetts and Michigan, for example—indicate that some draft-eligible men with high numbers will be called because there were no men registered locally whose birthdays were assigned low numbers. Selective Service headquarters said one draft board in Illinois reported that 200 was the lowest number of any of its registrants.

A Selective Service spokesman defended the manner in which the birthdays were drawn and said if the numbers had been assigned by a computer, as some have suggested, “you have to have a computer programmer do the work, and who can see what is going on in his head?” He said the capsules containing the birth dates were placed in a box, shaken up, poured into another box, shaken up again, and then poured into the bowl where they were drawn by more than 50 different people before television cameras and a throng of newsmen.

In addition to the “act of God” determining a person’s birth date, the spokesman said, induction calls in 1970 will depend on the course of the Vietnam war, total Defense Department needs, and military deaths, retirements, enlistments, and re-enlistments.

The White House earlier had estimated that those in the top third of the sequence would have a

high probability of being drafted, those in the middle one-third an average probability, and those in the bottom one-third "a relatively low probability of being reached for induction." (See Vol. XVIII, No. 42.)

A University of Michigan astronomer, in a letter to the Dec. 11 *New York Times*, said his analysis of the lottery "clearly shows a systematically increasing number of men being drafted as their birthdate falls later in the year." He said the odds against this resulting from random selection "are over 100,000 to one."

The letter writer, Prof. Fred T. Haddock, said men born in November and December with draft numbers below 184 "should be given a new deal by having their 47 birthdates redrawn from a new lottery which would give them order numbers to be multiplied by 366/47 and then interlaced with the remaining present numbers. The October numbers show a statistical fluctuation toward fairness. . . ."

### Agnew Asks Nation To Take Fresh Look At Colleges, Schools

Vice-President Spiro T. Agnew, continuing his assessment of American institutions, called Dec. 10 for "a revolutionary look at our institutions of education." In remarks prepared for a scholarship dinner in Baltimore honoring his late father, the Vice-President said that "If I am known to raise my voice in criticism, it is because I see danger in our nation's course. Because America, like ancient Athens, can become foolish and corrupt; because a life of ease is not synonymous with a life of fulfillment; and because no generation can confer wisdom upon its children. Each generation must work to earn its own."

Stating that education "is the source to replenish a free society," he said "we labor to renew our cities and reform our government, yet we have left education—the source—relatively untouched. . . . We have added pre-school programs, community colleges and enlarged universities to multiversities, but we have not sufficiently probed to the essence of the pure institution, and this explains much of our present problem."

"It is time to stop regarding education as circumscribed by a particular period of a lifetime," he said. "We must stop developing educational programs for 12 years, or 16 or 20 years and start creating programs that gear themselves to useful, satisfying lives. In the first place, the penchant for clustering higher education in the post-adolescent decade adversely affects the human spirit. We are consigning a huge group of our young citizens to an academic limbo totally alien to their human instincts. Whether we realize it or not, whether we intend it or not, we have created a disenfranchised social class called youth."

He said that, by pricing teen-age labor out of the market and expanding secondary and higher education, "we have stretched post-adolescent dependency a full ten years. While the age of physical maturity has declined, we have confined a generation on campuses at a point in life when their fathers and grandfathers were supporting households. We have subsidized youths' education at the expense of many of their human rights. And society, in many cases, has forced its youth into an academic mold alien to their aptitudes or inclinations. . . ."

"In our reverence for education and our desire to do right by our children, we have inadvertently denied this generation's right to participate as mature citizens. The damage it does to the individual is no greater than the damage it does to the university. Denied political participation in the real community, the youth seeks to politicize the only community he has, the academic one. . . . As we demean, we pervert. Consider the single problem of those black students, trapped by the best intentions into a situation where he cannot compete. The demands for black studies, black dormitories, special black grading systems are often smoke-screens evading the basic failure in black primary and secondary education. . . . Without swimming lessons, they have been dumped in the mainstream and they are not going to drown without a struggle. . . ."

"We have neglected vocational and technical education for the elegant ornament of liberal arts. Certainly, the social sciences are important but they are not sacrosanct. And in our society, which needs skilled labor, we must restore the manual arts to their rightful place of esteem. . . .

"If we are not going to have revolution within our educational community, we will be wise to take a revolutionary look at our institutions of education. We should not be reluctant to ask daring questions or consider bold solutions. Is the four-year college necessary in all cases? Are there better ways to combine secondary and undergraduate programs? To accelerate graduate work? Or to space it out over the years? Should we invest more in adult education and enrichment? Are present primary and secondary school programs creating enough outstanding citizens—citizens with an appetite for learning and an aptitude for service to others?

"The answers require courage and cooperation from every sector of our society. There is little point in questioning the value of graduate degrees in the soft sciences if businessmen continue to treat these degrees as keys to open the inner doors to better jobs. There is no point in discussing black studies without an objective ordering of educational priorities by the black community. There is no hope for major academic reform without the support of America's academicians. There is no chance for change if parents revere the college degree as a symbol of their parental success. Until every interest group reappraises its attachments to existing institutional forms, we cannot achieve a new structure.

"Today's students have an obligation, too, to question radicalism and demands for relevance as satisfactory answers. Revolution is ridiculous and relevance often an excuse for more amusing and less arduous involvement. Where is this drive for reality in the demand for nongraded courses? The real world distinguishes between excellent and mediocre effort. Is doing one's own thing ennobling or selfish; profound or simply vacant? . . .

"We are saying that many young people have cause to complain. They are alienated—not by our hypocrisy, or racism, or the war in Vietnam—but by our best intentions and inappropriate institutions. Their claims of hypocrisy, racism or immoral wars are not borne out by the facts. Their frustration at being held apart from responsibility and reality is understandable.

"The educational community should ask whether encouraging ever increasing numbers of young people to attend college—when 40 percent already do—benefits the lower half of the intelligence scale. We should question whether society's demand for college attendance compounds social antagonisms between those who go and those who do not. For if everyone is expected to attend college, life will only be harder on those who simply cannot achieve in an academic setting. . . .

"All of these questions should be asked not in the fear that we are out to destroy popular education, but as a positive search to broaden educational opportunities and to make our educational institutions fit the public rather than make the public fit the institutions. The threat to education does not lie in asking these questions but in not asking them. . . .

