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Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Speechwriting, White House Office of
Series: Grant, Mary Kate, Files
Subseries: Subject File, 1988-1991

OA/ID Number: 13879
Folder ID Number: 13879-003

Folder Title:
College Newspapers Column, 10/89

Stack:

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Row:

19

Section:

2

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7

Position:

4

DRUGS AND THE COLLEGE STUDENT

by George Bush

Summer is over and classes are back in session. As we begin the school year, our thoughts again turn to the future—a future gravely threatened by drugs.

Americans agree that the biggest threat we are facing as a nation is drugs, in particular cocaine and crack.

Who is responsible? Everyone who uses drugs. Everyone who sells drugs. Everyone who looks the other way.

Some people used to call drugs just a benign form of recreation, they're not. Drugs are a real and extremely serious threat to our schools, our homes, our friends and our families. It doesn't matter where you live or what school you attend. No one is free from the threat of drugs. Inner cities, small towns, and college campuses all are under siege—because America is under siege.

On September 5, I announced the first comprehensive national strategy to end the siege—to fight drugs with tougher laws and enforcement, and with improved treatment, education and prevention. The programs we've

proposed are an all-out assault against the evil of drug use and drug trafficking. We are aggressively attacking the problem from every angle, and proposing a 1990 drug-budget totaling over eight billion dollars—the largest single increase in history.

Recently, I met with Mrs. Everett Hatcher, the widow of a veteran DEA agent who was killed by drug-using cowards. A woman of considerable dignity, she put responsibility for her husband's death squarely on "casual" users of cocaine. She's right—and there is now blood on their hands. Similarly, President Barco of Colombia recently made an appeal to Americans to stop buying the cocaine causing the slaughter of innocent civilians in the drug wars there.

Every student in America at some point—at a party, in a locker room, in a dorm room—every student must choose to accept or reject drugs. But there is another choice that college students, as responsible adults, must make—whether to get involved in a personal way to end drug use, or to look the other way.

College campuses have long been centers of conscience and idealism in this country, places where students have raised their voices to protest oppression, injustice and human suffering around the world. Yet, no one would deny that

often drugs go hand in hand with injustice, suffering and even death. But where is the sound of protest? Innocent bystanders are killed at random on city streets. Babies are born addicted to crack and heroin. Young children are forced into the drug trade by addicts. What greater human rights violations exist? What greater injustices? Yet, recreational drug users still on some college campuses are ambivalent to the death and destruction they are financing.

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Fundamentally, the drug problem in America is not one of supply, but of demand. We are taking strong new action to stop the flow of drugs into this country and to stop the dealers themselves; but as long as Americans are willing to buy illegal drugs, somebody, somewhere in the world will sell them.

Recreational drug
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We must appeal to the social conscience of every college student on every college campus in America. The way to protest the misery and oppression brought about by drugs is to commit yourself to staying away from drugs—and working to keep them away from your friends.

America is fighting a war against drugs. Yet the most important weapons in the war on drugs are the least

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George Bush is President of the United States. This column was written exclusively for Collegiate Times.

Institute For Educational Affairs

November 17, 1989

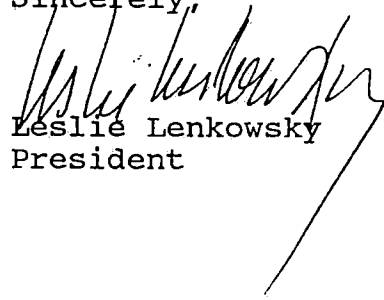
Mr. Douglas Wead
Special Assistant to the President
for Public Liaison
The White House
Washington, D. C. 20500

Dear Mr. Wead:

I thought you might be interested in having the enclosed set of clips of President Bush's column on drugs, which we distributed as our "Collegiate Times" feature in September. As you will see, a wide range of schools used it, including both Harvard and Yale. Moreover, since we do not employ a clippings service or make any other systematic effort to determine usage, I am reasonably confident that the enclosed are merely a sample of where the column appeared.

We are very pleased with the attention the President's piece has received and hope you are as well. We also greatly appreciate your assistance in arranging for this column. Needless to say, if the President is interested in speaking directly to college and university students on another topic, we would be glad to help out again.

Sincerely,



Leslie Lenkowsky
President

cc: Mary Kate Grant

encl.

President Bush's View **Drugs and the college student**

By **GEORGE BUSH**

President of the United States

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Recently, I met with Mrs. Everett Hatcher, the widow of a veteran DEA agent who was killed by drug-using cowards. A woman of considerable dignity, she put responsibility for her husband's death squarely on "casual" users of cocaine. She's right — and there is now blood on their hands. Similarly, President Barco of Colombia recently made an appeal to Americans to stop buying the cocaine causing the slaughter of innocent civilians in the drug wars there.

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Distributed by the Collegiate Network

Drugs cause worst human rights violations

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**By President George Bush
For the Collegiate Network**

OPINION

College students' future threatened by drug use

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Collegiate Times / September 1989

H • O • P • K • I • N • S

Spectator

A Monthly Political Journal Published By Students of the Johns Hopkins University

Volume 2, Issue

1

Sept.-Oct., 1989

Drugs and the College Student

President George Bush argues that the demand side of the drug battle is where the fighting must be done.

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*Drugs and College
Continued from page 8*

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Mr. Bush is the forty-first president of the United States, and is a graduate of Yale University. This column was written exclusively for the Collegiate Times. The Hopkins Spectator is a member of the Collegiate Network.

Continued on next page

THE WASHINGTON SPECTATOR

Vol. 2 Issue 1

"Vincit Omnia Veritas"

October 1989

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Presidential plea

President petitions collegiates to fight in drug war

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George Bush is President of the United States and a guest columnist for The Daily Beacon. This column was written exclusively for the Collegiate Times and distributed by the Collegiate Network.



Bush calls upon students to join fight against drugs

Editor's note: Part of The Mooring Mast's mission is to offer other viewpoints on issues. We do this through our letters forum and columns much like the following. President George Bush wrote this piece specifically for college students.

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Distributed by the Collegiate Network.

THE WESLEYAN REVIEW

VOLUME VII, NUMBER 1

OCTOBER 1989

NATIONAL DRUG STRATEGY

*President Bush delivers a message
to Wesleyan students
on the hazards of drug use*

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THE WILLIAMS OBSERVER

Volume II, Number 1

September 1989

George
Will

From the Oval Office...

Drugs and the American College Student

by President George Bush

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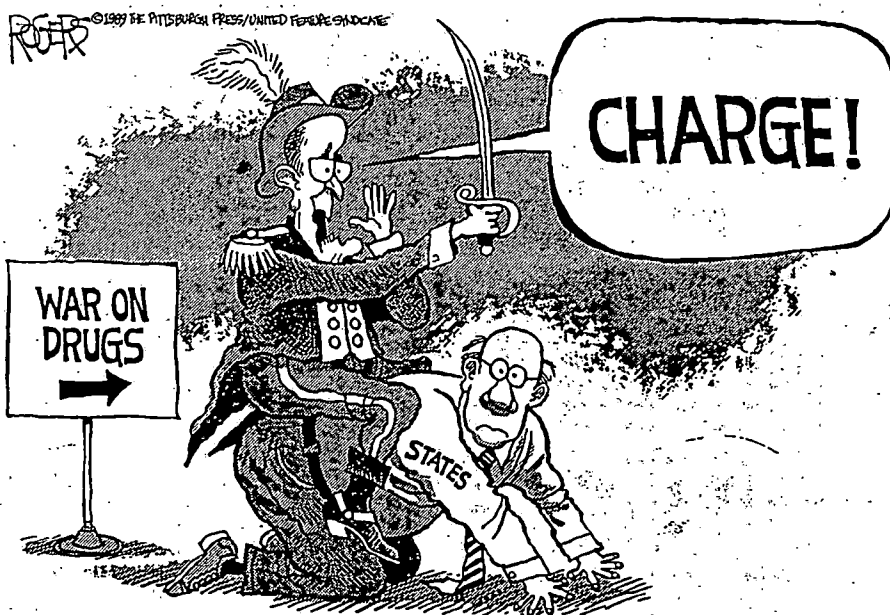
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The CAROLINA CRITIC

LETTER FROM THE PRESIDENT
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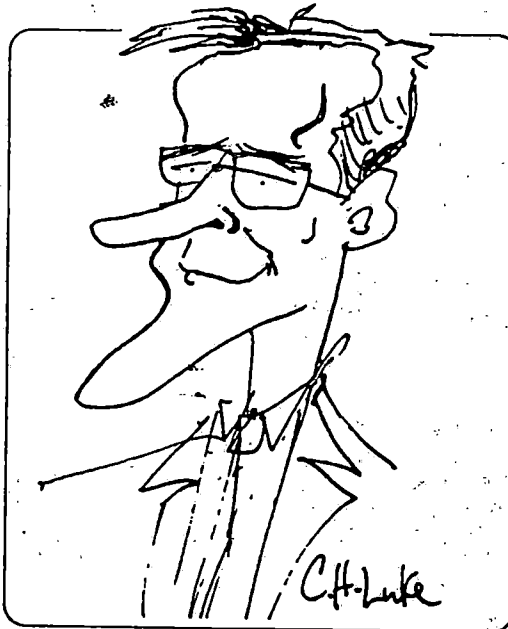
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George Bush is President of the United States (which is the country in which you live). This column is written exclusively for Collegiate Times, and is distributed by the Collegiate Network.

The Cornell Review

Founded in 1984
Incorporated in 1986

The Conservative Voice at Cornell

The Cornell Review
Post Office Box #6561
Ithaca, N.Y. 14851-6561



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George H. W. Bush is the forty-first president of the United States and a contributor to the Cornell Review.

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Campus Review



Volume 5, Number 7

The Right Side of the Story

October, 1989

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CALIFORNIA REVIEW

of Berkeley

Volume 2, Issue 2

September 1989

Berkeley, California

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Editor's note: Reader contributions of essays are always welcome.

For more information, contact Monica Wallgren or Michael Burr at 255-4086.

Bush discusses U.S. drug epidemic

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From the Oval Office

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BY GEORGE BUSH

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Fundamentally, the drug problem in America is not one of supply, but of demand. We are taking strong new action to stop the flow of drugs into this country and to stop the dealers themselves; but as long as Americans are willing to buy illegal drugs, somebody, somewhere in the world will sell them.

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by drug-using cowards. A woman of considerable dignity, she put responsibility for her husband's death squarely on "casual" users of cocaine. She's right -- and there is now blood on their hands. Similarly, President Barco of Colombia recently made an appeal to Americans to stop buying the cocaine causing the slaughter of innocent civilians in the drug wars there.

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This article was distributed by the Collegiate Network.

Bush: Drugs are threat, not a form of recreation

By George Bush

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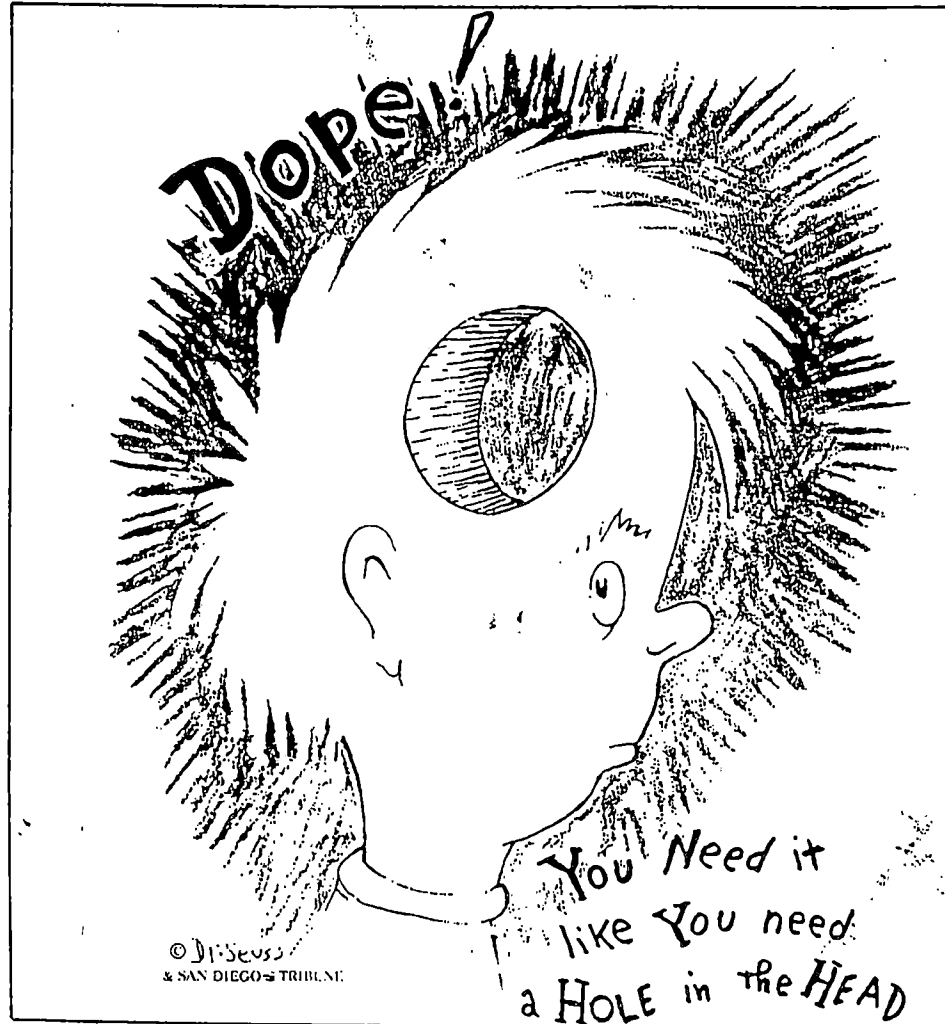
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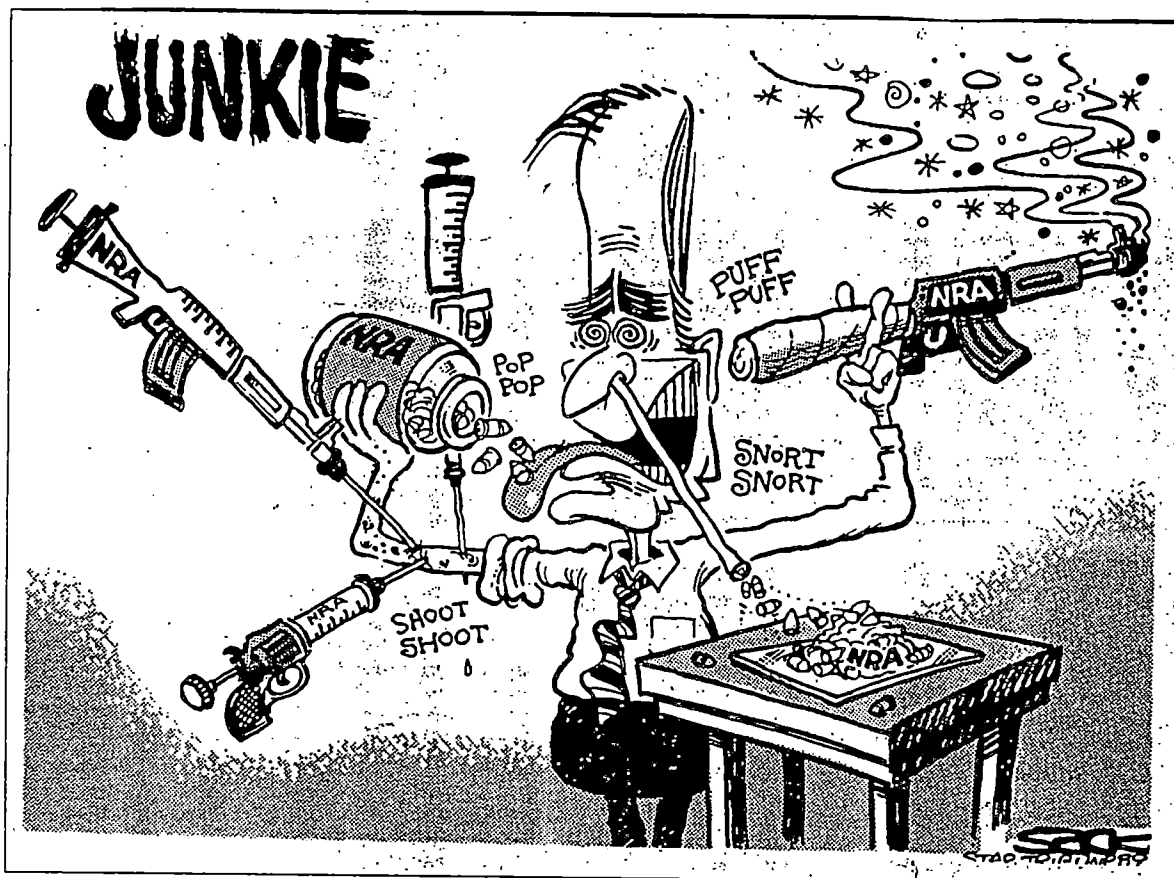
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From the Collegiate Network



