

Colleges could win lotteries

(CPS)--Colleges in a number of states soon may start reaping the benefits of organized gambling in a bigger way than ever before, but not all educators are convinced campuses will come out winners.

At least two states--California and Iowa--are expected to launch lotteries soon, joining the 17 states and the District of Columbia already in the lottery business.

Until this year, only New Jersey earmarked a portion of its lottery profits for higher education, and the amount--\$102,000 for the current fiscal year--is not large enough to have a substantial impact.

That is about to change.

The budget presented to the California legislature by Gov. George Deukmejian January 30 calls for spending \$56.7 million in lottery funds for higher education next fiscal year.

And officials from three Iowa campuses recently asked lawmakers for nearly all the money--some \$40 million--generated by the state lottery expected to begin this year.

Some lawmakers, moreover, see the gambling money as a neat way to fund new campus programs.

Deukmejian, for one, recommended using lottery money to set up new programs that higher education officials wanted funded with traditional

revenue sources.

But if the legislators don't agree to use the money for the programs, the programs won't begin at all, educators fear.

Proposition 37, approved by 59 percent of those voting last November, requires that lottery funds supplement state funds, not replace them, the point out.

"The governor said either you take these programs with lottery funds or you don't get them," says Suzanne Ness of the government affairs division of the state's higher education commission.

"That's caused a large amount of disgruntlement."

Deukmejian's proposals confirm the fears of proposition opponents, including Ralph Flynn, director of the California Teachers Association, which represents professors in the California State University system.

"Regardless of how the revenue is generated, the temptation on the part of the governor and the legislature is too great not to treat lottery funds just like general revenue," Flynn says.

The result, Flynn predicts, is that lawmakers will use lottery funds to offset money higher education would otherwise have received from other state revenue sources.

Fred Klass, a legislative lobbyist for the state's communi-

ty colleges, adds: "It will divert attention from our needs."

And William Pickens, chief fiscal analyst for the higher education commission, warns that using lottery funds to support continuing expenses such as salaries can backfire.

"Lottery revenues are subject to wide swings, particularly after the initial interest subsidies," Pickens notes.

"And if they don't come in one year, the legislature is not likely to replace them with state funds unless they happen to have a significant amount of money available."

Iowa college officials say they share these concerns, but are not dissuaded.

"We are very concerned about the legislature respecting our 'regular' askings and giving them the greater attention," UI Director of State Relations Frank Stork says.

"But legislators have made a commitment to funding only non-recurring items with lottery funds, and we are hopeful they will uphold that commitment."

University of Iowa, Iowa State and Northern Iowa representatives asked lawmakers last month for \$40 million to fund a range of endowed professorships, equipment purchases and technology, economic outreach and research programs.

The state expects to generate \$43 million in lottery funds this year and lawmakers invited college officials to submit proposals.

"We felt we were somewhat obligated to apply," Stork says.

Each campus would match its lottery money with its own fundraising efforts, Iowa President James Freedman told the lawmakers.

In-house training

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all schools in the area.

The company expanded its initial tuition aid program 15 years ago to include undereducated and entry level employees, Pavlakis says.

"In 1969, it became a huge program attempting to provide basic skill education to help employees qualify for better jobs," he notes. "Then affirmative action pressure convinced us to offer non-traditional job training."

AT&T began corporate education in 1895, Conover says, "accelerating the concept at about the same rate as knowledge accelerated."

This year, the company will log 360,000 student-days of training at three large corporate education centers and 12 regional facilities.

Many are stressing basic skills courses more and more, Carnegie's Eurich contends.

"It's a question of getting basic skills," she says. "Corporations are doing a lot of work in basic instruction, in reading, writing, math, effective listening and speaking."

Polaroid's 30-year-old program stresses reading, writing and grammar, and career planning and counseling, in addition to management and high-tech courses, says public relations spokeswoman Maria Wilhelm.

Nearly 2,500 students per semester fill over 100 courses, most taught by Polaroid employees, she adds.

Corporate education's influence on traditional higher education is mushrooming as

quickly as the phenomenon itself, claims Sylva Galloway, American Council on Education (ACE) spokeswoman.

Last year, ACE performed accreditation evaluations for nearly 150 corporate education programs, she says, and many "look comparable to programs offered in traditional college settings."

"It's no reflection on higher education." AT&T's Conover insists. "Universities provide the fundamentals, foundation and advanced work in a field at a theoretical level."

the corporations move "theory into practice, focusing on applications in the context of a particular corporation," he adds.

"University training is thorough and general," agrees McDonald's Terri Capatosto. "But universities usually educate more to arts and general information. We focus on more specific food service and people skills."

Colleges feel the corporate squeeze as more programs seek accreditation, more professors and professionals cross over to teach and do research, and as business giants like Rand and Wang open degree-granting institutions.

"But colleges understand our needs and are trying to do something about them," C and P's Pavlakis says.

Corporations need to use both theoretical and practical education, AT&T's Conover adds. "We're working with universities for a productive relationship."



Photo by Bob Price

Engineering students display their new Baja Car in the Lion's Den of the Olmsted Building this week.

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