

Providence

Spring/1968

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The Hand of Friendship

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Who Says It's

Proper

ENGLISH?

by

Joseph Wood Krutch

IN Laurence Sterne's day they ordered things better in France — or differently, at least — than today. Now, the differences are a good deal less noticeable, more because France has reluctantly attempted Americanization than because Americans have become even the least bit Frenchified — except in their tendency to take certain attitudes toward sex which our grandmothers regarded as characteristically, exclusively, and reprehensibly Gallic.

There is, nevertheless, one subject upon which the French attitude is diametrically opposed to ours. While our schools and our dictionaries, as well as a good many of our professional grammarians, are almost boundlessly "permissive" in all matters concerning vocabulary, syntax, or idioms, and would hastily repudiate any reference to themselves as "guardians of the language," their colleagues in France are more fanatically "prescriptive" than even American schoolmarm's used to be. Literary journals discuss at length the most esoteric problems of grammar and usage, and a few years ago, a professor at the Sorbonne lodged a still-continuing attack against those foreign words — especially English words — which he denounced as *Franglais*, not *Français*. Now the campaign has been extended to include a violent protest against current scientific and technological terms, which tend to be Greek, Latin, or English.

We, on the other hand, meekly accepted long ago *garage*, *hangar*, and *chauffeur* from the French, even though the last means only "stoker" and the first two are equally inappropriate in either French or English to designate the

things to which they refer. But the French are now insisting that they should say, for instance, *conduit de gaz* instead of pipeline, and one contributor to a literary journal proposes a committee to formulate rules, beginning with one which would "unify the principles according to which the French words used in connection with the sciences and techniques shall be formed . . . the spelling to be normalized and the morphology rigorously French." All that may be fussy and a bit chauvinistic, but at least it is no worse than the "anything goes" attitude of those supposedly authoritative guides in our own country who ought to know better.

THE old assumption that the best authority is not just anybody at all but those who handle language most skillfully was not made in the interests of snobbism. It was based upon the reasonable belief that the example of the best speakers and writers is the one most likely to keep the language clear and capable of the subtlest shades of meaning. Children were taught "standard English" instead of that, "acceptable to their peer group" in order to facilitate communication between class and class, region and region, century and century.

When *Webster's Third* came in for a good deal of criticism because of its tendency to assume that what anybody said was, for that reason, just as "correct" as anything else, some of us hoped that the next new dictionary would take a more critical attitude. I have made only a very casual examination of the new Random House dictionary, and I must say that its practice seems to be a

good deal better than the preaching of its editor-in-chief, Jess Stein. But he is the author of an extraordinary article entitled "Is Television Killing the English Language?" in which he seems to say that the example to be followed and the authority to be accepted is that of the worst speakers and the worst writers.

"It has been suggested," he says, that TV "has the paralyzing power to homogenize thought and speech; that it deliberately avoids the exercise of variety in its vocabulary, and repeats the same words over and over again; that, for fear of losing a viewer, it panders to the uneducated; that it is bringing about destructive changes in the structure of our speech and will eventually make it inadequate, muddy, unattractive, and ineffective for our communication." Then — having had the boldness thus to state what seems almost self-evident and having also been inconsistent enough to state it in quite unexceptionable standard English — he announces categorically: "I heartily disagree," and supports his disagreement with the most bewilderingly irrational arguments.

Thus, though "the dearth of variety in television's vocabulary does seem regrettable when one considers that in a whole week of broadcast the average soap opera makes use of only a few hundred different words," this actually makes TV highly educational because for a child "the exposure to several hundred words, clearly spoken and logically used, is of enormous educational value."

An even more sweeping and surprising statement made by Mr. Stein is that the effect of TV on the language is destined to be much like the influence that

Shakespeare once had. The fact that Shakespeare used an enormous vocabulary seems to Stein irrelevant. Granting again rather too much he admits that "prime time is filled with the studied ineloquence of shows like *Combat!* and *The Beverly Hillbillies.*" Where, he asks, "is the genius of Shakespeare in all this mediocracy?"

This also is certainly a good question, and one may wonder just how it is going to be answered. But to Stein the answer is simple. Though "it is obvious that television's Shakespeare hasn't appeared . . . the question is irrelevant. Because of the industry's vast resources and the magnitude of its range, it doesn't need to be inspired by genius in order to be effective." Apparently he hopes we will not ask what kind of effectiveness it achieves or whether quantity is just as good as quality.

If one did not know that the proponent of these arguments was actually the editor-in-chief of an ambitious new dictionary one would suspect that he was aiming at the irony of "A Modest Proposal for the Acceptance of Televisionese as a Replacement for Standard English." For this, in summary, seems to be his reasoning:

◆ The vocabulary of TV is limited to a few hundred words, but children, at least, are better off if they don't come in contact with anything written or spoken which will require them to learn the meaning of words not included among the few hundred commonest.

◆ The influence of TV will be as great and as beneficial as that of Shakespeare once was, not because it improves the language, but because its "vast resources" and its omnipresence more than make up for intellectual poverty.

◆ By modern standards, quantity is much more important than quality.

"The influence of TV will be as great and as beneficial as that of Shakespeare once was . . ."

Unless Stein has his tongue in his cheek — which seems highly improbable — he has certainly put his foot in his mouth. And he seems quite ready to accept the inelegance and the eventual disingenuousness of advertiser-dominated standards.

Editor Stein's statements appear in *TV Guide*, whose articles are, like his, usually written in good English. But in its quotations from actors and others connected with "the industry" one may find innumerable examples of what he apparently regards as among the best models for today. I choose two at random: "They rolled all four of these segments, and when the lights came on again there was like this long silence in the room before somebody spoke up," and "It wasn't just like we had a bad show." Is this the kind of talk which is said to enrich our tongue as much as the magnificence of Shakespeare once did? And the worst feature of the two examples is not the use of "like" instead of "as." For all I know that may become standard English and would not be in itself a disaster. But in both sentences the word adds nothing to the meaning and performs no function whatever.

ALL the proponents of limitless permissiveness repeat over and over certain facts which nobody denies. But they firmly refuse to recognize certain others which everybody interested in language once regarded as equally obvious and important. It is true, of course, that in the end usage makes correctness, and that idiom is by no means always logical or consistent. Change is healthy, and only of dead languages is it possible to say that this or that is, and always will be, correct. A dead language is, moreover, precisely what some old-fashioned pedants used to try to make English. But this is not the whole story.

As Samuel Johnson, the first great dictionary-maker, wrote: "I am not yet so lost in lexicography as to forget that words are the daughters of earth and that things are the sons of heaven . . . Speech was not formed by an analogy from heaven. It did not descend to us in a state of uniformity and perfection, but was produced by necessity and enlarged by accident." But he was also well aware of the meaning of language levels and that, without the restraining influence of the idea of correctness, language can change so rapidly and under so many different situations that before long it breaks down into a variety of dialects. Then one region can no longer communicate easily with another, one profession with another profession, or the members of one social stratum with the members of a different one. Our

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Joseph Wood Krutch is one of America's foremost authors and critics and has lectured at some of the nation's leading colleges and universities. He is a member of the board of editors of the American Men of Letters series.



Clarence H. Gifford, Chairman, President's Council, Vice-Chairman of the Campaign Walter F. Gibbons, and Frank A. Gammino, Campaign Chairman.

FORWARD THRUST:

The Providence College Second Half-Century Campaign



“... to insure that no unusually able student is turned away for lack of funds and to provide a loan fund to aid the average student.”

Providence College is on the move! The forward thrust has only begun. Since the fall of 1964, with the establishing of the President's Council and the Academic Planning Committee, things have been happening.

The administration has been completely reorganized. Three new vice-presidencies were created to go with the existing Executive Vice-President — the Vice-President for Academic Affairs, the Vice-President for Student Relations, and the Vice-President for Institutional Development. A full-time Business Manager has been added for the first time. The administration has inaugurated a building committee, a budget committee and an investment committee with many outside experts as members. The corporation received a blood transfusion of new members including alumni and other laymen and has increased its meeting schedule. It is now taking the vigorous, active role in the government of the College that it had always been authorized to take.

The faculty, lay and Dominican, has recently organized itself into a senate with the full sanction of the administration and will now have the power to recommend curricular policies. Faculty salaries and fringe benefits have been made competitive with other colleges. The curriculum has been strengthened with many new courses and many changes in existing courses.

Students have been given the opportunity to join in a meaningful dialogue on the operation of the College through the new student-administration committee, and students

have been added to the committee on discipline.

The new library will be one of the largest and most modern in New England and is fast nearing completion.

Providence College is well on its way toward accomplishing the goals of the Master Plan accepted by the Corporation and the Administration last Fall.

In order to guarantee the success of this undertaking, the President's Council, through its chairman, Clarence H. Gifford, Jr., recently announced that a capital fund drive to be called the Providence College Second Half-Century Campaign will be launched at a kickoff dinner next Fall.

Frank A. Gammino, Campaign Chairman, and Walter F. Gibbons, Vice-Chairman, are hard at work on the organization structure which will have representatives drawn from the ranks of the administration, faculty, students, alumni, friends, the Catholic Diocese of Providence, the Dominican Order, and nationally known leaders in various fields.

