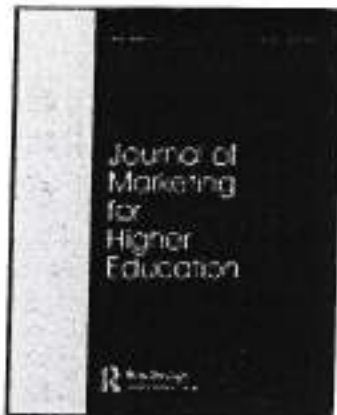


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Journal of Marketing for Higher Education

Publication details, including instructions for authors and subscription information:
<http://www.tandfonline.com/loi/wmhe20>

Marketing Higher Education

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Published online: 22 Oct 2008.

To cite this article: Sandra L. Schmidt PhD (1989) Marketing Higher Education, Journal of Marketing for Higher Education, 1:2, 3-14, DOI: [10.1300/J050v01n02_02](https://doi.org/10.1300/J050v01n02_02)

To link to this article: http://dx.doi.org/10.1300/J050v01n02_02

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Marketing Higher Education: Past, Present and Future

Sandra L. Schmidt

Before the 1970s, marketing was of little perceived importance to most colleges and universities, as many administrators considered it appropriate for businesses but not for institutions of higher education. A general perception existed that the marketing of higher-education institutions would be inappropriate. Much of this attitude can be attributed to the narrow definition of marketing held by many college and university administrators. As in many professional services where maintenance of standards is very important, marketing had a negative, i.e., unprofessional, image. To many, the word "marketing" brought to mind images of a high-pressure salesman using any available resources and methods to push a product on an unwilling consumer. The process of marketing certainly is not new to higher education. There are traces of its various functions as early as the 1800s when curriculums were modified to accommodate a change in consumers' (students') needs with the addition of agriculture and business schools. However, the change from a seller's market to a buyer's market and the lack of formal strategic planning have led many universities to turn to marketing.

PAST

From the twelfth century (when the three major universities were in Rome, Paris, and Oxford) until about the 1880s, institutions were manned entirely by academics: no professional administrators were

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present. Examinations served as the admissions selection screen. Since few people attended (and/or completed) high school, let alone college, the applicant pool was small. As well, financial aid did not exist, and thus (basically) only the wealthy and elite had the opportunity to attend college (Miller and Eddy 1983).

The period between the 1880s and World War I witnessed the first introduction of the position of "Bursar" as a nonacademic professional of high standing. For example, Stanford University hired a professional, second in standing only to the President of the university, for the role of Bursar when it opened its doors in 1891. Primary duties of most bursars at the time included the recruitment and selection of students. Certificates from high schools were used for the first time, as partial proof of academic ability. Still, universities and colleges catered to the rich elite, as they were the only market segment with the funds available to pay for higher education (Miller and Eddy 1983).

The creation of Admissions Officers occurred after World War I. It appeared that one of the principle responsibilities of these officers entailed implementing selective policies geared toward anti-Semitism. Ironically, geographic selection procedures proved to be one of the most effective methods of screening Jewish applicants: Jewish people tended to live in well-defined areas of the country. Thus, while many people today believe that geographic selection methods ensure diversity within a college or university; instead, these policies tended to promote homogeneity rather than diversity. The rationalization for this selection method included the fear that if certain highly able (Jewish) students entered these select institutions, the sons of alumni would have a decreased chance of admission to these colleges (Veysey 1980).

By the late fifties, however, things began to change. The concept of a meritocracy came into being: a "meritocracy" rewards those with the highest merits rather than rewarding those who had the best connections or the best families. Now widely held as the primary selection method in today's college admission process, the notion of meritocracy approached the radical at the time (Veysey 1980).

It was not until the early and mid-sixties, however, that meritocracy translated from an idea to a reality. Surprisingly, the college course catalog, developed in the fifties, helped schools to adopt this

novel concept. By giving all prospective students the same opportunity as received by students with connections to see an objective representation of college courses without the induced bias of someone who did not want certain students to attend his/her university, the catalog opened up many opportunities. And, the catalog reduced dramatically the cost to consumers of searching amongst colleges, so that even those families and individuals of a modest income could now, to some degree, investigate any institution in the land (Blackburn 1980; Veysey 1980).

