

# INTERNATIONAL HIGHER EDUCATION

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*The Boston College Center for International Higher Education provides information and support for international initiatives in higher education. Focusing especially on academic institutions in the Jesuit tradition, the Center is dedicated to comparative and international higher education worldwide.*

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# The American Academic Profession

## Future Challenges

**Philip G. Altbach and Martin J. Finkelstein**

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The academic profession worldwide is faced with significant problems as we approach the 21st century. In our view, the following issues constitute some of the major challenges facing the American professoriate in the coming period. Similar factors affect other countries as well.

*Economic shifts.* The United States is moving from an industrial to an information-based economy and finds itself now competing in global markets. This has placed a premium on the preparation of a competitive work force; and colleges and universities and their faculties will find it increasingly necessary to orient their work, especially their teaching, to these objectives.

*Technological shifts.* The past five years in particular have witnessed a revolution in the dominant technology of academic work. Scholars increasingly rely on digital technology for accessing information and for communicating with colleagues and students. Teaching practices have historically proven extremely resistant to change, but indications are that new technologies are gaining acceptance in the classroom as well. For example, in the early 1990s, barely 10 percent of the professoriate used digital technology in their teaching; by 1995 that figure had jumped to 30 percent.

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In the last quarter century, then, the vast majority of the American faculty faced a bewildering mix of external forces that are already beginning to change the rules governing academic careers and the expectations for academic work. Thus, while American academics continue by and large to be satisfied with their careers and the intrinsic qualities of academic work, factors such as a move to regulate

workloads, tenure reviews, static salary growth, and a declining job market have all affected morale, and have generated a growing list of complaints.

### *Current Challenges and Future Trends*

Unquestionably, the post-World War II “golden age” of the professoriate is at an end, and general conditions for the profession are changing in ways we do not yet fully understand. The following elements are part of the equation.

- Accountability will inevitably increase. Professors, once used to considerable autonomy in shaping their research, teaching, and their career options, will be increasingly constrained by the needs of employing institutions and subject to the measurement of output. Academic labor will be more carefully monitored and controlled.
- There will be a greater emphasis on teaching, although research productivity will remain the “gold standard.” There has been a strong demand to reconfigure the system of academic rewards and to “open up” the system. The quality of teaching will be emphasized more, and it is likely that most faculty will do more teaching. Average teaching loads will increase.
- While the tenure system will not be abolished, it may be circumvented for many entering the profession. It is interesting that as the demands for the abolition of tenure that were common in the 1970 have abated, and a significant proportion of the full-time professoriate is tenured—an artifact of the aging of the profession—“tenure track” positions are becoming less of the norm. There has been a rapid expansion of part-time faculty who have no possibility of regular appointments. Alternative career paths are being proposed and even implemented. Renewable contracts and long-term non-tenure track positions are increasingly common. It is likely that these trends will increase as institutions strive for greater flexibility in resource allocation in the face of continued financial difficulties. The proportion of full-time tenure-track and tenured faculty will drop.
- Pressures to generate external funding will continue to increase, mainly in the research university sector. Academics have been asked to obtain funds through consulting, service to local industry and commerce, research, and other revenue-generating schemes. As academic institutions, especially in the public sector, find their budgets constrained, they seek other funding sources—and this will inevitably involve the professoriate. The demand for “university-industry linkages,” common in higher education, is a part of

this trend.

- The changes in research funding are not only indicative of other changes in the fiscal reality for higher education, but of other changes as well. Basic research is less emphasized as government funding diminishes and as the quest for “results” and immediate payoff takes precedent. For a half-century or more, universities were seen as the home of basic research—scientific research that would yield results in the long term but might have little immediate benefit. Funders are now less willing to support this kind of research. Accountability for research results is an increasing part of the pattern.
- The academic profession will increasingly lose power in the context of accountability and budgetary difficulties. In a difficult job market with limited mobility at the upper levels of the profession, academics are simply at a disadvantage. Those who have control over the budget will gain the upper hand—senior administrators will inevitably wield more authority, and the faculty will have less control over the university. One of the implications of this trend will be a lessening of autonomy.
- The differentiation between the “haves” and the “have nots” among institutions and in the academic profession, will continue, and perhaps even become exacerbated. The “research cadre”—those senior professors located mainly at the top 50 to 75 American universities, with a strong commitment to research, access to external funding, and low teaching loads—will find that their working conditions may deteriorate modestly, but that they will be able to continue functioning with minimal deterioration. The significant declines will occur at the second tier institutions. It is likely that the system will be further segmented by the expansion in the number of “non-tenure-track” full-time contract faculty hired mainly to teach, and of the continued growth of part-time faculty, creating a “three-class” professoriate.
- The sense of community, on the decline since the 1950s, will further deteriorate as the professoriate is divided demographically and by competing interests, increasingly differentiated institutions, and other forces.

These factors do not constitute a revolution in the academic profession, and we foresee academic life in the American university continuing on largely as before. Yet, the pressures on the academic profession will be unprecedented and significant change will inevitably take place. The new realities will affect different segments of the profession in different ways—but there is no doubt that we are in a period of challenge.

## The World Bank and UNESCO on Higher Education

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In the mid-1990s, the policy debate on higher education has moved to the international arena. Multilateral lending organizations have spurred the debate, as illustrated by the World Bank’s 1994 publication, *Higher Education: The Lesson of Experience*. In addition, UNESCO has been active in promoting international debate through its recent publication, *Policy Paper for Change and Development in Higher Education*. How do these positions compare in terms of their diagnosis of current problems in higher education and their prescriptions?

### *The Diagnosis*

The starting point for both positions is that higher education today is in crisis. Both papers agree that the current situation is not sustainable in the medium and long term. According to the World Bank, higher education is in crisis throughout the world in terms of: *low quality*, because of rapid enrollment growth under conditions of limited resources; *inefficiency*, in terms of inappropriate use of public resources in higher education, high dropout rates, and program duplication; and *inequity*, because “public subsidies as a proportion of unit costs of higher education often far exceed the subsidies to primary and secondary education.” The question of *management and institutional leadership* stands out as well. There can be no doubt that without serious attention to the institutional level—that is, management, leadership, the use and accountability of public resources, etc.—little progress can be expected in higher education reform.

UNESCO points out three important trends throughout the world: enormous quantitative expansion, which has nonetheless not led to increased equality of access and has not resulted in a proportionally large production of engineers and scientists;<sup>1</sup> inadequate diversification of institutions, and academic programs that do not comply with minimum standards and have not led to significant educational innovations; and expansion in an increasingly constrained financial environment, where spending per student has not kept pace with the growing numbers of students

enrolled. A paradox becomes evident: developing countries, especially the poorer ones, spend an increasing proportion of their GNP on each student in public higher education than do developed nations. UNESCO states that no country can sustain a viable and differentiated system of higher education on purely public funds.

### *The Prescriptions*

The basic prescriptions made by the World Bank for higher education are:

- encouraging institutional differentiation, especially development of the private sector;
- diversifying funding sources, including cost-sharing with students and linking government funding closely to performance;
- redefining the role of government in its relationships with higher education;
- focusing on quality, responsiveness, and equity;
- redefining the role of government to ensure a coherent policy framework, create oversight bodies to monitor institutional performance, evaluate funding requests and make relevant information available to the various stakeholders in higher education;
- greater reliance on incentives and market-oriented instruments to implement policies; and
- increasing management autonomy for public institutions and decentralizing all key management functions (e.g., setting fees, recruiting and retrenching personnel, and using budgetary allocations flexibly across expenditure categories), while holding institutions accountable using sophisticated evaluation criteria.

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***As for UNESCO 's prescriptions, rather than specific recipes for reform, they propose a general platform. The challenge of sustainable development implies that institutions of higher education take a hard look at themselves in terms of their relationships to the economy, their organizational structures, and their funding and spending mechanisms.***

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The principal imperative that nations face today is raising their capacity to adapt to rapid changes in their economic, technological, political, and cultural environments. Developing countries, in particular, face the dual challenges of developing their human resources and reducing existing levels of poverty. UNESCO points to the need to prepare for *massive higher education systems of high quality* by:

- restructuring teaching and research in order to meet the needs of the economy, but also to develop ethical values and a spirit of civic participation in democratic processes;
- using public funds efficiently and being held accountable to society through better management, while maintaining the principles of autonomy and academic freedom;
- demonstrating the relevance of higher education to society by interacting positively with other levels of the educational system;

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***In its defense of the long-term role of the state, the World Bank is even more forceful and specific than UNESCO. They concur on the importance of building a policy consensus among the various stakeholders in higher education.***

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- developing research in higher education as an indispensable factor in economic development, in raising the quality of higher education in general, and in gaining public respect;
- reforming the personnel policies of higher education institutions, with special emphasis on raising the level of competency needed in hiring and promoting teachers;
- evaluating secondary school leavers and reforming secondary schools;
- investing in institutional infrastructure;
- promoting international cooperation in order to support institutions in poor countries, helping to reduce the growing educational and scientific gap between developed and developing nations;
- promoting intercultural understanding through increased exchange of teachers, students, and researchers among different countries; and
- encouraging critically needed, mutual cooperation to help reverse institutional decay in less developed nations, where institutions must learn the value of effectiveness and of developing closer ties with local communities.

Special emphasis is placed by UNESCO on the issues surrounding government funding for higher education, which

is conceived as a long-term investment for society rather than as a burden on public finances. It points out that while funding sources must be diversified, cost-sharing with students has social and political limits, and it warns against excessive commercialization of higher education. UNESCO stresses that given higher education's status as a public good, no substitute will be found in the future for government funding of higher education, and it disapproves of using a limited concept of rates of return to basic and higher education as a guide for funding policies. Therefore, it calls for increased public and private investment that would allow for a renewal of enrollment growth.