The campaign will benefit from this vigorous leadership and the close support and counsel from the President's Council who represent every facet of community leadership.

The Providence College Second Half-Century Campaign is seeking \$10,000,000 in funds over the next three years under the leadership of Mr. Gammino, Mr. Gibbons, and Most Rev. Russell J. McViney, Bishop of Providence, the Honorary Chairman of the Campaign. It is part of the \$23.7 million ten-year development program for the College an-

nounced last fall by Very Rev. William P. Haas, O.P., President of the College.

In the next ten years the College can reasonably anticipate assets in the form of increased annual giving from alumni, foundations, corporations and friends, and from the contributed services of the Dominican Fathers, special grants and increased tuition and fees totalling \$13,700,000 which can be applied to the program.

This leaves a balance of \$10,000,000 to be provided by contributions from all possible sources in the capital campaign. It is proposed to seek this amount of support through a fund-raising campaign in the next three years from every source available — from alumni, parents, friends, community, business and industry, and foundations. The program will be presented to all those who have benefited by Providence's work and service, and to all those who value higher education in general and the special qualities of excellence and values which characterize Providence in particular, as well as to many who will certainly be challenged by the courage, vision, and aspiration of the Program itself.

Providence is not alone in this desire to strengthen and enrich its facilities and curriculum. All over the country similar campaigns have been instituted at colleges and universities realizing the importance of higher education and the need to insure its continuing role in the development of society. The University of Chicago is seeking \$160 million; Columbia University announced a \$200 million goal, and

Yale has a ten-year goal of \$388 million. Georgetown University hopes to raise \$13.2 million, while here in New England some representative goals are: Holy Cross, \$20 million; Worcester Polytechnic Institute, \$15.4 million; Wheaton College, \$6.1 million, and Salve Regina College, \$3.6 million. Forces are marshalling everywhere to assault the pocketbooks of individuals and corporations and foundations for support.

McGeorge Bundy, president of the Ford Foundation, thinks that all Americans, especially the well-to-do, can enlarge their college giving. "I believe that the modern American rich have only begun to do what they could and should for higher education," he said in the foundation's latest annual report. "The American rich — old and new — are missing a lot of excitement by their relatively slow and feeble giving. Where are the modern Andrew Carnegies — the men who will do more than all their friends expect? . . . The average 'generous' alumnus is sharing only a small fraction of his wealth with any college."

With the record of generous giving of our alumni, parents, and friends in the Rhode Island community before us, Providence is embarking on what should be a fruitful search for its modern Carnegies at all levels of sacrificial giving to prove to ourselves and the nation that our supporters can and do give their utmost.

The plans call for the first year to be devoted to seeking Leadership Gifts from alumni, parents, non-alumni individuals and foundations. The second year the College will seek Major Gifts from these same sources and from business and industry. The third year will see the soliciting of general alumni, parents and the Rhode Island community as a whole. Those alumni and parents not solicited for Leadership or Major Gifts in the first two years are urged to double their gift to the annual giving program while waiting for their opportunity to participate in the campaign. If annual giving through the Loyalty Fund and Parents' Fund could be doubled in the next two years, it would pass the \$250,000 mark and represent the interest on a living endowment of \$6,250,000 capitalized at 4%.

Success will clearly depend both upon a very broad response among those of moderate means who can give relatively little and upon a small number of major philanthropic contributions. These alone can provide a total of such proportions as exceed our goal. It is with that score of gifts ranging from \$100,000 to as much as \$2 million each that our success will be assured.

The ten-year development program as outlined last fall calls for additional buildings, campus renovations and a direct development of academic strength.

Building plans include:

- 1) *A new library* — presently under construction, the building will have an ultimate capacity of nearly 600,000 volumes and seating capacity of 1200 students;
- 2) *A student union* — a center of student life, especially for commuting students, it will house recreational and other

student facilities, eating facilities, an enlarged bookstore and an adequate auditorium;

3) *student residence halls* — two dormitories will accommodate 500 students, alleviate present overcrowded situations and allow for more Rhode Island resident dormitory students;

4) *Dominican faculty residence* — to remove the Dominicans from the cramped fourth floor of Harkins Hall and allow them to continue their cloistered life and at the same time be accessible for student counselling, this building will include a monastic chapel and dining facilities.

Improvement, modernization and remodelling of existing buildings include the converting of the third and fourth floors of Harkins Hall — made available by the new library and Dominican residence — into classrooms and offices; the addition of a third floor of laboratories to Hickey Hall, center of research in the health sciences, and the expansion of facilities for the Psychology department.

The development of academic strength will take several forms:

1) *Library* — a massive short-term expansion of library holdings, enlarging of the staff and providing modern equipment to expand the library's services in every sense;

2) *Endowment for Faculty Strength* — to attract the faculty the College needs, to add faculty as enrollment grows, to provide for sabbaticals, bring in eminent visiting professors, and to add endowed chairs;

3) *Endowment for Student Strength* — to provide more funds for scholarships to insure that no unusually able student is turned away for lack of funds and to provide a Student Aid Revolving Loan Fund to aid the average student.

Quite clearly, the achievement of such a goal will require dedicated and united effort, and heavy enthusiastic response.

In a very dramatic outward sense, the completion of the plans and realization of the fund campaign goal will cap the work of fifty years, enhancing and enlarging the physical plant and setting a great seal of public approval on the academic maturity of Providence. In a more subtle but perfectly evident way, it will lay the foundation for even surer work in the future. It will express the confidence with which the College goes forward, expand its quantitative ability to meet ever-rising educational needs, and produce definitely higher levels of quality through financial strength, library resources, the best physical facilities, and steadily rising excellence of faculty and student body.

There is no disposition to underrate the size of the task which lies ahead. Neither is there any disposition to turn away from the steady pursuit of those high goals which Providence has always had. Those goals, perhaps summed up in words "character" and "service", demand hard work and a large measure of boldness.

Providence is on the move performing the hard work and exercising the boldness necessary to make *what should be* — an actuality.

"the completion of the plans will lay the foundation for even surer work in the future... and produce definitely higher levels of quality...."

The Plain Fact Is...

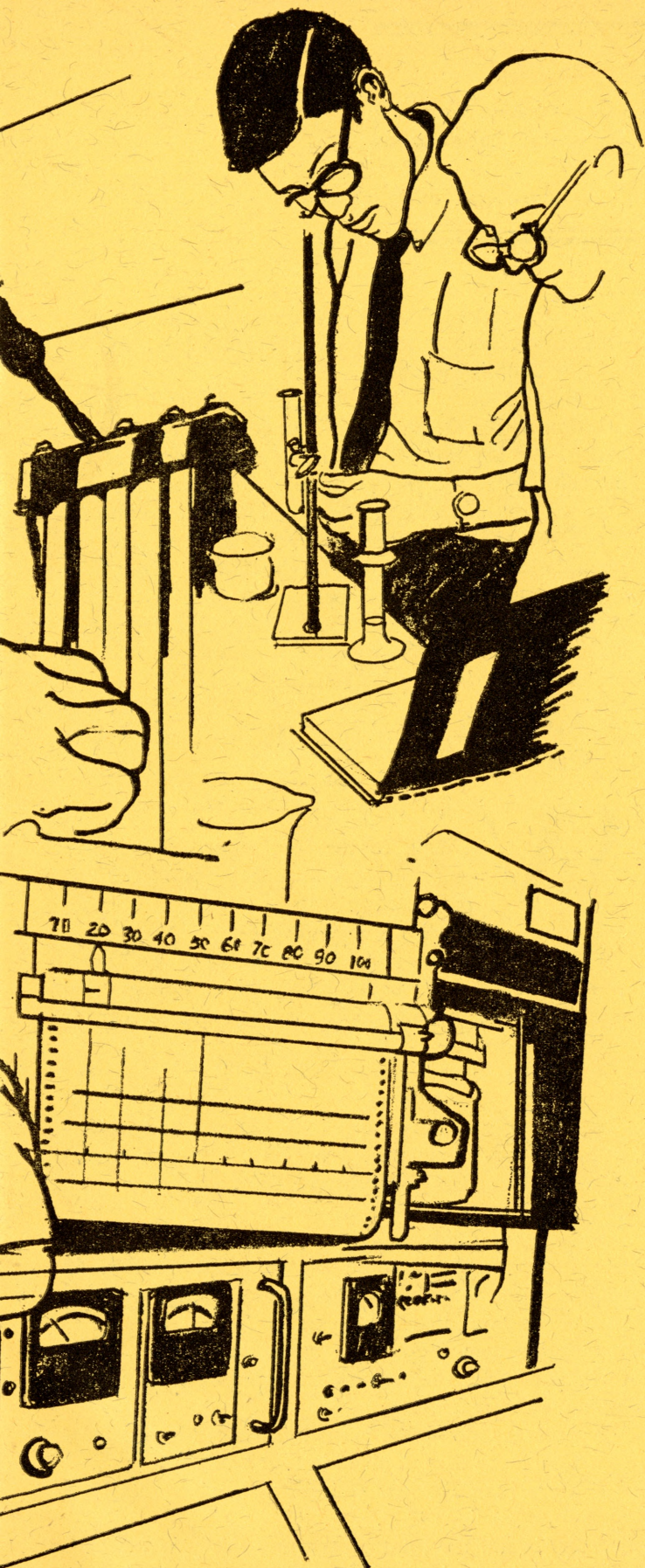
... our colleges and
universities “are facing
what might easily
become a crisis”

OUR COLLEGES AND UNIVERSITIES, over the last 20 years, have experienced an expansion that is without precedent—in buildings and in budgets, in students and in professors, in reputation and in rewards—in power and pride and in deserved prestige. As we try to tell our countrymen that we are faced with imminent bankruptcy, we confront the painful fact that in the eyes of the American people—and I think also in the eyes of disinterested observers abroad—we are a triumphant success. The observers seem to believe—and I believe myself—that the American campus ranks with the American corporation among the handful of first-class contributions which our civilization has made to the annals of human institutions. We come before the country to plead financial emergency at a time when our public standing has never been higher. It is at the least an unhappy accident of timing.

