

Since the ability to qualify for National Defense Graduate Fellowships and many other federal educational awards is largely governed by a Ph.D.-granting "status," we can probably expect a great many colleges and universities to seek to establish Ph.D. programs, even though these programs will obviously lack the depth and the strength that is essential. Institutions will be tempted to structure a new educational form which includes doctoral programs, at least in name, but probably not in content. Encouraging mediocrity in Ph.D. programs perpetuates a kind of educational impoverishment which this country cannot afford.

It seems to me the educational, social and defense needs of our nation will be better served if programs and scholars are supported on a basis of individual merit, not institutional size or prestige. We need very much to broaden the base of support to the nation's colleges and universities if we have any intention of endeavoring to meet the critical needs of young people and the multiplying needs of our society.

A report, "Programs and Services," published by the U.S. Office of Education, explains that the "amount of federal support to institutions of higher education in various states and regions is largely influenced by the concentration of such funds in a few institutions." The report reveals, for example, that Massachusetts Institute of Technology, which received 60 million dollars, and Harvard University, with about 41 million dollars, account for two-thirds of the total federal support to institutions of higher education in Massachusetts. The major land-grant and private institutions, in fact, account for about four-fifths of the total federal support to universities and colleges in the separate states. Concentrating this support in a few institutions, however expedient, reinforces a system of institutional privilege, sustaining and preserving positions of influence and alliances of power and discouraging any effort either to discover or to exploit talent that may be available at less prestigious institutions.

The 1966 annual report of the Ford Foundation underscores a serious need to "put a premium upon diversity in grant-making and be ready to give a hand to the unorthodox (which can mean help to those who are academically unfashionable, or displeasing to orthodox intellectuals, as well as help to those who may be critical of what is rather uncritically called the establishment. . .").

A NEW OUTLOOK IN HIGHER EDUCATION—A NEED FOR A COLLEGE OF COMMUNITY SERVICE¹
AN UNRECOGNIZED NEED IN HIGHER EDUCATION

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In a country dedicated to universal public education, where colleges are theoretically open to all who have the necessary ability, there is no adequate place for the mature dropout, however ambitious and intellectually gifted he or she may be.

Evening high schools have not satisfied the need: Their programs are discouragingly drawn out. The subject matter is routine high school fare. The hours are punishing, if not impossible, for the mother of a family who is often the mainstay of the family income as well.

Special programs for high school dropouts, such as they are, have been geared to teen-agers. They have made no effort to meet, if indeed they recognize, the demand for continuing education from mature working women.

The "war on poverty" and the pressures for equal opportunity from minority groups have resulted in a proliferation of college scholarships and special compensatory programs. These have come too late for the thousands of women living and working in our inner cities who now wish they could continue their education and prepare for more useful lives.

Can the existing colleges not accommodate the rising group of people who want higher education in a changing world? College are crowded beyond capacity at the present time with young people of traditional college age. But even if there is more physical space after the peak enrollment is passed, colleges have given no evidence that they have the vision to solve or even to see the problem.

¹ Incorporation in process.