THEIRS

Bush appeals to students' conscience to help win war against drugs

by GEORGE BUSH

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(President Bush writes a monthly column which is distributed by The Collegiate Network news service)

THE WHITE HOUSE

WASHINGTON

November 27, 1989

MEMORANDUM FOR THE PRESIDENT

THROUGH: CHRISS WINSTON

FROM: MARY KATE GRANT *MKG*

SUBJECT: YOUR RECENT COLUMN IN YALE'S ELI MAGAZINE

Attached is a copy of the column that was sent out to all college newspapers across the country, at the time of your televised address on the National Drug Control Strategy. We have received copies of the column as it ran in many papers, from the Harvard Salient to the Angelo State University Ram Page. It enjoyed wide circulation in a good cross-section of college papers.

However, I thought you'd be interested in seeing the column as it ran in Yale's Eli Magazine -- especially the ad in the bottom right corner. I hope you enjoy it.

PUBLISHER: *Eli Magazine* is published by Eli Publications, Inc., a non-profit corporation operated by the students, faculty, and alumni of Yale University. The magazine receives no financial assistance from the University and is supported entirely through reader contributions and advertising revenue. Its editorial content is solely the responsibility of the editors or the signed contributors and does not necessarily represent the official positions of Eli Publications or Yale University.

SUBSCRIPTIONS: *Eli Magazine* is distributed free on the Yale University campus. To cover direct mailing and handling costs, off-campus subscription rates are \$15 a year in the U.S. and \$25 foreign.

SUBMISSIONS: Eli welcomes submissions and comments from all members of the Yale community. Eli reserves the right to edit submissions on the basis of factual and grammatical errors. When space limitations arise, Eli evaluates submissions on the basis of individual merit. Please address all correspondence to Eli Publications, Inc., P.O. Box 5647 Yale Station, New Haven, CT 06520. Copyright 1989 by Eli Publications, Inc.

Drugs and the College Student

George Bush '48

‘...college campuses are under siege—because America is under siege.’

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Larger Drug Budget

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(George Bush is the President of the United States. This column was written exclusively for Collegiate Times and was distributed by the Collegiate Network.)

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‘Peer pressure is what spreads drug use and peer pressure can help stop it.’

Write For Eli... George Bush Does!

OFFICE OF THE PRESIDENT-ELECT
WASHINGTON, D.C. 20270

COPY

RECEIVED JAN 17 1989

11 January 89

Mr. Les Lenkowsky
President
Institute for Educational Affairs
1112 16th Street, N.W., Suite 520
Washington, D.C. 20036

Dear Les:

Thanks for your letter of 4 January. Sounds good to me. I've called the op-ed possibility to the attention of those who'll ultimately have to say yea or nay, and I'll let you know one way or the other, ASAP.

Best,

David

David Tell
Speechwriter

MK - 885 papers
every daily college
paper in country
tell them yes but
for back to school
Drugs!
w

COPY

CT

Institute For Educational Affairs

January 4, 1989

Mr. David Tell
Speechwriting Office
Office of the Vice President
The White House
Washington, D.C. 20500

Dear David:

It was good to see you at Liz Kristol's recently. I'm sorry we didn't have more of a chance to chat, because I wanted to discuss with you a new IEA project which I hope will be of interest to you and President-elect Bush.

As you know, IEA sponsors the "Collegiate Network," a group of almost 45 independent, conservative college newspapers on campuses across the country. Last year, in an effort to reach far beyond our own campuses, IEA launched "Collegiate Times," a monthly op-ed column on issues of higher education. To our knowledge, it is the only syndicated column devoted exclusively to the subject.

We wish to invite President-elect Bush to contribute a short (600-700 word) essay to the "Collegiate Times" series. The topic may be one of his own choosing, but it should deal with a current issue or controversy in higher education, and it should be addressed to college undergraduates.

During the recent campaign, George Bush stated that he wanted to be the Education President. Now that he is about to take office, what are the major issues on the Bush educational agenda?

As you undoubtedly know, there will always be those in the higher-ed lobby who will attack any proposals coming from a Republican Administration. But if George Bush could bypass the critics and speak directly to college students, through the pages of their own campus newspapers, what would he want to tell them?

Each month, IEA commissions an essay from some noted educator or public official and distributes it as a column to almost 900 daily college newspapers across the country. (It is also sent, on a delayed basis, to about 150 professional newspapers.) We ask for a flat fee of \$10 per usage by college papers to partially defray our production and mail costs, but rely on their voluntary compliance. (Although the column is somewhat of a "loss leader," it does further our primary goal of public education.)

Virtually all of IEA's own campus papers, with a combined print run approaching 400,000, use the column. Since we do not employ a checking service, we do not have hard data on the number of other campus papers using "Collegiate Times," but on the basis of last year's voluntary payments, we estimate an average readership of 1.5 to 2 million students. A column by the new president would attract even more readers, particularly at the best colleges and universities in the country. (Our own Network includes the entire Ivy League, Berkeley, Stanford, Michigan, Chicago, and many other highly selective colleges and universities.)

During the first year we distributed essays by former President Richard Nixon, former Secretary of Education William Bennett and presidential policy advisor Gary Bauer, among others. This year, we've sent out columns by Bennett, Chairman Clarence Thomas of the E.E.O.C. and Boston University President John Silber.

We would be delighted to add President-elect Bush to this distinguished list. The ideal time for a column, in our view, would be early in the Bush Administration when the public's views of the new president are being formed.

I hope you share my enthusiasm for this project. I would be happy to discuss any of the particulars with you and your colleagues. Please let me know what you think.

With best wishes,


Leslie Lenkowsky
President

Collegiate Times premiere

My soul longs for Plato, Buddy Holly

By William J. Bennett

When I arrived at college as a freshman some time ago, I had definite ideas about how to use my four years of higher education. I was resolved to play a little football, and I wanted to major in English in order to become sophisticated, land a good job and make big money.

But because of my college course requirements, I found myself in an introductory philosophy class, confronted by Plato's *Republic* and a remarkable professor who knew how to make the text come alive. Before we knew it, my classmates and I were ensnared by the power of a 2,000 year old dialogue.

In our posture of youthful cynicism and arrogance, we at first resisted believing that the question of justice should really occupy our time. But something important happened to us that semester as we fought our way through the *Republic*, arguing about notions of right and wrong. Along the way, our insides were shaken up a bit. Without quite knowing it, we had committed ourselves to the serious enterprise of raising and wrestling with great questions. And once caught up in that enterprise, there was no turning back. We had met up with a great text and a great teacher; they had taken us, and we were theirs.

Every student is entitled to that kind of experience at college. Good courses should shake you up a little, expel stale opinions, quicken your senses, and animate a conscious examination of life's enduring questions. Unfortunately, a growing body of evidence indicates that this is simply not taking place at enough of our colleges. That fact is becoming increasingly obvious.

Proof of this is the extraordinary reception given to University of Chicago Professor Allan Bloom's new book, *The Closing of the American*

Mind. Although I must say that I dissent from his views on rock n' roll, this is a brilliant and challenging book. It contains a devastating critique of, and a moving lament for, contemporary American higher education. And for most of the summer, it has been at the top of the *New York Times* best-seller list.

Our universities, Professor Bloom asserts, are too often hostile to serious thought; no longer are they

Students can demand that colleges live up to the promises in their glossy catalogues

places where the transmission, criticism and renewal of intellectual traditions are assured. "The University now offers no distinctive visage to the young person," Bloom asserts, nor a set of competing visions of what an educated human being is.

If Professor Bloom is correct -- and there is every reason to believe that he is -- then something has gone terribly wrong on many American campuses. Students are not getting the education -- experiences, the challenges, the true opening up to man's achievement and life's possibilities -- they deserve.

As a student, you can do something about this. The first thing you can do is get a copy of Allan Bloom's book, and read it. Think about what he has to say. Ask yourself some hard

questions about your college or university. And ask those same hard questions of your professors, faculty, and administrators.

If you're not satisfied with the answers you get -- if you're not satisfied with the education your school is providing -- resolve to get a good education anyway. Fortunately, at least a few good allies can be found on almost every campus: good teachers, serious friends and good books. In selecting courses, don't be afraid intellectually to bite off more than you can chew. Seek out the best teachers, those who can stretch the limits of your knowledge and bring life to the subject at hand. Take advantage of those teachers in class after class.

In the end, regeneration of our universities will come from within. Only those within the academy can rescue the academy. Students can play a part. Students can demand that colleges live up to the promises in their glossy catalogues. This will benefit you, and it will be a service to those who follow in your path.

So read Bloom, think hard -- but also have fun this year. And in this one respect, feel free to act contrary to Bloom's advice: feel free to listen to a few, or more than a few, rock n' roll classics along the way. This summer, as Allan Bloom's book was number one on the best-seller lists, the Los Lobos film soundtrack to *La Bamba* was topping the *Billboard* charts. Take it from a former rock band guitarist, from a soul that will not cease longing to hear Ritchie Valens and Buddy Holly just one more time, that rock n' roll and a good education are not incompatible.

William J. Bennett is U.S. Secretary of Education. He is a regular contributor to the Collegiate Network's Collegiate Times.

AIDS and the college student

'Safe sex' campaigns are not giving students the full story about the disease

By Gary Bauer

On hundreds of college and university campuses this year, students have returned not only to be greeted by the usual panoply of activities and issues, but also by a new crusade -- safe sex. Reacting to the growing national preoccupation with the AIDS epidemic, student groups and school administrations are attempting to educate students about how to avoid contracting this fatal disease.

Not surprisingly, given the "open" atmosphere on most campuses, the safe sex crusade has not been constrained by many taboos. On some campuses, safe sex packages have been distributed containing not only the more common contraceptive implements, but also a variety of devices for the aficionados of more exotic activities. Despite this, "safe sex" campaigns are not giving students the full story about AIDS. Indeed, many students are arguably being denied the information that is most likely to assist them in avoiding the AIDS virus.

A look at those taboo subjects might be in order. First, few campus efforts seem to be aimed at promoting the most obvious and effective measure to slow down the AIDS epidemic -- abstinence. Yet, as Surgeon General C. Everett Koop has indicated time and time again, abstinence is the only foolproof way to avoid this disease. Are we to assume that highly educated young Americans are so enslaved by their passions that they are unable to limit their number of partners or sexual activities -- even if failing to do so risks death? Actually, much research shows that many students do abstain or establish a mutually faithful relationship with marriage as the long-term goal. Why the hesitancy to build on these healthy ten-

dencies, particularly when the issue is life or death?

Second, many of today's educational efforts are what could be called "sexually egalitarian." That is, they refuse to distinguish or even appear to prefer one type of sexual practice over another. Yet medical research shows that sodomy is probably the most efficient method to transfer the AIDS virus as well as other diseases -- for obvious reasons. Why is this information censored on so many campuses? Does it illustrate the grow-

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ing power of gay rights activists who not only want to be tolerated, but want the culture at large to affirm and support the legitimacy of the gay lifestyle?

In fact, on many campuses students are surprised to find that no one is willing to assert and defend the moral and religious norms they learned from their families and churches. Even though homosexual behavior, if embraced by a sizable proportion of the population, would result in a dying civilization in a generation or so, it is taboo to describe this behav-

ior as socially undesirable, unnatural or deviant. As a result, students are denied the best medical advice available -- which is to avoid dangerous sexual activities associated primarily, but not exclusively, with the gay community.

Writing in *National Review* magazine, Jeffrey Hart recently alluded to what in literature is called the "presence of the absence." Just as the dog that didn't bark helped Sherlock Holmes once solve a case, what is absent in the safe-sex campaign may be telling us an important bit of information about the cultural atmosphere on many campuses.

What is absent is an acknowledgment of the traditional moral values of our society. Even before AIDS, heterosexuality was preferable; stable families were good; abstinence had a medical as well as a moral basis; fidelity in marriage was a good thing. The absence of these truisms from many campus anti-AIDS efforts not only cheats students of information they need, but it helps us understand the hidden agenda of those who all too often control the cultural milieu on campus.

Students themselves will have to ponder the paradox of getting advice that denies the wisdom of the ages while a microscopic virus daily reminds us with its growing list of victims why that wisdom was right.

Gary Bauer is Assistant to the President for Policy Development. Collegiate Times is a monthly syndicated column focusing on the college and university world. It is published by the Collegiate Network and is distributed to over 1,000 college and professional newspapers.

In praise of Walker Percy

His novels make great ideas and profound truths effortlessly leap to life, our columnist says

By William J. Bennett

Who is the best living American novelist? I nominate a Southern gentleman, metaphysician incognito and extraordinary yarn-spinner, Walker Percy. Who Cares? Well, everyone who wants a good read. But college students will, I suspect, be especially captivated by this author whose novels make great ideas and profound truths so effortlessly leap to life.