—MCGEORGE BUNDY
President, The Ford Foundation



A Special Report



A STATE-SUPPORTED UNIVERSITY in the Midwest makes a sad announcement: With more well-qualified applicants for its freshman class than ever before, the university must tighten its entrance requirements. Qualified though the kids are, the university must turn many of them away.

▶ A private college in New England raises its tuition fee for the seventh time since World War II. In doing so, it admits ruefully: "Many of the best high-school graduates can't afford to come here, any more."

▶ A state college network in the West, long regarded as one of the nation's finest, cannot offer its students the usual range of instruction this year. Despite intensive recruiting, more than 1,000 openings on the faculty were unfilled at the start of the academic year.

▶ A church-related college in the South, whose denomination's leaders believe in strict separation of church and state, severs its church ties in order to seek money from the government. The college must have such money, say its administrators—or it will die.

Outwardly, America's colleges and universities appear more affluent than at any time in the past. In the aggregate they have more money, more students, more buildings, better-paid faculties, than ever before in their history.

Yet many are on the edge of deep trouble.

"The plain fact," in the words of the president of Columbia University, "is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it, the better off we will be."

THE TROUBLE is not limited to a few institutions. Nor does it affect only one or two types of institution. Large universities, small colleges; state-supported and privately supported: the problem faces them all.

Before preparing this report, the editors asked more than 500 college and university presidents to tell us—off the record, if they preferred—just how they viewed the future of their institutions. With rare exceptions, the presidents agreed on this assessment: *That the money is not now in sight to meet the rising costs of higher education . . . to serve the growing numbers of bright, qualified students . . . and to pay for the myriad activities that Americans now demand of their colleges and universities.*

Important programs and necessary new buildings are

ALL OF US are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade.

—A university president

being deferred for lack of money, the presidents said. Many admitted to budget-tightening measures reminiscent of those taken in days of the Great Depression.

Is this new? Haven't the colleges and universities always needed money? Is there something different about the situation today?

The answer is "Yes"—to all three questions.

The president of a large state university gave us this view of the over-all situation, at both the publicly and the privately supported institutions of higher education:

"A good many institutions of higher learning are operating at a deficit," he said. "First, the private colleges and universities: they are eating into their endowments in order to meet their expenses. Second, the public institutions. It is not legal to spend beyond our means, but here we have another kind of deficit: a deficit in quality, which will be extremely difficult to remedy even when adequate funding becomes available."

Other presidents' comments were equally revealing:

▶ *From a university in the Ivy League:* "Independent national universities face an uncertain future which threatens to blunt their thrust, curb their leadership, and jeopardize their independence. Every one that I know about is facing a deficit in its operating budget, this year or next. And all of us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade."

▶ *From a municipal college in the Midwest:* "The best word to describe our situation is 'desperate.' We are operating at a deficit of about 20 per cent of our total expenditure."

▶ *From a private liberal arts college in Missouri:* "Only by increasing our tuition charges are we keeping our heads above water. Expenditures are galloping to such a degree that I don't know how we will make out in the future."

▶ *From a church-related university on the West Coast:* "We face very serious problems. Even though our tuition is below-average, we have already priced ourselves out of part of our market. We have gone deeply into debt for dormitories. Our church support is declining. At times, the outlook is grim."

▶ *From a state university in the Big Ten:* "The budget for our operations must be considered tight. It is less than we need to meet the demands upon the university for teaching, research, and public service."

▶ *From a small liberal arts college in Ohio:* "We are

on a hand-to-mouth, 'kitchen' economy. Our ten-year projections indicate that we can maintain our quality only by doubling in size."

▶ *From a small college in the Northeast:* "For the first time in its 150-year history, our college has a planned deficit. We are holding our heads above water at the moment—but, in terms of quality education, this cannot long continue without additional means of support."

▶ *From a state college in California:* "We are not permitted to operate at a deficit. The funding of our budget at a level considerably below that proposed by the trustees has made it difficult for us to recruit staff members and has forced us to defer very-much-needed improvements in our existing activities."

▶ *From a women's college in the South:* "For the coming year, our budget is the tightest we have had in my fifteen years as president."

WHAT'S GONE WRONG?

Talk of the sort quoted above may seem strange, as one looks at the unparalleled growth of America's colleges and universities during the past decade:

▶ Hardly a campus in the land does not have a brand-new building or one under construction. Colleges and universities are spending more than \$2 billion a year for capital expansion.

▶ Faculty salaries have nearly doubled in the past decade. (But in some regions they are still woefully low.)

▶ Private, voluntary support to colleges and universities has more than tripled since 1958. Higher education's share of the philanthropic dollar has risen from 11 per cent to 17 per cent.

▶ State tax funds appropriated for higher education have increased 44 per cent in just two years, to a 1967-68 total of nearly \$4.4 billion. This is 214 per cent more than the sum appropriated eight years ago.

▶ Endowment funds have more than doubled over the past decade. They're now estimated to be about \$12 billion, at market value.

▶ Federal funds going to institutions of higher education have more than doubled in four years.

▶ More than 300 new colleges and universities have been founded since 1945.

▶ All in all, the total expenditure this year for U.S. higher education is some \$18 billion—more than three times as much as in 1955.

Moreover, America's colleges and universities have absorbed the tidal wave of students that was supposed to have swamped them by now. They have managed to fulfill their teaching and research functions and to undertake a variety of new public-service programs—despite the ominous predictions of faculty shortages heard ten or fifteen years ago. Says one foundation official:

“The system is bigger, stronger, and more productive than it has ever been, than any system of higher education in the world.”

Why, then, the growing concern?

Re-examine the progress of the past ten years, and this fact becomes apparent: The progress was great—but it did not deal with the basic flaws in higher education's financial situation. Rather, it made the whole enterprise bigger, more sophisticated, and more expensive.

Voluntary contributions grew—but the complexity and costliness of the nation's colleges and universities grew faster.

Endowment funds grew—but the need for the income from them grew faster.

State appropriations grew—but the need grew faster.

Faculty salaries were rising. New courses were needed, due to the unprecedented “knowledge explosion.” More costly apparatus was required, as scientific progress grew more complex. Enrollments burgeoned—and students stayed on for more advanced (and more expensive) training at higher levels.

And, for most of the nation's 2,300 colleges and universities, an old problem remained—and was intensified, as the costs of education rose: gifts, endowment, and government funds continued to go, disproportionately, to a relative handful of institutions. Some 36 per cent of all voluntary contributions, for example, went to just 55 major universities. Some 90 per cent of all endowment funds were owned by fewer than 5 per cent of the institutions. In 1966, the most recent year reported, some 70 per cent of the federal government's funds for higher education went to 100 institutions.

McGeorge Bundy, the president of the Ford Foundation, puts it this way:

“Great gains have been made; the academic profession has reached a wholly new level of economic strength, and the instruments of excellence—the libraries and



Drawings by Peter Hooven

EACH NEW ATTEMPT at a massive solution has left the trustees and presidents just where they started.

—A foundation president

laboratories—are stronger than ever. But the university that pauses to look back will quickly fall behind in the endless race to the future.”

Mr. Bundy says further:

“The greatest general problem of higher education is money The multiplying needs of the nation’s colleges and universities force a recognition that each new attempt at a massive solution has left the trustees and presidents just where they started: in very great need.”

THE FINANCIAL PROBLEMS of higher education are unlike those, say, of industry. Colleges and universities do not operate like General Motors. On the contrary, they sell their two primary services—teaching and research—at a loss.

It is safe to say (although details may differ from institution to institution) that the American college or university student pays only a fraction of the cost of his education.