#### **College Pass-Fail Courses Surveyed by Phi Beta Kappa**

A special committee appointed by Phi Beta Kappa to consider the implications of ungraded courses for academic achievement and the evaluation of such courses by chapter election committees in appraising candidates reported this week on the results of a questionnaire survey completed by chapters at 121 colleges and universities. The committee said that proponents of the pass-fail option are generally agreed on these assumptions:

- (1) the pass-fail option permits the student to study and learn without pressure or emotional strain;
- (2) under the option the student does not feel repressed or inhibited by a grading system;
- (3) students have an opportunity to pursue courses in "academically unfamiliar" areas without fear of

a poor grade; and (4) students following pass-fail options should display greater motivation and intellectual curiosity than those under traditional programs.

The committee report said the pattern for pass-fail options is varied, but the great majority of institutions in the survey permit one course under pass-fail in a college term (semester or quarter).

Detailed studies were made at the University of Michigan, University of Wisconsin and Carleton College. Among the findings: at the University of Michigan some of the students under pass-fail apparently tried to aim no higher than "C," but the competitive spirit, with accompanying frustrations and anxiety, was still present. The University of Wisconsin study found that grades under pass-fail were generally lower than under a normal grading system, but that only about 39 percent of students eligible to take pass-fail courses actually did so. The Carleton study, on a smaller scale, confirmed that students are not electing the maximum number of courses permitted under the pass-fail option.

Fifty-seven chapters replied that pass-fail grades do not raise problems in their selection procedures. Only 11 chapters indicated that they do have problems. Twenty-one chapters commented "not yet," "don't know," "too new to say," or "somewhat." Some chapters replied that grades for pass-fail courses were made available to the Phi Beta Kappa selection committee and included in the grade point average in the usual way.

Copies of the committee report can be obtained by writing to Phi Beta Kappa, 1811 Q Street, N.W., Washington, D.C. 20009.

**DOD Promises To Comply  
With New Provision  
On Defense Research**

The Defense Department has promised to "comply fully" with a new law prohibiting it from funding any research project or study that does not have "a direct and apparent relationship to a specific military function or operation."

David Packard, Deputy Defense Secretary, made the pledge in a letter to Senate Majority Leader Mike Mansfield (D-Mont.). Mansfield and Sen. J. William Fulbright had accused the Department of ignoring the new provision, which is section 203 of the recently passed military procurement authorization act (Public Law 91-121). They had criticized a statement by John S. Foster, Jr., director of Defense Research and Engineering, saying that he did not expect that implementation of the section "will entail any new type of review or selection."

Mansfield, who wrote Defense Secretary Melvin R. Laird expressing dismay over Foster's attitude, said he was encouraged by Packard's "positive" reply. He inserted the exchange of correspondence in the Dec. 6 issue of the *Congressional Record*, along with a memorandum from Packard to Pentagon officials regarding section 203.

"There is absolutely no question that the Department will comply fully with the law," Packard wrote the Montana Senator. "I have directed all components to review critically all current and proposed research and development projects and studies to ensure that they have a direct, apparent, and clearly documented relationship to one or more specifically identified military functions or operations. Any project or study which does not fulfill the criterion of section 203 will be terminated. . . ."

"In addition to this comprehensive review within the Department, we have contacted the National Academy of Sciences and invited them to consider carrying out a complete examination of all projects and studies which might be regarded as marginal under the provisions of section 203."

In his Dec. 6 Senate remarks, Mansfield said he was encouraged to expect that the Defense Department, civilian departments and agencies and the Budget Bureau can arrange for the orderly transfer to other agencies of quality research projects now funded by Defense appropriations but which do not meet the new criterion in section 203. He said he has written the Budget Bureau, Comptroller General, and heads of the National Academy of Sciences, National Science Foundation, Department of Health, Education, and Welfare and other agencies asking their cooperation in working out arrangements for the transfer of projects and funds.

**Proposal for Center  
Of 'Life-Long Learning'  
Is Supported by Allen**

U.S. Education Commissioner James E. Allen, Jr. recommended Dec. 9 the establishment of a National Center for Life-long Learning. "Such a national organization may be needed to focus on continuing education as an indispensable component of America's system of education,"

he told a conference on adult and continuing education in Washington.

Creation of such a center, with private as well as public funds, he said, "could provide a link between the generators of new knowledge and practitioners in the field." He suggested that USOE could jointly develop with the center data collection requirements for adult education programs at all levels of operation to permit an accurate assessment of the effectiveness of program efforts.

Allen said he hoped that Federal funds for continuing education programs can be increased "once the current budget restraints imposed by the President's battle against inflation can safely be removed." One long-range plan at USOE, he said, is to establish a new Bureau of Continuing Education "as a means of improving Office of Education support and leadership for life-long learning."

**Presidents Institute  
For 1970 Is Announced**

The 16th annual Presidents Institute will be held June 21-27, 1970 at the Statler Inn, Cornell University, it was announced this week. The institute provides an overview of the problems and opportunities of

academic decision making and administrative leadership. Participation is limited to 40 university and four-year college presidents and their spouses. A descriptive brochure and application materials can be obtained from Charles F. Fisher, program director, Institute for College and University Administrators, American Council on Education, One Dupont Circle, Washington, D.C. 20036.

**NEW COLLEGE PRESIDENTS**

Amundsen-Mayfair Campus of Chicago City College,  
Chicago, Ill.  
-Theodore G. Phillips

Belknap College, Center Harbor, N.H.  
-William K. Widger, Jr.

Blue Ridge Community College, Weyers Cave, Va.  
-James A. Armstrong

Farmington State College of the University of Maine,  
Farmington, Me.  
-Einar A. Olsen

Germanna Community College, Orange County, Va.  
-Arnold E. Wirtala

Holy Family College, Manitowac, Wis.  
-Sister Anne Kennedy, O.S.F. (Jan. 1, 1970)

Iliff School of Theology, Denver, Colo.  
-Rev. Jameson Jones

Judson College, Elgin, Ill.  
-Harm A. Weber

Marymount College, Salina, Kan.  
-Sister Jovita Burghart

Seattle Central Community College, Seattle, Wash.  
-William Moore, Jr.