In Percy novels, virtues take human names and vices are writ large in small acts. Or as Percy said in one interview, he has tried "to incarnate ideas in fiction." His readers become gripped by the affairs of places like Feliciana, a Louisiana parish that "harbors all manner of fractious folk, including Texans and recent refugees from unlikely places like Korea and Michigan, all of whom have learned to get along tolerably well, better than most in fact, who watch L.S.U. football and reruns of M*A*S*H, drink Dixie beer, and eat every sort of food imaginable, which is generally cooked in something called a roux."

In our colleges, where all manner of folk also have learned to get along tolerably well, students too often can't find time to read novels, at least those novels for which no exam or essay assignment is threatened. That is a shame, because novels -- good ones in particular -- even if read only in the half-hour before sleep, allow you to escape the press of daily obligations, of academic social science, and of course to live life beyond the limits of your own experience. And it is a truism worth repeating that reading good books improves one's own writing. The best novels, like those of Walker Percy, also give flesh to the philosophic questions that lie at the heart of a liberal education. I gave a modest boost to sales of his latest, *The Thanatos Syndrome*, by reading from it at a staff lunch: at

least one fellow went right out and bought it, in hardback no less. Percy, however, didn't need my help. His first novel, *The Moviegoer* (1961) won the National Book Award. Five successful novels have followed -- *The Last Gentleman* (1966), *Love in the Ruins* (1971), *Lancelot* (1977), *The Second Coming* (1980), in addition to *The Thanatos Syndrome* (1987).

Percy, whom I met one evening in Washington, is a courteous and soft-spoken man, with head unbloated by literary fame. At age 71 he lives simply and in comparative calm near Covington, Louisiana, amid family and

The best novels, like those of Walker Percy, give flesh to the philosophic questions that lie at the heart of a liberal education

friends. A physician by training, Percy excels especially in chronicling the pulls and tensions of 20th century life. He is skeptical of technological solutions to human problems; he wonders why in an age of plenty, so many are unhappy. Percy's characters manage consistently to illuminate the transcendent and the spiritual without being preachy or moralistic. The transcendent is simply part of the soul of the many characters he brings into vivid life. Percy's books show that to be serious in life, you don't have to be solemn; being morally serious, you can still have fun. His books

fulfill the classic benchmark: they instruct and entertain. His novels are witty, deep and hilarious.

The hero in my favorite, *Love in the Ruins* and also in *The Thanatos Syndrome*, is physician Tom More, a sometime heavy drinker and once an outpatient at the mental hospital where he worked, who drifts from love affairs to intense self-scrutiny. In *Thanatos* he foils a plot by social engineers who surreptitiously lace the local water supply with drugs intended to alleviate antisocial behavior. Its characters include a gang of pedophiles and an elderly priest, who is either terribly daffy or terribly sane (and maybe both) and who refuses to descend from a forest observation tower. There is a lot of ground to worry about the cosmos in this book but also hope, courtesy of the old human verities. With Flannery O'Connor, another Southern author, Percy writes of human folly and despair without succumbing to either. His example is particularly instructive for our age.

A substantial volume of mail flows across my desk, often from individuals famous, talented and important. No mail, however, has more surprised and pleased me than a brief handwritten note of encouragement from Walker Percy, which I have kept in a frame near my desk. Walker Percy has written in his six novels a lasting message of encouragement for a much wider audience. My advice, then, is this: treat yourself, read Walker Percy.

William J. Bennett is the U.S. Secretary for Education. Collegiate Times is a monthly syndicated column focusing on the college and university world. It is published by the Collegiate Network and is distributed to over 1,000 college and professional newspapers.

Peace Studies in Our Time

by Edwin J. Delattre

The Washington Summit of President Reagan and General Secretary Gorbachev has brought new publicity to the issue of arms control, and with it, to a new college course scheduled to begin in February, 1988. A joint effort by Tufts University and Moscow State University, the course emerges from a resolution of several college presidents in the United States, the Soviet Union, Japan, and China, endorsing a "world-wide curriculum for peace." Last December, *The New York Times* reported that these presidents viewed informed public opinion "that sees arms control as an element of national security" as "the best chance to stop the arms race." Tufts University president Jean Mayer said at that time, "If people knew enough of what was going on, this would help to cut down the arms race."

Now, a year later, President Mayer says the goal is "to organize universities around the world to commit themselves to a common 'peace' curriculum, the model for which would be worked out in a joint American-Soviet, satellite-linked course on arms control....In other words, to educate the young to achieve peace." Classroom discussion will be moderated by an historian at Tufts and a physicist in Moscow, "Evgeny Vilikhov, a member of the Central Committee of the Communist Party."

It appears, then, that the "peace" curriculum is actually an "arms control" curriculum. (One wonders why college presidents do not call such courses by their right name.) Without a doubt, the arms control debate is important for students of international relations; good courses on the subject certainly belong in the curriculum. The question is, are courses like the Tufts/Moscow State example more likely to be exercises in political ideology or serious academic explorations of this complicated subject? Will the participation of a Soviet "professor" give the impression that the Soviet Union respects academic free-

dom, or that the Soviets can be trusted in international affairs?

Equally important, will the professors who teach such courses have the courage to raise fundamental issues about peace among human beings and nations? While nuclear weapons are new, warfare is unfortunately not new. Throughout history, some of humankind's most profound thinkers and statesmen have grappled with the issues of war and peace.

For example, St. Augustine argued fifteen hundred years ago that there will always be wars because everyone is alike in desiring peace. The catch is that everyone desires *his own idea of peace*. Since these ideas differ and

Courses that ignore basic questions about history, political theory, and the human condition cannot advance the interests of students

conflict, there is no end to wars. In our own century, Winston Churchill said, "War is horrible, but slavery is worse." History, the greatest teacher, provides countless examples of men forced to make hard decisions about war and peace.

Should Moses have said to Pharaoh, "Let us have peace!" instead of "Let my people go?" Should Eleazar, the Maccabean sage, have taught the young to betray their religious faith for the sake of peace? Should David have asked Goliath for peace?

Should Socrates have sought peace at his trial, and should Jesus have capitulated before Calvary? Should

Abraham Lincoln have settled for peace after Fort Sumter? Should Martin Luther King have stayed away from Birmingham for the sake of peace? And, by contrast, should Chamberlain have paid the price he (and eventually, all of Europe) paid to Adolf Hitler for peace at Munich?

It is always possible to achieve peace if we are willing to forsake everything else: liberty, justice, human rights, common decency toward others, and self-respect. But such peace is not honorable, and may not even be tolerable. In 1942, for example, Antoine de St. Exupery foresaw what the Nazis had in store for France: "Already as I move in the direction of Arras, peace is everywhere beginning to take shape...This is a nameless peace that stands for the end of everything...It spreads apace like a gray leprosy."

A true "peace" curriculum would teach free men and women to defend themselves against the dominion of such tyranny. It would take proper notice of the fact that peace among two nations, one dedicated to liberty, the other, totalitarian, is always a difficult thing. It would acknowledge, and even honor, people who have courageously refused to settle for peace at any price. As Supreme Court Justice Joseph Story said in 1840, the inheritance of American youth has been bought by the "toils, and sufferings, and blood of their ancestors" and can "perish in an hour by the folly...or negligence of its keepers, THE PEOPLE."

Students taking such a course would also need to consider the role of public opinion itself in matters of war, peace, and foreign policy. One of our most astute political commentators, Walter Lippman, wrote in 1955:

"There is no mystery about why there is such a tendency for popular opinion to be wrong in judging war and peace. Strategic and diplomatic questions call for a kind of knowledge

continued on page 8

Women's Studies: the new academic ghetto?

New discipline promotes separatism over equality

By Carol Iannone

If anyone had proposed, some three decades ago, that women speak a special female language, or create art in special female forms, he would probably have been greeted by educated people with anything from indignation to derision. If someone had argued that there was a distinct female tradition in fields such as history, logic, philosophy, theology and the sciences, he simply would not have been taken seriously by the academic community.

Yet these are precisely the premises of the Women's Studies programs that have proliferated at nearly every college in the country. Surely this is one of the most saddening developments of the counter-cultural upheavals of the 1960s and 70s. How ironic, that during the very years American women were encouraged to establish identities beyond gender restrictions, entire fields of knowledge were deliberately splintered off and genderized.

Before the feminist era, gender was a term that governed certain (albeit, crucial) aspects of life; in the feminist era, gender governs everything. Unlike genuine academic disciplines, Women's Studies has neither a distinctive methodology nor subject matter. What it does have is the assertion that sex and gender are such important factors, in so many areas, that they deserve to be studied as such. Women's Studies is "interdisciplinary" -- it crosses the departmental lines of history, literature, political science and sociology. But it challenges the traditional teachings of those disciplines, and even the way they search for knowledge. Surely no one believes that feminist science will produce feminine submarines; some of us, apparently, believe that there is feminine language and feminine morality. These assertions are unproven, and perhaps unprovable, and so, at its core, Women's Studies is an ideology.

The typical Women's Studies student is a young woman. If she is at all curious

about herself and the world, she should expect from her professors an introduction to the great books and ideas of the Western tradition. Instead, Women's Studies teaches her that the Western tradition is not her tradition, that she is an outsider and a victim trapped in an "inauthentic life." Exhorted to take con-

In a different context, the young Saul Bellow was also called an outsider by those who felt his sense of the English language was not pure enough for literary expression. (His early languages included Canadian French, Yiddish, Hebrew and English). Bellow responded by saying "...to hell with that. The reason

What is most damaging is that the more Women's Studies programs thrive, the more they give the message to the culture at large that women cannot compete in the real life of the mind, but instead require the protection of separate courses.

trol of her experience by avoiding hegemonic "male" discourse, she is told to avoid "defining" and "naming." (As if you could take control of anything without defining or naming.) Women's Studies traps its students -- whether they know it at the time or not -- in a ghettoized world of speculation, pseudo-thought, and half-truths.

These educational "reforms" had not yet taken hold at Fordham University, where I took my B.A. some years ago. For this, I am unspeakably grateful. I still recall the excitement I felt, entering college as a young woman from a working-class background, discovering the treasures of the Western tradition and realizing that they were mine. I entered a special place in which race, sex, nationality, and background diminished in importance next to the qualities of mind needed to pursue the truth. If anyone had presumed to "liberate" me by channeling me into the study of "Italian-American life," or "blue-collar life," or "female-life," he or she would have been depriving me of one of the greatest opportunities of my existence.

being that language is the spiritual mansion in which you live and nobody has the right to evict you from it. Your possession of it is guaranteed by your devotion to it." Similarly, the Western tradition does indeed belong to women, to the extent that they exercise the courage and integrity necessary to claim it.

What is most damaging is that the more Women's Studies programs thrive, the more they give the message to the culture at large that women *cannot* compete in the real life of the mind, but instead require the protection of separate courses. A friend of mine, whose wife and mother are both women of accomplishment, told me that the first inkling he had that women might actually *not* be capable of genuine academic achievement came from his perception of what was going on in Women's Studies. We women should do everything we can to resist this latest, intellectual ghetto.

Carol Iannone teaches English at Iona College in New York. Collegiate Times is a monthly column on issues of higher education. Distributed by the Collegiate Network.

What the Salman Rushdie Affair Teaches: Study the West

By Michael Novak

Michael Novak, a nationally syndicated columnist, holds the George Frederick Jewett chair at the American Enterprise Institute. He is also a member of IEA's Board of Directors.

Salman Rushdie, that hypocritical anti-Westerner and trendy leftist, has taught us a number of important lessons. The controversy over his book *The Satanic Verses* has also illustrated, with great clarity, what is at stake in the debate over Western Civilization courses at many leading universities.

Now we know that our literary establishment believes in absolutes. At least in one absolute. Socialist journalist Christopher Hitchens intones the Western creed: "the absolute right of free expression and free inquiry."

If not absolute, self-evident this truth may be to us and to our literary establishment. It appears not to be self-evident to the Ayatollah Khomeini. Or to millions of Moslems.

Most places on earth, in fact, do not believe in the absolute right of free expression and free inquiry. In historical perspective, the idea is a relatively new one. The Ayatollah is quite right: It is a Western idea.

And so, maybe the world does need the West, after all. Certainly Mr. Rushdie does and so do other writers and thinkers.

Which makes it so odd that so many writers and professors have for years preferred Third Worldism to the West. One writer called the white race "the cancer of the human race." Others say the West should not "impose" its values on the Third World.

But now, thanks to Mr. Rushdie, Western writers do want to impose their values on the Third World. Western culture is a tiny minority in a sea of cultures with shockingly different values. If we insist our values are superior, we must offer good reasons.

Does the Ayatollah understand why there is a right to free expression and free inquiry? Does he know how such rights came to recognition and were institutionally secured? To understand, one has to read the Western books (from Milton, Locke, Mill, and Madison to Vatican II) that argued for, defined, and explained those rights, and know the histories of the long and arduous struggles that have secured them in so few places on earth.

This presents a problem. Since many of our universities are not even imposing these Western classics on their own students, it may seem odd to want to impose them on grown men and women not of the West.

But Salman Rushdie may have changed this. After building a high reputation in London by excoriating the West in book after book, Mr. Rushdie has shown us why the universities should require all students to study more carefully the classic books of the West. And also, for contrast, the literature of Islamic, African, Asian, and other cultures.

It is not enough to learn about the precious values that some Westerners forget when speaking ill of the West. It is necessary to learn why other cultures do not share these values.

Salman Rushdie has taught us that, on some crucial matters, all cultures are not equal. On some matters and in certain dimensions, some cultures are better than others. Those that protect free inquiry and free expression are better, on that point, than others.

It is all well and good to talk about "one world," "interdependence," and "cross-cultural interchange." But if all this noble talk is to be conducted uncritically, without attention to particular values (and to the classic arguments that vindicate them), it is only baby talk.

Some differences are worth dying for. Free inquiry is one. Free expression is another. World War II was fought to prevent a thousand-year Reich from banish-

ing both. The long, gray war against communism has had a similar purpose.

Already many Moslems have expressed shame at the Ayatollah's murderous threats. Powerful reasons exist for respecting free inquiry and free expression, and most of the world is coming to realize them. *Glasnost* itself bows to them.

Here in America, our founders conceived of an experiment in "ordered liberty," a liberty confirmed in law and self-control, and guided by temperance, justice, courage, and wisdom. The fantasy that a republic could survive without such virtues, James Madison said, is "chimerical."

The reason we believe in free inquiry and free expression is that the mind by its nature seeks the truth; it can be trusted, even though it often errs, is distracted, or is pulled aside by passion and bigotry. Given more stimulation, it is more likely to sail straight as an arrow.

The reason for free expression and free inquiry is so that reflection and choice may be practiced in as wide a field as possible, and so that truth may be singled out amidst error. But truth, reflection, and choice are to be served in a spirit of respect.