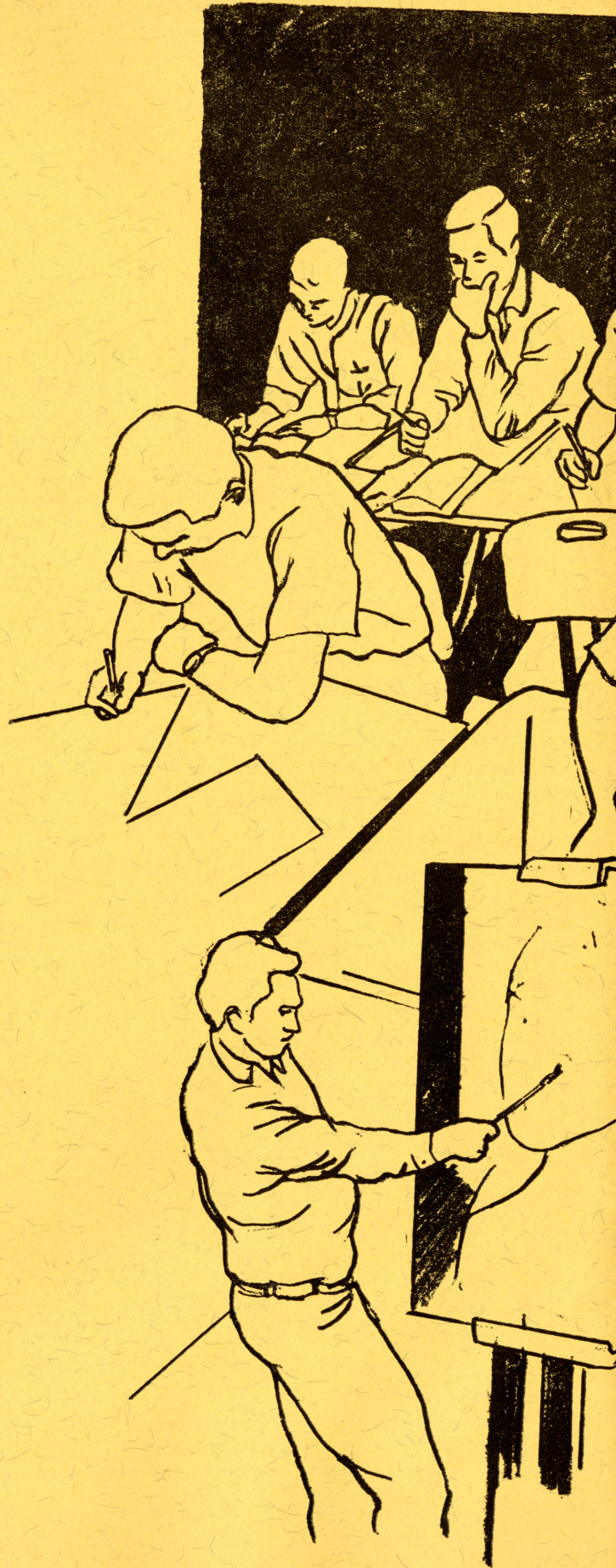
This cost varies with the level of education and with the educational practices of the institution he attends. Undergraduate education, for instance, costs less than graduate education—which in turn may cost less than medical education. And the cost of educating a student in the sciences is greater than in the humanities. Whatever the variations, however, the student’s tuition and fees pay only a portion of the bill.

“As private enterprises,” says one president, “we don’t seem to be doing so well. We lose money every time we take in another student.”

Of course, neither he nor his colleagues on other campuses would have it otherwise. Nor, it seems clear, would most of the American people.

But just as student instruction is provided at a substantial reduction from the actual cost, so is the research that the nation’s universities perform on a vast scale for the federal government. On this particular below-cost service, as contrasted with that involving the provision of education to their students, many colleges and universities are considerably less than enthusiastic.

In brief: The federal government rarely pays the full cost of the research it sponsors. Most of the money goes for *direct costs* (compensation for faculty time, equipment, computer use, etc.) Some of it goes for *indirect costs* (such “overhead” costs of the institution as payroll departments, libraries, etc.). Government policy stipulates that the institutions receiving federal research grants





must share in the cost of the research by contributing, in some fashion, a percentage of the total amount of the grant.

University presidents have insisted for many years that the government should pay the full cost of the research it sponsors. Under the present system of cost-sharing, they point out, it actually costs their institutions money to conduct federally sponsored research. This has been one of the most controversial issues in the partnership between higher education and the federal government, and it continues to be so.

In commercial terms, then, colleges and universities sell their products at a loss. If they are to avoid going bankrupt, they must make up—from other sources—the difference between the income they receive for their services and the money they spend to provide them.

With costs spiraling upward, that task becomes ever more formidable.

HERE ARE SOME of the harsh facts: Operating expenditures for higher education more than tripled during the past decade—from about \$4 billion in 1956 to \$12.7 billion last year. By 1970, if government projections are correct, colleges and universities will be spending over \$18 billion for their current operations, plus another \$2 billion or \$3 billion for capital expansion.

Why such steep increases in expenditures? There are several reasons:

- ▶ Student enrollment is now close to 7 million—twice what it was in 1960.

- ▶ The rapid accumulation of new knowledge and a resulting trend toward specialization have led to a broadening of the curricula, a sharp increase in graduate study, a need for sophisticated new equipment, and increased library acquisitions. All are very costly.

- ▶ An unprecedented growth in faculty salaries—long overdue—has raised instructional costs at most institutions. (Faculty salaries account for roughly half of the educational expenses of the average institution of higher learning.)

- ▶ About 20 per cent of the financial “growth” during the past decade is accounted for by inflation.

Not only has the over-all cost of higher education increased markedly, but the *cost per student* has risen steadily, despite increases in enrollment which might, in any other “industry,” be expected to lower the unit cost.

Colleges and universities apparently have not improved their productivity at the same pace as the economy generally. A recent study of the financial trends in three private universities illustrates this. Between 1905 and 1966, the educational cost per student at the three universities, viewed compositely, increased 20-fold, against an economy-wide increase of three- to four-fold. In each of the three periods of peace, direct costs per student increased about 8 per cent, against a 2 per cent annual increase in the economy-wide index.



Some observers conclude from this that higher education must be made more efficient—that ways must be found to educate more students with fewer faculty and staff members. Some institutions have moved in this direction by adopting a year-round calendar of operations, permitting them to make maximum use of the faculty and physical plant. Instructional devices, programmed learning, closed-circuit television, and other technological systems are being employed to increase productivity and to gain economies through larger classes.

The problem, however, is to increase efficiency without jeopardizing the special character of higher education. Scholars are quick to point out that management techniques and business practices cannot be applied easily to colleges and universities. They observe, for example, that on strict cost-accounting principles, a college could not justify its library. A physics professor, complaining about large classes, remarks: “When you get a hundred kids in a classroom, that’s not education; that’s show business.”

The college and university presidents whom we surveyed in the preparation of this report generally believe their institutions are making every dollar work. There is room for improvement, they acknowledge. But few feel the financial problems of higher education can be significantly reduced through more efficient management.

ONE THING seems fairly certain: The costs of higher education will continue to rise. To meet their projected expenses, colleges and universities will need to increase their annual operating income by more than \$4 billion during the four-year period between 1966 and 1970. They must find another \$8 billion or \$10 billion for capital outlays.

Consider what this might mean for a typical private



university. A recent report presented this hypothetical case, based on actual projections of university expenditures and income:

The institution's budget is now in balance. Its educational and general expenditures total \$24.5 million a year.

Assume that the university's expenditures per student will continue to grow at the rate of the past ten years—7.5 per cent annually. Assume, too, that the university's enrollment will continue to grow at *its* rate of the past ten years—3.4 per cent annually. Ten years hence, the institution's educational and general expenses would total \$70.7 million.

At best, continues the analysis, tuition payments in the next ten years will grow at a rate of 6 per cent a year; at worst, at a rate of 4 per cent—compared with 9 per cent over the *past* ten years. Endowment income will grow at a rate of 3.5 to 5 per cent, compared with 7.7 per cent over the past decade. Gifts and grants will grow at a rate of 4.5 to 6 per cent, compared with 6.5 per cent over the past decade.

"If the income from private sources grew at the *higher* rates projected," says the analysis, "it would increase from \$24.5 million to \$50.9 million—leaving a deficit of \$19.8 million, ten years hence. If its income from private sources grew at the *lower* rates projected, it would have increased to only \$43 million—leaving a shortage of \$27.8 million, ten years hence."

In publicly supported colleges and universities, the outlook is no brighter, although the gloom is of a different variety. Says the report of a study by two professors at the University of Wisconsin:

"Public institutions of higher education in the United States are now operating at a quality deficit of more than a billion dollars a year. In addition, despite heavy construction schedules, they have accumulated a major capital lag."

The deficit cited by the Wisconsin professors is a computation of the cost of bringing the public institutions' expenditures per student to a level comparable with that at the private institutions. With the enrollment growth expected by 1975, the professors calculate, the "quality deficit" in public higher education will reach \$2.5 billion.

The problem is caused, in large part, by the tremendous enrollment increases in public colleges and universities. The institutions' resources, says the Wisconsin study, "may not prove equal to the task."

Moreover, there are indications that public institutions may be nearing the limit of expansion, unless they receive a massive infusion of new funds. One of every seven public universities rejected qualified applicants from their own states last fall; two of every seven rejected qualified applicants from other states. One of every ten raised admissions standards for in-state students; one in six raised standards for out-of-state students.

WILL THE FUNDS be found to meet the projected cost increases of higher education? Colleges and universities have traditionally received their operating income from three sources: *from the students*, in the form of tuition and fees; *from the state*, in the form of legislative appropriations; and *from individuals, foundations, and corporations*, in the form of gifts. (Money from the federal government for operating expenses is still more of a hope than a reality.)

Can these traditional sources of funds continue to meet the need? The question is much on the minds of the nation's college and university presidents.