South Seattle Community College, Seattle, Wash.  
-Robert C. Smith

Southwestern Michigan College, Dowagiac, Mich.  
-Stanley W. Hergenroeder

Utica Junior College, Utica, Miss.  
-J. Louis Stokes

West Virginia Board of Regents, Charleston, W.Va.  
-Prince B. Woodard (Chancellor)

**Higher Education and National Affairs**

FRANK SKINNER, *Editor*; BETTY PRYOR, *Congressional Reporter*

Published by the American Council on Education approximately 40 times a year; distributed free, in specified quantities under a quota system, to persons at each member institution designated by the principal officer of the member institution. Please address news to the Editor, questions about membership subscriptions to the Membership Secretary, and correspondence about individual, paid subscriptions (\$12 a year) to the Publications Division.

AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE, WASHINGTON, D.C. 20036

August 27, 1969

Mr. Logan Wilson, President  
ACE Special Report  
American Council on Education  
1785 Massachusetts Avenue, N. W.  
Washington, D. C. 20036

Dear Mr. Wilson:

As per your request, we are enclosing Survey of Taxes or Equivalent Payments to Local Governments by Colleges and Universities duly filled.

Should you decide to make a more detailed study in the future, you can rest assured you will find us glad to cooperate.

Sincerely,

Sister M. M. Carbonell  
President

MMC/avm

Enclosure

AMERICAN COUNCIL ON EDUCATION  
 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036

Survey of Taxes or Equivalent Payments to Local Governments by Colleges and Universities

DIRECTIONS: Please check the applicable answers. To save space, the word "you" is used to mean "your institution."

1. The first items concern payments made or services provided by you to any local government unit or municipality. You are asked to indicate the present situation and then to indicate whether any public pressure or legal action is facing you to adopt or extend the practice indicated.

| Do you now -          |                                  | Do you face action or pressure to - |                                  |
|-----------------------|----------------------------------|-------------------------------------|----------------------------------|
| Yes                   | No                               | Yes                                 | No                               |
| <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>               | <input checked="" type="radio"/> |
| <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>               | <input checked="" type="radio"/> |
| <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>               | <input checked="" type="radio"/> |

Practice or provision:

- ← a) Pay taxes.
- ← b) Make cash contributions or pay funds "in lieu of" taxes.
- ← c) Provide direct services *in addition to* or *instead of* those provided by local government.

NOTE: If the answer to ALL SIX of the above questions is NO, there is no need to answer the following questions. Please return this form.

2. Are payments made to a general fund or for special, limited purposes? (Please check all that apply.)

- General fund
- School fund
- Hospital fund
- Fire services
- Police services
- Other (please specify briefly):
- Sanitary services
- Street maintenance

3. What was the approximate total of all cash payments (items 1(a) and 1(b) above) made during your most recently completed fiscal year?

\$ \_\_\_\_\_ Year ending \_\_\_\_\_

4. On what basis (or bases) are your payments determined? (Please check all that apply.)

- Estimated cost of services provided by local government.
- Fixed proportion of our total annual revenues.
- Fixed proportion of assessed value of our tax-exempt property.
- Fixed proportion of revenues from nonacademic, auxiliary enterprises.
- Fixed contribution based on some arbitrary assumption.
- Flat per capita (e.g., per student) rate per annum.
- Other basis (Please specify):

5. Are you now taking legal or other action to avoid, resist, or eliminate such payments?  Yes  No

6. Does your institution make such payments (Please check all that apply.)

- Voluntarily? (That is, practice was initiated by you.)
- By agreement or treaty with local government units? (Joint initiation.)
- As a result of legal requirements, rulings, or ordinances? (Not initiated by you.)

7. What is the approximate annual cost to you of direct services—if you marked item 1(c) YES.

\$ \_\_\_\_\_ Year ending \_\_\_\_\_

8. Are you in general satisfied or dissatisfied with the fairness of the arrangements touched upon in these questions?

- Very satisfied
- Moderately satisfied
- Very dissatisfied

Thank you. Please return in enclosed stamped envelope.

Please circle the one response on each question below which best describes your institution.

1. *Type of control.*

- (1) Public
- (2) Private non-sectarian
- (3)  Private church-related

2. *Your institution is:*

- (1) University
- (2)  4-year institution
- (3) 2-year institution

3. *Region in which you are located:*

- (1)  **North Atlantic** (Conn., Del., D.C., Me., Md., Mass., N.H., N.J., N.Y., Penna., R.I., Vt., and Puerto Rico)
- (2) **Great Lakes and Plains** (Ill., Ind., Iowa, Kan., Mich., Minn., Mo., Neb., N.D., Ohio, S.D., and Wisc.)
- (3) **Southeast** (Ala., Ark., Fla., Ga., Ky., La., Miss., N.C., S.C., Tenn., Va., and W.Va.)
- (4) **West and Southwest** (Alaska, Ariz., Calif., Colo., Hawaii, Idaho, Mont., Nev., N.M., Okla., Ore., Texas, Utah, Wash., Wyo., and Guam)

4. *Total enrollment (Full-time equivalent)*

- |   |                    |
|---|--------------------|
| (1) Under 200                                   | (5) 2,500-4,999    |
| (2) 200-459                                     | (6) 5,000-9,999    |
| (3) <input checked="" type="checkbox"/> 500-999 | (7) 10,000-19,999  |
| (4) 1,000-2,499                                 | (8) 20,000 or more |

5. *Location*

- (1) Rural or small town
- (2) Suburban or town of less than 100,000
- (3) Town of 100,000-500,000
- (4)  City but less than 1,000,000
- (5) City over 1,000,000

6. What were your total educational and operating (non-capital) expenditures for the most recently completed fiscal year? Please answer to the nearest million dollars.

(If less than \$1 million, check here:  )

\$ \_\_\_\_\_ million.

Year ending \_\_\_\_\_



# A.C.E. Special Report



American Council on Education • 1785 Massachusetts Avenue., N.W., Washington, D.C. 20036

August 12, 1969

This is the second in a new series of ACE Special Reports intended for administrators, trustees, and others interested more in policy than in the technicalities of research. The study reported here was undertaken because of frequent questions to the Council about precedents for payment of taxes by institutions of higher education. If this report proves useful, a more detailed study of changing trends may be undertaken at a later time.

