**General Class Notes**

* Remember to check blog often for articles and updates
* Dr. C. is working on the Harvard event, more details to come. Event will feature:
	+ Dr. C.’s book on Boston Public Schools
	+ Arthur Bloom’s book on the Harvard House System and experience of Jewish students

**Harvard 375th Celebration Recap**

* 5 year focus: teaching and learning
* Boston Globe featured an article about the celebration, posing the question to former Presidents, what will it look like at the 400th?
	+ Neil Rudenstine: digitization/eBooks; what will be the function of the research library?
	+ Derek Bok: improvements in teaching(lecture less, experiment more); student assessment to gauge effective methods of instruction; restructure graduate education
	+ Drew Faust: climate change, build prosperity. Harvard needs to lead in shaping knowledge

**Impact of WWII on Higher Education**

* WWII marked the end of the great depression, economic boom. Presented both opportunities and challenges to higher education.
* Increase in wealth and an increase in people going to colleges and universities
* Cold War: concern about the impact of communism in US
	+ 1950’s: Joseph McCarthy: hearings to get rid of “communist sympathizers”
		- Many professors were fired, although some university presidents did try to defend academic freedom
		- Sputnik: led to increase in science in the US if it was to maintain status as a world power
		- McCarthy was eventually denounced for going too far
	+ National Defense Education Act: provided money to science, math and foreign language study
* Huge influx of people seeking a college education
	+ 1940: 1.5 M college students
	+ 1946: 2.5 M college students

**GI Bill (Serviceman’s Readjustment Act, 1944)**

* Provided a number of benefits to returning veterans of WWII:
	+ Funding to attend college
	+ Unemployment assistance ($20/week for 52 weeks)
	+ Housing loans
* Expansion of access to education
* 1 million people took advantage of the education benefit
* One problem that arose in the south: colleges and universities were reluctant to accept black students

**Community Colleges**

* Established with 2 basic purposes:
	+ Provide first 2 years of college to students who would then transfer to complete a 4 year degree
	+ Vocational and technical school
		- Midlevel technicians
* 1902: Joliet High School: wanted to extend program to offer college level courses for their students; invited University of Michigan and University of Chicago representatives to visit and evaluate.
	+ President of University of Chicago (Raines) and President of Stanford (Jordan) were strong advocates of community colleges
* Community colleges were a low cost alternative and helped to meet the increasing number of students interested in higher education.
* Community Colleges first caught on in the Midwest, West and South (Illinois, Texas, California).
	+ California in particular had a need for community colleges as too many students wanted to attend UC schools
	+ In New England: more resistance to community colleges; MA- established system of cc’s in 1950s, later than many other states
* Today: 50% of all Hispanic students are attending a community college
* Opportunities: every semester in a community college increase one’s earning potential
* Some have been critical of community colleges, arguing that they have wiped out “the dream” of a “real” college education. Have community colleges deprived some of the change to go to a “real” university?
* Stigma associated with going to a community college

**Truman Commission (1946)**

* First time in United States history that a President establishes a commission for the purposes of analyzing the country's system of education
* Extending advantages of higher education to the entire population
* The free 2 year college format/model- network of community colleges free of charge
* Asked states to create a plan to expand higher education in their state
* The commission helped popularize the phrase "community college" in the late 1940s and helped shape the future of two-year degree institutions in the U.S.
* The report also calls for increased Federal spending in the form of "scholarships, fellowships, and general aid".

**Movie: *The GI Bill: The Law that Changed America***

* People did not think that veterans would take advantage of the education benefits, or do as well as they did
* Bonus March, 1932
	+ Prior to the GI Bill, returning veterans had not received many benefits, especially if they were uninjured.
	+ After WWI, many returning veterans were bitter and demanded a bonus for service. Congress passed a bill to allow this, but never actually allocated the funds to provide bonuses.
	+ 20,000 veterans camped out in DC to demand their bonuses but were forced out by active military.
* As early as 1942, FDR started planning for post-war help for veterans
* American Legion: wrote the GI Bill and sent it to Congress. It included comprehensive benefits for veterans including:
	+ Education
	+ Unemployment (52/20- unemployment benefits regardless of race)
	+ Job training
	+ Loans
* The American Legion got people to rally support for the GI Bill, and the US government was motivated partly by fear of what would happen if 16 million veterans returned unemployed with no support.
* Enrollment in colleges and universities skyrocketed because of the available funds provided by the GI Bill
	+ 8 million veterans took advantage of educational benefits
	+ Universities were faced with space shortages because of the sudden increase in enrollment. The GI Bill also provided benefits to institutions to enable them to expand and build to accommodate veterans
	+ 60% of veterans majored in engineering and science
* Housing loans provided by the GI Bill- tradition of homeownership in the US
	+ After WWII: 2/3 of Americans owned homes, compared to only 1/3 before the war.
* Total cost of the GI Bill: $14.5 Billion

**Guest Speaker: Elayne Peloquin**

Executive Director of Student Financial Services, BU Medical Campus

(see handout)

* Financial Aid takes many forms:
	+ Loans
	+ Need-based grants
	+ Merit Scholarships
	+ Institutional Scholarships
	+ Tuition discounting (?-questionable)
* Everyone working in higher education should be knowledgeable about financial aid to a certain degree. Must know policy in order to advise students about financial aid.
* Students should know the terms of their loan
	+ Can defer up to 3 years
* Grace period: time between last day of attendance and when you have to start repaying loans
* Cost of attendance budget: has to be within rational limits and contains:
	+ Tuition and Fees
	+ Living Expenses/Room and Board
	+ Books and Supplies
	+ Insurance
* Schools must be consistent with all students when it comes to financial aid policies
* A-133 Audit: internal audit that all institutions must complete annually if they get federal financial aid
* Resources
	+ IFAP: for professionals in student aid

 <http://ifap.ed.gov/ifap/>

* + StudentLoans.gov: <https://studentloans.gov/myDirectLoan/index.action>
	+ U.S. Bureau of Labor Statistics: information about job outlook, wages, etc <http://www.bls.gov/>
	+ MyMoney.gov: planning for retirement, homebuying, saving and investing, tools <http://www.mymoney.gov/>
	+ O-Net Online: information about an occupation

 <http://www.onetonline.org/find/>