

Leigh A. Jones. Selective United States Federal Information on Historically Black Colleges and Universities: An Annotated Bibliography. A Master's Paper for the M.S. in L.S degree. April, 2006. 21 pages. Advisor: Michael Van Fossen

The purpose of this bibliography is to serve researchers who are interested in finding information on Historically Black Colleges and Universities that is published by the United States federal government. The information that can be found by the use of this bibliography is intended to be broad in nature. Some of the information that is provided places a focus on the history of those institutions and the current needs of those schools. Other citations provided lead to information concerning the research that is taking place at those colleges and universities. Finally, information on federally funded programs that are geared towards increasing minority involvement in certain fields, professions and research are also included. The bibliography is selective in nature.

Headings:

Government Publications --Bibliography

Education

SELECTIVE UNITED STATES FEDERAL INFORMATION ON HISTORICALLY
BLACK COLLEGES AND UNIVERSITIES: AN ANNOTATED BIBLIOGRAPHY

by
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Introduction

The Higher Education Act of 1965 defines Historically Black Colleges and Universities (often referred to as HBCUs) as nationally accredited institutions that were founded before the year of 1964 and that were founded with the principal mission of providing education to Black Americans. *The White House Initiative on Historically Black Colleges and Universities* provides that there are currently 105 HBCUs, and of those institutions, 49 are private four-year schools, 5 are private two-year institutions, 40 are public four-year schools, and 11 are public two-year schools.

According to David H. Jackson in *Attracting and Retaining African American Faculty at HBCUS*, the first Historically Black Universities were Cheyney University, Lincoln University, and Wilberforce University (181). Jackson says, “African American demands and desires for knowledge encouraged those associated with the Freedmen's Bureau, northern philanthropists, and black and white missionaries, to found and support black colleges.” (181) Throughout the years, Historically Black Colleges and Universities have faced many administrative difficulties. However, they continue to attain many achievements that should not be ignored.

The accomplishments of Historically Black Colleges and Universities are enormous. According to an article published in *Diverse Issues in Higher Education*, a report that was released by the Southern Education Foundation (SEF), “Black colleges in the South are producing close to one-fourth of the nation's African-American college

graduates in the sciences at a time of a rising shortage of scientists and science professionals in the United States.” (10) In addition to making significant contributions with their programs in the sciences, HBCUs also offer noteworthy programs in the liberal arts, technology and business. (Kinnon 112)

Many Historically Black Colleges and Universities also house collections that are brilliant in their reflection of history and scholarship. According to Steven G. Fullwood, author of the article entitled *Saving Ourselves: Archival Treasures: The Closing of the Clark Atlanta Library School Renews Interest in Collections at Many Historically Black Colleges and Universities*, “Some libraries offer a wealth of resources that are as abundant, vast and compendious as the black experience itself.” (49)

Because of the quality of the academic programs that are offered at Historically Black Colleges and Universities, and, also, because of the resources that are available on those campuses, it is no surprise that many people who have contributed significantly to the shaping of American culture have graduated from those institutions. The article entitled *The Black College Harvest: Graduates Have Transformed America* states, “No Black college, no Martin Luther King Jr. No Black college, no Thurgood Marshall, no Spike Lee, no Marian Wright Edelman or Lionel Richie or Kweisi Mfume or Jesse Jackson Sr. or Jr. And it is arguable that America would have been denied the light of Oprah Winfrey, Toni Morrison and John Hope Franklin if Black colleges and universities had not performed their ancient art of rescuing the rejected and salvaging students some people called unsalvageable.” (122)

Although, Historically Black Colleges and Universities have reached extraordinary heights in their effort to provide excellence in education, many of them

have also experienced administrative difficulties. Throughout the years, many HBCUs have had problems maintaining their accreditation. *Investing in HBCU leadership: Southern Education Foundation creates three-year initiative to facilitate HBCU accreditation*, an article written by Crystal L. Keels, says, "Many historically black colleges and universities (HBCUs) have either teetered on the brink, suffered or closed entirely following the loss of accreditation from the Southern Association of Colleges and Schools (SACS)." (30)