And that is the final lesson that Salman Rushdie teaches us. Yes, he had a right to free expression and free inquiry—at least, among us he had that right. But for causing pain and embarrassment to millions of his fellow Moslems, for the outrage of mocking (even in a literary dream) the founder of their religion, he does not win our respect.

He is free to write what he believes. But we are also free to withhold from him our respect. Free expression invites freely given disappointment. Protect him, yes; respect what he wrote, no.

Not all of us in the West are secular. Indeed, in America, most of us are religious—and respectful of other religions besides our own.

The New History And The Old

By Gertrude Himmelfarb

Gertrude Himmelfarb is Professor Emeritus of History at the City University of New York. Her column is excerpted from a paper presented at the annual meeting of the American Historical Association.

History isn't what it used to be.

The "old history" in which I was trained sought to connect a narrative sequence of events over a significant span of time. It focused primarily on great events and historical figures, on regimes and administrations, politics and diplomacy, constitutions and laws, revolutions and wars.

In many universities, this has now been replaced by a "new history" which borrows techniques from other social-science disciplines to study groups and subjects supposedly neglected by the "old history." Insofar as such efforts help us to understand the past as it really was, they are to be welcomed. Yet the varieties of new history have proliferated so quickly that the very term "new history" has become problematic, and history itself, our sense of the past, has become fragmentary and elusive.

Take, for example, social history, an approach which argues that the true reality can best be found in the small, intimate details of "everyday life." I once heard a historian describe his "in-depth analysis" of the life of a New England town in the late-eighteenth century. With colleagues doing comparable studies of other towns, he hoped to produce a "total history" of that place and time. I asked him what bearing that would have on the founding of the United States. He replied that from his sources he could not "get to" that event, but that it was not as important as I took it to be. What was important was the ordinary life of ordinary people. To which I could only reply that all people, and perhaps most of all ordinary people, were surely profoundly affected by that momentous event.

An American historian recently observed that despite their sophistication about the nature of "conflict," many historians of the 19th Century have neglected the Civil War as a "mere event." And a leading French historian has remarked upon the virtual absence of the major event of French history from the pages of their leading academic journals; only now that the bicentennial of the French Revolution is upon them have French historians returned to that subject.

Nor do all social historians agree on what should be the central focus of their work. Those devoted to the study of the working class are challenged by feminist historians who contend that gender should take precedence over class. One

Varieties of "new history" have proliferated so quickly that our sense of the past has become fragmentary and elusive.

school of neo-Marxists is rewriting history in light of a more "humanistic" Marx while others reaffirm a rigorously deterministic and materialistic Marx. A Latin-American historian complains about the insufficient attention paid to the role of the state in establishing the economic and social hegemony of the ruling class.

One result of the enormous expansion of social history has been that the subjects of that history—blacks, women, Chicanos, Indians, immigrants, families—now demand not just to be included, but to be "mainstreamed," into American history. But how can all these unique groups be

mainstreamed into a single, coherent, integrated history? In the democratic ethos of the new history, no subject or theme wants to take second place to any other. But there is, after all, only one first place, and some historical events and figures have to be judged more important than others.

If this fragmentation of history were not enough, we now have to worry about the "deconstruction" of history. Just as deconstructionism in literary criticism denies to the author of a text any authority over its interpretation or meaning, so some historians deprive the past of its meaning and reality. Using words like "invent," "imagine," "construct," and "decode" to describe their work, they teach their younger colleagues not to become mere "fact fetishists."

What is being deconstructed, however, is not only history as traditional historians have understood it but the past as contemporaries knew it. It is one thing to write women's history, another to write feminist history. The assumption that race, gender, and class are, and have always been, the basic determinants of history deconstructs the past not only as historians have known it, but, in many cases, as contemporaries knew it.

Working historians have traditionally assumed some correspondence between interpretation and fact, between language and reality. Painfully aware of a past that always eludes them, they have also been cognizant of the need to close the gap as much as possible.

The new history stands outside received opinion and is prepared to pronounce it simply false. The old history stands within received opinion, trying to understand it as contemporaries did, to find out why they believed what they did, why those beliefs seemed to them "credible," a "faithful interpretation of their experiences." The new history may have much to teach the old, but this is one important lesson the old may teach the new.

Institute For Educational Affairs

July 11, 1989

Ms Cheryl Kienel
Office of Media Relations
The White House
OEOD Room 117
Washington, DC 20500

Dear Ms Kienel:

Per your request, I am enclosing information about the Collegiate Network, a group of conservative student newspapers which IEA supports in various ways.

Our Annual Report will give you an idea of our student journalism program, and the sample newspapers will show what these young editors and writers can do.

Collegiate Network publications were big supporters of George Bush in the 1988 election, and our editors would be delighted to do a press conference or other special event with the President this fall.

Please call me if you have any questions. I hope we can work together on an event.

HARVARD SALIENT
(617) 492-0069
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(617) Sending
493-7305 2/2

Encl.

Yours truly,

→ Tom

~~Thomas Wm Skladony~~
Vice President

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2/21/90



~~THOMAS WM SKLADONY~~

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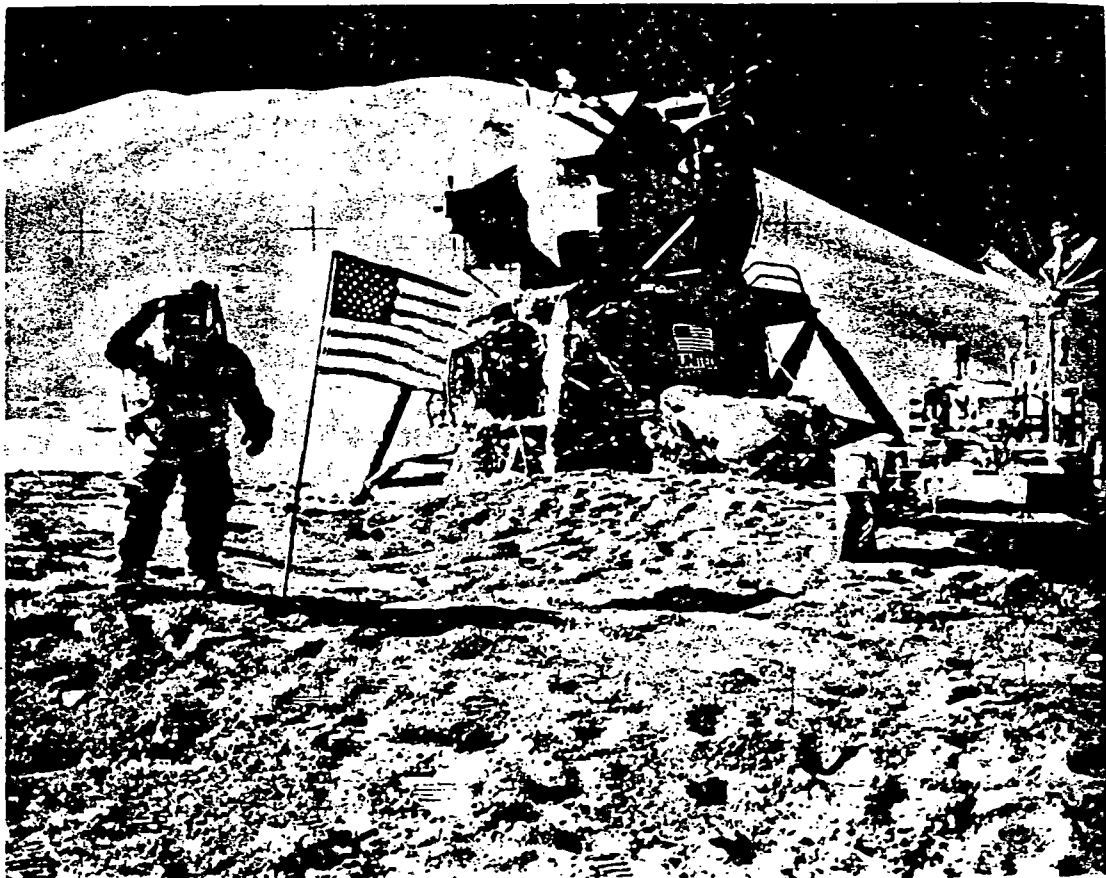
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Debate:
National Service Corps

Vol. 2, No. 8
April 1989

The **CAROLINA CRITIC**

Psychology • Psychiatry • Mommy • Tyranny • Sausage



Lost In Space?

Looking at the U.S. space program

Photocopy-Preservation

Should the U.S. Establish A National Service Corps?

Nay — Rick Henderson

IN THE NOVEMBER, 1988 issue of the CRITIC (p. 22), Bob Lukefahr wrote an excellent column advocating new, mostly private-sector initiatives designed to replace government student loans and grants. He unfortunately also called for a national job corps that would allow underprivileged students to exchange labor on government projects for college funding.

The Democratic Leadership Council, a group of moderates and conservatives in Congress, recently proposed such a program. Their new National Civilian Corps (NCC) would replace government loans and grants with a national service program. Those

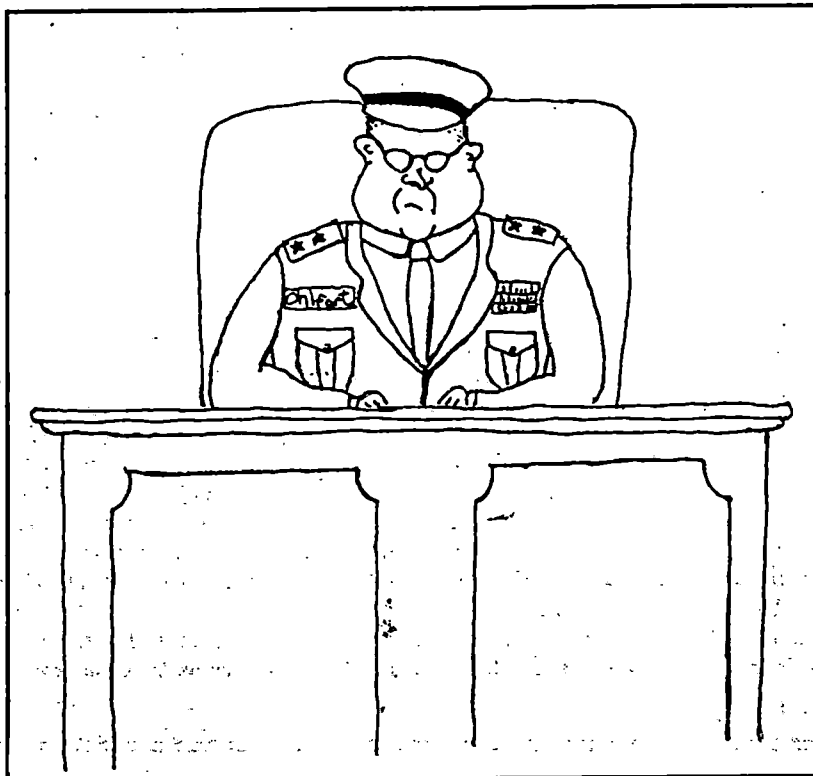
who apply for a grant or loan would work one year in civilian service for a \$10,000 voucher, or serve two years in the military for a \$24,000 voucher. These vouchers could be used for college or as a down payment on a home.

While Lukefahr correctly points out that qualified students need a way to earn money for college, and that there is no such thing as a right to a free college education, establishing the NCC would be a mistake. First, the program allows state and local governments to determine how participating youth would be employed. There is no guarantee that NCC enlistees would do any more useful work than that done by the New Deal's Civilian Conservation Corps, in which workers dug ditches and then filled them up again. Makework programs such as this don't teach job skills, they don't provide valued goods or services, and they are a huge waste of taxpayers' money.

Next, this program would be ludicrously expensive. Dr. Friedman's Law (that's David Friedman, not his dad, Milton) states: any government activity costs at least four times more than if the same work were done by the private sector. John Pucciano, president of the Association of Independent Colleges and Schools, reports that the NCC will cost taxpayers about \$5 billion a year and will assist about 800,000 students. Current federal loans and grants serve over 4 million students and cost \$8 billion. So for the NCC to help 4 million students it would cost at least \$20 billion!

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Yea — Bob Lukefahr



MANY CAROLINA students seem to believe that they have the "right" to a college education. They are wrong. As I have frequently argued in these pages, America owes its youth an opportunity to earn a degree — not a free ride. Recently, the Democratic Leadership Conference (DLC) recommended replacing grants and federally guaranteed student loans with something called a National Civilian Corps (NCC). While I have serious reservations about the DLC's plan, I do think it is a step in the right direction.

First something about the specifics of the plan: young people who choose to enter the NCC will be required to spend

one year working for their state or local government in exchange for a \$10,000 voucher which can be used either for a college education or as a down payment on a house. Those who choose military service instead will receive a \$24,000 voucher after two years of service. The intent of the DLC's plan is to eliminate most (if not all) guaranteed student loans and federal grants.

Now this program has some obvious flaws. There is a danger that the federal government will use it as an excuse to fund unnecessary projects. It will probably encourage the federal bureaucracy to meddle even more in the affairs of state and local governments. Many view it as only the first step in creating a *mandatory* civilian service corp complete with uniforms and conscription.

Additionally, it will be expensive. The year-long commitment will discourage many would-be students. Its ranks will likely be filled by the poor, and it will do nothing to help the infamous teenage mother who can hardly leave her child for a year. In short, the NCC is not perfect, and it is certainly no panacea. Nevertheless, the program has considerable merit.

Many of today's high school students don't believe they will ever have the opportunity to attend college. Even a subsidized education at a state supported university seems prohibitively expensive to those on the lowest rungs of the economic ladder.

Tragically, this perception that higher education is inaccessible,

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Yea — Bob Lukefahr

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stifles the desire for academic excellence, and deprives the nation of one of its most valuable resources — innovative young minds. One of the most compelling arguments for the NCC is that it will do much to change this perception.

By providing a means of financing which is available to everyone, the NCC will debunk forever the myth that only those with money have access to college. The effect that such a program can have on expectations, and the import of such a change, should not be underestimated.

Another important feature of the NCC is its emphasis on self-reliance. While many students will continue to rely on the government for educational assistance, at least under the DLC's plan they will be expected to give something in return. Again, the pedagogical effect of this should not be underestimated. Congress is sending a message to the less fortunate that is loud and clear: we will help you only after you are willing to help yourself.

Not surprisingly, this program has a host of detractors. Many on the political left regard any work-for-tuition program as unfair. They argue that it will force poor people to work their way through college while the rich enjoy the advantages of a privileged background. So what. There is no shame in being poor, and there is certainly no shame in earning tuition money. Giving a bunch of underprivileged young people an opportunity for a better life is not unfair, it is noble. This entire argument sounds like nothing more than old fashioned envy to me.

A more substantive argument against the NCC is that it will move more money into the hands of government bureaucrats who will busy themselves inventing jobs. While this is an unfortunate possibility, it is not inevitable. Corp members can be put to work at jobs which need to be done anyway. Contrary to views of some Critic staff members,

most Americans do believe that there are legitimate services provided by government. The challenge is to insure that the NCC is only used to provide these legitimate services.