► **Tuition and fees:** They have been rising—and are likely to rise more. A number of private "prestige" institutions have passed the \$2,000 mark. Public institutions are under mounting pressure to raise tuition and fees, and their student charges have been rising at a faster rate than those in private institutions.

The problem of student charges is one of the most controversial issues in higher education today. Some feel that the student, as the direct beneficiary of an education, should pay most or all of its real costs. Others disagree emphatically: since society as a whole is the ultimate beneficiary, they argue, every student should have the right to an education, whether he can afford it or not.

The leaders of publicly supported colleges and universities are almost unanimous on this point: that higher tuitions and fees will erode the premise of equal oppor-

TUITION: We are reaching a point of diminishing returns. —*A college president*
It's like buying a second home. —*A parent*

tunity on which public higher education is based. They would like to see the present trend reversed—toward free, or at least lower-cost, higher education.

Leaders of private institutions find the rising tuitions equally disturbing. Heavily dependent upon the income they receive from students, many such institutions find that raising their tuition is inescapable, as costs rise. Scores of presidents surveyed for this report, however, said that mounting tuition costs are “pricing us out of the market.” Said one: “As our tuition rises beyond the reach of a larger and larger segment of the college-age population, we find it more and more difficult to attract our quota of students. We are reaching a point of diminishing returns.”

Parents and students also are worried. Said one father who has been financing a college education for three daughters: “It’s like buying a second home.”

Stanford Professor Roger A. Freeman says it isn’t really that bad. In his book, *Crisis in College Finance?*, he points out that when tuition increases have been adjusted to the shrinking value of the dollar or are related to rising levels of income, the cost to the student actually declined between 1941 and 1961. But this is small consolation to a man with an annual salary of \$15,000 and three daughters in college.

Colleges and universities will be under increasing pressure to raise their rates still higher, but if they do, they will run the risk of pricing themselves beyond the means of more and more students. Indeed, the evidence is strong that resistance to high tuition is growing, even in relatively well-to-do families. The College Scholarship Service, an arm of the College Entrance Examination Board, reported recently that some middle- and upper-income parents have been “substituting relatively low-cost institutions” because of the rising prices at some of the nation’s colleges and universities.

The presidents of such institutions have nightmares over such trends. One of them, the head of a private college in Minnesota, told us:

“We are so dependent upon tuition for approximately 50 per cent of our operating expenses that if 40 fewer students come in September than we expect, we could have a budgetary deficit this year of \$50,000 or more.”

► **State appropriations:** The 50 states have appropriated nearly \$4.4 billion for their colleges and universities this year—a figure that includes neither the \$1–\$2 billion spent by public institutions for capital expansion, nor the appropriations of local governments, which account

for about 10 per cent of all public appropriations for the operating expenses of higher education.

The record set by the states is remarkable—one that many observers would have declared impossible, as recently as eight years ago. In those eight years, the states have increased their appropriations for higher education by an incredible 214 per cent.

Can the states sustain this growth in their support of higher education? Will they be willing to do so?

The more pessimistic observers believe that the states can’t and won’t, without a drastic overhaul in the tax structures on which state financing is based. The most productive tax sources, such observers say, have been pre-empted by the federal government. They also believe that more and more state funds will be used, in the future, to meet increasing demands for other services.

Optimists, on the other hand, are convinced the states are far from reaching the upper limits of their ability to raise revenue. Tax reforms, they say, will enable states to increase their annual budgets sufficiently to meet higher education’s needs.

The debate is theoretical. As a staff report to the Advisory Commission on Intergovernmental Relations concluded: “The appraisal of a state’s fiscal capacity is a political decision [that] it alone can make. It is not a researchable problem.”

Ultimately, in short, the decision rests with the taxpayer.

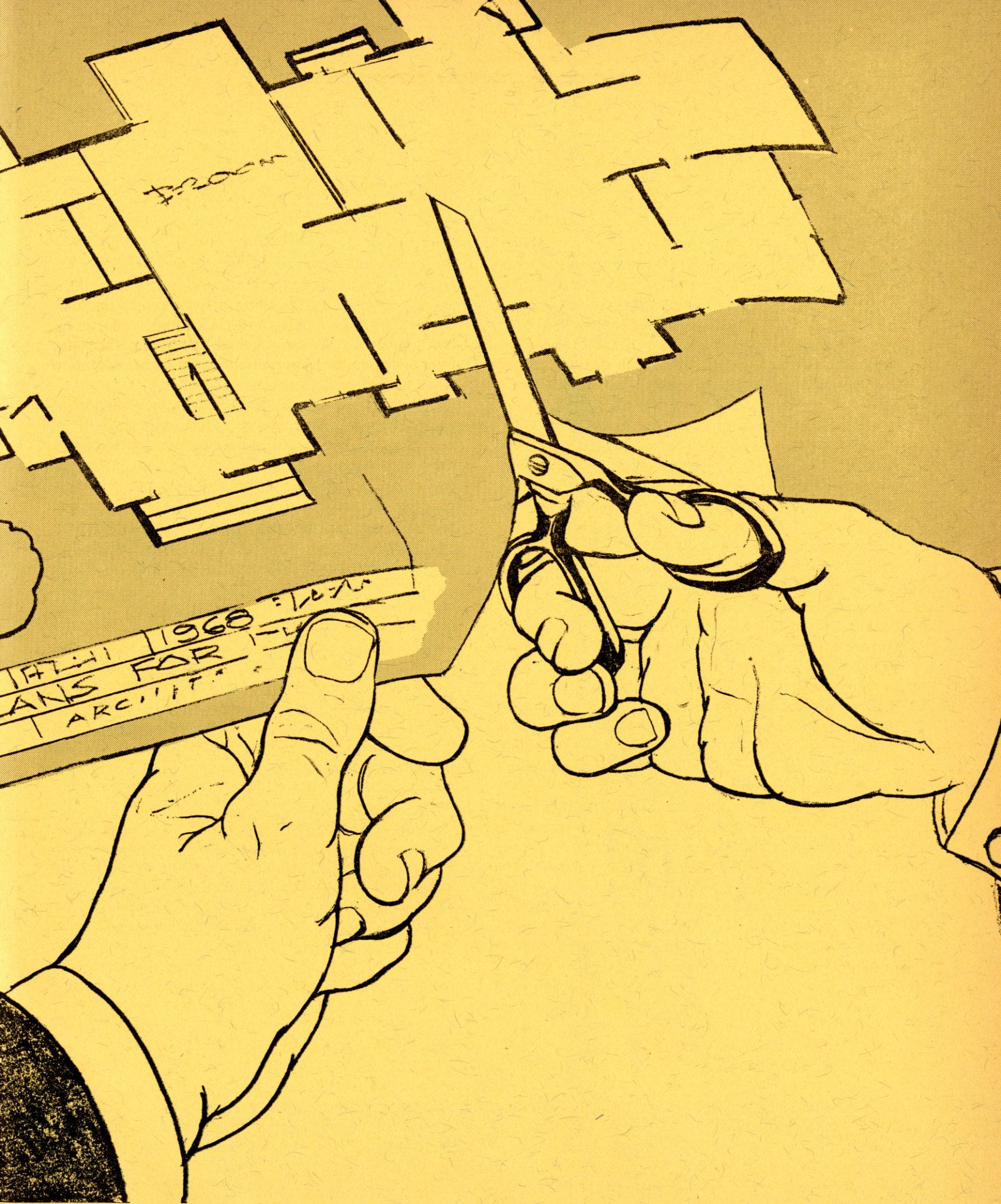
► **Voluntary private gifts:** Gifts are vital to higher education.

In private colleges and universities, they are part of the lifeblood. Such institutions commonly budget a deficit, and then pray that it will be met by private gifts.

In public institutions, private gifts supplement state appropriations. They provide what is often called “a margin for excellence.” Many public institutions use such funds to raise faculty salaries above the levels paid for by the state, and are thus able to compete for top scholars. A number of institutions depend upon private gifts for student facilities that the state does not provide.

Will private giving grow fast enough to meet the growing need? As with state appropriations, opinions vary.

John J. Schwartz, executive director of the American Association of Fund-Raising Counsel, feels there is a great untapped reservoir. At present, for example, only one out of every four alumni and alumnae contributes to higher education. And, while American business corporations gave an estimated \$300 million to education





in 1965–66, this was only about 0.37 per cent of their net income before taxes. On the average, companies contribute only about 1.10 per cent of net income before taxes to all causes—well below the 5 per cent allowed by the Federal government. Certainly there is room for expansion.

(Colleges and universities are working overtime to tap this reservoir. Mr. Schwartz's association alone lists 117 colleges and universities that are now campaigning to raise a combined total of \$4 billion.)

But others are not so certain that expansion in private giving will indeed take place. The 46th annual survey by the John Price Jones Company, a firm of fund-raising counselors, sampled 50 colleges and universities and found a decline in voluntary giving of 8.7 per cent in 12 months. The Council for Financial Aid to Education and the American Alumni Council calculate that voluntary support for higher education in 1965–66 declined by some 1.2 per cent in the same period.

Refining these figures gives them more meaning. The major private universities, for example, received about 36 per cent of the \$1.2 billion given to higher education—a decrease from the previous year. Private liberal arts colleges also fell behind: coeducational colleges dropped 10 per cent, men's colleges dropped 16.2 per cent, and women's colleges dropped 12.6 per cent. State institutions, on the other hand, increased their private support by 23.8 per cent.