Members of the Council receive two copies of this Special Report. No further copies will be made available, but the Special Report may be cited or reproduced without restriction.

Logan Wilson  
*President*

## TAX AND TAX-RELATED ARRANGEMENTS BETWEEN COLLEGES AND UNIVERSITIES AND LOCAL GOVERNMENTS

JOHN CAFFREY

Director, Commission on Administrative Affairs

About one out of three (34%) colleges and universities in the United States now pays taxes (and/or makes cash payments "in lieu of" taxes) and/or provides direct services in addition to or instead of those provided by local government agencies, according to a survey recently completed by the Commission on Administrative Affairs of the American Council on Education. About one out of six (17%) institutions of higher education is now under pressure or faces some local action to make such payments and/or to provide such direct services, the survey indicates. (In this report, the term "direct services" means such services as police and fire protection, health, or other *public* services provided on campus and/or to the local community by college and university units and at the institution's own expense.)

About one out of six (17%) institutions now pays taxes of some kind to a local municipality. The same proportion make equivalent cash contributions or payments "in lieu of" taxes. About one out of eight (12%) provides direct services. About one out of nine of the surveyed institutions (11%) now faces action or is under pressure to pay taxes, one out of eight (12%) to make payments "in lieu of" taxes, and only one out of 25 (4%) to provide direct services.

The survey was undertaken because of the increasing concern on the part of many institutions of higher education about demands by local communities that tax-exempt organizations meet some or a larger portion of the costs of local government services. The study was designed to estimate, from reports by a representative sample of Council members, the extent to which institutions of higher education have already responded to these demands or are under pressure to do so. In addition, information was sought about the nature and origin of these arrangements, about differences in practice among different kinds of institutions, and about institutional attitudes toward present situations.

In early May, 1969, a short questionnaire (Appendix 1) was mailed to 407 institutions represented in the "data bank" project of the Council's Office of Research. These institutions comprise a stratified random sample of all recognized colleges and universities in the United States. Respondents were not asked to identify themselves by name but were asked to classify their institution as to type. (Appendix 1, page 2.) Of the 407 questionnaires mailed, 318 (78%)—more than three out of four—were returned in time to be included in tabulations.\*

Of 53 institutions now paying taxes, eight (15%) are under pressure to do so or to make equivalent arrangements. Of those making other or "in lieu of" payments, exactly half are under pressure or facing some action to make additional arrangements (one out of three of them to make still other payments). Of those who now provide direct services, one out of five is under pressure to provide additional services, and two out of nine (22%) are under pressure to pay taxes or make other payments.

In addition, the responses of those now paying taxes were analyzed to see what else they do. Of these, about two out of five (41%) also make cash or other payments, and fewer than one out of seven (15%) provide direct services. Of those institutions which now make quasi-tax payments ("in lieu of"), more than one out of four (27%) also provide some direct services.

Nine out of ten institutions which report paying taxes are privately controlled, and about two out of five (41%) tax-paying institutions are church-related. Of those institutions which make other payments, about two out of five (41%) are publicly controlled, and the same proportion are private non-sectarian institutions. Well over half (57%) of the institutions which provide equivalent services are publicly controlled. Thus private institutions appear much more likely to pay taxes or make equivalent payments, while public institutions are much more likely to provide direct services.

In rank order of frequency, taxes or quasi-taxes are paid, or services are provided, for the following purposes.

|     |                    |
|-----|--------------------|
| 50% | Sanitary services  |
| 40% | General fund       |
| 37% | Fire services      |
| 18% | Police services    |
| 14% | Street maintenance |
| 11% | School fund        |
| 7%  | Utilities**        |
| 4%  | Hospital fund      |
| 3%  | Flood control**    |

(\*\* Specified under "other" by respondents.) The percentages above add to more than 100% because of multiple responses.

\*Those who wish to compare the nature of the sample with the characteristics of the "universe" of American universities and colleges, in order to judge whether the responding sample is *representative*, will find a detailed comparison in Appendix 2.

The "universe" of institutions sampled in this survey consists of 2,319 colleges and universities. Each respondent to the questionnaire was asked to categorize his institution. The following table shows, for various categories, the number and percentage of institutions in the universe and the number and percentage of institutions responding to the questionnaire and completing the categorical items. The number providing this information is less than the number of respondents, in most cases because most of those who responded NO to all six questions in item 1 (i.e., those who were making no payments and were under no pressure to do so) did not bother to complete page 2 of the questionnaire. The number of institutions reporting categorical data is shown following the letter N in each breakdown.

| INSTITUTIONAL CATEGORIES          | NUMBER IN THE UNIVERSE |     | NUMBER IN THE SAMPLE |     |
|-----------------------------------|------------------------|-----|----------------------|-----|
|                                   | n                      | %   | n                    | %   |
| 1. Type of Control (N 258)        |                        |     |                      |     |
| Public                            | 1,082                  | 47  | 101                  | 39  |
| Private non-sectarian             | 524                    | 23  | 74                   | 29  |
| Private church-related            | 713                    | 30  | 83                   | 32  |
| (Total private)                   | (1,237                 | 53) | (157                 | 61) |
| 2. Type of Institution (N 258)    |                        |     |                      |     |
| University                        | 296                    | 13  | 81                   | 31  |
| 4-year institution                | 1,241                  | 54  | 126                  | 49  |
| 2-year institution                | 782                    | 33  | 51                   | 20  |
| 3. Geographic Region (N 260)      |                        |     |                      |     |
| North Atlantic                    | 659                    | 28  | 91                   | 35  |
| Great Lakes and Plains            | 648                    | 28  | 78                   | 30  |
| Southeast                         | 520                    | 22  | 40                   | 15  |
| West and Southwest                | 492                    | 22  | 51                   | 20  |
| 4. Total Enrollment (FTE) (N 261) |                        |     |                      |     |
| Under 200                         | 142                    | 6   | 5                    | 2   |
| 200-499                           | 345                    | 15  | 13                   | 5   |
| 500-999                           | 557                    | 24  | 67                   | 26  |
| 1,000-2,499                       | 623                    | 26  | 75                   | 29  |
| 2,500-4,999                       | 292                    | 13  | 27                   | 10  |
| 5,000-9,999                       | 204                    | 9   | 34                   | 13  |
| 10,000-19,999                     | 111                    | 5   | 23                   | 9   |
| 20,000 or more                    | 45                     | 2   | 17                   | 6   |

*Comments.* The percentage of private institutions is greater in the sample than in the universe, but this under-representation of public institutions is understandable in the context of this survey. Private institutions appear more likely to be taxed, and hence the public institutions either did not return the questionnaire or failed to complete the categorical items on page 2 after answering NO to the questions in item 1. Universities tend to be over-represented in the Council's "data bank" sample, to which institutions the questionnaires were sent, and hence tend to be over-represented in this study. Because of the over-sampling of large institutions, most of which are universities, and because many large institutions are in the Northeastern United States, both Northeastern and larger institutions constitute a slightly larger percentage in the sample than in the universe. To the extent that these variations may seem significant, they should be borne in mind in interpreting the results of this survey.