Naturally, the catalog did not solve the discrimination problem, but it did help to alleviate it. In some sense as well, the course catalog marked the beginning of the marketing era for colleges and universities in the United States. Schools for the first time attempted to recruit students, and though this attempt was not fully or even partially planned, it did mark the commencement of a new period in college admissions.

The mid-and late sixties, as a time of social unrest and upheaval, brought with them a new concept: ethnic and gender diversity as well as geographic diversity. Up to this point, it had been almost universally the white male who had benefited from higher education; now the minority person and the woman (of any race) were sought, that they might add their special abilities and knowledge to the learning process. In an attempt to attract these students, colleges had to be even more open to view (than the college course catalogs had made them). Marketing remained a dirty word, however, because it still was not seen necessary as a means of increasing revenue: the number of college-age youth dramatically increased as did the available funds to support these college students. Most colleges had little difficulty in filling their class rolls (Berry and George 1975; Veysey 1980).

Colleges and universities have been accustomed to the high growth rates of the number of high school graduates of the earlier decade. On the whole, higher education began a rapid expansion process to accommodate this growing student populace. The number of higher education institutions in the U.S., including public and private, two- and four-year schools, rose from 2,556 in 1970-71 to 3,231 in 1980-81. Not only did the number of schools increase, but enrollment expanded within each school at a rapid rate

through the addition of new departments, courses and faculty. Schools increased the size of entering freshmen classes to enroll as many students as possible. The larger student body put demands on faculty and administration, creating needs for additional courses and departments. Colleges intensified existing departments and created a broader range of departments (Grant and Snyder 1983; Keim and Keim 1981).

PRESENT

^{1980's}
In recent years institutions of higher education have been forced to take another look at the potential benefits of marketing. Some administrators are still reluctant to adopt marketing principles; however, enrollment and revenue shortfalls have caused even the staunchest critics of marketing to recognize and apply marketing principles to higher education (Berry and George 1975; Blackburn 1980; Engledow and Anderson 1978). In this context, marketing can be pragmatically defined as those policies and strategies aimed at increasing or sustaining student enrollment, attracting and retaining competent and superior faculty members, maintaining relationships with legislators and donors, and improving the overall image of the institution. X
X
X

The declining number of potential students causes major concern in most institutions today. Historically, the 18- to 21-year-old group has been seen as the primary college student pool. "In 1960, the 18-21 year-old group totaled 9.5 million; by 1970 it was 14.5 million and in 1980 it peaked at 17.1 million. In 1985 this group was down to 15.4 million and by 1995, is projected to be down to 13 million" (Ihlanfeldt 1975).

These trends have led to a competitive atmosphere in college and university student recruiting. Because of the enormous capital investments that were needed to accommodate the increased number of students in the 1970s, many institutions are experiencing serious budget problems in this era of declining enrollments. Inevitably, some schools will have to cut either the size of their physical plant, the number of course offerings, and/or the size of their staff. A number of schools will probably be forced to close. In an attempt to

survive, recruiting wars have begun, the results of which will determine who will have to make cuts and who will not (Hechinger 1980).

Schools continue to expand their resources for two reasons: one, the need to keep up with advancing technology and two, to continue to attract students. Colleges and universities, being the center of educational research and development, are by their very nature supposed to be up-to-date on all of the latest technologies or are themselves developing new technologies. Keeping current attracts students, since students generally look for the best education available. In addition, it gains attention for the school and frequently aids in drawing top quality faculty. Whether in computers, chemistry or architecture, new techniques and research serve to gain recognition and publicity for the school, and to reinforce or improve its reputation.

In this way, schools can try to attract students, the second reason for continued expansion. The primary goal behind keeping up with advancing technology is to attract students. It is the goal of any school and the job of marketing to match students' needs with institutional strengths. The expansion of departments and curricula opens up new segments of the student populace.