Another objection to the creation of an NCC is its projected cost. Figures range from \$5 billion to a staggering \$20 billion annually. If the DLC's plan were implemented in its current form, it is likely that the price tag would be close to these estimates. Two things can be done, however, to reduce the cost.

First, the voucher should only be redeemable for *education* expenses. Funding higher education is an investment which will help insure that America remains competitive. The government should not, however, be in the business subsidizing the purchase of a house. If, after completing the program, a person decides he doesn't want to go to college, he should be allowed to transfer the voucher to another person who does.

Second, the plan should be only a part of a comprehensive education financing reform program. At the same time Congress should also institute tax-free Individual Education Accounts, make college student's income tax-exempt, and develop long-term tax incentives that encourage businesses to finance their employee's education. But for those students that can't take advantage of these other programs, the NCC will provide a welcome alternative.

Finally, to those who warn that creation of the NCC will actually discourage some students I say, good. If the hard work makes a few of our young people think twice about attending college then we've accomplished something grand. I hope that the program *does* weed out the slothful while encouraging the diligent. If so it will be money well spent. The last thing America needs is more lazy professionals who believe the government owes them a living. Ω

Bob, will you please, please, please stop telling stories about your days in the Air Force — or was that the Navy?

Nay — Rick Henderson

(continued from left column, previous page)

Also, one element of the NCC is available right now: college money for military enlistees. You have probably seen the commercial for the New G.I. Bill, in which teenagers sit in a diner and listen to Jack tell them how they can earn college money by serving in the Armed Forces. This is a perk available to enlistees now: why do we need another bureaucracy to supervise a redundant program?

Finally, the NCC would be an easy way to introduce one of Gary Hart's "New Ideas:" mandatory national service. Knowing Bob Lukefahr, he probably opposes mandatory service, but Hart, Sen. Sam Nunn of Georgia (a key sponsor of the NCC), and our friends at the *Daily Tar Heel* think it's wonderful to force every teenager to volunteer (interesting choice of terms) to serve their country.

For whatever reason they give, from the "need" for patriotism, to the "injustice" of only requiring the disadvantaged to join the NCC, to the wish to instill a "sense of national duty, just as they do in Europe," mandatory national slavery is the greatest thing since sliced bread for this crowd. Frankly, folks, mandatory service stinks.

You don't inspire patriotism and duty by pointing a gun at someone's head and sending him to a youth labor camp. And, to paraphrase columnist Richard Reeves, the original idea was that America was *different* from Europe. Mandatory service would not produce anything of use to the marketplace; it would only tell

America's teenagers that Uncle Sam's needs were more important than their own.

So how do we help the unwealthy provide for college? Bob had some good ideas. Let students' earning be tax-free; allow tax-free savings accounts for college expenses; and establish incentives for businesses to pay for their employees' college educations.

If these are such hot ideas, then why aren't they in place now? Partly because the institutional incentives to encourage such savings don't exist.

I also think that the very existence of government grants and loans to students discourages the private sector from developing alternatives. As long as American businesses believe that Uncle Moneybags in Washington will take care of lower-income students (even at exorbitant expense), then businesses will feel little compunction to help them.

Every qualified student should have the opportunity to earn money for college. But let's not saddle the taxpayers (many of whom are students or parents of students) with a wasteful, ineffective new bureaucracy. Let's also not desecrate the legacy of Thomas Jefferson and Patrick Henry by making America's teenagers Uncle Sam's indentured servants. Ω

Rick Henderson is a graduate of UNC who only favors one type of draft—the kind that doesn't come in cans.

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Commencement 1989

THE YEAR IN REVIEW



Inside: The End of An Era

Photocopy-Preservation

Growing up with Reagan

THE END OF AN ERA

by Ronald J. Granieri

Commencement is a bittersweet time for graduating seniors, a chance to take one last look at the "best years of their lives" before plunging headlong into the real world. (How these four years, filled with post-adolescent sexual angst, the numbing familiarity of keg parties in dark rooms with incredibly loud music in the background, and the sweaty-palmed search for a job and a secure future, could be the "best" of anyone's life is utterly beyond me; but, as I said once to a friend at one of

ing the red wave, representing Republican Ronald Reagan, sweep across a map of the United States while John Chancellor droned on about the landslide, and wondering what would happen next.

Well, as all of us now recognize, the coming of Ronald Reagan did not bring an end to the world as we know it, at least not in the ways suggested by the more emotional commentators of 1980. Nor did it bring a conservative millennium as imagined by optimists on the right. But the election of Ronald Reagan has had a powerful effect on the development of both the nation and our generation. For

two months into his term. We watched him rise to power, enjoy his success, stumble and almost fall, and then ride off into the sunset. He was the one constant factor in our lives as we grew up and went to college. There he was on TV or in the paper, giving a speech, shaking a hand, smiling for the camera. Whether we believed that he was the last best hope for America or a dangerous ideologue out of touch with reality, we could not escape his image. The first President in over two decades to serve two complete terms in office, he placed his stamp upon the American consciousness as had no President since Franklin Roosevelt.

Reagan's passing from the political scene has been a watershed event for our generation. The removal of this constant center of our political consciousness has forced each of us to reexamine our political beliefs. No longer can our positions be simply defined in terms of where we stand with the President. George Bush is neither the sort of man nor the sort of leader who could fill such a role. Where Ronald Reagan appeared as a larger than life figure dominating the political process, George Bush appears as, at best, a quiet and capable compromiser or, at worst, a cipher without the ideological ballast that supported Reagan. For conservatives, this is a particularly difficult time. Without the idealistic, ideological figure of

ties we must face, from paying our own rent to cooking our own meals, lie the even more daunting responsibilities of an adult, defining our own ideas for a better world and deciding what we can do as individuals to make that vision a reality. As adults, we will have to define our priorities and act on them. There will no longer be the special atmosphere of college to support us and provide a buffer against the forces of the outside world. Will we remain true to the ideas that we value today, or will we "sell out" in the name of comfort or convenience? It is up to each one of us to decide.

Such a decision will have to come in a much more complicated atmosphere than the one in which we grew up. For the power of Ronald Reagan to act as a magnet for political energies was truly a double-edged sword. While he provided an easy point of reference and a stone on which to sharpen our own positions, his dominance of the political scene has made many of us lazy. Both conservatives and liberals became dependent on Reagan to point the way while they merely reacted. His retirement has led to a sort of national befuddlement, as both the political establishment and the public at large have tried, so far without success, to chart an independent course in politics and society. The hesitant steps of the Bush Administration to form policy and the emphasis

The election of Reagan had a powerful effect on the development of the nation and our generation.

the aforementioned keg parties, it sure beat working.) More importantly, commencement is a time for graduating seniors to bid good-bye to childhood and embrace the rewards and challenges of adulthood. At such a turning point in our lives, it is fitting to reflect on the forces that shaped our views as we grew to maturity, and to assess how those forces have prepared us for our roles as independent adults in society.

For most of the members of the Class of 1989, our political development began in November, 1980, when Ronald Reagan defeated Jimmy Carter to become President of a tired, humbled, stagnated United States of America. On that fateful day, many liberal commentators, (including my own beloved father, who never, bless his heart, let rational calculation get in the way of his more colorful partisan outbursts) hinted that the election of so conservative a man as Ronald Reagan would bring dire consequences for the United States. They predicted horrors ranging from the reversal of several decades of social programs to the thermonuclear devastation of the planet. On the other side were the many conservative columnists and politicians who had been exiled from center stage in American politics since the fall of Richard Nixon. They were no more restrained in their rhetoric than their opponents, as they expatiated on the coming conservative millennium, which would result in everything from a major cut in the income tax to the repeal of the Panama Canal treaties. One of my first memories as an eighth-grader was watch-

the Class of 1989, who watched that spreading Republican tide in 1980, Ronald Reagan is the only President we have really known. We reached personal and political adulthood in his shadow. For some of us, Reagan's influence and the political movement he sponsored were forces that moved us to the right; others have been moved just as firmly to the left. But all of us have been forced to define ourselves with regard to the smiling, paternal figure who occupied the White House and dominated the American political landscape from 1981 to 1989.

Much has been written in both national and campus journals, including the one you now hold, about the meaning of the Reagan phenomenon and its effects on American political culture. Among the major questions that have been discussed is the one asked by President Bok in a recent commencement address, whether the present trend of "conservatism" in America is the product of a genuine reflective desire to rein in government for the public good, or simply an expression of selfishness and apathy. This question is particularly important for our generation of students, who have been broadly painted by the press as "conservative." It thus seems opportune to take a few moments to reflect on the legacy of the Reagan years for young Americans, and to think about how that legacy will affect us in the future.

As I said at the beginning, Ronald Reagan is for many of us the only President we have really known until this past January. We can all remember watching him win the Presidency with either hope or fear. We all held our breath when an assassin brought him to the brink of death

We all remember watching him win the Presidency with either hope or fear.

Ronald Reagan to lead the way, much of what has passed for conservatism among our generation could easily drift into the sort of selfish apathy that President Bok has warned against. One need only look at the official Class of 1989 shirt logo, which reads "Going for the Gold" on the front, and displays a replica of an American Express Gold Card on the back. Is that all that we have learned from our political apprenticeship under Reagan, that, to quote another hero of the acquisitive Eighties, Gordon Gekko, "greed is good"? I hope not.

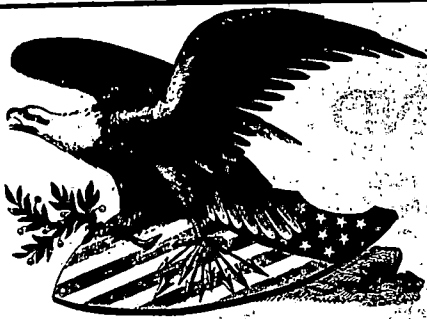
Thus the Class of 1989 stands at the end of childhood and, to borrow a cliché from commencements past, at the threshold of adulthood. Before us stretch both the uncertain decade of the Nineties and the daunting prospect of trying to make sense out of an increasingly complex and rapidly changing world. We are now on our own, in more ways than we may think. For beyond the more prosaic responsibilities

on both sides of the Congressional aisle on compromise are the clearest indicators of this national confusion.

In this moment of confusion, while the United States hovers at the edge of a new decade and a new century, our generation must step forward to chart a clear course for the nation. We owe a great debt to Ronald Reagan for helping us to formulate our early political ideas, but we must also recognize that our political apprenticeship is at an end. Our national father figure has gone, but we should not allow his absence to drive us into apathy or confusion. This advice is for all who want to create a better world, but especially for those who would call themselves conservatives. We must work twice as hard to realize a vision of a better society, or we will prove ourselves guilty of the very sins of apathy and selfishness that our opponents have long attributed to us.

Ronald J. Granieri '89 is a former Editor of The Harvard Salient.

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Volume IX, No. 3

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The Salient welcomes advertising; for our low rates, contact Mark Jaffe or Andrew Horne at (617) 498-7031. Students and faculty at Harvard University receive free copies of each issue. Annual mailed subscriptions are available with a tax-deductible contribution of at least \$15.

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THE HARVARD SALIENT

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G E O R G E T O W N
BLUEGRASS



REBELS

without applause

60'S activists at Georgetown dreamt of

revolution. Will the campus wake

up to one in the 90'S?



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corner of Wisconsin
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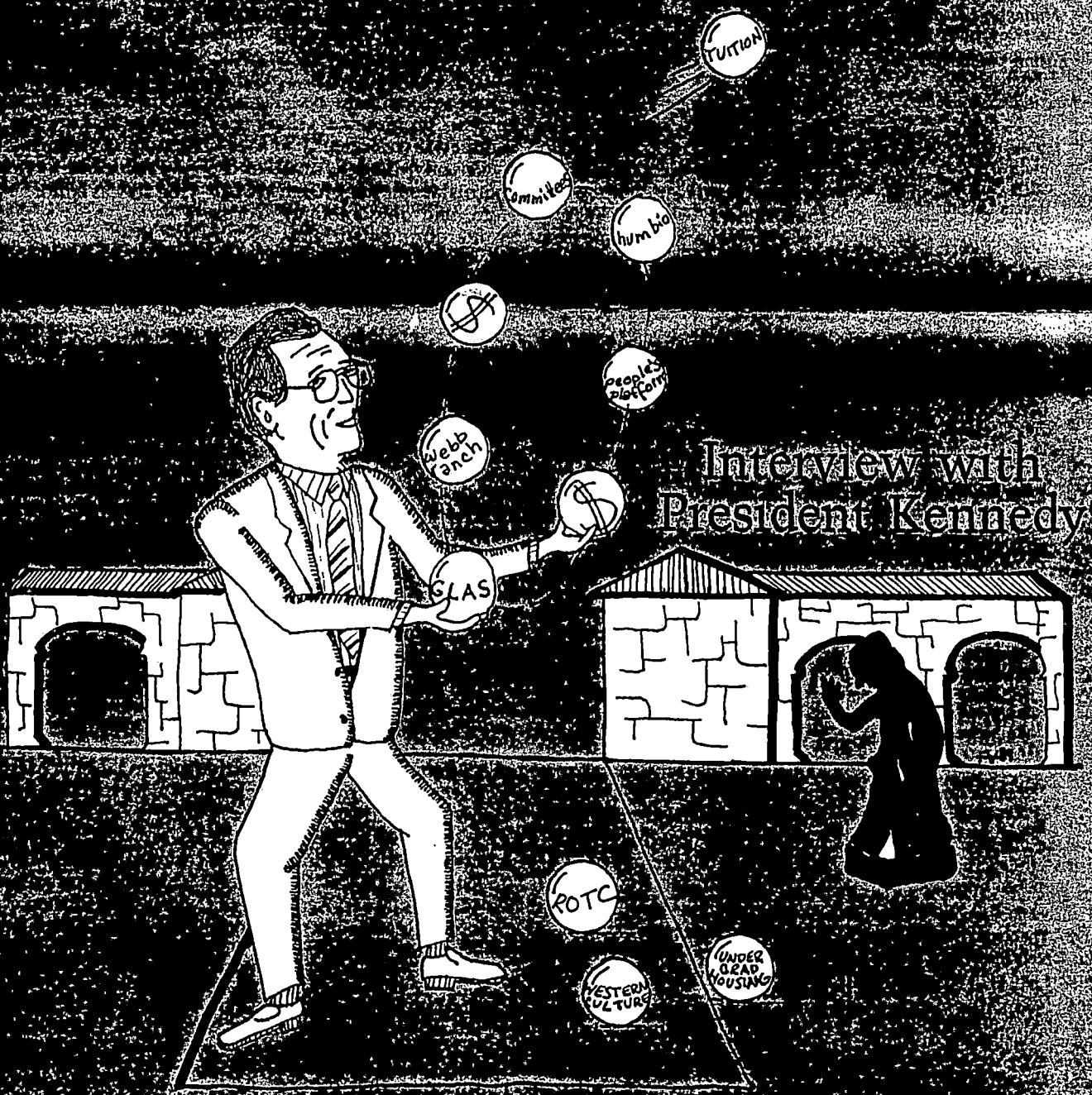
cover: Clifford Strong and Cornell Womack lead a FUSE rally, November 10, 1988. Photograph by Nick Baldick courtesy of *The Georgetown Voice*. Drawing by Keith Tiernan.