On what basis are payments of taxes or quasi-taxes (as distinct from direct services) made? In rank order of frequency, the following were reported.

- 38% Estimated cost of services provided by local government.
- 32% Fixed proportion of assessed value of tax-exempt property.
- 20% Fixed contribution based on some arbitrary assumption.
- 15% Locally determined real estate tax.
- 14% Fixed proportion of revenues from non-academic, auxiliary enterprises.
- 5% Fixed per capita (per student) rate per annum.
- 1% Fixed proportion of total annual revenues.

Fewer than one out of ten institutions (9%) report taking action to avoid, resist, or eliminate some form of tax payments (or equivalent). However, of those making such payments or providing direct services, two out of five are "very satisfied" with the arrangements, half are "moderately satisfied," and only one out of ten is "very dissatisfied."

How did the present arrangements originate? About three out of ten (29%) initiated the practice voluntarily, nearly two out of five (38%) initiated the practice jointly (i.e., by agreement with local government units), and about one out of three (33%) makes payments or provides services as a result of requirements, rulings, or ordinances and did not initiate the arrangements.

How much money is involved in these arrangements? The range of annual tax and quasi-tax payments reported is from \$385 to \$1,034,271, with a median (average) payment of \$13,000. The annual cost *to the institution* of providing direct services ranges from \$500 to \$1,595,000, with a median cost of \$50,000. Thus it appears that direct services involve larger costs than do cash payments, though there may be a slight tendency to inflate the value of the direct services. (As an additional caution, it should be noted that respondents were asked only for estimates.)

Of those respondents indicating their total annual budgeted expenditures for operations, one out of ten reports expenditures of less than \$1 million, and slightly more than three percent spent over \$100 million.

Do the attitudes of those paying taxes or quasi-taxes or providing direct services have any relation to the origin of the arrangement? Of those who made the arrangement voluntarily, fewer than one out of ten (7%) report being "very dissatisfied," and about four out of nine (44%) are "very satisfied." When the arrangement was arrived at jointly by the institution and the local government, there were *no* reports of dissatisfaction, and nearly two out of five (37%) are "very satisfied." In the case of involuntary arrangements, more than one out of four (28%) report being "very dissatisfied," while the rest are almost evenly divided between being "very" and "moderately" satisfied.

It is not surprising that of those institutions who are taking some action to resist making payments or providing services, five out of eight report being "very dissatisfied" with the present situation. Of those taking no such action, more than nine out of ten (93%) are "very" or "moderately" satisfied. Three out of four of those taking some action to resist or alter an existing arrangement entered into it involuntarily. However, of those institutions making no resistance, about one out of three (35%) entered into the arrangement involuntarily. In fewer than one out of five (17%) of the "involuntary" cases was any resistance reported. Only one institution reported resisting an arrangement entered into voluntarily.

Respondent institutions were asked to classify themselves as a university, a 4-year college, or a 2-year college. Of those institutions paying taxes, more than two out of three (71%) are 4-year colleges. Of those making other or quasi-tax payments, slightly more than one out of twenty (6%) are 2-year colleges, and the remainder are almost evenly divided between universities and 4-year colleges. Of those

institutions providing direct services, about three out of five (61%) are universities and one out of three (33%) is a 4-year college. Thus, as the burden of paying taxes falls most heavily on the private institutions, as reported above, it also falls most heavily on the 4-year colleges.

The results of this study also indicate that smaller institutions are more likely to pay taxes. One out of three institutions in the sample reported enrollments of fewer than 1,000 students, but more than half (54%) of the institutions paying taxes fall in this enrollment category. Of the sample, almost three out of ten (28%) report enrollments of 5,000 or more, but fewer than one out of ten (8%) of those paying taxes are such large institutions. Of those institutions which provide direct services, about three out of five (61%) report enrollments of 5,000 or more. Almost two out of five institutions (39%) are in the enrollment category 1,000–4,999, but a somewhat larger proportion (46%) report making payments equivalent to taxes. Most institutions paying taxes or making equivalent payments report enrollments of less than 5,000; relatively few large institutions pay taxes and tend, rather, to provide direct services.

Do the origins of tax-paying and equivalent arrangements differ between publicly and privately controlled institutions of different types? About three out of four (78%) voluntary arrangements are entered into by private institutions (two out of three of them being non-sectarian). About three out of five (62%) instances of joint initiation occur in publicly controlled institutions, though slightly less than two out of five (39%) of the institutions in the study sample are publicly controlled. Of the involuntary arrangements, more than four out of five (82%) are reported by privately controlled institutions, though only three out of five (61%) of the respondent institutions are in the private sector.

Well over half (56%) of the voluntary arrangements are reported by 4-year colleges, while about three out of five (59%) of the joint actions involve universities. Three out of five of the involuntary arrangements were made by 4-year colleges, though fewer than half (49%) of the respondent institutions are 4-year colleges.

From the findings reviewed above, it appears that the small, private, 4-year colleges are much more likely to be taxed and to have entered such arrangements reluctantly, though almost a third (31%) of the "involuntary" arrangements involve universities.

Are there regional differences in these arrangements? The proportion of institutions paying taxes or quasi-taxes is roughly equal to the proportion of institutions responding to this survey in each of four regions, except in the Southeast, where only 9% report such payments, though 15% of the institutions are located there. In the North Atlantic region, in which 35% of the surveyed institutions are located, 42% make such payments. When the institutions providing direct services are added to the analysis, the result is roughly the same as for payments.