Yet each of these expansions, designed to attract students, increases operating costs which must then be absorbed through state funding, private donations and endowments, additional students or tuition hikes. Tension exists between continued expansion and available resources. On the one hand, for many schools diminishing applicant pools draw down resources. On the other hand, greater resources are needed to improve or add courses and facilities to attract those very same students, but more of them. Colleges as a whole are facing an over-supply of facilities because of the decreasing size of traditional applicant pools. Another consequence of past expansion in the face of dwindling applicants, is the financing of the construction of the previous decade. The costs of construction and expansion cannot be applied to fewer students; it is necessary to keep enrollments up. The disparity of the number of incoming freshmen and the number of institutions exhibits the excess capacity which our higher education system is carrying.

The high inflation of the 1970s and 1980s compounded the financial crunch experienced by many institutions. As the cost of operations for colleges and universities rose, administrators had to decide between increasing enrollment or significantly increasing tuition costs in an effort to remain financially viable. Either choice required a more aggressive and effective marketing effort. Increased enrollments meant that the institution would have to look for new markets from which it could attract new students; higher tuition costs required convincing the current market that attending the institution warranted the extra expense (Bowen 1985).

Viewing the decline of the traditional student pool with trepidation, many institutions have turned their recruiting efforts to other markets. Businesses have known for years that tapping new market segments requires extensive marketing efforts and planning; colleges and universities are beginning to realize that many of the same principles can and should be applied to their particular situation (Berry and George 1975).

Although the number of 18- to 21-year-olds is diminishing, overall college enrollments have increased, indicating a major shift in the makeup of college applicants or higher participation rate. In fall, 1972, 9.2 million people enrolled in colleges and universities including private, public, two and four year institutions. This compares to 12.4 million by the fall of 1982 (Grant and Snyder 1983).

Shifts in student characteristics coupled with most projections of student growth statistics indicate that the traditional college-going proportion of the population looms close to a saturation level. The slow growth trends of the traditional segments of the market indicate their saturation (Hechinger 1980).

In particular, participation rates for males, whites and 18- to 21-year-olds, and full-time students show a most stable market. In contrast, participation by women and non-white minorities is still substantially growing and is not near saturation. These two subgroups of the market are currently catching up to the other segments which have always had relatively limitless opportunities to attend college. This catch-up trend will continue as more minorities enter the workplace and college degrees become more of a norm than an exception (Hechinger 1980).

FUTURE

As competition for students increases and excess classroom space becomes more and more available, more schools vie for the same students. The big question to answer is: "Who will get these new students?" Colleges need to recognize the slow growth segments and the potentially high growth segments of the market. Traditional segments and their needs should not be ignored, but new needs should be met as well (Keim and Keim 1981). Schools with the best marketing program seem to be in the best position. With an active marketing program, schools can easily identify the rapid growth segments and tailor their programming to fit the additional distinctive needs of new segments. The mission and the goals of the school form the criteria of acceptance or rejection for marketing strategies and guide new programming and the targeting of new markets (Grabowski 1981).

Planning for higher education is inherently difficult. Universities tend to be rather inflexible because of tenure, research-based promotion decisions, individual school's autonomy, and decisions on how planning should be done apart from the budget. Thus, institutions must identify their options for increasing enrollments by understanding their present and possible markets, and knowing their present performance as a basis for policy and program development.

Interestingly, admission standards were raised when college classroom space was at a premium and the number of students exceeded the number of spaces available. Now colleges face the reverse problem and many schools are considering relaxing their strict admission standards in order to fill their classrooms. Many schools are faced with deciding how to attract quality students without lowering standards.

Schools with a strong reputation and public image are less affected by this dilemma; they are not impervious to these problems but are clearly less affected. A strong marketing program can perpetuate a school's good reputation and heighten public knowledge of that school's offerings.

Marketing programs can also be used to make the public aware of the need for a college degree in the workplace and what can be

achieved by attending a certain college and receiving a degree from that school. Many schools have changed the direction of their marketing from making the public aware of the availability of courses to promoting the need for a college education. An effective marketing program can reach both the potential traditional and nontraditional students and can assure a school a constant pool of applicants.