A lesson of experience for UNESCO is the significance of institutional diversity for the health of academic communities, for knowledge development, and the preservation of national and local cultural identity. In its experience, the uncritical adoption of models is harmful for higher education, which must strike a balance between the universality of knowledge and the specificity of local needs.

#### *Conclusion*

Both these approaches call for an important role for government. In its defense of the long-term role of the state, the World Bank is even more forceful and specific than UNESCO. They concur on the importance of building a policy consensus among the various stakeholders in higher education. Both emphasize the need for institutional reform in higher education, and they agree that autonomy and decentralization are key elements in reform. The question now is not so much "reducing the state and expanding the market" as it is a question of building a *more capable state*.<sup>2</sup>

Another shared issue is change at the institutional level. Decentralization, autonomy, and effective management are stressed as essential ingredients of higher education reform. The need to develop more competent and legitimate public institutions in general has been pointed out as intimately connected with economic reform in less developed countries.<sup>3</sup>

#### *Notes:*

1. Except for countries such as Korea and Taiwan.
2. Merilee Grindle, *Challenging the State: Crisis and Innovation in Latin America and Africa*, Harvard Institute for International Development, Cambridge, 1993.
3. Naím Moisés, "Latin America: the Morning After," *Foreign Affairs* (July/August 1995): 45–61.

## European Internationalization Programs

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In March 1995, the European Parliament approved a new action program in the field of education called SOCRATES. This program incorporates and builds on the well-known program "European Action Scheme for the Mobility of University Students," ERASMUS, that has been in place since 1987 and has made possible an exchange of more than 200,000 students and 15,000 faculty between institutions of higher education in the European Union, including Scandinavia and Austria. The rationale behind ERASMUS at the time of its creation was primarily political and economic—to stimulate a European identity and to develop international competitiveness through education. The creation of the program was a logical addition to the research and development programs launched by the European Commission to keep up with Japan and the United States in the technological race. ERASMUS was followed by similar programs in the area of languages, LINGUA, and in the area of industry-education cooperation, COMETT.

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Under ERASMUS, more than 1,500 institutions have worked together in more than 2,500 so-called "Interuniversity Cooperation Programs," or ICPS. Students have come to see ERASMUS as a provider of funding for spending a semester or year at another European institution. A European Credit Transfer System (ECTS) has been developed to integrate the study abroad experience into the home study program. Given the strong emphasis on equal distribution of the program among the member states of the European Union, universities in Southern Europe—historically isolated and not seen as academic equals by their Northern counterparts—have, thanks to ERASMUS, become part of the European academic circle, and have been able to prove that many of the prejudices from the North were lacking a solid basis.

ERASMUS has become the key motor for internationalization of higher education in the European Union, and has recently been complemented by similar programs on a global scale: the TEMPUS program for cooperation with Central and Eastern Europe; the MEDCAMPUS program for cooperation among the Mediterranean countries; the ALFA program for cooperation with Latin America; and other smaller programs for cooperation with the United States and Canada.

But at the same time, ERASMUS is also, to a certain extent, a victim of its own success. More and more institutions of higher education have presented proposals for ICPS, creating networks that in themselves became bigger and bigger. The expectations created by the programs became too high for them to continue to be subsidized on the same scale as in the past. At the same time, an increasing number of institutions of higher education created international offices, at the central and/or departmental level; they developed their own policies and strategies for internationalization, and created their own budgets, independent of Brussels.

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The Maastricht Treaty, for the first time, gave the European Union a direct role in education, and the Commission started to make an internal assessment of its programs and to develop a new strategy. The SOCRATES program arose out of this program assessment and strategic planning. The objectives of SOCRATES include the following: to develop the European dimension in education; to promote a quantitative and qualitative improvement of general understanding of issues relating to the European Union; to promote wide-ranging and intensive cooperation among institutions in the member states at all levels of education; to encourage the mobility of teachers and students; to encourage the mutual recognition of diplomas, periods of study, and other qualifications; to encourage open and distance education; and to foster exchanges of information on education systems and policy.

One of the most striking differences in this new policy in comparison to the ERASMUS program is the expansion of the program from higher education to all levels of educa-

tion. In addition to the continuing ERASMUS program for higher education, a second program for primary and secondary education has been created, called COMENIUS.

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Extra attention is given to teaching staff mobility. New elements are:

- teaching staff mobility fellowships for short one-to-eight week visits, in particular to stimulate the creation of new teaching material;
- ERASMUS teaching fellowships of medium duration (two-to-six months) to support academics with exceptional abilities as teachers in developing a European dimension in their field; and
- SOCRATES Guest Lectures, public lectures to be held at a number of European universities by a very limited number (15–20) of senior, top-level and internationally known scholars selected by the European Commission.

A budget of 850 million ECU has been set aside for the new SOCRATES program, of which 55 percent goes to the ERASMUS program for higher education, 10 percent for COMENIUS, and 25 percent for other activities, such as the promotion of language learning; open and distance learning; and exchange of information and experience.

The SOCRATES program was scheduled to start in the academic year 1996–1997, but was delayed for one year due to disagreement between the member states. It will begin in the academic year 1997–1998, and institutions must present proposals to participate in the program before the end of the academic year 1995–1996. Although it is generally agreed within the higher education community in the European Union that change is needed and that more institutional commitment is necessary, there are continuing concerns that the new structure leaves many uncertainties, particularly regarding the role of the faculty in the process of coordination, information, and quality control of the program.

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# Ernest Boyer: An Appreciation

**Philip G. Altbach**

Ernest Boyer, who died in December 1995, was the most influential spokesperson on higher education in the United States. His ideas about the undergraduate curriculum, the role of research in academe, and the reform of higher education had a significant impact on the direction of American higher education. He was influential not only because he headed the Carnegie Foundation for the Advancement of Teaching, the nation's oldest education-oriented "think tank," but because he had a unique ability to translate controversial ideas about education into understandable language. He also had a tremendous commitment to his ideas and to education—and put time into communicating these ideas far and wide. He was willing to go to small colleges or into school classrooms to discuss education. Indeed, he was as at home in the classroom as he was in giving testimony before Congress. Education, to Ernest Boyer, was a calling that he saw in almost religious terms. Strongly influenced by the pacifist and socially active Church of the Brethren and the Quakers, Boyer was an evangelist for education.

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Relatively few have the ability to take complex ideas or abstract data and immediately get to the heart of the matter. Ernest Boyer had that gift, and that is one of the reasons why he was so often able to communicate so effectively. He could make ideas come alive, and could explain their importance not only to specialists, but to wider audiences as well. He was widely respected by his peers in education, and at the same time was able to interact effectively with policymakers and the public. His books are characterized by a clarity of expression.

Ernest Boyer's work in education was also infused by a commitment to values. He was convinced that education—from specialized graduate mentoring in the nation's top universities to preschool education—was an extraordinarily powerful force for good, not only in society but in the lives of individuals. Ernest Boyer was committed to education, not to training. His focus was on learning as a liberating experience for people. Education also contributes to a

more effective workforce, but Ernest Boyer was most interested in how education could contribute to bettering the minds, and the lives, of people.

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***In the past few years, Ernest Boyer began to focus on international education, recognizing that the United States is increasingly linked with other nations and that understanding education abroad can help shed light on domestic issues.***

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In the past few years, Ernest Boyer took the Carnegie Foundation in an entirely new direction. He began to focus on international education, recognizing that the United States is increasingly linked with other nations and that understanding education abroad can help shed light on domestic issues. A long-term exchange with the State Education Commission in China resulted in several seminars on both sides of the Pacific, and a continuing relationship between the Carnegie Foundation and key education leaders in China. The Foundation's sponsorship of the first international survey of the academic profession was a logical step following its several surveys of American academics. That study yielded original insights into how professors think worldwide, and has implications for the improvement of higher education in the United States and abroad.

My own involvement with Ernest Boyer and the Carnegie Foundation was limited to these recent international initiatives. I always found him to be intellectually stimulating, insightful, and full of enthusiasm for the project at hand. I was always amazed by his energy, his willingness to travel to the ends of the earth to further the cause of education, and his ability to balance a myriad of different projects, people, and ideas all at the same time. Ernest Boyer's energy and commitment to education were infectious.

There is no doubt that Ernest Boyer's impact on higher education will be lasting. His recent *Scholarship Reconsidered*, to be followed soon by a new report on the assessment of academic work, is tremendously influential. His ideas have helped to shape the debate on the future of academic work, the role of teaching, service and research in higher education, and the future direction of American higher education. *Scholarship Reconsidered* is typical of Ernest Boyer's work—it is clearly written, cogently argued, and highly relevant to contemporary concerns.

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## Jesuits and the Modern Chinese University

**Ruth Hayhoe**

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The development of modern universities in China has fascinating connections to the story of one man, a Chinese Jesuit, whose vision for Chinese-Western cultural and intellectual cooperation has, to this day, never been fully realized. Ma Xiangbo was born in 1840, the first year of the Opium Wars, and died in the darkest days of the Japanese occupation of China in 1939. He was the mentor and teacher of some of China's most famous political and intellectual figures of the late Qing and early republican periods, including Liang Qichao and Cai Yuanpei, and was a senior adviser to political figures such as Yuan Shikai and Chiang Kaishek. He was also an outspoken advocate for the indigenization of the Catholic Church in China, and a tireless campaigner against the French Protectorate, which gave France jurisdiction over the Catholic community in China and prevented direct relations with the Vatican up to 1905.