The record of some cohesive groups of colleges and universities is also revealing. Voluntary support of eight Ivy League institutions declined 27.8 per cent, for a total loss of \$61 million. The Seven College Conference, a group of women's colleges, reported a drop of 41 per cent. The Associated Colleges of the Midwest dropped about

ON THE QUESTION OF FEDERAL AID, everybody seems to be running to the same side of the boat.

—A college president

5.5 per cent. The Council of Southern Universities declined 6.2 per cent. Fifty-five major private universities received 7.7 per cent less from gifts.

Four groups gained. The state universities and colleges received 20.5 per cent more in private gifts in 1965–66 than in the previous year. Fourteen technological institutions gained 10.8 per cent. Members of the Great Lakes College Association gained 5.6 per cent. And Western Conference universities, plus the University of Chicago, gained 34.5 per cent. (Within each such group, of course, individual colleges may have gained or lost differently from the group as a whole.)

The biggest drop in voluntary contributions came in foundation grants. Although this may have been due, in part, to the fact that there had been some unusually large grants the previous year, it may also have been a foretaste of things to come. Many of those who observe foundations closely think such grants will be harder and harder for colleges and universities to come by, in years to come.

FEARING that the traditional sources of revenue may not yield the necessary funds, college and university presidents are looking more and more to Washington for the solution to their financial problems.

The president of a large state university in the South, whose views are typical of many, told us: "Increased federal support is essential to the fiscal stability of the colleges and universities of the land. And such aid is a proper federal expenditure."

Most of his colleagues agreed—some reluctantly. Said the president of a college in Iowa: "I don't like it . . . but it may be inevitable." Another remarked: "On the ques-

tion of federal aid, everybody seems to be running to the same side of the boat."

More federal aid is almost certain to come. The question is, When? And in what form?

Realism compels this answer: In the near future, the federal government is unlikely to provide substantial support for the operating expenses of the country's colleges and universities.

The war in Vietnam is one reason. Painful effects of war-prompted economies have already been felt on the campuses. The effective federal funding of research per faculty member is declining. Construction grants are becoming scarcer. Fellowship programs either have been reduced or have merely held the line.

Indeed, the changes in the flow of federal money to the campuses may be the major event that has brought higher education's financial problems to their present head.

Would things be different in a peacetime economy? Many college and university administrators think so. They already are planning for the day when the Vietnam war ends and when, the thinking goes, huge sums of federal money will be available for higher education. It is no secret that some government officials are operating on the same assumption and are designing new programs of support for higher education, to be put into effect when the war ends.

Others are not so certain the postwar money flow is that inevitable. One of the doubters is Clark Kerr, former president of the University of California and a man with considerable first-hand knowledge of the relationship between higher education and the federal government. Mr. Kerr is inclined to believe that the colleges and universities will have to fight for their place on a national priority list that will be crammed with a number of other pressing



COLLEGES AND UNIVERSITIES are tough. They have survived countless cataclysms and crises, and one way or another they will endure.

—A college president

problems: air and water pollution, civil rights, and the plight of the nation's cities, to name but a few.

One thing seems clear: The pattern of federal aid must change dramatically, if it is to help solve the financial problems of U.S. higher education. Directly or indirectly, more federal dollars must be applied to meeting the increasing costs of *operating* the colleges and universities, even as the government continues its support of students, of building programs, and of research.

IN SEARCHING for a way out of their financial difficulties, colleges and universities face the hazard that their individual interests may conflict. Some form of competition (since the institutions are many and the sources of dollars few) is inevitable and healthy. But one form of competition is potentially dangerous and destructive and, in the view of impartial supporters of all institutions of higher education, must be avoided at all costs.

This is a conflict between private and public colleges and universities.

In simpler times, there was little cause for friction. Public institutions received their funds from the states. Private institutions received *their* funds from private sources.

No longer. All along the line, and with increasing frequency, both types of institution are seeking both public and private support—often from the same sources:

▶ **The state treasuries:** More and more private institutions are suggesting that some form of state aid is not only necessary but appropriate. A number of states have already enacted programs of aid to students attending private institutions. Some 40 per cent of the state appropriation for higher education in Pennsylvania now goes to private institutions.

▶ **The private philanthropists:** More and more public institutions are seeking gifts from individuals, foundations, and corporations, to supplement the funds they receive from the state. As noted earlier in this report, their efforts are meeting with growing success.

▶ **The federal government:** Both public and private colleges and universities receive funds from Washington. But the different types of institution sometimes disagree on the fundamentals of distributing it.

Should the government help pay the operating costs of colleges and universities by making grants directly to the institutions—perhaps through a formula based on enroll-

ments? The heads of many public institutions are inclined to think so. The heads of many low-enrollment, high-tuition private institutions, by contrast, tend to favor programs that operate indirectly—perhaps by giving enough money to the students themselves, to enable them to pay for an education at whatever institutions they might choose.

Similarly, the strongest opposition to long-term, federally underwritten student-loan plans—some envisioning a payback period extending over most of one's lifetime—comes from public institutions, while some private-college and university leaders find, in such plans, a hope that their institutions might be able to charge "full-cost" tuition rates without barring students whose families can't afford to pay.

In such frictional situations, involving not only billions of dollars but also some very deep-seated convictions about the country's educational philosophy, the chances that destructive conflicts might develop are obviously great. If such conflicts were to grow, they could only sap the energies of all who engage in them.

IF THERE IS INDEED A CRISIS building in American higher education, it is not solely a problem of meeting the minimum needs of our colleges and universities in the years ahead. Nor, for most, is it a question of survive or perish; "colleges and universities are tough," as one president put it; "they have survived countless cataclysms and crises, and one way or another they will endure."

The real crisis will be finding the means of providing the quality, the innovation, the pioneering that the nation needs, if its system of higher education is to meet the demands of the morrow.

Not only must America's colleges and universities serve millions more students in the years ahead; they must also equip these young people to live in a world that is changing with incredible swiftness and complexity. At the same time, they must carry on the basic research on which the nation's scientific and technological advancement rests. And they must be ever-ready to help meet the immediate and long-range needs of society; ever-responsive to society's demands.

At present, the questions outnumber the answers.

▶ How can the United States make sure that its colleges and universities not only will accomplish the minimum task but will, in the words of one corporate leader,



NOTHING IS MORE IMPORTANT than the critical and knowledgeable interest of our alumni. It cannot possibly be measured in merely financial terms.
—A university president

provide “an educational system adequate to enable us to live in the complex environment of this century?”

▶ Do we really want to preserve the diversity of an educational system that has brought the country a strength unknown in any other time or any other place? And, if so, *can we*?

▶ How can we provide every youth with as much education as he is qualified for?

▶ Can a balance be achieved in the sources of higher education’s support, so that public and private institutions can flourish side by side?

▶ How can federal money best be channeled into our colleges and universities without jeopardizing their independence and without discouraging support either from the state legislatures or from private philanthropy?

The answers will come painfully; there is no panacea. Quick solutions, fashioned in an atmosphere of crisis, are likely to compound the problem. The right answers will emerge only from greater understanding on the part of the country’s citizens, from honest and candid discussion of the problems, and from the cooperation and support of all elements of society.

The president of a state university in the Southwest told us: “Among state universities, nothing is more important

than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms.”

A private college president said: “The greatest single source of improvement can come from a realization on the part of a broad segment of our population that higher education must have support. Not only will people have to give more, but more will have to give.”

But *do* people understand? A special study by the Council for Financial Aid to Education found that:

▶ 82 per cent of persons in managerial positions or the professions do not consider American business to be an important source of gift support for colleges and universities.

▶ 59 per cent of persons with incomes of \$10,000 or over do not think higher education has financial problems.

▶ 52 per cent of college graduates apparently are not aware that their alma mater has financial problems.

To America’s colleges and universities, these are the most discouraging revelations of all. Unless the American people—especially the college and university alumni—can come alive to the reality of higher education’s impending crisis, then the problems of today will be the disasters of tomorrow.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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Dr. Kerrins ministers to native woman in El Agostino clinic.

The Hand Of Friendship

Since February, 1967, Dr. and Mrs. Joseph E. Kerrins '50, of Attleboro, Mass., and their ten children have been on an extended vacation in Peru. This is not the type of vacation, however, that most of us would envy. There are no plush hotels and no basking in the South American sun. The Kerrinses are doing apostolic work among the poor, working among the million squatters in the arid area that surrounds Lima.

Why would a doctor with a lucrative New England practice, chief of the obstetrics-gynecology section of Sturdy Memorial Hospital, leave everything behind to minister to some of the world's miserable?

As Dr. Kerrins explained it, "Aloysius Schwartz, an

American doing missionary work among the poor in Pusan, Korea, in the concluding chapters of his *The Starved and The Silent* really jolted me with, 'My neighbor in South America, Asia, and Africa is hungry. He has a right then to ask for some of the bread which is on my table, and I have a corresponding obligation to share it with him. This obligation arises not from charity, but from justice.'