More than two out of three (68%) of the institutions surveyed are in communities of less than 100,000 persons and another one out of four are in larger communities of up to one million. Almost four out of five (79%) institutions which pay taxes are located in communities with a population of less than 100,000, the same proportion provide direct services, and almost nine out of ten (88%) institutions which make equivalent, quasi-tax payments are in communities in the same population range. While more than a third (36%) of institutions now under pressure to pay taxes are located in cities of 500,000 or larger, though only one out of five (20%) of the surveyed institutions are located in cities of that size, the pressure to pay taxes or make some equivalent arrangement is still very strong in smaller communities.

**Other responses.** Several respondents made comments and observations that cast additional light on attitudes and policy questions.

One university vice-president said:

There is no question in my mind that colleges and universities will be coming under extremely strong pressure from local governments for payments in lieu of taxes. From our own experience, however, it seems highly unlikely that in the near future there will be anything like a common approach or formula for the solution of this problem . . . . It would seem that great assistance might be given to the academic community if it were possible to identify and agree on a set of principles which could be used.

The complexities of the issues involved in taxation of colleges and universities were stressed in several comments. The treasurer of a small, private college reported, for example, taking "court action to resist an assessment by the Federal government on that portion of endowment income derived from farm ownership." In another area, the state "seeks to collect sales tax on food sales to students eating in the college's private dormitory dining rooms." Locally, one respondent reported, "the college will lose its exemption from real estate taxes on all property not used directly for an educational purpose. Thus property adjacent to the campus, purchased for future expansion, is taxable."

Resistance to such incursions on traditionally tax-exempt areas is not based entirely on loss of revenue. One college treasurer sees a more serious objection:

The trend is to take away the exemptions which have aided us in the past and force us to submit to greater government assistance. I strongly prefer the independence from government aid. State and Federal aid can help lead to government control.

Some institutions have been made increasingly and uncomfortably aware of the vigor of attempts of tax-hungry municipalities to find tax sources in every conceivable corner. The attempt to avoid a direct tax by negotiating some form of payments in lieu of taxes is looked upon in some quarters as futile or worse. As one university vice-president reported, "once a payment in lieu of taxes was established, there would be no guarantee that the city wouldn't place an additional tax on us." In addition, "once a payment in lieu of taxes had been started, there would be no way to escape from it" if local efforts to impose regular taxes fail. The same warning is sounded with respect to the provision of direct services in lieu of taxes.

In one community, the resistance of local colleges to the idea of taxing general revenues was bitterly resented by the leaders of the local municipality. One institution passed a *portion* of the imposed tax on to students and identified the amount reserved for taxes on the statement of college fees. City officials expressed annoyance that the college should even call the attention of students to the tax.

In one state, some state sales tax payments revert to the city, and in communities dominated by one or more institutions the latter may account for a high percentage of the city's sales tax receipts.

One private college operates an alumni house as a "hotel" for alumni visitors and college guests and as "a restaurant for anyone in the community" and pays taxes on the operation. In this instance, the college feels that these are "taxes we should pay and are not an attempt by the town to take tax money from us."

In one urban community a private university operates a campus store which collects nearly \$50,000 a year in sales taxes remitted to the city. In the same institution, the treasurer "would estimate that (the) food service operator collects and remits a similar amount."

In one state university a tax on the university's taxable land is paid by the state directly to the local municipality and does not appear in the university's budget. The state legislature recently donated

a \$32,000 fire engine to the town and earlier a \$300,000 sewage treatment plant. The state also paid to the city in which a branch campus was located a tax payment on a university-owned building.

It is not rare to find a major institution of higher education which is the largest single taxpayer or source of tax revenues in the community. In a public statement, one well-known private university revealed that

. . . . the last two decades have seen the amount that the supposedly 'tax exempt' university pays in . . . . taxes swell from just under \$120,000 annually to almost three-quarters of a million dollars a year . . . . In the Township, the increase has been more dramatic—a jump from \$31,325 in 1950-51 to \$464,581 (in 1969) . . . . Nearly 31 of the 36-plus acres of land (the university) has acquired since 1946 remain on the tax rolls . . . . The records show that 199 of the acres on which the university pays taxes are under water.

Not all the varieties of taxation and service practices can be covered in one short questionnaire, but it is obvious that many institutions which citizens may casually believe to be free of tax burdens are far from free of them.

The payment of taxes is an annual matter. What is more difficult to assess is the contributions *in kind* which an institution may make over an extended period. One small private college is contributing \$500,000 toward the construction of a new community school. Several small colleges made statements such as the following:

We are assessed and pay regular property taxes on all property not directly used for educational purposes. This includes most faculty housing.

In another state, a college pays taxes on property owned by its endowment fund, and the state is giving the private institutions a few years in which to dispose of such properties—or to begin paying a property tax.

In several states, battles are in progress in local and state courts, and the outcomes from these may prove of major importance not only to the combatants but also to institutions and communities in other states. From many comments received in this survey, it seems clear that the general situation is changing rapidly, that pressures are building up to find new sources of tax revenues, and that important precedents may be established—though perhaps, in some cases, they may be determined state by state. Any published study of this problem will quickly become out of date.

The fact that some institutions pay taxes voluntarily and are reasonably satisfied with the arrangement indicates that many such arrangements are perceived as *fair*. What seems to be perceived as unfair or as working a hardship indirectly on those not actually being taxed is any scheme which takes from an institution money for another public purpose, leaving some other portion of the taxpaying public to pick up the tab for the college or university. It is also obvious that taxation is viewed in the private sector as opening the door to public control.

**Conclusion.** About one out of three institutions responding to this survey pays taxes or quasi-tax equivalents or provides direct services in addition to or instead of those provided by local government. In some instances, the college or university is a major or important source of income to local government. A few institutions are under some pressure to initiate or enlarge such contributions, but few institutions are "very dissatisfied" with present arrangements.

#### Postscript.

A knowledgeable reviewer of an early draft of this report made the following comment on the findings:

I am astonished at the small percentage of institutions that are making some kind of payment to their municipalities. My hunch is that if most of them don't move toward voluntary payment for services, they are likely to find increasingly that they will be involuntarily paying taxes. I have no evidence to support the hunch, but I know that if I were a college president I would be taking the initiative in working out an arrangement with the municipality.