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Ma's first educational role was as principal of the College St. Ignace, one of the earliest Western-style secondary schools in Shanghai, which was founded in 1851 not long after the Jesuits returned to China in 1837 after a 60-year ban. Ma had entered the school as a student in 1852, went on to seminary studies in 1862, graduated with a doctorate in 1872, and held the role of principal from then up to 1875. The curriculum Ma devised for the school included a strong emphasis on Chinese classical literature and history as the basis, supplemented by advanced studies in Western mathematics, languages, and philosophy, following Jesuit patterns. Ma's emphasis on Chinese studies aroused suspicion among the French priests, and this pressure resulted in his resignation from the Jesuit Order

in 1876.

After 25 years spent in diplomacy and modernization projects for the Qing imperial government, Ma returned to educational concerns in 1900 with the intention of founding "a new-style university that would keep pace with Western universities." He donated his considerable family properties to the Jesuits as an endowment for l'Université Aurore, which opened its doors in 1903. Aurore offered a curriculum that focused on basic sciences and Western classical literature, and Ma put considerable effort into preparing a philosophy textbook that used Chinese classical concepts to introduce Western philosophy rather than the modish, yet often inappropriate, modern terms being introduced from Japan at the time. His vision was to enable Chinese youth to gain a fundamental understanding of Western thought, in both the natural sciences and literary and philosophical studies, in order to create conditions for a critical and self-reflective approach to nation building.

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***Fudan University first achieved fame for its leadership of the May 4th movement of 1919 in Shanghai, and both its faculty and students tended to be highly active politically in the subsequent decades.***

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However, the French priests involved in this project were determined to create a French Catholic university, in a spirit of competition with the burgeoning American Protestant colleges of the time. They moved quickly to take control away from Ma and the mature, politically active students that had gathered around him. By 1905, Ma and the students had no recourse but to leave Aurore and seek help from high-level contacts in government to found Fudan University, whose name signifies a revived Aurore. While the founders' intention was again to lay the foundation for educating Chinese youth in a profound understanding of both Chinese and European traditions of knowledge, this time the new institution was shaped to offer more immediate service to both the political and commercial needs of a society in upheaval. Fudan University first achieved fame for its leadership of the May 4th movement of 1919 in Shanghai, and both its faculty and students tended to be highly active politically in the subsequent decades. However, in the period before 1949, it never gained a reputation for the kinds of scholarship in both European and Chinese foundations of knowledge that Ma saw as an essential basis for the health of China's fledgling republic.

Ma made two further efforts to create scholarly institutions that could fulfill this role after the revolution of 1911. The Hanxia Academy of Humanities and Sciences was modeled after the Académie Française, and was intended to promote both modern and classical learning in an atmosphere free from any political constraint, and to set literary and scholarly standards for the nation. A particular objective that Ma had in mind was the creation of a common set of modern terms for culture, education, and scholarship that reflected China's own linguistic heritage, in place of the terminology introduced from Japan. Unfortunately, the project failed to gain adequate support, due to the chaotic conditions of the warlord government and a lack of conviction about its importance in the scholarly community. More than a decade later, in 1929, Ma's disciple Cai Yuanpei set up the Academia Sinica, with support from the newly established Nationalist government, and it was succeeded by the Chinese Academy of Sciences after 1949.

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**Unfortunately, the era of cooperation with the Soviet Union saw a total subordination of the university to political ends, which culminated in their near destruction during the Cultural Revolution.**

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Ma's final effort to create a modern university worthy of the traditions of knowledge and higher learning of both China and the West began with a letter to the Pope in 1912, in which he and a colleague—Ying Lianzhi, a prominent Catholic who was editor of the *Da Gong Bao*—petitioned for the establishment of a Catholic university in China. In their vision, such a university would serve as a model for the whole nation, and enable “those within the Church to use their scholarship for the service of society” and “those outside the Church through scholarship to receive the true light.” Furen University finally came into being in 1926, with the cooperation of American Benedictines, and its early curriculum, designed by Ma, was divided into five areas: theology and philosophy, Chinese and foreign languages, natural sciences, sociology and history, and mining and architecture. For a brief decade, before the Japanese occupation, Furen was able to develop a considerable reputation in both Chinese history and literature and Western-derived humanities. It remained in Beijing under the Japanese occupation, when most of the other universities moved to the hinterland, but after 1949 its campus was given by the Communist regime to the newly established Beijing Normal University, and the ethos it had developed found little

resonance in the system of higher education set up under Soviet tutelage.

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**While Chinese universities have a magnificent classical heritage to build upon, fundamental societal change will result only as their scholars consciously integrate what is introduced from the West into this heritage.**

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Ma's vision of a modern university for China placed basic knowledge in philosophy, the humanities, and the sciences at the core. He emphasized the university's responsibility for developing a modern terminology that would synthesize Chinese and Western concepts and create a solid foundation for a Chinese approach to the building of modern institutions. For this to come about, he felt that freedom from pressure to offer direct service to politics, the economy, or religion was essential. Unfortunately, the era of cooperation with the Soviet Union saw a total subordination of the university to political ends, which culminated in their near destruction during the Cultural Revolution, while pressures for commercialization and direct service to the economy have been dominant during the period since 1978.

In many ways Ma's efforts to cooperate with the West, while at the same time insisting on the assertion of Chinese identity at a fundamental cultural and epistemological level, highlight what is most needed and least attended to in relations between Chinese and Western universities. While Chinese universities have a magnificent classical heritage to build upon, fundamental societal change will result only as their scholars consciously integrate what is introduced from the West into this heritage. By the same token, an approach to exchange and cooperation that emphasizes fundamental learning and mutual transformation could be of particular value to higher education in North America in the present era, as the understanding of Asian thought and values has greater and greater urgency with the world's economic center shifting toward East Asia.

For a fuller account of Ma's life and work, as well as translations of important essays by Ma Xiangbo, see Ruth Hayhoe and Lu Yongling, eds., *Ma Xiangbo and the Mind of Modern China* (New York: M. E. Sharpe, 1996).

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## American Freshman Survey Results

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In January, results of the 30th annual national survey of college freshmen were released by the Higher Education Research Institute at the University of California at Los Angeles. This study, initiated in fall 1966, is a project of the Cooperative Institutional Research Program, a continuing longitudinal study of the American higher education system sponsored by the American Council on Education and University of California at Los Angeles.

The 1995 national survey involved questionnaires completed by 323,791 freshmen entering a national sample of 641 two- and four-year colleges and universities. Of these, 240,082 questionnaires—from 473 institutions judged to have surveyed the most representative samples of entering freshmen—were used to compute national norms to represent the nation's total population of approximately 1.52 million first-time freshmen. Following is a summary of the 1995 results, along with highlights of major trends in the survey since 1966.

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**The 1995 national survey involved questionnaires completed by 323,791 freshmen entering a national sample of 641 two- and four-year colleges and universities.**

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#### *Declining Political Interest and Engagement*

College freshmen feel increasingly disconnected from politics. Students' commitment to "keeping up to date with political affairs" as an important life goal dropped for the third straight year, to an all-time low of 29 percent, compared with a high of 58 percent in 1966. The percent who discuss politics frequently also reached an all-time low of 15 percent, down from a high of 30 percent in 1968. Further, the percentage of students who believe that "an individual can do little to change society" reached a ten-year high, at 34 percent.

#### *Freshman Attitudes*

While an increasing number of freshmen label their political views as "middle of the road" (54 percent), attitudes about specific political and social issues span the ideological spectrum. On the conservative side, trends indicate de-

clining support for sexual and reproductive freedom. Despite steadily rising support for abortion rights during the late 1980s, support for keeping abortion legal declined for the third straight year, to 58 percent—compared to a high of 65 percent, in 1990. At the same time, support has reached an all-time low for the notion that "If two people like each other, it's all right for them to have sex even if they've known each other for a very short time," decreasing from 52 percent in 1987, to 43 percent in 1995.

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On some issues, there has been movement in the liberal direction. The belief that homosexual relationships should be prohibited has declined from a high of 53 percent in 1987 to an all-time low of 31 percent. Support for legalizing marijuana has reached a 15-year high of 34 percent, up from 17 percent in 1989. Support for mandatory employee drug testing has dropped from 81 percent in 1994 to 77 percent in 1995. Finally, the belief that people should not obey laws that violate their personal values has reached an all-time high, at 38 percent—compared with 32 percent, in 1975.

#### *Religious Interest*

The 1995 survey indicates that more freshmen than ever have "no religious preference"—15 percent, compared with a low of 8 percent in 1978. Further, more freshmen than ever (19 percent) say they never attended religious services during the past year, compared with 9 percent in 1968.

#### *Academic Disengagement*

The survey also indicates that students are increasingly disengaged from the academic experience. The 1995 survey shows more students than ever (34 percent) reporting being frequently bored in class. During their senior year in high school, students are spending less time studying or doing homework, less time talking with teachers outside of class, and less time in student clubs or groups. Instead, they are spending more of their time socializing and working for pay.

### *Gender Differences in Time Allocation*

The 1995 survey highlights interesting gender differences in how students spend their time. Men are more likely than women to spend six or more hours per week on exercise/sports (62 percent, compared with 41 percent among women), partying (36 percent, compared with 26 percent among women), and watching television (36 percent, compared with 25 percent among women). Men are also far more likely than women to spend time playing video games (37 percent spend one or more hours per week, compared with 7 percent among women). In fact, 1 out of 11 male college freshmen spend six or more hours per week playing video games, compared with only 1 out of 100 among women freshmen.