"I went to see for myself last fall (1966). El Augustino is one of nearly 200 *barriadas* (settlements) around Lima that are defined for the poor — nearly one million. The neighboring *barriada* is El Monton — The Heap — where Lima dumped its debris, refuse and garbage for half a century. No two-story structures can be built there as the stagnant, spongy refuse goes down as much as 20 feet and won't support weight. But there are mud adobes, fiber shacks, rag tents — from the dirt road to high up the mountainside. This is only a thumbnail sketch."

"The people? If they miraculously escape tuberculosis, typhoid fever, and the gastro-intestinal diseases that are brought on by bad water, bad food, and unsanitary sewage, they may average 45 years of age. Ninety-nine per cent draw blanks at the mention of Kennedy, Eisenhower, Cold War, Vietnam, and Nuclear Bomb.

"In speaking to Peruvian officials about the squalor surrounding their beautiful cities, it doesn't take long to perceive their hypocrisy. They take the attitude, 'The poor will always be deadbeats, freeloaders, parasites, bums and beggars.' One said, 'But did you notice that practically every house has a television set?' He remained unabashed when I pointed out that it couldn't be. 'They don't have electricity. Not only that, they must haul all of their water from the foothills; they evacuate on the heap, pushing some of the surrounding garbage onto the feces with their feet; the children neither smile nor cry; we didn't see a single toy while there. You simply don't want to see what's behind your beautiful Pan-American highway!'"

So, with \$2700 worth of tickets, 10 children, 12 aluminum cots and 27 filled duffle bags, Dr. and Mrs. Kerrins left for El Augustino, Peru under the auspices of the Association for International Development, a Catholic lay organization.

In April, Dr. Kerrins began a responsible parenthood clinic in the parish center of the *barriada* of Augustino. "The women in the *barriada* themselves," said Dr. Kerrins, "are the ones who asked us if we would try to help them with family planning. Whatever we did had to be within the teaching of the Catholic Church, but the poor seem to be very anxious to do something to try to limit the size of their families."

The Peruvian government is also paying for cancer screening tests of all the women attending the responsible parenthood clinics. This test, called a Pap smear, enables a doctor to diagnose cancer of the cervix before there are symptoms and at a time when the patient can be completely cured. Usually in the States, three or four such patients in a thousand are found. At the Peruvian clinics, four or five

"No two-story structures can be built there as the stagnant, spongy refuse goes down as much as 20 feet..."

women per hundred were found. This means that a large number of Peruvian *barriada* women are going to be diagnosed and treated for cancer of the cervix at a time when it is completely curable.

When the clinic first decided to begin the cancer screening part of the program, they had to look around for financial help because the tests are expensive (about \$3 each). The United States government offered financial assistance, but it was turned down with the feeling that it was more important to work through the Peruvian government. However, there were many anxious moments because the United States aid had been turned down before the Peruvian government had committed themselves to helping.

The clinics had two problems in trying to reach the women in the *barriadas* with this program. The first was their financial concern about the cost of the program. Many of them wouldn't come because they didn't have the money to pay. The charge is five soles (about twenty cents) for the visit and five soles for the medication. The fees were set by a group of *barriada* women themselves who insist that women coming to the clinic must pay something or it won't have any meaning to them. The clinic was constantly walking a



Life in the barriadas

narrow line in trying not to offend the dignity of each woman and, on the other hand, not refusing to help someone who needs it but can't afford to pay.

Their second problem was the women's fear that the medication causes cancer. This is a serious problem among the illiterate where superstitions are common.

The Kerrinses also worked very hard at setting up an educational program to increase conjugal love in the marriages of the people, which Dr. Kerrins called the real challenge.

Conditions around the family in the barriada and adjustments they had to make to this almost primitive life are what are most interesting to people back in the states.

Around them were straw huts, not suitable for human beings to live in, yet inhabited by large families, women struggling up hills with a pail of water in each hand and a baby tied to their back, filthy half naked children scurrying about like ants, and dogs chasing dogs, and everywhere garbage and litter and small piles of feces in the streets.

The barriadas are without fire departments, and they often wondered what would happen if a fire got started in

those straw huts. In September, one of the straw houses at El Augustino caught fire, and they saw first hand how people handle the situation. The four walls of the houses are made of straw mats supported at the corners by long bamboo poles. When the house began to burn some of the people just knocked down the corner poles, and the house collapses on itself preventing the spread of the fire to other straw houses that were close by.

There were encouraging signs of people interested in improving these conditions: roofs were appearing on straw huts that formerly had none; a few straw huts had been replaced by brick houses; and in one section, a sewer system of trenches and pipe that had been dug and laid by the inhabitants. Incidents like these led the Kerrinses to believe that the barriadas, instead of being decayed slums as they first thought, were an evolving situation where people are trying desperately to get ahead; yet there is still much discouragement and frustration, aptly expressed by a sign that someone painted on the wall of an open air market in one of the barriadas: "AND THE LAST CONTINUED TO BE LAST."

By July of last year, Dr. Kerrins had started four responsible parenthood clinics that serviced a combined population of 250,000 people. For most of the women, it was the first time they had had any help other than abortion in preventing unwanted pregnancies.

By July too, Dr. Kerrins was able to report that the "great burden" of adjusting was slowly beginning to lift, and each one of the ten children was enjoying some phase of their new life, although Spanish was their main handicap.

In July, the middle of their winter, they had to adjust to damp, cold, sunless days. The houses were without heat, and blue mold on clothing became a constant battle. The family had to wear stockings to bed to keep warm. They reported that the two most difficult things were getting into a damp bed every night and putting on damp underwear every morning. Fleas and flea bites were another serious problem until a nun told them the secret of overcoming them — a strong talcum powder in their beds and on their bodies.

In October they reported that there was great unrest in the *barriadas* and there had been many strikes due to a devaluation of the currency. The Communists took advantage of the situation to stir up trouble and gain support. There were a couple of Communist rallies every week in the center of Lima and often tear gas and fire hose were necessary to break them up. As Dr. Kerrins said, "The poor are easily aroused, and there have been riots and looting in grocery stores because of the increased prices."

October also meant spring and sun once or twice a week. As they reported in an October letter, "Last week we saw the moon and the stars for the first time in six or seven months."

During the same month, Dr. and Mrs. Kerrins were asked to speak at the medical meeting of the English speaking Medical Missionaries from Peru, Bolivia and Colombia. They spoke as a couple about conjugal love one evening, and the next day the doctor read a report of their first six months experience with the responsible parenthood program and outlined the educational part of the program. As a result of those talks they were invited to go to Juliaca in the south of Peru by Bishop Fedders to set up a program for responsible parenthood in his diocese last November, and in December, Bishop McGrath from Piura in the north of Peru had asked them to go to his diocese to start a similar program.

Their main concern now is finding another doctor to replace them when they leave in July. A North American doctor is a necessity. Most Peruvian physicians are not yet able to take a year out of their practices to do this type of missionary work because of financial reasons.

When they return after eighteen months, the United States, Attleboro and Providence College will have twelve people of whom they can be quite proud. Would you be willing to give eighteen months of your life to help the world's suffering humanity? They were!

*"Last week the Army and the police
had to use tear gas and fire hose to
break up a big Communist rally."*

Who Says It's Proper English? (continued from p. 4)

written language, he says, ought not to comply "with the corruptions of oral utterance, or copy that which every variation of time or place makes different from itself, and imitate those changes which will again be changed, while imitation is employed in observing them."

Johnson's own language is by now somewhat out of date. Those who know only the few hundred words of the soap operas could not understand what he is saying. But those who have some familiarity with the written language of the past can understand it far more easily than they would be able to if it had been written in the loose, current speech of his time. And it is still understandable precisely because grammarians, school-teachers, and dictionary-makers did what the new dictionaries refuse to do; namely, take care lest they "imitate those changes which will again be changed, while imitation is employed in observing them." "Words are but the signs of ideas," Johnson continues, but "I wish that the instrument might be less apt to decay, and that the signs might be permanent, like the things which they denote." He knows that this wish is impossible of fulfillment, but he believes that the function of the dictionary is to exercise an influence conservative to the extent that it refuses to recognize what is probably only fleeting until it has demonstrated its usefulness by survival.

As late as the end of the sixteenth century, learned men like Francis Bacon could believe that anyone who had something to say which he thought likely to be of permanent value would be foolish to entrust it to English rather than to Latin, the most widely known dead language. Until just about Bacon's time, anyone who followed his advice would have been wise, and I suspect that today those who hope to be still comprehensible tomorrow would be equally wise not to accept the permissiveness offered them in the most widely advertised of today's dictionaries.

A century after Bacon, Alexander Pope was still sufficiently suspicious of the stability of his own language to write, "For such as Chaucer is shall

"permissiveness in language is another aspect of the far more inclusive phenomenon characteristic of our age..."

Dryden be." But he was wrong. Dryden's prose is as easy for a modern to read as that of *SR*. But this is true only because by Dryden's time (but not by Chaucer's) one English dialect had been firmly established as the basis of standard English and an ideal of correctness had come to be respected.

Chaucer himself was, of course, partly responsible for the acceptance of the dialect in which he wrote, and so, a century later, was the first English printer, William Caxton, who discusses in a preface to one of the earliest printed books the difficulties of deciding which of the existing dialects should be used in a translation from the French. The speakers of one dialect could not understand those who spoke another — though, as any permissive student of language would hasten to say, one was not more correct than the other.