In addition to problems with accreditation, HBCUs experience many financial difficulties. "The total endowments for all black colleges is less than the \$1 billion the University of Virginia has in its endowment alone. That gap means that historically black schools are unable to give the type of aid packages to students that they would like. It also puts them far behind other schools in improving buildings and grounds, and in connecting its students to the Internet." (Bacon 3759) In *Are HBCUs Up to Speed Technologically?: One Case Study*, Walter Ellis Vincent T. Snipes and Joy Thomas conclude, "Financial resources are a major factor in the technology deficit at HBCUs." (384)

Despite the problems that exist among many HBCUs, there are many reasons to give praise to those institutions. In the article entitled *Toward an Empirical Corpus of Literature on Historically Black Colleges and Universities*, Christopher Brown II and Trimika M. Yates state, "Majority colleges and universities remain unable to attract, educate, or prepare students of color as well as many of the nation's historically black colleges and universities. Research shows that historically black colleges and universities have been the primary educators of African Americans and continue to play a significant

function in the educational pipeline.”(135) Because of the significance of Historically Black Colleges and Universities, the authors of the article then go on to urge the study of these institutions “for their contribution to higher education.”(135)

The purpose of the following annotated bibliography is to provide a variety of information that can be found concerning Historically Black Colleges and Universities. Some of the information that is provided places a focus on the state of those institutions and the needs of those schools. Other citations provided lead to information concerning the research that is taking place at those colleges and universities. Finally, information on federally funded programs that are geared towards increasing minority involvement in certain fields, professions and research are also included.

Methodology

Several methods were used for identifying information to be included in the bibliography. The first method used to find information was to explore the federal information that could be located by use of the online catalog of the University of North Carolina at Chapel Hill (UNC) University Libraries. Using “Historically Black Colleges and Universities” and “HBCUs” as keywords and keyword phrases, I was able to locate several useful publications in the Government Documents section of the Walter Royal Davis Library at UNC.

After locating those sources that were identified by use of the university’s online catalog, I browsed the shelves near the locations of those publications. Browsing the shelves was actually helpful in identifying a few other sources of information. After searching the online catalog and browsing the shelves of the library, I moved on to exploring several different databases. I started my search by exploring random databases that focused on government information. I soon discovered that LexisNexis Congressional proved useful in exploring some of the legislation and Congressional hearings that focused on Historically Black Colleges and Universities. THOMAS (<http://thomas.loc.gov>) also provided extremely useful in discovering information concerning information produced by the House and Senate. Another database that I explored was the GPO Monthly Catalog, which proved to be one of the most useful

database of all those explored; several sources that are found within the bibliography were located as a result of the search in the GPO Monthly Catalog.

Perhaps the most useful search that was performed was within Google Uncle Sam (<http://www.google.com/unclesam>). The Google search for government information on Historically Black Colleges and Universities was extremely successful in locating current websites and information published by agencies of the United States government. By exploring the websites located through the Google search, I was also able to use new information to build upon searches performed in various databases. The most difficult part of my search for United States federal information on Historically Black Colleges and Universities was locating resources that were current in nature. Most of the information that was found was published in the 1990s and well before. The use of Google Uncle Sam was helpful in locating more recent information (specifically, information that has never been made available in print form).

The information chosen for the bibliography was selected because of its diverse nature and its ability to reflect various aspects of Historically Black Colleges and Universities.

Federal Information on Historically Black Colleges and Universities (HBCUs)

American Forces Information Service News Articles: DoD to Support Historically Black Colleges, Universities

http://www.defenselink.mil/news/Feb2005/n02252005_2005022504.html

Date viewed: 04/01/06

According to this article, the Department of Defense has signed a commitment agreement with Historically Black Colleges and Universities. The purpose of the agreement is to form a relationship between the Department of Defense and HBCUs that will assist in creating opportunities for students and faculty in the areas of science and technology. The article says, “DoD and HBCUs help each other by focusing on small and disadvantaged businesses, contracts and grants, science and technology, research and development, ROTC, internships and civilian employment opportunities, as well as access to surplus and excess equipment.” In addition to providing information concerning the agreement, there are links to biographies about some of the people who are mentioned in the article. There is also a link to a related article.