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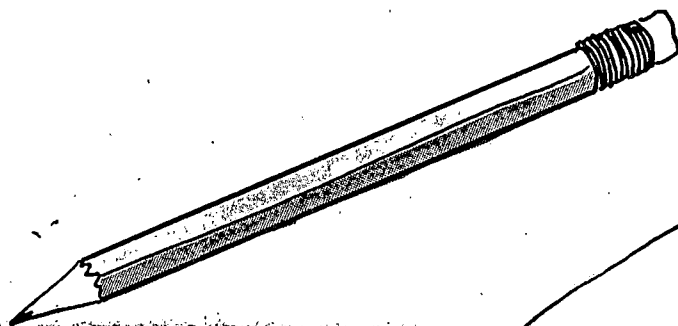
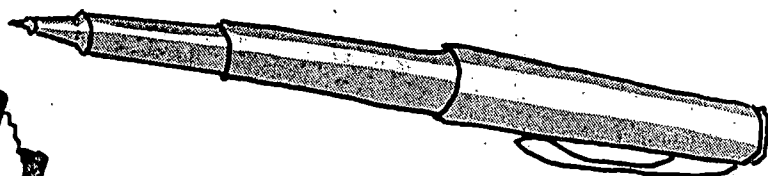
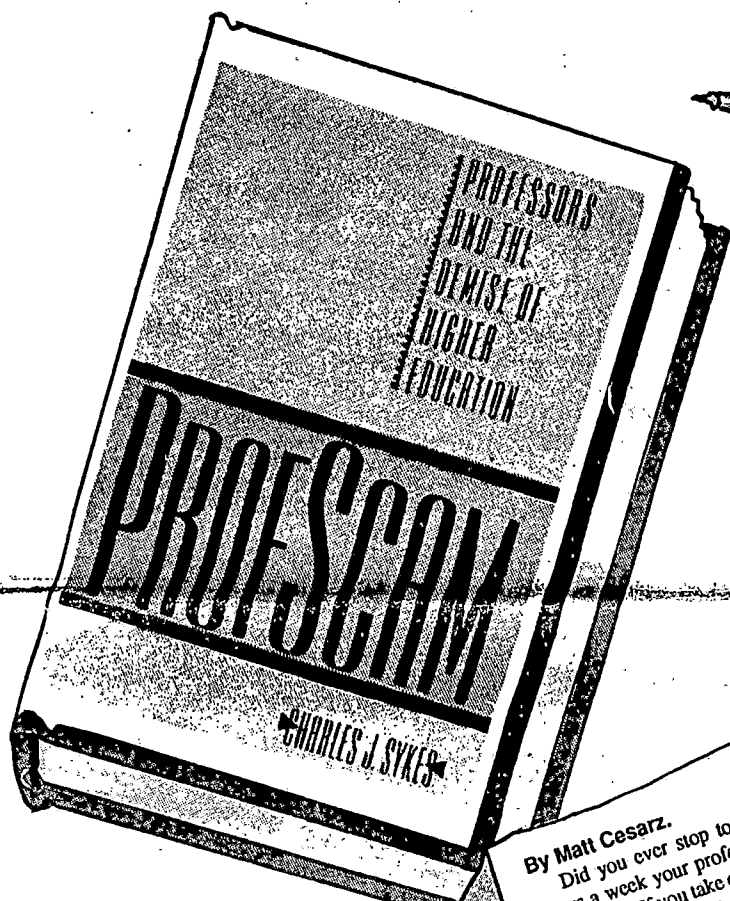
STANFORD REVIEW

VOLUME III • NUMBER FIVE • APRIL 1989



NU's own profscam

Prof-turned-author reveals academic scandal



By Matt Cesarz.

Did you ever stop to think how many hours a week your professors spend in the classroom? If you take one look through the spring class schedule, you will be hard pressed to find a professor that is teaching more than two classes. You will be even harder pressed to find any teachers who actually "teach." After all, how many times has a professor said, "Go to see the TA's first, and come see me only if it is absolutely necessary."

One can easily extrapolate from the NU experience to reveal a continuing trend at the national academic level. In *Profscam*, professor-turned-reporter Charles J. Sykes discusses and details the "teaching is worthless, research is everything" attitude that is chipping away at the strong educational base that once was the pride of America.

In Sykes's interview with the Review, he talked about what he considers "the rot at the heart of the university," professors and administrators who are systematically destroying any type of academic freedom and the value of being a teacher first, researcher second.

Publish or Perish
What, exactly, is happening to higher education? According to Sykes, there is "a radical and very unfortunate distortion of the priorities and values of higher education that have devalued teaching in the name of research." To prove his point, Sykes cited figures from Northwestern's own Task Force on the Undergraduate Experience. Only 37 percent of the faculty members surveyed ranked teaching as their top priority. The other 63 percent ranked research

first. Only 105 of the faculty think that undergraduate teaching is rewarded quite a bit or a good deal, whereas 39 percent thought teaching went basically unrewarded. Sykes bluntly states, "To me, that [situation], at an institution like NU, reflects how warped the priorities of higher education have become."

These figures are indeed disheartening. But what is the source of the problem? "The source of this academic culture is, unfortunately, the professoriate itself," Sykes said. "Clearly they have established a culture where prestige is tied specifically to research rather than teaching, and it is the academics themselves who control who gets published in the journals and who does not; it is the academics who run the conferences and set the standards, and who essentially determine who gets tenure," Sykes explained.

Sykes gives one piece of advice to professors who consider research more important than teaching. Look up the word "professor" in the Oxford American Dictionary. "It is defined as 'a teacher of the highest rank,' not a researcher who begrudgingly devotes a few hours a week to fulfill their job description."

Tenure
Not only does tenure put many irresponsible professors in the position to neglect their primary job, teaching, but more often than not it punishes professors who do put instruction before research, Sykes claims.

A perfect example is visiting Assistant Professor David Krause of NU's English department. Krause received some of the highest CTEC ratings in recent history, yet

(continued on page 3)

THE WHITE HOUSE
WASHINGTON

COLUMN ON NATIONAL DRUG STRATEGY

BY PRESIDENT GEORGE BUSH

Summer is over and classes are back in session. As we begin the school year, our thoughts again turn to the future -- a future gravely threatened by drugs.

Americans agree that the biggest threat we are facing as a nation is drugs, in particular cocaine and crack.

Who is responsible? Everyone who uses drugs. Everyone who sells drugs. Everyone who looks the other way.

Some people used to call drugs just a benign form of recreation. They're not. Drugs are a real and extremely serious threat to our schools, our homes, our friends and our families. It doesn't matter where you live or what school you attend. No one is free from the threat of drugs. Inner cities, small towns, and college campuses all are under siege -- because America is under siege.

On September 5, I announced the first comprehensive national strategy to end the siege -- to fight drugs with tougher laws and enforcement, and with improved treatment, education and prevention. The programs we've proposed are an all-out assault against the evil of drug use and drug trafficking. We are aggressively attacking the problem from every angle, and proposing a 1990 drug-budget totaling over eight billion dollars -- the largest single increase in history.

America is fighting a war against drugs. Yet the most important weapons in the war on drugs are the least tangible: self-discipline, courage, character, support from one's family, faith in God and in one's self.

Fundamentally, the drug problem in America is not one of supply, but of demand. We are taking strong new action to stop the flow of drugs into this country and to stop the dealers themselves; but as long as Americans are willing to buy illegal drugs, somebody, somewhere in the world will sell them.

Recently, I met with Mrs. Everett Hatcher, the widow of a veteran DEA agent who was killed by drug-using cowards. A woman of considerable dignity, she put responsibility for her husband's death squarely on "casual" users of cocaine. She's right -- and there is now blood on their hands. Similarly, President Barco of Colombia recently made an appeal to Americans to stop buying the cocaine causing the slaughter of innocent civilians in the drug wars there.

Every student in America at some point -- at a party, in a locker room, in a dorm room -- every student must choose to accept or reject drugs. But there is another choice that college students, as responsible adults, must make -- whether to get involved in a personal way to end drug use, or to look the other way.

College campuses have long been centers of conscience and idealism in this country, places where students have raised their voices to protest oppression, injustice and human suffering

around the world. Yet, no one would deny that often drugs go hand in hand with injustice, suffering and even death. But where is the sound of protest? Innocent bystanders are killed at random on city streets. Babies are born addicted to crack and heroin. Young children are forced into the drug trade by addicts. What greater human rights violations exist? What greater injustices? Yet, recreational drug users still on some college campuses are ambivalent to the death and destruction they are financing.

We must appeal to the social conscience of every college student on every college campus in America. The way to protest the misery and oppression brought about by drugs is to commit yourself to staying away from drugs -- and working to keep them away from your friends.

Drug use doesn't usually begin the way most people would think, with young people getting their first drugs from an addict or a dealer. Instead, they get them free from "friends" who think casual drug use hurts no one. Peer pressure is what spreads drug use and peer pressure can help stop it.

You can help stop it -- if you get involved.

#

Institute For Educational Affairs

August 15, 1989

Mary Kate Grant
Speechwriter
Office of Media Relations
The White House
OEOP Room 117
Washington, DC 20500

Dear Mary Kate:

Just a quick note to let you know that 12 of our student editors and I met with the President last week in the White House to discuss education and drug policy issues. The meeting was set up by Doug Wead in Public Liason.

The President has great rapport with college students. If anything, the meeting made us even more eager to have a column by George Bush for distribution to our syndicate of 900 college newspapers. I appreciate your efforts, and hope you keep me posted on developments on your end.

Yours truly,



Thomas Wm Skladony
Vice President

Institute For Educational Affairs

September 29, 1989

Mary Kate Grant
Speechwriters Office
Exec. Office of the President
Old Exec. Office Bldg., Rm. 117
Washington, DC 20500

Dear Mary Kate:

As a new school year begins, I am writing to introduce you to a network of college and university publications that can give you a unique perspective on events on campus.

The Collegiate Network is a group of 49 independent, student-run newspapers and magazines, located at many of the nation's most prestigious schools. One is a daily, several are weeklies, and the rest generally come out monthly, carrying news, features, and opinions on all aspects of campus life. For the past nine years, my organization has been providing grants, as well as editorial and management advice, to them (although we do not exercise any editorial control). The enclosed annual report describes what we do in more detail.

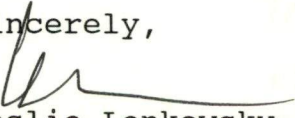
The Collegiate Network is normally thought of as a group of "conservative" publications. Our most famous member is The Dartmouth Review. However, if you take the time to read the enclosed article from Rolling Stone's back-to-school issue, I think you will see that there is a good deal more to the papers and magazines than an ideological posture. The Collegiate Network is now attracting some of the most intellectually honest and committed undergraduates in the country. Precisely because they usually approach issues from a different angle, their writing is among the most insightful and provocative appearing on campus today.

In the event you might have some use for it, I would be delighted to make their work available to you on a regular basis. To that end, I have enclosed a list of the Network publications to help you get in touch with our members if you are interested in their views. In addition, I will periodically send you a packet of the best articles these papers print. I would also be happy to arrange a subscription to any of them that you might like to receive directly.

Mary Kate Grant
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If my organization can be of any other help to you, please
feel free to call me or our program officer, Alex Dahl.

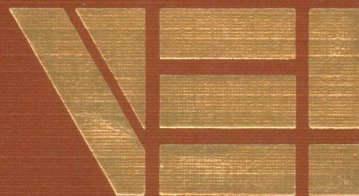
Sincerely,


Leslie Lenkowsky
President

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Annual
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INSTITUTE FOR EDUCATIONAL AFFAIRS



A DECADE OF ACCOMPLISHMENTS

**Annual Report
of the
Institute for Educational Affairs**

1988

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William E. Simon
310 South Street, CN 1913
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October 20, 1988

Mr. Leslie Lenkowsky
President
Institute for Educational Affairs
1112 16th Street, N.W.
Washington, D.C. 20036

Dear Les:

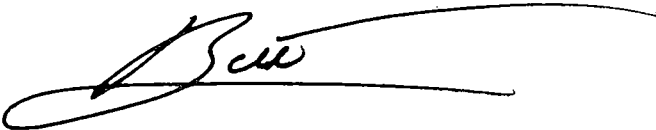
I am very sorry not to be with you at IEA's tenth anniversary luncheon. As one of IEA's co-founders, it is certainly disappointing not to be able to join the celebration.

It is hard to believe that IEA was founded a decade ago. In one sense it seems like yesterday, but in another it seems like a whole other era, so much has changed on the American political scene during that time. IEA shares the credit. In 1978, we conservatives were treated like neanderthals, and the prospect of a two-term Ronald Reagan presidency seemed mighty distant. But the training and support you have given for student journalism, the scholarly work you have funded, the guidance you have provided to corporate and private foundations, all have contributed significantly to the conservative renaissance we have witnessed in the last ten years.

I know everyone there tonight shares my pride in IEA's achievements, and looks forward to the next decade of accomplishment. Congratulations, and let's keep up the battle.

With warm regards to all of you,

Sincerely,

A handwritten signature in dark ink, appearing to read 'Bill', with a long horizontal flourish extending to the right.

THE WHITE HOUSE

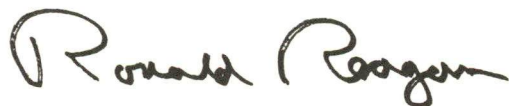
WASHINGTON

October 19, 1988

Greetings and congratulations to the members and friends of the Institute for Educational Affairs as you celebrate a decade of "creating a national dialogue" about the guiding principles of American civilization.

You've been doing something remarkable -- making acceptable again the idea that the way to perpetuate our civilization is to identify and defend the traditions and values that have defined, strengthened, and inspired our culture and our Nation through more than two centuries. Through your network of student newspapers, your grants to scholars and journalists, and your efforts to bring new ideas to the nonprofit community, you are building on a base of intellectual inquiry and excellence that has been one of America's greatest assets. You've succeeded because yours is the essential premise that ideas count. Generations yet unborn will be grateful for your sense of our past, your foresight, and your courage.

Again, congratulations. May your next ten years, and more, be as effective in the service of freedom as your first ten have been. God bless you.

A handwritten signature in dark ink, reading "Ronald Reagan". The signature is written in a cursive, flowing style with a large, prominent "R" at the beginning.