Caxton illustrated his difficulty by an amusing anecdote about a becalmed sailor who could not get eggs because the inhabitants of the shire in which he found himself called them *cier*. Either word is etymologically correct since the one comes from the Middle English *ey* and the other from the Norse *egg*. *Egg* is now correct partly because Caxton chose to use it.

Speaking in general, and without specific reference to Stein or his work, it seems obvious that a dictionary, to fulfill its function, must do more than merely record. It must also offer some sort of guidance. That means, among other things, that it should attempt to distinguish between meaningless rules and regulations, especially those which good writers and speakers have never consistently obeyed, and those which actually help maintain the stability and in-

crease the expressiveness of the language.

Those just aware enough of propriety and correctness as desirable qualities to have some concern with them are often prone to be very careful about things which do not really matter or even to deliberately cultivate solecisms out of the mistaken feeling that they are more elegant. This was apparently the case when a distinguished musician recently said confidently to a singer whom he was interviewing on television: "Now, just between you and I." And it is notorious that at no time in history have good writers consistently made the distinction between "shall" and "will" which (so I have read) is first known to have been urged in an eighteenth-century book intended to teach English to foreigners. The anecdote involving, "No, madam, you smell and I stink" (sometimes told about Johnson and sometimes about Webster), is almost certainly apocryphal, since either Johnson or Webster would certainly have been aware that "smell" in the sense of "give out an odor" is long established, and they would probably have remembered Cladius's exclamation, "O! my offense is rank, it smells to heaven." It is also true that H.L. Mencken (who was himself never guilty of an unintentional solecism but delighted in ridiculing the correctness he was a master of) was probably right when he remarked that any girl would be justified in suspecting the sincerity of her boyfriend if he demanded, "Whom do you love, Baby?" But that involves a recognition of the levels of language, which is precisely the thing permissive grammarians and lexicographers tend to obscure, and they thereby rob language of one of the

"the emotional shock of extreme frankness is sometimes important in either public or private conversation ..."

chief means by which it conveys shades of meaning.

THERE is a relevant anecdote about a child explaining his painting of the Nativity:

"This is Mary, this is Joseph."

"And who are those people just at the edge of the picture?"

"Oh, they are the three wise guys."

Now, anyone who maintains that whoever employs the language of his "peer group" is speaking as he should could hardly find anything wrong with the form of this reply. But if there is no difference between "wise men" and "wise guys" then there is also none between, say, "Canst minister to a mind diseased?" and "How's about trying to do something for this nut?" It is strange that an age which is so concerned about the difficulties of communication should be, at the same time, so little concerned to preserve the dignity and effectiveness of what is still the most flexible means of communication ever devised; that it is eager to accept any local jargon as no less desirable than language universally comprehensible to every educated person; and that it is willing to disregard the communicative aura of individual words.

Indifference to aura is most strikingly evident in the campaign to make the common four-letter words respectable, even though the fact that they are not respectable is their only merit. A young woman whose small collection of so-called poems was rather stupidly seized by the San Francisco police is described by an interviewer as feeling

that "dirty words can be purged of their shock value and assimilated into above-ground. English." But there are already "above-ground words" which denote every object or action denoted by any four-letter obscenity. Once the San Francisco poetess had achieved her object she would simply have deprived these words of their shock value — which is the only value they have. To that extent she would have impoverished the English language and made it less capable of evoking those connotations which, to everyone who uses it effectively, are just barely second in importance to its denotive function. Not only obscenity and vulgarity, but the emotional shock of extreme frankness is sometimes important in either public or private communication. But none of the three will continue to have the effect of the tabooed words once they have been brought "aboveground."

Like nakedness, their special effect depends upon the fact that it and they were, until recently at least, reserved for special occasions. The spectacle of students at the University of California engaged in mass demonstrations in favor of the public use of words which such use would soon make useless is unintentional satire upon the whole process of mass demonstrations. To say "limb" rather than "leg," and "bosom" instead of "breast" was vulgar because it was both inaccurate and puerile. But to make — well, you know what — as neutral as "sexual intercourse" is simply to impoverish the language.

Perhaps permissiveness in language is another aspect of the far more inclusive

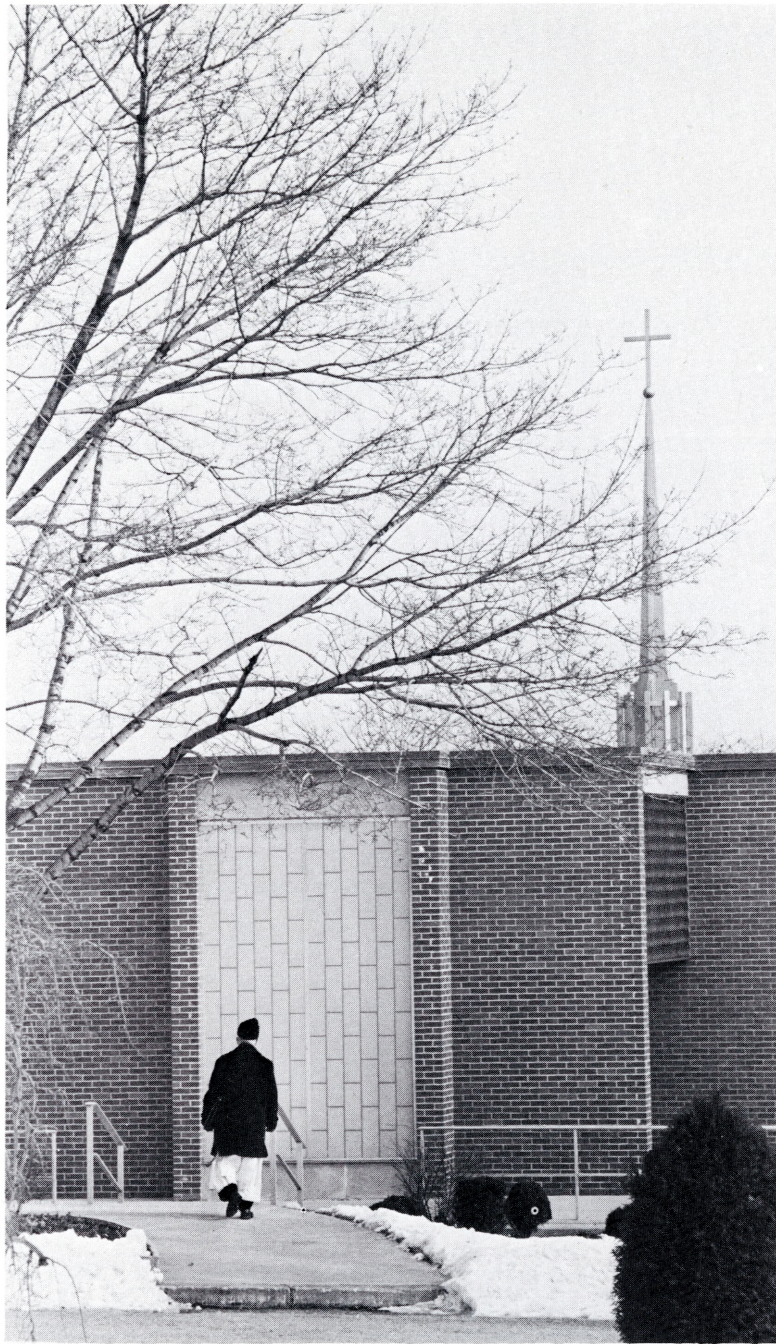
phenomenon characteristics of our age: namely, the doubt that any one thing is in itself better than another. If, as many sociologists seem to assert, what men ought to do is merely what it can be shown that they do do, then obviously what men do say or write is what they should say or write. As one permissive sociologist was once inconsistent enough to say, "We oughtn't to say 'ought' anymore."

Since I have expressed such hearty disapproval of Stein's preaching, it is only fair to give some illustrations of what seems — upon a very casual inspection — to be his much more acceptable practice.

When he boasts that obsolete words have been omitted in order to make room for recent ones, that seems to suggest that his dictionary is only for those who never read anything not written yesterday. But I find that he does include, for instance, "syllabub" and "hautbois." What is perhaps more important is that he sometimes distinguishes between former and present meanings. Thus a reader who has come across, "So shines a good deed in a naughty world," can learn that in Shakespeare's day "naughty" meant "seriously worthless or wicked," not merely trivially so. Also that in Marvell's poem the line, "And your quaint honor turn to dust," there is probably conscious ambiguity in the word "quaint" which could mean then, though not now, "wise" as well as "old-fashioned and slightly absurd."

I wish that Stein was not willing to accept "nauseous" as meaning "affected with nausea" when there is a perfectly good word to mean that. Then, too, I wonder if "cool it" will last into a time when everybody no longer knows without a dictionary what it means. And, if you are to include that bit of slang, why not also record the use of "cool" as a noun — as in "he lost his cool"?

But these are minor objections, and I am pleased to discover that the Random House dictionary itself seems to be by no means so boundlessly permissive as might be suggested by its editor's evaluation of televisionese as being not inferior to Shakespearean English.



The new Guzman Hall on a winter day.

Providence

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