HBCU Expansion Act of 2005. 109th Cong., 1st sess., June 16, 2005, H.R. 2931.

This bill seeks to extend funding opportunities that are normally offered to Historically Black Colleges and Universities (HBCUs) to Predominantly Black Institutions (PBIs). The bill defines a Predominantly Black Institution as “any institution of higher education that...has a student enrollment of at least 500 full-time students, at

least 51 percent of whom are African Americans.” The bill also states, “Over the last several years post-secondary institutions have faced a dramatic increase in the number of non-traditional students. Predominantly Black Institutions, following the pattern of historically black colleges and universities (referred to as HBCUs), have helped ease the influx by offering an affordable quality education.” The bill then goes on to list additional similarities between the two types of institutions. On July 25, 2005, the bill was referred to the Subcommittee on 21st Century Competitiveness, a subcommittee of the House.

Historically Black Colleges and Universities and Higher Education Desegregation. Educational Resources Information Center, U.S. Department of Education. Washington, D.C.: Government Printing Office, 1991. 17p.

SuDoc: ED1.2: H 62/2

The publication of the Department of Education provides an overview of the history, mission and significance of Historically Black Colleges and Universities. Some of the topics that are included within the pamphlet are cultural diversity, the Higher Education Act of 1965, non-minority attendance at HBCUs, and the history of those colleges and universities. Information concerning faculty support for HBCUs is also included within the text of the pamphlet. A brief section is also devoted to the White House Initiative on Historically Black Colleges and Universities.

Historically Black Colleges and Universities and Minority Institution Program (HBCU/MI)

<http://www.nsa.gov/diversity/diver00005.cfm>

Date viewed: 04/01/06

This website describes a program that was initiated by the National Security Agency in order to assist Historically Black Colleges/Universities and Minority Institutions. The website states, “The program includes Historically Black Colleges and

Universities, Tribal Colleges and Universities, Hispanic-serving Institutions and other Minority Institutions.” The website goes on to say, “Through progressive partnerships, the program’s goal is to increase opportunities for HBCU/MIs to participate in, and benefit from, federal programs, and work with educational institutions to strengthen their capability to provide quality education.” The site lists additional objectives of the program, which include a focus on science and technology. A list of institutions that participate in the program can be found on the site.

Historically Black Colleges and Universities: Senate Democrats Remain Committed to Preserving and Strengthening a National Treasure (Democratic Policy Committee)

<http://democrats.senate.gov/~dpc/pubs/108-2-050.html>

Date viewed: 04/01/06

This website has information concerning the decision of Democrats in the Senate to continue their support of Historically Black Colleges and Universities. The site states, “Senate Democrats believe that strong federal support for HBCUs is warranted given their historic and current importance to nearly a half million students.” The site goes on to give a very informative history of HBCUs. The site then goes on to discuss some of the desegregation litigation that has taken place and how it has affected those institutions. Facts and figures that discuss some of the accomplishments of those universities are provided. There is also a statement of current challenges that are faced by Historically Black Colleges and Universities. Endnotes are provided.

Historically Black Colleges and Universities (HBCUs) Program: Homes and Communities

<http://www.hud.gov/progdesc/hbcu.cfm>

Date viewed: 04/01/06

The website describes the Department of Housing and Urban Development's Historically Black Colleges and Universities (HBCUs) Program. The website states, "The HBCU Program helps HBCUs expand their role and effectiveness in helping their communities with neighborhood revitalization, housing, and economic development. HUD views HBCUs as key partners in rebuilding America's neighborhoods, and annually invites HBCUs to compete for funds to assist in revitalization efforts." The site describes the type of assistance that is provided through the grant offered. A description of eligible grantees, in addition to a description of eligible customers, is found on the site. A description of eligible activities, application information, and technical guidance is also provided. Contact information for the program is available on the site.