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STATEMENT OF PURPOSE

The Institute for Educational Affairs was founded in 1978 to help defend America's 200-year-old experiment in self-government and economic freedom from a self-conscious cultural establishment eager to condemn the principles, aspirations and loyalties of most Americans. The Institute for Educational Affairs was born as a novel and in the best sense of the word idealistic effort to deal with that unique situation. Part of the Institute's own uniqueness involves its very constitution; we brought together business leaders and scholars, two parts of our society between which in the past there had been too little interaction. We did so because one of our explicit goals was to demonstrate that there exists a natural harmony between enlightened philanthropy and enlightening scholarship. We hope that IEA, by facilitating the former, will encourage the latter.

Indeed, facilitating more enlightened philanthropy is the central goal of the Institute for Educational Affairs. In many ways, IEA is a foundation *for* foundations. Over its lifetime, IEA has utilized a number of means to enhance discussion and creativity among private and corporate givers. We encourage others to think of IEA as a "clearinghouse" and information network. IEA's staff, its myriad friends and consultants in the academic world, and its distinguished Board of Directors are all available to assist the inquiring corporate or private donor. Finally, we hope that the programs and projects IEA funds directly will be of a quality sufficient to encourage partnership or emulation.

The Institute for Educational Affairs exists to assist those thinkers and institutions including, especially, other foundations whose work furthers the ideas about freedom and justice that are fundamental to our way of life. As we wrote in our first annual report, "The Institute has in mind nothing less than creating a national dialogue about what our guiding principles might be. Out of such a dialogue, we hope, there will begin to emerge a culture that fulfills its traditional role as a sustainer and guardian of our civilization." While America, and Americans' perception of America, have changed greatly in the ten years since the Institute was founded, we find ourselves with much still to do to fulfill this objective.

Whether the Institute's Board members or staff are working with a corporate CEO or contributions specialist to identify new areas for corporate giving, or providing a vital first grant to an up-and-coming scholar, or helping to open new forums on American campuses, we believe that ideas matter and over time matter dramatically. Because we believe this, we are optimistic about the future. Quality scholarship, by its nature, is our ally. Open forums are our natural habitat.

We are delighted to have welcomed six new members to our Board in the past year: William J. Bennett, former Secretary of Education; Robert H. Bork, John M. Olin Fellow of the American Enterprise Institute; Henry O. Dormann, Editor-in-Chief, *Leaders Magazine*; L. Oakley Johnson, Vice President, Corporate Affairs, American International Group; Lawrence Kudlow, Chief Economist, Bear, Stearns, Inc.; and Roger D. Semerad, Senior Vice President, Policy Development, American Express Company. With their help and that of the rest of our Board, along with the effort of our staff and the many organizations that provide support for our programs, we believe that the Institute will come closer to fulfilling its promise than ever before.

CHARLES WOHLSTETTER

IRVING KRISTOL

STAFF

Leslie Lenkowsky, *President*
Thomas Wm. Skladony, *Vice President*
Hilda M. Maness, *Assistant to the President*
Peter Frumkin, *Program Officer*
Jonathan Bacal, *Program Officer*
Tess Samuel, *Office Manager*
Kim C. Bowling, *Secretary*

PRESIDENT'S REPORT

In 1988, the Institute for Educational Affairs celebrated its tenth anniversary. Many nonprofit organizations are not fortunate enough to reach that milestone. But we did make it, with a record of achievement to be proud of and a program that is still running smoothly and growing. Moreover, though we have undertaken projects we did not originally anticipate, the Institute's major concerns have remained remarkably faithful to those its founders had in mind a decade ago, as our activities in 1988 make evident.

In 1978, one of our two principal missions was to assist foundations, corporations, and individual donors in directing their grants toward projects which sustained the values and institutions that made the tradition of American philanthropy possible. In 1988, that aim was embodied in a new organization, the Philanthropic Roundtable, which has now attracted nearly 150 members, published a bimonthly newsletter, held three major conferences, and performed a variety of other services for its members. In its first full year of operation, the Philanthropic Roundtable won the interest and respect of the nonprofit world, as well as gave increased visibility to new and more effective approaches to grantmaking.

Our second main objective in 1978 was to provide financial support to carefully selected scholars and journalists. In 1988, though not as large a portion of our activities as previously, we continued to make grants for worthwhile projects. Most notable were the SmithKline Beckman Bicentennial Awards in Legal Education, which assisted six law schools in adding courses on the history and philosophy of the Constitution to their curricula. The establishment of a new fund for small grants enabled several journalists to undertake important assignments requiring extensive travel or other extraordinary expenses. IEA also continued to serve as a "home" for a number of independent scholars and journalists whose work was being underwritten by various foundations.

Although it was not anticipated a decade ago, the Student Journalism Program has turned out not only to fit well with IEA's primary goals, but also to be a uniquely significant activity in its own right. With the addition of five new publications at the end of 1988, membership in the Collegiate Network reached a new high of over 40 newspapers and magazines. The increasing proficiency of our advisory services also helped many of the publications improve their editorial quality and organizational strength. Whether at Stanford or Dartmouth, Northwestern University or the University of North Carolina, wherever debates over the future of higher education were raging, IEA-assisted journals seemed to be in the middle of them and having an effect. In this way, they too contributed to the enhancement of scholarship that is the Institute's ultimate objective.

The Student Journalism Program contributes as well by serving as a vehicle for identifying talented undergraduates, who might be interested in scholarly or journalistic careers. In 1988, IEA's Editorial Internship Program placed recent graduates in entry-level positions at *The Public Interest*, *National Review*, *Orbis*, *The National Interest*, *Chronicles of Culture*, and, of special note, *The New Republic*. Two other students worked part-time at *Academic Questions*, the journal of the National Association of Scholars, while attending Princeton. The Institute also launched a new summer internship program, aimed at giving some of our younger writers experience in Washington before they return to school for their senior years. During the summer of 1988, students were placed in the White House and the Department of Education, as well as with *The Washington*

Times, *Policy Review*, and a television production company, the Blackwell Corporation. In time, they and the full-year interns may join the growing list of IEA "alumni" now making their mark in newspapers, magazines, and government, as well as pursuing academic and professional careers.

More than 50 foundations, corporations, and individual donors supported IEA's programs last year, a record number. Most who had given in 1987 contributed in 1988; in addition, 10 new supporters were acquired. The few past donors who declined to renew their grants gave a change in their own funding priorities as the reason, rather than dissatisfaction with IEA's work. Clearly by anyone's standards, at the end of its first decade, IEA has attained a reasonably stable financial base.

Not least important, it has also put together an active board and a highly competent staff. Two of the President Reagan's most admired appointees, William J. Bennett and Robert H. Bork, re-enlisted as IEA directors after completing their government service. Top executives from American Express, the American International Group, and Bear, Stearns, as well as the editor of *Leaders* magazine, have also joined the board. At the beginning of 1988, Hilda M. Maness arrived as Assistant to the President and has proceeded to put the Institute's administrative and financial affairs in superb order. The annual summer rotation of program officers, which brought Jon Bacal and Peter Frumkin to the IEA staff, was accomplished with hardly any disruption in our activities.

All these are signs of a mature organization, which is what IEA has become. Its programs, its finances, and its operations are in good shape. Its reputation is high. Its place in the crowded world of nonprofit educational groups is well-defined.

These are not reasons for complacency, since we still have much to do. For all that we (and others) have managed to accomplish in the past 10 years, both philanthropy and higher education remain largely inhospitable to the ideas which IEA champions. Indeed, precisely because of some of the successes of the past decade, such as the critiques of Allan Bloom and William Bennett and the efforts of the Reagan administration to reduce the dependency of nonprofits on public spending, leaders in both philanthropy and higher education have become more furious defenders of their position, and often more skillful ones as well.

Moreover, IEA's own accomplishments have placed strains on its staff and financial resources. The funds contributed to the Institute in 1988 were just about enough to cover its expenses. (Indeed, some aspects of IEA's program, notably its editorial internships, grants to journalists, and incentive awards for Collegiate Network publications, had to be curtailed for lack of money.) And providing services to a network of more than 40 student publications is far more time-consuming than working with 30 or less. Likewise, the success of the Philanthropic Roundtable has opened up additional opportunities, not least of all in assisting the new grantmakers that have been attracted to it.

Nonetheless, it is better to have too much to do than too little. Furthermore, in the fields in which IEA works, it is impossible to rest on one's laurels or take too much pride in what one has done. Reality quickly restores humility and spurs one on to try harder. That is what we intend to do in our second decade and we look forward to another 10 years of accomplishments in areas that still badly need what we can bring to them.

LESLIE LENKOWSKY

STUDENT JOURNALISM PROGRAM

Since 1980, the Institute has been assisting students at scores of American colleges and universities in their efforts to found and publish campus newspapers and magazines. In just a few years, IEA-funded journals have expanded the range of viewpoints at many of the nation's top schools, including every Ivy League campus and many of the major state universities. They have also helped develop thoughtful and fair-minded journalists, many of whom now work at newspapers, magazines, research institutes, and other organizations throughout the country.

Collectively, these publications are known as the Collegiate Network and they receive nearly \$100,000 annually in direct financial assistance from IEA. In addition, since 1986, the Institute has been operating a program of editorial and publishing advisory services to help the papers improve in quality and organizational stability. In 1988, this program included:

A series of *regional conferences* during the spring which were attended by 120 students from 34 campus publications. The workshops brought these students together with professional writers and editors, including many who worked on IEA-sponsored papers while in college, for a weekend of "nuts and bolts" instruction on the business of publishing student newspapers. Speakers included *Wall Street Journal* editor Robert Bartley, *Detroit News* editorial page editor Thomas Bray, IEA Vice Chairman Irving Kristol, and Harvard professor Nathan Glazer.

A schedule of *site visits* which allow IEA staff to see each paper on its own campus, meet its staff, evaluate its effectiveness, and troubleshoot its particular problems. Last year more than 30 colleges and universities were visited.

A *monthly newsletter*, *Newslink*, which provides student journalists with important news about the program, story ideas, and publishing tips. *Newslink* now contains almost all original copy, much of it written by the current student editors themselves, and includes one how-to article on editorial matters and one on business topics in each issue. A "Worth Reading" column enables accomplished writers, such as Robert Novak, William F. Buckley, Jr., and Arnold Beichman, to tell today's undergraduates about the works that most inspired them.

A *toll-free "hotline"* to make it easier for student journalists to call IEA for help with day-to-day problems. During the school year, the "hotline" was used nearly 200 times per month.

A *nationally syndicated monthly column* on issues in higher education, called "Collegiate Times." In addition to the Collegiate Network papers, this column is sent to 865 other college publications as well as 125 of the largest professional daily papers in an effort to reach a major student audience on campuses outside those served by the Network. Columnists

featured in 1988 included William Bennett, Richard Nixon, Boston University president John Silber, and Equal Employment Opportunity Commission chairman Clarence Thomas.

A *national advertising consortium* which sells the Collegiate Network papers as a single media package. Coors, Contel, and the Hoover Institution Press were just some of the advertisers who have placed ads in every Network publication through the consortium. In 1988, the consortium provided nearly \$40,000 in direct revenue to the student papers.

An *exchange program* which enables each paper to receive copies of all of the others in the Collegiate Network.

Of course, in the "battle of ideas" Collegiate Network journals are engaged in, what counts most are the ideas themselves. IEA tries to contribute to the intellectual growth of the students working on the papers it supports through several programs, including:

An annual *national student editors seminar*, which brings the best editors together with leading scholars for a weekend of serious discussion about fundamental ideas in American political thought. The third one, held in October 1988, examined the First Amendment and freedom of speech. The faculty consisted of National Endowment for the Humanities chairman Lynne Cheney, *National Review* editor John O'Sullivan, columnist Nat Hentoff, *Wall Street Journal* editorialist Gordon Crovitz, and IEA Vice Chairman Irving Kristol.

An *information service* that provides each publication with important books, magazines, newsletters, and studies on both timeless and contemporary issues. In 1988, Collegiate Network journals received books authored by George Will, Whittaker Chambers, and William F. Buckley, Jr., among others, as well as the output of some 40 think tanks and educational organizations.

Through its editorial services, management counseling, and grant support, the Institute's message was that Collegiate Network papers must be well-written, well-edited, and of interest to the communities they serve in order to receive assistance. The student papers always will and should vary widely, as befits the differences among the campuses where they are located. Moreover, the Institute continues to leave editorial and other decisions in the hands of the student publishers, as befits its desire to foster responsible student discussion of issues and ideas. Nevertheless, through what we have done since 1986, we have informed current and would-be student journalists that membership in the Collegiate Network is something to be earned *and desired*. As a result, the overall quality of the student journals has improved dramatically. The writing in the Collegiate Network publications continues to be some of the best to be found anywhere on college campuses.

While IEA continued to concentrate its efforts on improving the existing publications, it remained attentive to bringing promising new papers into the Collegiate

Network. Eight new papers were added in 1988, including one at the University of Chicago, and nearly a dozen more are poised for admission in 1989. For the third year in a row, the Collegiate Network has gained more new publications than it lost to attrition. The 41 publications of the Collegiate Network now have a combined circulation of nearly 350,000 copies per issue.

That they were being read and having an impact was evident from the increasing amount of press coverage they received in 1988. The *Stanford Review*, for example, played a prominent role in the debate over Stanford University's Western Culture requirement, hosting a headline-making speech by William J. Bennett and doing follow-up stories that were the basis of editorials and news reports in *The Wall Street Journal* and elsewhere. At Harvard, only the Collegiate Network publication, the *Salient*, stood up for the academic freedom of a liberal historian, who was accused of "racial insensitivity" in his lectures. Student papers at Dartmouth, Vassar, and elsewhere also learned about the limits of collegiate tolerance (and wound up in the news) when campus administrators cut off their funds or suspended the students who worked on them for supposed misconduct. Yet, like all good journalists, they persisted out of the conviction, which IEA shares, that even at today's colleges and universities, serious discussion and debate are not only desirable but essential.

THE COLLEGIATE NETWORK

Amherst Spectator	Michigan Review
Badger Herald (UW-Madison)	Minnesota Spectator
Binghamton Times (SUNY-Binghamton)	Minuteman (UM-Amherst)
Boston College Observer	Northwestern Review
Brandeisian (Brandeis)	Oregon Commentator
Brown Spectator	Perspective (Radford)
California Review (UC-Berkeley)	Primary Source (Tufts)
California Review (UC-San Diego)	Princeton Tory
Campus Review (U. of Iowa)	Red and Blue (U. of Penn.)
Carleton Observer	Redwood Review (UC-Santa Cruz)
Carolina Critic (UNC-Chapel Hill)	Rutgers Contrarian
Chicago Crucible (U. of Chicago)	Spartan Review (San Jose State)
Cornell Review	Stanford Review
Dartmouth Review	Texas Review
Federalist Paper (Columbia)	UWM Times (UW-Milwaukee)
Florida Leader (U. of Florida)	Vassar Spectator
Florida Review (U. of Florida)	Virginia Advocate
Free Thinker (Occidental)	Washington Spectator
Georgetown's Blue & Gray	Wellesley Review
Harvard Salient	Wesleyan Review
Illini Review	

EDITORIAL INTERNSHIP PROGRAM

For graduates of the Collegiate Network with a serious interest in journalism and public policy, as well as other outstanding recent college graduates, IEA provides one-year internships at a number of national publications and research institutes. IEA internships are designed to provide a solid year of hands-on training, under the guidance of preeminent editors, that could lead to career positions in public affairs journalism.