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***The 1995 survey shows more students than ever (34 percent) reporting being frequently bored in class.***

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Women, on the other hand, are more likely than men to spend their time studying or doing homework (41 percent report six or more hours per week, compared with 28 percent among men). Women are also more likely than men to spend one to five hours per week on household/child care (53 percent, compared with 38 percent among men), participating in student clubs/groups (45 percent, compared with 32 percent among men), reading for pleasure (43 percent, compared with 34 percent among men), performing volunteer work (33 percent, compared with 25 percent among men), and talking with teachers outside of class (45 percent, compared with 39 percent among men). Further, women are twice as likely as men to report feeling frequently “overwhelmed” by all they have to do (33 percent, compared with 17 percent among men).

For additional information on the freshman survey or to order the 1995 results, please write or call: Higher Education Research Institute, UCLA, Graduate School of Education & Information Studies, 3005 Moore Hall/Mailbox 951521, Los Angeles, CA 90095-1521. Phone: 310/825-1925, Fax: 310/206-2228; e-mail: [HERI@gse.ucla.edu](mailto:HERI@gse.ucla.edu)

## The Deregulation of Higher Education in Taiwan

### **Ching-Hwa Tsai**

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Taiwan’s higher education system has entered a dramatic stage of increased activity during the last several years—beginning in 1988, when martial law was lifted. The number of four-year higher education institutions increased 49 percent, from 39 (in 1988) to 58 (in 1994), while the number of students increased roughly by 52 percent, from 224,820 to 341,320. Before 1994, when the University Law (regulating only the four-year degree-granting colleges) was revised, the cabinet-level Ministry of Education dominated almost every aspect of higher education institutions—public and private—including the tuition each campus charged, the courses offered, the students recruited (through a ministry-organized joint entrance exam board), and the appointment of each college’s president.

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***The revised University Law reduced the power of the Ministry of Education over higher education institutions, and campus operations have become more flexible.***

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### *Initiative for Deregulation*

In 1988, as a friendly gesture to the country’s main opposition party (the Democratic Progress Party) and to show its determination to implement real democracy, the ruling Kuomintang (the National Party) declared an end to the 40-year long martial law. This encouraged many college professors to call for more academic freedom. As a result, the ministry agreed to revise the University Law, which regulated a great deal of college operations. During the period between 1990 and 1994, more than five versions of bills to revise the University Law were sent to the Legislative Yuan, the country’s highest legislative body, and received enormous attention from the public. A revised University Law was eventually passed in 1994. The revised University Law reduced the power of the Ministry of Education over higher education institutions, and campus operations have become more flexible.

*Selection of College Presidents*

Before 1994, the Ministry of Education appointed the president of a public college, without any formal consultation with the college's faculty or students. The new law requires that colleges set up a search committee to screen qualified candidates and then recommend two to three finalists to the ministry (in the case of public institutions) or to the trustees (in the case of private colleges). The ministry (or the trustees) must then form a committee to make a final decision.

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***Faculty members often complained that the presence of the military on campus undermined academic freedom because very few of these military personnel held the credentials to teach at higher education institutions.***

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So far, more than 10 colleges and universities have engaged in this new process of selecting presidents. The approaches these institutions have taken may be classified into two categories: the search committee model and the universal (campuswide) election model. The ministry approved of the former but disapproved of the latter, expressing the opinion that “outsiders” would never be elected and that faculty members would be motivated to take sides. However, college faculty members have expressed their preference for the universal election process because of its opportunity for wider participation.

*Changing the Military's Presence on Campus*

Before the revision, college students were required to take military training courses (for men) and nursing courses (for women) during the first two years. All these courses were taught by military officers. Faculty members often complained that the presence of the military on campus undermined academic freedom because very few of these military personnel held the credentials to teach at higher education institutions. Additionally, college faculty felt that military personnel on campus were playing the role of “watchdog” for the ruling Kuomintang.

Following heated debate in the Legislative Yuan, the revised law still authorizes the staffing of a Military Training Office on each campus, but the military and nursing courses have become electives. Many colleges have retained their military personnel to staff student guidance offices, and in some cases for doing clerical work. The Ministry of Defense continues to fund the payroll for military person-

nel on campuses.

*Retention of Ministry-required Courses*

All Taiwanese college students were formerly required to take 28 credit hours of so-called “Ministry-required courses,” including Sun Yat-sen's Thought (4 hrs.), Chinese Literature (8), English (8), General History of China (4), Modern Chinese History (2), and 2 hours of courses selected from among four choices: International Relations, Constitution of the Republic of China, Introduction to Philosophy, and Introduction to the Laws of the Country. In 1993, these 28 credit hours were regrouped as follows: Chinese Literature (6 hrs.), English (6), History of the Republic of China (4), the Constitution and National Spirit of the Republic of China (4), and general education courses (8).

The Ministry of Education preferred this new curriculum, claiming that these courses would cultivate a political and social consensus among the country's college students. Although the new law did not specifically mention these required courses, the Minister's Regulations for the University Law state that “the common required courses will be developed by the Ministry in consultation with related personnel from the colleges.”

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***The new University Law has introduced the tenure system as a measure to protect faculty jobs. However, the details of the implementation and regulation of tenure have not yet been specified.***

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Many professors have raised a furor over the ministry's course requirements and have brought the matter before the Grand Judicial Committee, the nation's highest court of justice. The committee ruled that the ministry had exceeded its authority, citing the first article of the University Law, which states “the University should be protected by the principle of academic freedom, and enjoys autonomy within the spheres specified by law.” The minister of education has publicly defended his position and announced that he would work to convince the legislature to revise the law. Under the current political circumstances—the ruling party holds only three more than half the seats in the Legislative Yuan—it is unlikely that the minister will succeed.

*The Tenure System*

Before 1994, contracts between colleges and the faculty

members covered up to two years of employment. Many stories have been circulated about professors whose contracts were not renewed due to their political orientations. The new University Law has introduced the tenure system as a measure to protect faculty jobs. However, the details of the implementation and regulation of tenure have not yet been specified.

#### *Financial Autonomy of Public Colleges*

Under the new law, the Ministry of Education announced that financial autonomy would accompany academic freedom. The ministry introduced a policy to make public colleges responsible for 20 percent of their annual operating revenues. This policy was a great surprise to college administrators, few of whom have any experience in fund-raising. The variety of fund-raising approaches adopted so far include raising money through alumni associations, convincing faculty members and college administrators to donate part of their salaries to their colleges, and offering extension courses to generate extra tuition revenue. It seems likely that with the pressures of financial autonomy, Taiwanese higher education institutions will become more market oriented than ever before.

## The Collapse of the Venezuelan University as an Instrument for Economic and Social Development

### **Orlando Alborno**

*Orlando Alborno is professor of education at the Universidad Central de Venezuela, Caracas, Venezuela. Address: Apartado 50.061, Caracas 1050A, Venezuela.*

What roles does the university fill as an instrument for economic and social development? Perhaps the answers are rather simple: to produce human resources, to create and disseminate knowledge, to be a critical force in the political arena, and to be the institutional leader in the intellectual environment. Within the country, the university should stimulate the realm of ideas that define the cohesion of Venezuelan society. Outside the country, the university should serve to link Venezuela to the global academic community. As such, the university should be both a national institution and a full member of the international world of scholarship.

If this is the case, the university in Venezuela is no longer able to fulfill its proper roles. The Venezuelan university has stopped being an instrument for development and is, perhaps, rapidly becoming a parochial educational

institution devoted only to training people in the different professions, unable to fulfill the other above-mentioned roles.

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***The university has been an observer of economic and social changes, but has never actually led the way for development.***

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In this South American country, the university has been an observer of economic and social changes, but has never actually led the way for development. During the severe economic and social crisis that began in 1989, the university began its decline. Just this past January, Venezuela reversed the policies of nationalization of both the oil and iron industries, sectors that produce almost all foreign income, which had been declared the national property of Venezuelans under the popular banner of *nacionalización* in 1975 under the first administration of Carlos Andrés Pérez. Today, Pérez is under house arrest, after being thrown out of office in 1993, and foreign companies are back in Venezuela, signing contracts with the government under “the doctrine of fifty-fifty”—according to which oil companies will keep half of their earnings with the country receiving the other half. This doctrine was developed during the mid-1940s under the leadership of Rómulo Betancourt. From a political point of view, no one is protesting internationalization, the same way that no one protested nationalization. But what is pathetic is the lack of any involvement by the university. The only university to play any role has been the Universidad Central de Venezuela, the largest university in the country, which accounts for almost 50 percent of all scientific research done in the country. Some years ago, this university would have been able to lead a national protest on such a significant matter. However, in 1996, the Universidad could do nothing more than publish a full-page newspaper ad, stating its arguments against internationalization, listing a telephone number (that nobody answered) to gather support.

Each of the almost 150 institutions of higher learning in Venezuela lives in isolation, simply taking care of the daily routine of classes, and in many cases doing nothing more than that. While some 30 of these institutions are universities, with the exception of 3 or 4 they are not engaged in any scientific research, nor are they addressing current events, or making any effort to go beyond what in Spanish is referred to as *la línea de la menor resistencia* (the path of least resistance). Private institutions are doing well

as teaching institutions. In fact, some are doing extremely well from the point of view of profits; it is said of some that it is much easier to get a degree than to park a car. Those private universities that cater to members of the elite are careful to remain noncontroversial; some of them are noticeable for their low profile, serving primarily as bridges to local industry. They are excellent in as much as there is full employment for their graduates and they are recognized as an important step in a successful life.

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***The academic map of Venezuelan higher education is rather complex, since some public universities are spread out throughout the country, each one of them a kind of multiversity.***

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The academic map of Venezuelan higher education is rather complex, since some public universities are spread out throughout the country, each one of them a kind of multiversity. In the private sector, there is no political activity of any kind, except in the conventional manner. In the public universities, however, there is constant political infighting and struggle, largely because senior academic leaders are elected and the electoral process has become highly politicized. A sort of academic *nomenklatura* has emerged, and some people enter academic life just to become political leaders in their institutions, using political connections the same way local politicians do.