Ponder, Henry, Mildred Freeman and Stephanie Myers. Historically Black Colleges and Universities: An Assessment of Networking and Connectivity. Technology Opportunities Program, U.S. Department of Commerce. Washington, D.C.: Government Printing Office, 2000. 78p.

SuDoc: C 60.2: H 62

This publication of the United States Department of Commerce provides an assessment of the technological needs and the computing resources at Historically Black Colleges and Universities. The report says, "in spite of overwhelming odds, the majority of HBCU Presidents and Chancellors have risen to the challenge and have wired their campuses." (v) The report then goes on to say, "However, it is clear from the findings that there are serious digital divide issues that affect the ability of HBCUs to be

competitive with other institutions of higher education.” (v) In addition to assessing the resources at the institutions, the report also investigates whether those resources are being used efficiently. A description of the goals of the survey is provided along with a description of the study’s methodology and areas of inquiry. A foreword by Dr. Henry Ponder is found in the report. There is also a table of contents and several appendices (one gives information about the Historically Black Colleges and Universities that participated in the study).

Provasnik, Stephen, Linda L. Shafer and Thomas D. Snyder. Historically Black Colleges and Universities, 1976 to 2001. National Center for Education Statistics, U.S. Department of Education. Washington, D.C.: Government Printing Office, 2004. 116p.

SuDoc: ED 1.328/3:H 62

The information within this report, published by the National Center for Education Statistics (an agency of the Department of Education), provides a remarkable look at the state of Historically Black Colleges and Universities. The report, which covers the years 1976 to 2001, was released in 2004. It contains detailed information on various HBCUs, including data on enrollment, degrees conferred, salaries of faculty and staff, finances, and student financial aid. The report also provides information that compares the information from Historically Black Colleges and Universities with information from other colleges and universities. A great amount of the information that is provided within the report is presented in the form of statistical tables. In order to better understand the information that is presented within the report, there is a glossary and technical notes.

Recognizing the Creation of the NASCAR-Historically Black Colleges and Universities Consortium. 109th Cong., 2nd Sess. February 14, 2006. H.RES.677

This resolution recognizes the alliance created between NASCAR and Historically Black Colleges and Universities. The consortium between the auto racing establishment and HBCUS was created in an effort to increase the number of minorities who participate in racing and other automotive businesses. The bill states that “the National Association for Stock Car Auto Racing, Inc. (‘NASCAR’), NASCAR Universal Technical Institute, and a collaboration of Historically Black Colleges and Universities (‘HBCUs’) have agreed to create a strategic alliance focused on increasing the number and quality of job opportunities for African-American students in key racing and other related automotive business activities including automotive engineering and technology, automotive safety, sports marketing, and other automotive industry areas.” The House passed the resolution on February 28, 2006 (after having passed through the Senate on February 16, 2006).

Responding to the Needs of Historically Black Colleges and Universities in the 21st Century: Hearing Before the Subcommittee on 21st Century Competitiveness and the Subcommittee on Select Education of the Committee on Education and the Workforce. House of Representatives. 107th Cong., 1st Sess., April 23, 2001, serial 107-13.

SuDoc: Y4.ED8/1:107-13

This hearing, one of several in a series, explored the needs of students, faculty and staff at Historically Black Colleges and Universities. The hearing, which took place on April 23, 2001, was held in Oklahoma City, Oklahoma on the campus of Langston University. Representatives of Langston University, representatives of the National Association for Equal Opportunity in Higher Education, representatives of Philander

Smith College, representatives of the University of Arkansas at Pine Bluff, and representatives of Lincoln University gave testimony at the hearing. Some of the challenges faced by HBCUs that were discussed included facilities, instruction, and increasing endowments.

Responding to the Needs of Historically Black Colleges and Universities in the 21st Century: Hearing Before the Subcommittee on 21st Century Competitiveness and the Subcommittee on Select Education of the Committee on Education and the Workforce. House of Representatives. 107th Cong., 1st Sess., July 16, 2001, serial 107-21.

