

## SOCIETY

*College, U.S.A.*

"Reaching the Hard to Reach" by Marilyn Gittell, in *Change* (Oct. 1985), 4000 Albermarle St. N.W., Washington, D.C. 20016.

With university tuition in the United States rising faster than inflation, many students are seeking less costly postsecondary educations. One answer, reports Gittell, a political scientist at the City University of New York, is the "community-based college."

These private, non-profit schools—offering both two- and four-year programs—enroll from 100 to 2,000 students apiece each semester. In 57 accredited colleges, some 150 non-accredited ones (usually affiliated with a nearby public college), and an estimated 300 other non-degree granting institutions throughout the United States, about 700,000 (mainly adult) students are honing their reading, writing, and arithmetic skills. Most of those enrolled are recent immigrants, working mothers, or inner-city minority folk (largely black and Hispanic) who have not had solid academic training, observes Gittell.

While these small institutions do not boast the broad curricula of their liberal arts counterparts, they do offer a variety of courses ranging from American literature to office management. Some emphases are narrower. Whether at Harlem's Malcolm King College or at Navajo Community College in Tsailé, Ariz., history courses tend to highlight the culture of a school's majority ethnic group (e.g., an emphasis on Black Studies or Native American Studies).

Money for the colleges comes primarily from federal subsidies and foundation grants, notes Gittell. But a shortage of such funding persists. Since 1980, nearly a dozen colleges have gone under—though not because of a lack of students. According to a 1981 report published in the *Education Statistics Bulletin*, at least one-third of all black college students were enrolled in community institutions. And the demand for such programs appears to be on the upswing.

Some educators argue that these local schools foster parochialism, segregation, and class distinctions. Not so, says Gittell. A recent Ford Foundation study concludes that community colleges not only "spend less money educating people who require more support," but also have "made an important contribution to higher education in America."

*Winners, but Not Quitters*

"Lottery Winners and Work Commitment: A Behavioral Test of the American Work Ethic" by H. Roy Kaplan, in *The Journal of the Institute for Socioeconomic Studies* (Summer 1985), Airport Rd., White Plains, N.Y. 10604.

Lotteries are an American bonanza: Those who play sometimes win big, while those governments that run lotteries usually reap a nice harvest.

Today, 18 states and the District of Columbia are running games of chance that last year collectively grossed more than \$8 billion. Three more states (Oregon, West Virginia, and Missouri) will soon start selling tickets too. As of mid-1985, more than 1,200 people had won \$1 million or more, with one prize of \$40 million going to a 27-year-old printer in Chicago.

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With so much good fortune around, wondered Kaplan, a sociologist at the Florida Institute of Technology, what becomes of the people who win?

Between July and September 1984, he surveyed 576 lottery winners (their prizes ranging from \$10,000 to several million dollars). He found that despite the financial cornucopia, "the vast majority of winners and their spouses kept working." Specifically, only 11 percent of 446 winners and 13 percent of their 253 spouses who were employed at the time quit their jobs within a year of receiving the unexpected bonus. Moreover, Kaplan discovered that although nearly three-quarters of the adults in the surveyed group were married, "fewer of them are separated or divorced now than when they won, challenging the popular stereotype that money windfalls destroy marriages."

Some trends were predictable: The larger the cash prize, the more likely a victor was to leave his occupation. Nearly one-fourth of the million-dollar winners quit their jobs; no one getting a prize of less than \$50,000 quit. Money was not the only deciding factor. Almost 40 percent of all lottery winners aged 65 or older chose to retire; many younger winners quit but did not leave the labor force permanently. (A handful of recipients had to leave their workplaces because of jealous supervisors.) Those winners most likely to stay on the job tended to be middle-aged, college-educated professionals. Their less educated counterparts were more likely to opt for change. Frequently, recipients who quit jobs used the cash surge to indulge their interest in other serious pursuits—graduate school, part-time writing, and full-time motherhood.

Kaplan sees all this as good evidence that the American work ethic still has plenty of devoted adherents.

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**PRESS & TELEVISION**


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*Fair News*

"Views on the News" by William Schneider and I. A. Lewis, in *Public Opinion* (Sept. 1985), American Enterprise Institute, 1150 17th St. N.W., Washington, D.C. 20036.

Either the American public is quiescent these days, or America's journalists are doing a superb job. Whatever the case, Schneider and Lewis, a pollster for the *Los Angeles Times* and a Fellow at the American Enterprise Institute, respectively, report that Americans voice few complaints against the people who bring them the news.

While surveys show that U.S. journalists lean to the Left politically, most Americans detect little bias in their reporting. A February 1985 nationwide poll taken by the *Los Angeles Times* queried 2,993 members of the general public and 2,703 journalists from 621 U.S. newspapers and found that a majority of journalists called themselves "liberal," while less than one-quarter of the population shared their sentiments.

In general, reporters and editors opposed increased defense spending,