As for academic responsibilities, those who fulfill the role of “the scholar” do so out of their own personal interest—because institutional obligations are rather light. Faculty members are expected only to teach, not to do research, and they do not have to publish or be a member of the international academic community. It could be said that in Venezuela the saying “publish or perish” is taken to mean that it is irrelevant whether you publish or perish—nobody cares either way. Some steps have been taken to improve this situation, but you can actually enter and leave a university in Venezuela as a member of the faculty without ever being able or obliged to publish even the most modest academic contribution. Ethics in academic life are almost nonexistent, and indeed in some universities people would be quite surprised if told that such a thing as an obligation to respect the value of ideas existed, either at the institutional or personal level.

Libraries are suffering from financial setbacks. In addition, the national currency has been sharply devalued:

before the monetary crisis began in 1980 the exchange rate was 4.3 bolivares to one American dollar, whereas the exchange rate is now close to 400 bolivares per dollar. This devaluation has made it almost impossible to purchase books or travel abroad, two of the main prerequisites to being a member of the international academic community. In relation to the American dollar, academia has gone back some 20 years in its purchasing power. Salaries are still good by local standards, but they are considerably lower when compared with salaries abroad. This has already started an academic “brain drain,” as some faculty members are leaving the country, leaving academia entirely; others take their faculty responsibilities very lightly, finding other jobs in the labor market even as they keep their academic positions at the university in what is called *dedicacion exclusiva* (full-time). With lifelong employment in the university and without a heavy academic workload, members of the faculty can navigate this nonacademic world, retain the title of professor, and look forward to retirement, with full salary, after some 25 years at the university.

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***Perhaps, now that Venezuela has been officially recognized as a poor country, international assistance will help these universities develop a strong academic ethos.***

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Perhaps, now that Venezuela has been officially recognized as a poor country, international assistance will help these universities develop a strong academic ethos. Otherwise, they will continue their decline; the only sign of life will be the political struggle for power at the public universities.

#### **Conference Announcement**

The fifth international symposium of the International Network on the Role of Universities in Developing Areas will be held at the University of Northern British Columbia in July 1997. If you would like to be placed on the mailing list to receive detailed information concerning the international symposium please write to Geoffrey R. Weller, International Studies Program, University of Northern British Columbia, 333 University Way, Prince George, British Columbia, Canada, V2N 4Z9. Fax (604) 960-5544

## Current Issues in Higher Education in the Arab World

### James Coffman

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It is a daunting task to attempt to cover a region so vast as the Arab world in such a short article. Stretching from Mauritania to the Persian Gulf, the region is composed of nations of varying wealth, disparate geographies, and differing ethnic and religious characters. Yet despite their national particularities, Arab systems of higher education do manifest certain common, overarching, regionwide trends and phenomena that are leading them to greater convergence. Arab nations as a whole have, in their relatively short postindependence histories, placed great emphasis on the expansion of schooling as the cornerstone of nation building. Public expenditure on education as a percentage of GNP is higher in the Arab world (about 5.5 percent) than anywhere else in the developing world. The region has traditionally had high birthrates, with annual population growth rates ranging from 2 to 3.5 percent. Until fairly recently, most efforts were placed on expanding primary and secondary schooling in order to absorb the growing masses of young people, to reverse low literacy and schooling levels, and to reduce urban-rural inequalities. These efforts have been highly successful, but have yielded numbers of secondary graduates that far outstrip university capacities, which is the most crucial issue in higher education in the Arab world today.

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Throughout the region, education at all levels is highly centralized, with ministries maintaining tight control over curriculum, admissions, and recruitment. In every Arab nation, it is success on the end-of-secondary exams—usually patterned after the French or British exams, depending on each country's colonial history—that grants access to university studies. Ministries of education find themselves in a delicate and ambivalent position every year, as they publicly hope for higher success rates on these exams in order to legitimize reforms enacted to improve instruc-

tional quality at the primary and secondary levels, while at the same time fearing that an overly high rate will result in thousands of additional students to squeeze into already overcrowded universities. Success on the exams is thus as much a political decision by ministries as to where to “set the bar” as it is an objective measure of a student's academic performance. Rates can range considerably from country to country and from year to year; examples are 18.73 percent (1994) on the Tunisian *baccalaurwat*, 49.1 percent (1993) on the Jordanian *tawjibi*, and 71.17 percent (1993) on the Egyptian *thaanawiya*.

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**Another major issue is directly related to the problem of student numbers; the privatization of higher education.**

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As higher education institutions become overburdened, one current strategy is to treat the problem as stemming partly from internal inefficiency within universities. In line with World Bank directives, part of Arab higher education's structural readjustment consists of attacking the problem of waste and repetition. In Morocco, the average undergraduate student takes six years to complete the four-year degree program; in Tunisia and Algeria it is seven years. Furthermore, throughout the Arab world, a very small percentage of those beginning their university studies ever obtain their degree. These problems are seen as partially the result of poor channeling of student flows. Thanks to centralized placement of university aspirants, ministries have begun to use computerized systems to channel students into disciplines and institutions based on “rational” criteria (secondary exam grades, type of secondary studies, individual wishes) that will maximize their chances of success. Another measure increasingly taken is shifting to American-style credit-hour systems that reduce unnecessary repetition of coursework and allow a freer flow through a degree program.

Another major issue is directly related to the problem of student numbers; the privatization of higher education. Whether we speak of those countries with well-developed private systems (Lebanon, Jordan) or those with nascent ones (Morocco, Tunisia, Egypt, Yemen), privatization is on the move in the Arab world. In Lebanon, more students are enrolled in private institutions than in public ones. In Jordan, the public universities were only able to accept one-third of secondary graduates in 1989; the other two-thirds sought further education in the private sector or abroad. In Yemen, six or seven private universities have recently

been created as 125,000 students try to squeeze into a 35,000-capacity state university system. Governments view privatization with ambivalence—although it is educationally and politically useful in absorbing the growing spillover from the public system, it also represents a threat to government control over standards, curricula, and recruitment of personnel. For this reason, all Arab governments have made licensure of private institutions contingent upon close ministry oversight. As most countries have authorized the existence of private universities only in the last 5 to 10 years, many issues remain unresolved, most importantly the validation of degrees granted. As economies liberalize—particularly in those countries with highly state-controlled economies—the distinction between an educational institution and a private business is becoming blurred. The issue is— are private universities to be regulated by the ministry of finance or the ministry of education?

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***Arabization of higher education has been an ongoing issue for nearly 30 years, but remains a highly charged one today. Because of the dearth of scientific and technical vocabulary and books in Arabic, university instruction in science, technology, and business is conducted in English or French.***

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The issue that receives the most attention today throughout the Arab world is that of strengthening the link between university studies and the needs of the job market. It is recognized everywhere that the university has not been producing graduates with skills needed by the economy—hence the growing problem of educated unemployment. To one degree or another, every Arab country is seeking to replace foreign personnel with local manpower. In the Gulf region, this is a very high priority, as expensive foreign skilled workers outnumber locals. Governments loudly tout their intentions to reform higher education to better match market needs, but these same governments have rarely conducted serious studies into exactly what these needs will be several years down the road. Without exception, every country has made a push toward expanding postsecondary vocational and technical programs, usually meaning two to three years of training. Still, far more engineers are graduating from universities than lower-level technical experts, despite the much higher unemployment rate among engineers. The salaries and status of engineers in Arab societies, however, make the potential payoff of

high-level studies irresistible to most students. Recent World Bank-funded reforms in Algeria and Tunisia attempting to channel students into the shorter-term technical tracks have not been very successful.

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***Whereas five years ago Islamist student groups dominated university campuses, particularly in North Africa, governments have taken strong measures to repress, or at least defuse, such activity.***

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Arabization of higher education has been an ongoing issue for nearly 30 years, but remains a highly charged one today. Because of the dearth of scientific and technical vocabulary and books in Arabic, university instruction in science, technology, and business is conducted in English or French. In the countries of the Gulf and the Levant, where the Arab identity is more solidly rooted, the use of foreign languages is more accepted as necessary. In the former French colonies of North Africa, where individual identity and national cultural ideologies are still hotly contested, language is a burning issue. It is extremely difficult for a regime or movement espousing Arabness or Arabism to admit that Arabic is incapable of serving as a medium of instruction to students. In 1989–90, the exploding Algerian fundamentalist movement made Arabization of the university its primary demand. At that moment, the first fully Arabized high school graduating class arrived at the university, only to find the sciences taught in French.

Arab universities have been centers of activity for Islamist movements as well as the sites of much of the formulation, distribution, and exchange of Islamist writings. The recent fundamentalist challenges to the Algerian, Tunisian, and Egyptian regimes have brought every Arab regime to perceive the Islamist movement as a very real threat. Whereas five years ago Islamist student groups dominated university campuses, particularly in North Africa, governments have taken strong measures to repress, or at least defuse, such activity. A large and visible police presence on campuses, as well as an effective network of student informers, has kept fundamentalist activities under control. In Tunisia, instructors are banned from wearing Islamic garb or beards. In Egypt, student demonstrations broke out in several Egyptian universities in response to reforms that would ban female students from wearing the veil and prohibit suspected Islamists from residing in student dor-

mitories. Other Arab regimes have used appeasement tactics to defuse tensions. In Kuwait, where primary and secondary education is sexually segregated, the parliament recently voted (by a tie vote) not to segregate the university, although it will likely pass in the near future. In Algeria, the government has tolerated a certain amount of de facto Islamization in the university—segregation in classes, Islamist garb, Islamist student associations—in order to avoid serious confrontations.