SuDoc: Y 4.ED 8/1:107-13

Testimonies of witnesses from Wilberforce University, Central State University, Cheyney University, and Lewis College of Business provide insight to the needs of Historically Black Colleges and Universities. Issues that were discussed at the hearing include the history and importance of HBCUs, the financial conditions of those universities, financial assistance that is provided to students of those institutions, and various programs that are offered at the universities. This hearing took place on July 16, 2001 in Wilberforce, Ohio on the campus of Wilberforce University.

Responding to the Needs of Historically Black Colleges and Universities in the 21st Century: Hearing Before the Subcommittee on 21st Century Competitiveness and the Subcommittee on Select Education of the Committee on Education and the Workforce. House of Representatives. 107th Cong., 2nd Sess., February 13, 2002, serial 107-43.

SuDoc: Y 4.ED 8/1:107-43

This hearing, which took place before a subcommittee of the House of Representatives, took place in Washington, D.C. on February 13, 2002. The purpose of the hearing was to examine the purpose and needs of Historically Black Colleges and Universities. According to Chairman Peter Hoekstra, “There has been a commitment in

this Congress to address the issues, the concerns, and to create some opportunities.” (p. 2) During the hearing, witnesses who represent Delaware State University, Paine College, Morehouse College, and the National Association for Equal Opportunity gave testimony concerning HBCUs. A few of the subjects that were discussed by the witnesses included the educational gap between African-Americans and non-minorities, the importance of financial aid for students who attend Historically Black Colleges and Universities, and the importance of the existence of HBCUs.

Responding to the Needs of Historically Black Colleges and Universities in the 21st Century: Hearing Before the Subcommittee on 21st Century Competitiveness and the Subcommittee on Select Education of the Committee on Education and the Workforce. House of Representatives. 107th Cong., 2nd Sess., September 19, 2002, serial 107-78.

SuDoc: Y 4.ED 8/1:107-78

This hearing of the House of Representatives subcommittee took place in Washington, D.C. on September 19, 2002. The witnesses that testified are from Dillard University, Norfolk State University, Fayetteville State University, Western Michigan University, and Langston University. A statement from Meharry Medical College was also submitted for the record. Topics covered include the significant role of HBCUs in American education, issues of funding, and various programs at those institutions.

Sample Projects: National Endowment for the Humanities; Humanities Initiatives for Faculty: Historically Black Colleges and Universities

<http://www.neh.gov/grants/guidelines/hifacultyhbcu-sample.html>

Date viewed: 04/01/06

This site, published by the National Endowment for the Humanities, provides sample projects for faculty members at Historically Black Colleges and Universities.

These projects include workshops that share research on the life and works of James Weldon Johnson, seminars that examine epic literature, and initiatives that combine the study of history and literature with the study of language. The sample projects also include the revision of a course entitled “Introduction to Clinical Medicine.” Grants are awarded by the agency for the completion of these projects. The grants are available to faculty from all disciplines in the humanities at HBCUs.

Second Morrill Act of 1890 (Cooperative State Research, Education, and Extension Service)

<http://www.csrees.usda.gov/about/offices/legis/secondmorrill.html>

Date viewed: 04/01/06

This site sets out the text of the Second Morrill Act of 1890. The act begins, “An Act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July second, eighteen hundred and sixty-two.” The Second Morrill Act of 1890, a follow-up to the Morrill Act of 1862, established African-American land-grant institutions. Land-grant institutions were created by the provision of land to each territory and state by the federal government. The land was to be used or sold in order to establish endowments for universities that supported education in agriculture and mechanics. The Second Morrill Act of 1890 ensured that African-American education would benefit from these types of institutions.

Student Loans: Default Rates at Historically Black Colleges and Universities: Report to the Ranking Minority Member, Committee on Economic and Educational Opportunities, House of Representatives. U.S. General Accounting Office. Washington, D.C.: Government Printing Office, 1997. 20p.