Many respondents pointed out what they considered to be severe limitations in the questionnaire used in this study. The facts are too complicated, it was said, to be covered in such a short form.

As far as is known to the writer, the present study is the first to be undertaken on a national basis, and it may thus be regarded as preliminary or exploratory. Comments and suggestions for a later, more detailed study would be appreciated by the writer.



**An A.C.E. SPECIAL REPORT**

The material in this report is not copyrighted and may be quoted and reproduced in the interest of education, with proper credit to the author and publisher. Additional copies are not available for distribution.

**AMERICAN COUNCIL ON EDUCATION**  
1785 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036

AGO. 23 1971


AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036

COMMISSION ON FEDERAL RELATIONS

August 19, 1971

Special Report

To: Presidents of Institutions  
Federal Liaison Representatives  
Constituent Organization Members

From:  John F. Morse, Director

Subject: Wage-Price Freeze

Because we promised so many of you who telephoned that we would issue a bulletin this week, we are sending you the following, even though it is not as complete as we could wish.

The situation within the Government has been understandably chaotic. As a result, press reports, whether in newsprint, radio, or television have been sometimes misleading and often contradictory.

The Cost of Living Council under Secretary Connally has sole authority for decisions and any official statements issued by that Council can be regarded as authoritative. To date, announcements by "spokesmen" for the Office of Emergency Preparedness, which is responsible for enforcement but not decision-making, have often been inaccurate.

Here is what the situation seems to be.

Tuition Increases. Increases announced prior to August 15 are unaffected by the freeze and are permissible.

Faculty Salaries. Whether previously contracted faculty salary increases are permissible depends entirely on when the contract period began. In general this means that if an institution has made new faculty salary schedules effective with the beginning of its new fiscal year (i.e. any date prior to August 15), the new schedules are unaffected by the freeze.

If faculty salary schedules were contracted to be effective as of the beginning of the new academic year (i.e. after August 15), they are affected by the freeze, and last year's salary levels prevail, at least for the next 90 days.

AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036

COMMISSION ON FEDERAL RELATIONS

August 27, 1971

SPECIAL REPORT # 2

To: Presidents of Institutions  
Federal Liaison Representatives  
Constituent Organization Members

From:  John F. Morse, Director

Subject: Wage-Price Freeze

A great deal of confusion has been created by various official, semi-official, and unofficial announcements issued by various spokesmen for the Cost of Living Council or the Office of Emergency Preparedness, or now the Internal Revenue Service and faithfully reported in the press.

Here, as best we can analyze it, is the situation at the moment.

Faculty Salaries. On these, there has been no change in the Cost of Living Council's position reported in our Special Report of August 19. There has been one clarification: Contracts must have been in effect on or before August 14 to escape the freeze.

Tuition Increases. We believe our advice to you is still accurate; namely, that tuition increases announced prior to August 15 are unaffected by the freeze. Our most recent authority is a statement officially published in the Federal Register August 24 (page 16587) which states:

Increased school tuition rates for the 1971-72 school year, announced on or before August 14, are permitted because such rates are considered to be in effect at the time of the announcement.

Confusion was created on August 25 by the release of official questions and answers by the Cost of Living Council relating primarily to room and board charges. The pertinent question and answer were as follows:

"Q. Are college and school room and board rates exempt from the freeze?

A. No. School and college room and board payments are handled just like tuition. If there were substantial transactions during this base period (confirmed by deposits), the increase may be charged. If there wasn't a substantial volume, the increase isn't allowed."

This seems to imply that tuition increases are permissible only if significant transactions have taken place. This was not, however, a condition imposed originally by the Cost of Living Council and is not a condition stated in the official regulations printed in the Federal Register.

(Over)

AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036

OFFICE OF THE PRESIDENT

August 27, 1971

AGO. 31 1971

The Honorable John Connally  
Secretary of the Treasury  
Washington, D. C.

Dear Mr. Secretary:

We write to express support of your efforts to carry out the heavy responsibilities the President assigned to you regarding his new economic program, and we offer all possible assistance in finding satisfactory solutions to the special problems presented by higher education.

It is understandable that various statements issued since August 15 should contain ambiguities and uncertainties, and that these should be troubling administrators just beginning an academic year. We appreciate the cooperation of your staff in our efforts to help institutions resolve uncertainties. Attached to this letter are two special reports we have issued to our constituents in which we interpret the regulations as we understand them.

We are aware that many sectors of the economy have problems in adjusting to the wage-price freeze, but believe that few others approximate the inequities stemming from the August 15 dating of it. If the freeze had come 15 days later, colleges and universities would have had fewer difficulties. As it is, faculty members at the same rank and pay scale are working for different salaries. Budgets depending upon receipt of scheduled increases in various student charges are in some instances jeopardized. Faculty salaries typically are not negotiated through statewide contracts, and hence the relief given to many public school systems is denied.

We believe it imperative that the period of the freeze be used to find solutions to such problems as these and to prepare plans to advance the President's program with as little disruption and injustice as possible at the end of the 90-day period. We want very much to work closely with your staff in the weeks ahead to develop next steps.

This communication, I want to add, is a collective statement of the American Association of Junior Colleges, American Association of State Colleges and Universities, American Council on Education, Association of American Colleges, Association of American Universities, and National Association of State Universities and Land-Grant Colleges. These associations represent virtually all of the accredited institutions of higher education in the nation.

Sincerely yours,



Logan Wilson  
President

Associations

AMERICAN COUNCIL ON EDUCATION  
ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036



OFFICE OF THE PRESIDENT

February 4, 1972

FEB. - 9 1972

Dear Colleague:

Last week, at my invitation, three groups of women met with me and several of my colleagues in Washington to consider the Council's activities with respect to women in higher education: January 26, fifteen of the nineteen women members of ACE's Board, commissions, and committees; January 27, twenty-one women from Washington-based associations in higher education; and January 28, ten professional women on ACE's staff. In addition, on January 18, I met with seven women representing the Seven College Conference to discuss the possibility of the Council sponsoring a national roster of professional women.

Open-ended as the first three meetings were, nevertheless out of the discussions there grew a list of clearly defined issues of such importance that I wish to share them with you. If they are to be satisfactorily resolved, the initiative of many persons associated with ACE member institutions and organizations will be required.