With the Institute's help, aspiring young journalists have been apprenticed at *The American Spectator*, *National Review*, *Policy Review*, *Reason*, *The National Interest*, and many other publications. IEA alumni have recently held positions on the staffs of *The New Republic*, *The New York Daily News*, *The Wall Street Journal*, *National Review*, *Policy Review*, *Harper's* magazine, *The Washington Times*, *Insight* magazine, and *U.S. News and World Report*. Others served in top-level public affairs and speechwriting jobs in the Reagan administration.

In 1988, IEA expanded its summer internship program for undergraduates, now called "The Collegiate Network in Washington." In addition to direct sponsorship of summer positions, IEA made numerous referrals and recommendations. IEA also held evening seminars with distinguished writers and think-tank scholars on topics of interest to student journalists. All told, over two-dozen editors from the Collegiate Network spent the summer working in a variety of research and writing positions, in government, research institutes, and the media.

IEA maintains a computerized information bank about its alumni not only to track and assist their career growth, but also to encourage and facilitate contact between them and today's campus journalists. Over time, a significant number of IEA alumni are expected to make important contributions in their chosen fields and bring greater balance and objectivity to American journalism.

INTERNS

Mark Cunningham	<i>National Review</i>
Mark Powell	<i>Orbis</i>
Matthew Kaufman	<i>Chronicles</i>
Irfan Kawaja	<i>Academic Questions</i>

SUMMER INTERNS

Marc Thiessen	White House Office of Public Affairs
Peter Thiel	U.S. Department of Education
Kiki Bhatia	<i>Policy Review</i>
Richard Lowry	<i>The National Interest</i>
Lynne Munson	The Blackwell Corporation
Louisa Oliver	<i>The Washington Times</i>

PHILANTHROPIC ROUNDTABLE

When the Institute for Educational Affairs launched the Philanthropic Roundtable two years ago, its goal was to promote within philanthropy the values and principles which have made America prosperous and free. To this end, IEA sought to create a network where innovative ideas could be translated into effective projects for foundations, corporations, and individual donors. This past year, the Roundtable took several significant steps towards fulfilling these goals.

The Roundtable began with a charter membership of 60 grantmakers. By the end of 1988, membership exceeded 130, including a number of the nation's largest and most influential foundations.

The remarkable growth of the Roundtable can be attributed to the popularity of its principal activities:

In 1988, the Roundtable hosted two national conferences. The first, "Improving Higher Education," was held in Chicago in January and featured a talk by Allan Bloom, author of the bestseller *The Closing of the American Mind*. Throughout the day, panelists such as Robert Payton, Herbert London, and Chester E. Finn, Jr., debated what was wrong with higher education and what grantmakers could do to change the situation.

The Roundtable's second conference looked at ways philanthropy could speed the spread of democracy overseas. Held in Washington in June, "Promoting Democracy Abroad," turned out to be a lively and controversial exchange of ideas and opinions. On the program were Elliott Abrams, Vladimir Bukovsky, Alan Keyes, and Joshua Muravchik. Both forums were attended by close to 100 people and received considerable coverage within the philanthropic press.

Philanthropy, the Roundtable's bimonthly newsletter, emerged as one of the premier publications on philanthropy, and now enjoys a wide readership which includes leaders in government, public affairs, and the non-profit world. In its second year, *Philanthropy* continued to offer its readers refreshingly new perspectives from leading experts in fields such as education, international affairs, and philanthropy itself. Featured authors included Charles Murray, George Weigel, Lawrence Mead, and Gary Bauer, among others.

The first Occasional Paper of the Philanthropic Roundtable was published in 1988, "Why Higher Education Is Failing and What Donors Can Do about It," by Edwin Delattre of the American Enterprise Institute. Within months, the paper sold out its first press run.

The Roundtable continued to increase its visibility during its second year. IEA's president participated in a number of conferences on grantmaking and delivered speeches to foundation directors at meetings across the country. He also authored editorials on issues in philanthropy for *The Wall Street Journal* and *The Non-Profit Times* and was quoted frequently in the new *Chronicle of Philanthropy*. Under a grant from the Kellogg Foundation, he taught a course on philanthropy and public policy at Georgetown University.

In addition, members made increasing use of a number of the special services provided by the Roundtable, including:

A revised and expanded *clearinghouse* of information on topics, organizations, and people of interest to the philanthropic community.

A *personnel service* to help identify highly qualified candidates for foundation or corporate philanthropic work.

A *project development service* to assist members in creating new programs for funding by themselves or in cooperation with others.

By the end of 1988, the Roundtable had succeeded in providing to its members a wide variety of useful services, and in raising a new and independent voice within a sector which had grown tired and predictable. As a result, the Roundtable attracted an ever broader audience during its second year, including both well-established and emerging foundations.

Truly fresh viewpoints, building upon the strengths of the private sector and on traditional American values, still encounter entrenched opposition within philanthropy. The Roundtable's mission is to redress this situation by showing how such viewpoints, if understood and applied, can lead to more effective grantmaking across all areas of activity. In the coming year, the Roundtable intends to continue its work as a catalyst for innovative thinking within philanthropy and as a forum where such ideas can be translated into philanthropic practice.

Membership in the Philanthropic Roundtable is open to all grantmakers. No fee for joining is currently being charged. The Roundtable's activities are guided by a steering committee, chaired by Michael S. Joyce, an IEA trustee and president of the Lynde and Harry W. Bradley Foundation in Milwaukee, Wisconsin.

GRANTS TO SCHOLARS AND JOURNALISTS

In addition to its own projects, IEA continues to make occasional grants to scholars and journalists writing on a variety of domestic and international topics. IEA also provides advice to grant-seekers preparing proposals for other foundations, particularly to younger scholars and writers trying to launch their careers. It also works closely with individual, corporate, and private foundation donors seeking assistance in developing projects.

IEA maintains extensive contacts in the academic, journalistic, and philanthropic communities, which it uses to promote sound scholarship and writing on some of the most important public issues of the day. With its own resources or special donations, the Institute has helped numerous authors find the financial means to undertake and complete their projects.

A number of books made possible by IEA support appeared in print during 1988, including:

Robert D. Kaplan, *Surrender or Starve: The Wars Behind the Famine*

Dawa Norbu, *Red Star Over Tibet*

Aaron Wildavsky, *Searching for Safety*

Paul Weaver, *The Suicidal Corporation*

Irving Welfeld, *Where We Live: A Social History of American Housing*

In 1988, the Institute launched a new Small Grants Program for scholars and journalists completing magazine articles on current topics of interest. IEA small grants are intended to help authors meet modest research or travel expenses in cases where major funding is not needed. The first publication to result from an IEA small grant was Robert Leiken's article on Mexico in the Winter 1988/89 issue of *The National Interest*.

To commemorate the bicentennial of the U. S. Constitution, and with the support of the SmithKline Beckman Corporation, the Institute conducted a national awards competition for law schools to develop new courses on the history and philosophy of the Constitution. Six SmithKline Beckman Bicentennial Awards in Legal Education were made in 1988 for courses on the writings and ideas of the American Founders. Two courses were offered in the fall of 1988; the remaining four will be offered in 1989. The courses are intended to become part of the regular curriculum at these law schools, and to inspire similar courses at others.

GRANTS 1988

Alumni for a Better Dartmouth	Conference and report on improving liberal arts education	\$10,000
P.T. Bauer	Research and writing on economic development	\$10,000
Dinesh D'Souza	Study of American Elites	\$30,000
<i>Encounter Magazine</i>	Publishing support	\$38,000
Margaret Gallagher	Study of feminist theory	\$ 5,500
Robert Goldwin	Support for a series of books on the Constitution	\$ 3,130
Richard Harrison	Study of Soviet military theory	\$14,200
Rael Jean Isaac and Virginia Armat	Research on mental illness and homelessness	\$42,500
Robert D. Kaplan	Research on the war in Afghanistan	\$36,780
Roger Kimball	Study of humanities education in America	\$ 4,000
Robert Leiken	Research on Mexican elections	\$ 1,600
Joshua Muravchik	Study of U. S. efforts to promote democracy abroad	\$25,000
Peter Skerry	Research on Immigration	\$ 1,500
Aaron Wildavsky	Study of Marxist economic theory	\$38,000

SMITHKLINE BECKMAN BICENTENNIAL AWARDS IN LEGAL EDUCATION

Professors Thomas E. Baker and James E. Viator Texas Tech University School of Law	\$22,650
Dr. David B. Broyles Wake Forest University School of Law	\$18,347
Professor Gerhard Casper University of Chicago School of Law	\$20,100
Professor Richard B. Collins University of Colorado School of Law	\$20,000
Professor James L. Huffman Lewis and Clark Law School	\$22,240
Dr. G. Alan Tarr Rutgers University School of Law	\$22,531

SOURCES OF SUPPORT

*In 1988, IEA was honored to be considered worthy of support
by many of America's foremost corporations and foundations,
as well as individual donors.*

The Achelis Foundation
Boise Cascade Corporation
W. H. Brady Foundation
Lynde and Harry W. Bradley Foundation
Chase Manhattan Bank
Peter B. Clark
Sylvan C. Coleman Foundation
Contel Inc.
Adolph Coors Foundation
Shelby Cullom Davis Foundation
Dow Chemical Corporation
Earhart Foundation
Ford Motor Company
Gates Foundation
The Gilder Foundation
Stanley Goldstein
The Hoover Institution
J. M. Foundation
F. M. Kirby Foundation
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Touche Ross and Company
Leonard and Jane Trosten
Mrs. Somers Von Behren
Sam H. and Helen R. Walton Foundation
Warner-Lambert Foundation

FINANCES

The Institute's expenditures in 1988 for its ongoing projects totalled approximately \$750,000. Nearly another \$290,000 was spent on special projects financed by restricted grants. Revenues, including restricted grants and advertising sales, totalled approximately \$1,035,000. In 1989 IEA plans to increase its spending on ongoing projects to slightly more than \$900,000, largely to provide for additional editorial internships, continued growth of the Philanthropic Roundtable and the Collegiate Network, and payment of the SmithKline Beckman Bicentennial Awards in Legal Education.

Where the Money Goes

Student Journalism	29%
Editorial Internships	15%
Philanthropic Roundtable	16%
Grants to Scholars and Journalists*	21%
Administrative Costs	19%

*Excludes special projects

Operating without endowment, the Institute each year solicits the funds necessary for its programs. IEA has been classified as a not-for-profit organization under Section 501(c)(3) of the Internal Revenue Code of 1954 and is certified as a publicly supported organization described in Sections 509(a)(1) and 170(b)(1)(A)(vi). Donations to IEA are fully tax-deductible.

REPORT OF THE CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Directors of
the Institute for Educational Affairs

We have audited the accompanying balance sheets of the Institute for Educational Affairs (a not-for-profit organization) as of December 31, 1988 and 1987, and the related statements of revenue, expenses, budget, and changes in fund balance, and cash flows for the years then ended. These financial statements are the responsibility of the Company's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material

misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material aspects, the financial position of the Institute for Educational Affairs as of December 31, 1988 and 1987, and the results of its operation and its cash flows for the years then ended, in conformity with generally accepted accounting principles.

February 25, 1989

/s/ Riibner & Associates, Chtd.
Kensington, Maryland

**Statements of Revenue, Expenses, Budget, and
Changes in Fund Balance for the Years Ended
December 31, 1988 and 1987**

	Budget	1988	1987
<i>Revenues</i>			
Contributions	\$993,282	\$964,377	\$935,181
Ad Consortium	<u>0</u>	<u>34,160</u>	<u>10,132</u>
Total Revenues	<u>993,282</u>	<u>998,537</u>	<u>945,313</u>
<i>Direct Expenses</i>			
Collegiate Network	282,715	241,518	256,353
Editorial Internship	122,995	54,577	78,395
This World	0	0	25,694
Philanthropic Roundtable	139,570	96,682	53,637
Grants and Special Projects	<u>251,580</u>	<u>440,569</u>	<u>197,156</u>
Total Direct Expenses	<u>796,860</u>	<u>833,346</u>	<u>611,235</u>
Excess of Revenue Over Expenses Before Other Income & Administrative Expenses	196,422	165,191	334,078
Add: Other Income—Interest	0	35,031	22,236
Less: Administrative Expenses	<u>(196,422)</u>	<u>(203,320)</u>	<u>(224,584)</u>
Excess of Expenses Over Revenue	<u>\$ 0</u>	<u>\$ (3,098)</u>	<u>\$131,730</u>
Fund Balance, Beginning of Year		<u>435,417</u>	<u>303,687</u>
FUND BALANCE, END OF YEAR		<u><u>\$432,319</u></u>	<u><u>\$435,417</u></u>

Balance Sheets
December 31, 1988 and 1987

ASSETS

	<u>1988</u>	<u>1987</u>
<i>Current Assets</i>		
Cash in Bank—Unrestricted	\$108,868	\$ 57,546
Cash in Bank—Restricted	106,445	64,955
Investments	406,000	303,000
Contributions Receivable	0	150,000
Note Receivable	660	4,810
Prepaid Expenses	9,404	806
Other Receivables	<u>5,142</u>	<u>4,314</u>
Total Current Assets	\$636,519	\$585,431
<i>Property and Equipment</i>		
Furniture, Equipment and Software	39,088	36,223
Less: Accumulated Depreciation and Amortization	<u>23,551</u>	<u>13,612</u>
Net Property and Equipment	<u>15,537</u>	<u>22,611</u>
<i>Other Assets</i>		
Deposits	2,643	2,796
Trademarks	<u>5,478</u>	<u>0</u>
Total Other Assets	<u>8,121</u>	<u>2,796</u>
TOTAL ASSETS	<u>\$660,177</u>	<u>\$610,838</u>

LIABILITIES AND FUND BALANCE

<i>Current Liabilities</i>		
Accrued Expenses	\$ 11,926	\$ 23,731
Grants Payable	87,704	78,780
Special Grants Payable	97,008	56,000
Employment Taxes Accrued and Withheld	1,270	7,955
Deferred Income	<u>20,513</u>	<u>0</u>
Total Current Liabilities	<u>218,421</u>	<u>166,466</u>
<i>Other Liabilities</i>		
Sublet Lease Deposit Payable	<u>9,437</u>	<u>8,955</u>
Total Liabilities	227,858	175,421
<i>Fund Balance</i>		
Unrestricted Fund	<u>432,319</u>	<u>435,417</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$660,177</u>	<u>\$610,838</u>

A copy of the Institute's complete financial statement is available upon request.