SuDoc: GA 1.13: HEHS-97-33

At the time that this report was published, “HBCUs participating in federal student loan programs generally experienced high default rates, with nearly one-third of HBCUs exceeding the statutory default threshold.” The report was published prior to the expiration of the HBCU exemption from the rule that institutions with high default rates must lose their eligibility for participation in federal loan programs. The report explains the significance of HBCU participation in federal aid programs. The report also explains that even though default rates at HBCUs are high, those Historically Black Colleges and Universities account for only a small part of student loans.

Tatum, Beverly Daniel. “50 Years After Brown: Why Historically Black Colleges and Universities Remain Relevant.” Ejournal USA. January 2005.
<http://usinfo.state.gov/journals/itsv/1105/ijse/tatum.htm>
Date viewed: 3/26/06

This site contains an article written by Beverly Daniel Tatum, the ninth president of Spelman College (a Historically Black College). Dr. Tatum writes about the importance of HBCUs in today’s world. The site says, “Beverly Daniel Tatum writes about the role of historically Black colleges in affirming the identity of African-American students, while at the same time giving them the opportunity to meet students with diverse backgrounds and perspectives.” Dr. Tatum goes on to write about her experiences with segregation and desegregation in education; she compares the experiences of her father with that of her own. She goes on to emphasize the diversity that can found within

Historically Black Colleges and Universities. She says, “There is a developmental moment in the lives of young people of color when ‘within group’ dialogue can be as important, or perhaps even sometimes more important, than ‘between group’ dialogue. And, even in the context of an HBCU, it is possible to create opportunities for both.

University Coal Research/Historically Black Colleges and Universities & Other Minority Institutions Contractor Review Mtg., June 3, 2003
<http://www.netl.doe.gov/publications/proceedings/03/ucr-hbcu/ucr-hbcu03.html>
Date viewed: 3/26/06

The report, prepared by the Department of Energy’s National Energy Technology Laboratory, is a collection of papers, presentations and abstracts that were prepared by various scholars from universities throughout the nation (beyond HBCUs). The purpose of the meeting was exchange information concerning fossil energy technology. Incorporating the research of Historically Black Colleges and Universities is a major focus of this information exchange. In addition to the information that was shared during the meeting sessions, posters and project accomplishments are listed on the site. The conference took place over the course of two days. The information found on the site is in PDF format. Contact information for National Energy Technology Laboratory Conferences can be found on the site.

White House Initiative on Historically Black Colleges and Universities
<http://www.ed.gov/about/inits/list/whhbcu/edlite-index.html>
Date Visited: 04/01/06

This website is the result of several Executive Orders signed by President Jimmy Carter, President Ronald Reagan, President George Bush, President William Jefferson Clinton, and President George W. Bush. The orders were signed in order to initiate a

collaborative effort between the United States federal government and Historically Black Colleges and Universities (HBCUs) that would strengthen those institutions. In addition to information about the signed Executive Orders, the website contains a list of the institutions (and links to their websites) that are classified as HBCUs. There is the latest annual report from the President's Board of Advisors on Historically Black Colleges and Universities and the proposed budget for the initiative. The website also provides current news on the initiative and links to additional resources.

Williams, Carole A. The Black/White Colleges: Dismantling the Dual System of Higher Education. U.S. Commission on Civil Rights. Washington D.C.: Government Printing Office, 1981.

SuDoc: CR1.10: 66

This government publication gives a sense of the segregation issues that plagued higher education at the beginning of the 1980s. The document explores laws that control the desegregation of colleges and universities. The document also examines issues of enrollment, degrees awarded, and full-time faculty at Black institutions in comparison to their White counterparts. The work also sets out recommendations for the dismantling of the dual system of higher education.

References

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Kinnon, Joy Bennett. “Education for a New Century: HBCUs Offer Wide Variety of Cutting-Edge Programs in Business, Technology, Sciences and Liberal Arts.” *Ebony* 59 (September 2004): 110.

“SEF Report Finds Black Colleges Helping To Meet Nation's Science Imperatives.” *Diverse Issues in Higher Education* 22 (Oct. 6, 2005): 10.