A final trend to note is that throughout the Arab world there is a greater and greater realization that the highest-quality training and research is to be found in the United States. Those countries with traditional links to Britain or France, where the majority of students going abroad are headed, have begun to seek ways to send more of their students to the United States. In short, they are saying to themselves, “If the Europeans and Japanese are going to study in the United States, then there must be a good reason.” Those Arab countries with historical, economic, and linguistic ties to France are slower in making the shift, but not less eager. University curricular reforms to better imitate the American model are very popular. The Tunisian Ministry of Higher Education last year did away with the two-level doctoral degree structure patterned after the French system in order to establish a single doctoral degree to match the American Ph.D. Throughout North Africa and in Lebanon, calls are being made to shift all French-language scientific and business training into English. Public and private universities are seeking ways of setting up twinning arrangements with American universities in order to allow short-term exchanges of professors, researchers, and students.

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***Ironically, as interest among Arab students for study in the United States has risen, student flows abroad have steadily decreased since the early 1980s.***

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Ironically, as interest among Arab students for study in the United States has risen, student flows abroad have steadily decreased since the early 1980s. This is due to a collection of factors: declining economies, strained political relations between the United States and certain countries, the expansion of in-country higher education, and greater difficulties for Arab students to obtain visas. However, alternative strategies are evolving in order to allow

Arab students access to U.S. university instruction. The first is the growing trend of setting up degree programs in the Arab world that are conducted by American universities in English. In Morocco, a consortium of Texas universities contributed to the setting up and staffing of the new Al Akhawayn University, which opened in 1993. It offers an American curriculum, American professors, and English instruction. Several U.S. universities have developed plans to set up programs in Arab countries, usually limited to bachelor's and master's programs in business administration, computer science, or management of information systems. The reactions to such plans among the Arab public are usually very enthusiastic. This represents the ideal for most parents of students: American know-how, an American degree, much lower expense than sending their children abroad, and the avoidance of the dangerous acculturation associated with a prolonged stay in the United States.

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***Another strategy to provide American instruction to Arab students in-country is still in the planning stages, but it has already begun in conjunction with French universities.***

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Another strategy to provide American instruction to Arab students in-country is still in the planning stages, but it has already begun in conjunction with French universities. Through the use of new computer and telecommunications technologies, over the last year Moroccan and Tunisian students at certain engineering schools have been able to “attend” classes conducted in French universities through direct satellite connection. The students in Morocco and Tunisia can even interrupt the professor for questions and talk to their “classmates” in France. In my opinion, this use of high-tech distance learning to circumvent the financial constraints to international student flows will explode in the coming years, changing the face of higher education in the Arab world—and causing considerable political controversy as well. At the same time, the next few years will certainly see a great expansion in the exporting of American higher education in science and business to the Arab world in the form of small programs, probably in partnership with local private universities and with part of the degree program in the United States. This foretells not only a greater convergence among Arab educational systems, but an overall convergence with the American model.

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## Departments

## News of the Center and the Higher Education Program at Boston College

In the fall of 1996, the Center will coordinate a two-week seminar for senior administrators at the University of Amsterdam in the Netherlands. Twelve deans, directors and other top officials from Amsterdam will participate in a series of seminars and will work with counterparts at Boston area universities. It is hoped that this program will be followed by a similar seminar visit by Boston administrators to Holland in the future. The program is coordinated by Philip G. Altbach and Hans deWit of the University of Amsterdam.

*Higher Education in International Perspective: Critical Issues*, edited by Zaghoul Morsy and Philip G. Altbach has been published by Garland Publishing and UNESCO, with the cooperation of the Center for International Higher Education. This book features analyses of current developments in higher education worldwide, including such topics as the privatization of higher education, financial issues in higher education, universities and national development in Third World countries, and reports on developments in major countries and regions such as Russia, the Arab world, central and Eastern Europe, Latin America, and Francophone Africa. Contributors include many of the world's top specialists on higher education. For further information or to order this volume, write to Garland Publishing, Inc., 1000A Sherman Ave., Hamden, CT. 06514. FAX: (203) 230-1186.

The Center, in cooperation with Garland Publishing, Inc., publishes a book series in the field of higher education. The "Garland Series in Higher Education" is edited by Philip G. Altbach and publishes research based volumes on all aspects of higher education. Recent books in the series include:

- *China's Universities: 1895-1995*, by Ruth Hayhoe (1996)
- *Reform and Change in Higher Education: International Perspectives*, edited by James E. Mauch and Paula L. W. Sabloff (1995)
- *Higher Education in Crisis: New York in National Perspective*, edited by William C. Barba (1995)

Forthcoming volumes include a study of the Jesuit sponsored University of Central America by Charles Beirne, SJ, and a review of higher education research worldwide, edited by Jan Sadlak and Philip G. Altbach. A brochure concerning the series is available from Garland Publishing, Inc., 1000A Sherman Ave., Hamden, CT 06514.

The Center is currently hosting Professor Evgenyi Kodin, the vice rector of the Smolensk Pedagogical Uni-

versity in Russia. Professor Kodin is a historian and is interested in developments in American higher education. His visit is sponsored by the Junior Faculty Development Program of the Council for the International Exchange of Scholars (Fulbright Program). Mr. Saleem Badat, a lecturer at the University of the Western Cape in South Africa, currently a H. H. Humphrey Fellow at Boston University, will be in residence at the Center for a month in the spring working on higher education leadership and politics in developing countries.

Mr. James JF Forest, a doctoral student in the Higher Education Program and a research associate for the Center, is editing a book on teaching and learning issues in higher education worldwide. This volume, which will feature contributors from many countries, will be published by Garland Publishing, Inc.

Dr. Karen Arnold, coordinator of the Higher Education Program at Boston College, has been promoted to the rank of associate professor with tenure. Dr. Arnold is a specialist on student development and is author, most recently, of *Lives of Promise: What Becomes of High School Valedictorians* (Jossey-Bass, 1995).

Copies of the Boston College *Higher Education Program Handbook* are available free of charge from the Center. This publication, recently revised, provides complete information about the courses of study, requirements, and resources of the higher education program.

The Handbook is also available in electronic form through the program's World Wide Web site, at:

[http://www.bc.edu/bc\\_org/svp/st\\_org/gea/hea/HEA.html](http://www.bc.edu/bc_org/svp/st_org/gea/hea/HEA.html)  
In addition to the handbook, this WWW site—developed by the graduate student-run Higher Education Association—provides other program-related information, profiles of the faculty in the Higher Education Program, and links to a number of online information resources of interest to students and scholars of higher education.

The Center's World Wide Web site has received a quality award from Point Communications, a private online research firm that compiles directories of the "Top 5% of the Web." The WWW site provides the full text of the Center's newsletter, recent news of the Center, and a wide variety of well-organized information resources, including links to other research centers for higher education and international studies. The address (URL) is:

[http://www.bc.edu/bc\\_org/avp/soe/cihe/Center.html](http://www.bc.edu/bc_org/avp/soe/cihe/Center.html)  
Your comments and suggestions for enhancing these electronic resources are welcome, and can be directed to James JF Forest at the Center's mailing address, or via e-mail at [Forest-Campion@Hermes.BC.Edu](mailto:Forest-Campion@Hermes.BC.Edu)

## Strengthening Internationalism in U.S. Higher Education

### Barbara B. Burn

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As president of the Association of International Education Administrators (AIEA) 1994-95, I appointed what I called a national Agenda Task Force to consider and recommend on what kind of national effort would be needed to strengthen international education in American higher education. The AIEA is an association of professional individuals engaged in the administration of international education. At our first meeting, the task force agreed that a national priority should be the encouragement of research and data collection on how most effectively to internationalize colleges and universities in the U.S. Only two months after that meeting, the U.S. Department of Education agreed to provide a small grant to AIEA to help support a national workshop convened to "recommend on the research needed to guide and support the internationalization of higher education, and the appropriate role of the federal government in this area." Such an undertaking fitted well with the growing emphasis in the federal government on identifying the impacts and outcomes of various programs in order to better justify federal funding of them.

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***A national priority should be the encouragement of research and data collection on how most effectively to internationalize colleges and universities in the U.S.***

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Close to forty experienced scholars and administrators convened in Washington D.C. August 10-11, 1995 to address this challenge. They included directors of Title VI international and area studies programs, foreign language specialists, directors of international programs offices at a range of universities, representatives of foundations and learned societies such as the American Council of Learned Societies, the Social Science Research Council, and the director and other staff from the Center for International Education, U.S. Department of education. The report and recommendations of the AIEA Working Group were published by AIEA in January 1996 in a publication entitled *A*

*Research Agenda for the Internationalization of Higher Education in the United States..*

The AIEA Working Group report and recommendations are directly pertinent to university faculty, administrators, and students committed to international education and concerned to make the case for funding it, whether by the U.S. government, universities, foundations, or other organizations. As a few examples, the report urges that much more research be carried out on the following:

- What is the contribution of area/international centers, funded by Title VI, to the development of international curricula at K-12 levels in schools?
- What is the contribution of the Fulbright-Hays Group Projects Abroad and Seminars Abroad Projects to international education in K-12 and community college projects?
- Does the experience of U.S. study abroad students contribute to internationalization of their colleges/universities and in what ways?
- What components of undergraduate international education are valued in the market place?
- What effects, educationally, culturally, and/or economically, have a given university's faculty exchanges had on their surrounding communities and state?
- Review and analyze the types of linkages between U.S. and foreign institutions to identify which are most effective in strengthening the international component in American education.