In tackling these issues the Council will take a variety of steps, in some cases undertaking an activity itself and sometimes requesting others to act. In our meetings, a number of recommendations were made that call for immediate action by ACE. The staff is now pursuing each of these.

Reports of progress on the issues raised in the recent meetings will be made periodically. If you have recommendations to make about how the issues might be tackled, I will welcome them. And I will count on your help.

Sincerely,

Roger W. Heyns

American Council on Education

February 4, 1972

WOMEN IN HIGHER EDUCATION

Issues identified at three invitational meetings between Roger W. Heyns, President of the American Council on Education, and women members of the ACE Board, commissions, and committees (January 26), women members of Washington-based higher education associations (January 27), and women professional staff members of ACE (January 28).

ISSUES

General

The response of administrators of colleges and universities and of their national associations to issues involving women has been too often characterized by insensitivity and "compliance mentality" rather than by an enthusiastic attempt to encourage the development and use of the abilities of more than half the nation's population. A fully satisfactory response requires changes in attitudes of those who make decisions in institutions, governing boards, accreditation agencies, and governments, as well as changes in the expectations of many women who, through colleges and universities, may develop and exercise their talents.

Students

Admissions policies and practices that exclude or discourage the woman student need to be reviewed. Regulations respecting age limitations, academic course requirements, entrance examinations, financing, and the transfer of credit should be revised so as to stimulate qualified women to further their education. Advisory services directed to the special circumstances of women students need to be established or, where they exist, to be fully supported by their institutions. Academically qualified mature women are particularly in need of revised regulations and improved advising.

Curriculum

Many curricular innovations directed toward and dealing with women have been initiated in recent years. These should be evaluated, the best of them encouraged, and additional ones on these or newer models supported.

### Faculty

Guidelines beyond those required for federal contract compliance need to be prepared for consideration by each institution in a review of its personnel policies. Among the matters to be covered are the employment and tenure status of part-time professional women, maternity leave, child care, anti-nepotism regulations, grievance procedures, and questions of equal pay and rank. Affirmative Action Plans will, by law, have to comply with federal guidelines.

More positively, several steps should be taken to enlist talented women in the enterprise. Those who left higher education before completing professional degrees should be helped to complete them; rosters of qualified women for employment and appointment to professional advisory bodies should be established and maintained; more opportunities should be provided for internships and other training programs for women administrators, drawing particularly on the smaller colleges where competent women are often to be found.

### Federal and state programs

Federal and state programs for the support of higher education should be reviewed with the goal of removing barriers to the entry of women -- as students, faculty, staff, or advisers -- into higher education. Programs restricting student support funds to full-time students should be reexamined. Qualified women to serve governmental advisory bodies should be sought.

### Research

In recent years, much information about women in higher education has been gathered and analyzed in separate programs of research. This information needs to be collated and programs established to extend it to form a basis for useful modifications of curriculum, employment, and support in higher education. Life-cycle studies of men and women, studies of family decision making, studies of changes in types of students who apply when a single-sex college goes coed are examples of research that could guide institutional and governmental policy.

### Women and ethnic minority groups

Many issues concerning women in higher education overlap those concerning members of ethnic minorities. There are enough differences in the origins of the issues and their manifestations for them to be treated separately. Care must be taken, however, not to let attention to one produce neglect of the other. Higher education must work at both sets of issues simultaneously until they are resolved.

RECOMMENDATIONS

The American Council on Education:

- ... Open executive level staff positions to women
- ... Establish an operational mechanism to be directly concerned with the issues involving women
- ... Develop internal personnel policies (now under review) that will be a model of good practice in higher education
- ... Review the work of its committees and commissions and, where necessary, modify them to take account of the issues raised
- ... Work with Congress and the administration on suitable legislation and administrative practices with respect to women in higher education
- ... Review its internship and administrators institutes programs, particularly with respect to increasing the access of women to the programs
- ... Take the lead in the development of rosters of professional women
- ... Take the lead in the coordination of research on women
- ... Encourage the involvement of other higher education associations in solving the problems
- ... Increase public and institutional understanding of the issues through the 1972 annual meeting and the information and publications offices of the Council.



## PARTICIPANTS

January 26: Jessie Bernard, Pennsylvania State University; Jean Campbell, University of Michigan; Patricia K. Cross, Educational Testing Service; Sister Eileen Egan, Spalding College; Alice F. Emerson, University of Pennsylvania; Sister Ann Ida Gannon, Mundelein College; Patricia Albjerg Graham, Barnard College; Ermon O. Hogan, National Urban League, Inc.; Harriet D. Hudson, Randolph-Macon Woman's College; Virginia R. Keehan, Southwest College; Juanita M. Kreps, Duke University; Carole Leland, Teachers College, Columbia University; Sister Patricia Jean Manion, Loretto Heights College; Marie T. Mills, Mount San Antonio College; Suzanne Murphy, Smithsonian Institution.

January 27: Helen Astin, National Coalition for Research in Women's Education and Development; Alice Beeman, American Association of University Women; Alison Bell, American Association of University Women; Marilyn Berry, New Jersey State Office; Rosemary Eck, California State Colleges; Elizabeth Fisher, Cooperative College Registry; Susan Fratkin, National Association of State Universities and Land-Grant Colleges; Flora Harper, East Central College Consortium; Anna Rankin Harris, National Association of Women Deans and Counselors; Olive Holbrook, Institute of International Education; Joan Larson, American Association of State Colleges and Universities; Patricia Nicely, National Science Foundation; Claire Olson, American Association of Junior Colleges; Ruth Oltman, American Association of University Women; Carol Reilly, Howard University; Lois Rice, College Entrance Examination Board; Margaret Rumbarger, American Association of University Professors; Bernice Sandler, Association of American Colleges; Carol Shulman, ERIC Clearinghouse on Higher Education; Ida Wallace, Associated Colleges of the Midwest; Judith Wortman, State University of New York.

January 28: Mary Allan, Barbara Blandford, Margaret Garrett, Charlotte Gladstone, Ida Meyers, Olive Mills, Betty Pryor, Eleanor Quill, Dorothy Riemensnider, Beverly Watkins, American Council on Education.