The discussions of the AIEA Working Group framed a wide range of critically important questions, of which the foregoing are only a sampling. Based on these questions and the research suggestions rooted in them, AIEA proposes a Research Agenda which, in the words of the report, "if pursued successfully over the years ahead, would make national and institutional efforts to internationalize higher education more effective."

The November 1994 national election in the U.S. and subsequent developments in national politics have already reduced federal support for international education in U.S. colleges and universities and threaten greater reductions in the futures. This development and the political climate in the country make the report and recommendations of the AIEA Working Group extremely timely. It is hoped that the report and recommendations will stimulate the research and inquiry needed to strengthen the case for international education and the crucial role of the federal government in supporting it.

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## The Secularization of the Modern American University

### Book Review

George M. Marsden, *The Soul of the American University: From Protestant Establishment to Established Nonbelief* (New York: Oxford University Press, 1994). 462 pp., \$35.00. ISBN 0-19-507046-1.

#### J. A. Appleyard, S.J.

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It is well known that most of the colleges and universities founded in the United States before the 20th century had a strongly religious character, usually Protestant Christian, and that virtually all of these institutions have no significant religious identity today. The best-known example is Harvard, founded “for the provision of a learned ministry,” whose motto for three centuries was “Christo et Ecclesiae,” but scores of other institutions—including Yale, Princeton, Chicago, Stanford, Duke, Boston University, and even publicly funded state universities such as Michigan and California—had a pronounced Christian character in the early years of their existence, which they abandoned in the 20th century.

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***His book does far more than fill in a well-told tale of American academic life with interesting data. In the course of explaining how these institutions lost their religious character, he offers an acute analysis of some of the main themes in the formation of American culture.***

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Marsden, a historian of American Protestant religion at the University of Notre Dame, tells the story of this transition in fascinating detail. But his book does far more than fill in a well-told tale of American academic life with interesting data. In the course of explaining how these institutions lost their religious character, he offers an acute analysis of some of the main themes in the formation of American culture. His book is also an account of how American religion and education were profoundly changed by the development of secular modern culture in the wake of the Enlightenment.

Contemporary readers will be surprised at how strongly religious most colleges and universities were in the 18th and 19th centuries. They had clergymen presidents, who defined their identity with a strongly Christian rhetoric. The required curriculum included Scripture and Christian doctrine. They insisted on a doctrinally sound content for sensitive courses (e.g., biology in the face of Darwinism) and often required that faculty be practicing church members in their sect (e.g., the famous historian Frederick Jackson Turner was refused a professorship at Princeton because he was a Unitarian). They sponsored social service programs with a religious character (e.g., the YMCA). Chapel attendance was required of students.

What happened to bring about the changes? Marsden’s overall thesis is that the leading figures in these institutions subscribed to the agenda of creating a national, non-sectarian Protestant public culture—at first because this was thought essential for building a nation, especially in the wake of the Civil War, and later because it was a way of resisting the influence of large numbers of non-Protestant and non-Christian immigrants. They succeeded in terms of the national public culture, which was distinctively Protestant until World War II, but in the process the religious identity of their colleges and universities disappeared because nonsectarian Protestantism had little or no content that could withstand the challenges that came from empirical science, claims to academic freedom, and the demand to accommodate an increasing pluralism of beliefs, including nonbelief.

Marsden details the specific changes that fed this process:

- Theology became more liberal and turned by degrees into moral science (under the influence of the Scottish Enlightenment this became the defining characteristic of the curriculum in most late 19th-century colleges).
- Religious sentiment got translated into commitment to public service (Wilson at Princeton), training for democracy (Dewey at Chicago), and the promotion of character.
- The research-oriented German university, with its ideology of empirical and value-free science, became the norm for most expanding American institutions.
- The concept of academic freedom was widened so as to be understood as scientific competence, and was felt to be incompatible with dogmatic belief.
- Religion itself became the object of scientific study. Establishing departments of religion and religious studies became an acceptable way of sequestering the religious di-

mension of the institution's identity out of any mainstream influence in the institution, a way of avoiding addressing the deeper issues involved.

- Religious tests for faculty hiring were abandoned. The principal norm became competence in one's profession.
- Many institutions abandoned any legal relationship to the founding denominations so as to free themselves from clerical overseers outside the university.
- Some major foundations, conspicuously the Carnegie Endowment, encouraged dropping religious affiliation by offering funding only to nonsectarian institutions.
- Perhaps most significantly, there was no real engagement of an intellectual theology with the issues of the day. This was due in part to the 19th-century Protestant identification of religion with practical morality and with religious sentiment. To put it more strongly, there was even a fairly strong anti-intellectual bias in much of American Protestantism, which estranged increasingly science-oriented scholars from religion.

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***One of the most poignant claims Marsden makes is that the leaders of American Protestant universities did not intend the secularization their institutions ultimately underwent.***

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One of the most poignant claims Marsden makes is that the leaders of American Protestant universities did not intend the secularization their institutions ultimately underwent. Indeed, they insisted that the changes they were instituting for particular short-term benefits would actually strengthen the Christian character of their institutions. They seem not to have understood the forces they were yielding to. Their conception of religion led them to identify with the mainstream culture rather than to offer a prophetic criticism of it. In the end, these institutions did not have an intellectual theology or a view of education healthy enough to engage the powerful influences of modernity on equal terms.

The result is the contemporary situation, characterized not only by the disestablishment of Protestantism in the university but also by the virtual establishment of nonbelief. And Catholic colleges and universities, which entered the American academic mainstream only after World War II, are wondering whether they will repeat the same secularizing process. The phenomenon of secularization noted by Marsden is clearly visible in Catholic universities today. One aspect of this is the tendency to identify

the religious element of institutional life with the theology department, campus ministry, and student service programs. Another—and perhaps the more important, as it feeds the first—is that faculty hiring in the major universities is almost completely done at the departmental level and follows the criterion of the best possible person as defined by the standards of the profession. The result is a dramatic gulf between older (usually Catholic) faculty, and younger colleagues, for whom religious belief is largely irrelevant to scholarship and teaching.

Still, there are reasons for thinking that Catholic institutions may resist the trend Marsden describes. The rich Catholic theological and moral tradition is still relatively strong in U.S. Catholic culture as a whole (e.g., in books, periodicals, and newspapers). There is still a presumption that public life should be subject to evaluation from a religious perspective. Thus, Catholic intellectual life still has something of an outsider quality, which resists complete assimilation (e.g., on issues such as abortion, war, social justice, and euthanasia). Moreover, the assumption that faith and learning are intrinsically connected is still frequently voiced by leaders in Catholic education and plays a role in the rhetoric by which Catholic institutions define themselves. And Catholic intellectuals evince a strong interest in learning from men and women of other religious backgrounds and cooperating in common agendas. Finally, worshipping communities and a pastoral concern for students' spiritual as well as intellectual development are still features of Catholic colleges and universities.

What can Catholic universities do to nourish their religious identity? I suggest:

- that they develop institutional structures that strengthen the connections between religious faith and learning—such as strong theology departments, endowed chairs with this focus in each discipline, cross-disciplinary institutes that pursue the dialogue between faith and culture (and draw faculty from different disciplines into this dialogue), and courses and curricular programs that initiate students into this dialogue;
  - that they have strong campus ministry programs;
  - that they develop ways of introducing new faculty and staff into the ethos of the institution and of enabling experienced faculty and staff to reflect on how their disciplines are related to broader issues of community, culture, and belief; and
  - that they make a point of identifying themselves as Catholic institutions (to the public and especially to prospective faculty, staff, and students) precisely in terms of these kinds of structures and programs that distinguish them from other universities.
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## New Publications

This column is intended to keep our readers aware of current publications in the field of higher education. We provide a brief description of the listing and indicate the address of the publisher or distributor so that items may be easily obtained. While the preponderance of material listed here is published in the United States or other industrialized nations, we will try to list books published in other parts of the world as well.

*The Academic's Handbook*, edited by A. Leigh Deneef and Craufurd D. Goodwin. Durham, N.C.: Duke University Press, 1995. 348 pages. \$17.95 paperback. \$47.95 hardback. ISBN 0 8223-1661-7. Address: Duke University Press, Box 90660, Durham, NC 27708.

While limited in coverage to the United States, this book is a unique collection of essays aimed at providing guidance to someone beginning an academic career. Most of the chapters are a combination of advice to a new faculty member and a discussion of the central issues facing American higher education. Topics include academic freedom and free speech, the tenure process in the United States, teaching and research, writing and publishing in academe, and others. Most of the authors are faculty members at Duke University, one of America's leading institutions, and the bias is strongly toward the prestigious private sector in American higher education. (PGA)

*Equal Opportunities in Colleges and Universities: Toward Better Practices*, by Maureen Farish, Johanna McPake, Janet Powney, and Gaby Weiner. Buckingham, U.K.: Open University Press, 1995. 209 pages. ISBN 0-335-19416-8. Paperback. Address: Open University Press, Celtic Court, 22 Ballmoor, Buckingham MK18 1XW, U.K.; *Equity and Excellence in Higher Education: The Decline of Liberal Educational Reform*, by Alan R. Sadovnik. New York: Peter Lang, 1994. 297 pages. \$29.95. Paperback. ISBN 0-8204-1593-6. Address: Peter Lang Publishing, 275 Seventh Ave., New York NY, 10001. *Educating a New Majority: Transforming America's Educational System for Diversity*, edited by Laura I. Rendon and Richard O. Hope. San

Francisco: Jossey-Bass, 1996. 490 pages. \$34.95. ISBN 0-7879-0130-X. Address: Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104.

This trio of books, two relating to the United States and one to Britain, focuses on an increasingly important and controversial issue in higher education—the role of equal opportunity and providing access to racial and ethnic groups in modern society. *Equal Opportunities in Colleges and Universities* considers the effectiveness of policies for equal opportunities for academic staff in British colleges and universities. It provides case studies and recommendations for action. In his book, Alan R. Sadovnik provides a case study of one equal opportunity compensatory higher education program in the United States, drawing implications for changing political currents and their impact on higher education. *Educating a New Majority* takes as its starting point the fact that by the year 2012 students of color will make up 25 percent of the under-18 population in the United States. The book features chapters on state and federal policies, higher education reforms, the role of colleges for minorities and other issues relating to serving students of color. These three books provide an excellent, although quite varied, set of perspectives on equal opportunity issues. (PGA)

*America's Best Colleges*, by the editors of *U. S. News and World Report*. Washington, D.C.: U.S. News and World Report, 1995. 231 pages. \$7.95. *America's Best Graduate Schools*, by the editors of *U.S. News and World Report*. Washington, D.C.: U. S. News and World Report, 1994. 164 pages. \$4.95. Available

from U.S. News and World Report, 2400 N St. NW, Washington D.C. 20037.

While these two publications do not have the methodological rigor of the *Research-Doctorate Programs* volume, they are highly influential in American higher education and are, within their constraints, useful. Rankings play a key role in American society, and nowhere more so than in higher education. These two volumes, one ranking undergraduate colleges and the other graduate schools, are probably the most widely used and most reliable rankings of American academe. Using a variety of methods, including the opinions of college and university presidents, to rank institutions and, in the graduate school volume, specific academic programs within institutions, these books provide a portrait of American higher education. They will be useful to people from outside of the United States seeking to place America's highly complex academic system in some kind of context. It is necessary, of course, to keep in mind the problems with any effort at ranking and not take these, or other, efforts too seriously. (PGA)

*Open Doors, 1994-1995: Report on International Educational Exchange*, edited by Todd Davis. New York: Institute of International Education, 1995. 208 pages. \$39.95. ISBN 087206-230-9. Address: Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

This is the most comprehensive volume available on international educational exchange relating to the United States. It provides a wealth of information on flows of students from other

countries to the United States and concerning American students abroad. Information concerning field and level of study, location of foreign students, trends in flows of students, funding patterns, intensive English-language programs, and a range of other data is provided. There is also discussion of the data. This volume is a key resource for anyone interested in international exchanges and foreign student issues. (PGA)

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*Academic Mobility in a Changing World*, edited by Peggy Blumenthal, Craufurd D. Goodwin, Alan Smith, and Ulrich Teichler. London: Jessica Kingsley, 1996. 407 pages. ISBN 1-85302-545-3. Address: Jessica Kingsley Publishers, 116 Pentonville Rd., London N1 9JB, U.K.

Twenty-two essays dealing with all aspects of academic mobility are presented in this volume. The scope of the discussion is broad, dealing with all aspects of academic mobility—of students, professors, exchange programs, and broader regional, economic, and other trends. The book begins with a discussion of the political and economic factors affecting mobility in a rapidly changing environment. Much of the rest of the book deals with countries and regions, with a strong emphasis on Europe. The various European Union programs, such as ERASMUS, are discussed, as well as the efforts of individual countries. All parts of the world are represented in this volume. Many of the chapters provide current statistical information concerning mobility and exchanges. A useful bibliography is included in this volume. (PGA)

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*The University System of Sri Lanka*, edited by K. M. de Silva and G. H. Peiris. Delhi, India: Macmillan, 1995. 298 pages. ISBN 0333-92456-8. Address: Macmillan India Ltd., 2/10 Ansari Rd., New Delhi 110 002, India.

Although this book has a somewhat misleading title, it is nonetheless a useful volume. While it does not deal with the entire university system of Sri Lanka, it is a key resource for understanding higher education in Sri Lanka. Most of the book is a case study of the University of Peradeniya (formerly the University of Ceylon), the nation's oldest and best-known university. There is a section at the end that considers broader issues of higher education in Sri Lanka. More than a dozen chapters deal with a number of aspects of the University of Peradeniya as the institution celebrates its 50th anniversary. The chapters range from a series of useful discussions of the historical development of the institution to a consideration of dental education. This volume is a welcome addition to the literature because there is little available on the topic. (PGA)

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*Religious Higher Education in the United States: A Source Book.*, edited by Thomas C. Hunt and James C. Carper. New York: Garland Publishing, 1996. 635 pages. ISBN 0-8153-1636-4. Address: Garland Publishing, 1000A Sherman Avenue, Hamden CT 06514.

This volume provides short essays summarizing trends in religious higher education in the United States and an annotated bibliography relating to each of the chapters. With one exception, the chapters are organized by religious denomination. It is curious that Catholic higher education, despite the number of institutions involved and the large Catholic population, is allocated only one chapter. Such minor denominations as the Mennonites and the Pentecostals receive almost as much space. A better title for the book might have been "Protestant Denominations and Higher Education With Minor Additional Attention to Catholic and Jewish Higher Education." Most of the bibliographical references deal with

specific institutions rather than broader issues in religious higher education. This book will be of limited use despite the fact that it is one of the few volumes focusing on religious higher education in the United States. (PGA)

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*Academic Libraries: Their Rationale and Role in American Higher Education*, edited by Gerard McCabe and Ruth J. Person. Westport, CT: Greenwood Press, 1995. 230 pages. \$55.00. ISBN 0-313-28597-7. Address: Greenwood Press, POB 5007, Westport, CT 06881.

The university community generally ignores academic libraries despite the fact that they are at the core of the university. Libraries face special challenges now—budgetary cutbacks, dramatic changes in information technology, new means of knowledge distribution, and other factors have forced libraries to rethink their mission and their structure. Although this book focuses exclusively on the United States, it will be relevant to readers in other countries because the problems facing academic libraries are somewhat similar the world over. *Academic Libraries* deals with such issues as funding libraries, the organization of libraries, the impact of technology, and the education of librarians. (PGA)

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*Frontiers: The Interdisciplinary Journal of Study Abroad* has been established to focus specific attention on overseas study issues. It is an annual publication, and the first issue, published in fall 1995, has articles on such topics as the study abroad experience of American students in Costa Rica, and education and globalization in Europe. Further information can be obtained from the editor, Brian Whalen, International Programs Office, 232 Bay State Rd., Boston University, Boston MA 02215. An annual subscription is \$12.00, with \$3.00 additional for overseas subscribers. (PGA)

Vicente Sarubbi Zaldivar . *Un Sistema de Educacion Superior para el Paraguay Democratico* (A system of Higher Education for a Democratic Paraguay). Asuncion, Paraguay: Centro Interdisciplinario de Derecho Social y Economia Politica (CIDSEP) de la Universidad Catolica 'Nuestra Senora de la Asuncion. 641 pp. US\$ 20 Air Mail US\$19 Address: CIDSEP Alberdi 855, Asuncion, Paraguay Send request with check payable to CIDSEP

This recent publication is one of the most complete accounts of higher education in Paraguay. The first two chap-

ters provide a conceptual framework, based in systems theory and in the work of Niklas Luhman and Talcott Parsons. Chapters three to six offer a historic account of the development of universities around the world, with a special emphasis in Europe and Germany. Chapter seven characterizes the main issues of the history of higher education in Latin America.

Chapter eight is a detailed analysis of the main features and problems of higher education in Paraguay. This chapter draws from legal documents, direct interviews to administrators and fac-

ulty members, examines the results of a number of surveys examining background and achievement of students. This is a complete overview of the system for anyone interested in the inner workings of higher education in Paraguay or in Latin America more generally. Chapter nine offers a proposal suggesting reforms of the higher education system to better serve the needs of an emerging democracy. The last chapter moves to a higher level of abstraction to reflect on the role of strategic planning to help improve the management of a system.

## A New Initiative in International Higher Education

### Introduction

The Boston College Center for International Higher Education provides a unique service to colleges and universities worldwide. While it has as its primary aim providing information and publications to colleges and universities related to the Jesuit tradition, it also has a broader mission to be a focal point for discussion and thoughtful analysis of higher education. The Center provides information and analysis for those involved in managing the higher education enterprise internationally through publications, conferences, and the maintenance of a database of individuals and institutions. The Center is especially concerned with creating dialogue and cooperation among academic institutions in the industrialized nations and those in the developing countries of the Third World.

The Boston College Center for International Higher Education works in a series of concentric circles. At the core of the enterprise is the Jesuit community of postsecondary institutions—with special emphasis on the issues that affect institutions in developing countries. The next ring of the circle is made up of academic institutions in the Catholic tradition. Finally, other academic institutions as well as governmental agencies concerned with higher education may participate in the activities of the Center. All of the Center's publications are available to a wide audience.

### Programs and Resources

The Boston College Center for International Higher Education has as its purpose the stimulation of an international consciousness among Jesuit and other institutions concerning issues of higher education and the provision of documentation and analysis relating to higher education development. The following activities form the core of the Center's activities during its initial period of development:

- newsletter;
- publication series;
- study opportunities;
- conferences;
- bibliographical and document service; and
- networking and information technology.

### The Program in Higher Education

The Program in Higher Education offers masters and doctoral degree study in the field of higher education. The Program has been preparing professionals in higher education for three decades, and features a rigorous social science-based approach to the study of higher education. The Administrative Fellows initiative provides financial assistance as well as work experience in a variety of administrative settings. Specializations in higher education administration, student affairs, international higher education, and others, are offered. The Higher Education Program works closely with the Center for International Higher Education. Additional information about the program in Higher Education is available from Dr. Karen Arnold, Coordinator, Program in Higher Education, Campion Hall, Boston College, Chestnut Hill, MA 02167. Fax: (617) 552-8422 e-mail: Arnold@Hermes.BC.Edu.

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