Strategic planning and aggressive marketing promotions activities are becoming essential to colleges and universities in meeting the changing student needs and then making the potential student aware of how the institution can meet these needs. This approach is also very applicable to the retention of current students. In the past ten years we have seen a number of students actually filing law suits, against the institutions that they attended, on the grounds that they did not receive an adequate education for the price they paid. This is solid evidence that students have become very involved consumers. To avoid this type of dissension, colleges and universities realize they must employ marketing principles to enable them to better conform their product to student needs and also to decrease post-purchase dissonance. For many years, businesses have realized the importance of reinforcing the consumer's purchase decision. The strategies which will decrease the post-purchase dissonance can be very different from those used to attract new students. The idea behind these strategies is to promote a favorable image outside the immediate educational community. Alumni can be very effective advertising for new students; however, the alumni must continue to be satisfied with the institution that they attended. Much of this satisfaction will come from how society and, more specifically, the business community views the college or university. In this instance, the marketing efforts will take the form of public relations and promotions efforts.

DEVELOPING A STRATEGIC MARKETING PERSPECTIVE

History often repeats itself. The situation universities found in the 1960s and early 1970s may once again occur in the late 1990s to 2000. The baby boomers segment, of which marketers are now

keenly aware, are of prime childbearing years, producing what population experts call an echo effect: a jump in the number of births.

Even though marketing managers' responsibilities may change from stimulating demand to demand modification or reduction, there is still a need for marketing. In trying to cope with a constantly changing environment, institutions of higher education must look to marketing and its strategic planning orientation to help ensure their future. Strategic planning is the process of developing and maintaining a fit between the organization and its changing opportunities. See Figure 1 for this process.

Successfully identifying profitable marketing opportunities depends on the ability to evaluate and track changes in the marketing environment. Competitive, economic, social, legal, and demand conditions are likely to change over time. Universities must be attuned to current environmental changes and attempt to predict future changes. In addition, each school must evaluate its current situation. This involves a resource audit, an examination of organizational strengths and weaknesses, and a basic analysis of where the institution stands. This leads to the development of a statement about where the university should be headed—that is, its strategic direction. With its environmental analysis and resource analysis completed, a school may define its goals and objectives. Objectives are specific guidelines for opportunity identification and strategy development. These should be identified on both a short and long term basis.

Strategy formulation is perhaps the most critical element of the overall marketing plan, for strategy encompasses a school's thrust, focus, direction, and position. Without a strategy, the marketing plan lacks purpose. The university must fully understand its current and potential markets as well as the strengths and weaknesses of the service it provides. Strategy formulation involves developing a competitively effective marketing mix strategy.

Having established goals and objectives and strategy formulation, a strategic marketing plan next develops specific action plans. Marketing strategy must be made into a set of specific actions (i.e., tactics) for accomplishing the marketing goals. This action plan may be changed during the year as new problems and opportunities arise, but it serves as a general framework which enables appropri-

ate administrators to move the university in a particular strategic direction.

The last section of the plan provides the controls to be applied to monitor progress. Controls are best established by specifying standards and designing a system for having deviations brought to the attention of appropriate operations personnel. This is sometimes called "management by exception." The university then determines the causes of any deviations in performance and decides on the corrective action needed to align goals and performance. (For an excellent reference on strategic planning, see Aaker 1984.)

Properly employed marketing methods can help institutions establish (or rebuild) their image, expand the total market for higher education, fill existing capacity, help identify fruitful offerings, and most importantly, meet the needs of an ever-changing environment.

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JHE Matthew Hartley
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What's Being Sold and To What End? A Content Analysis of College Viewbooks

"Pretend that every single person you meet has a sign around his or her neck that says, 'Make me feel important.'"

—Mary Kay Ash, Founder of Mary Kay Cosmetics

"It's all about you."

—Slogan in a 2006–2007 College viewbook

Introduction

Viewbooks—the glossy multi-page brochures that colleges and universities send to tens of thousands of prospective students each year—are an important medium by which institutions of higher learning entice students to matriculate. Well into the age of the Internet and the ease of interactive virtual college tours, students and parents report that college viewbooks¹ continue to play an important role in the initial courtship between student and campus (Lipman Hearne, 2001; Jaschik, 2005). Indeed, an entire industry exists to aid institutions in the design and production of these publications and college and university admissions and

The authors would like to thank Pilar Mendoza, Laura Perna, and the anonymous reviewers from JHE for their helpful insights and assistance in refining this article.

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The Journal of Higher Education, Vol. 79, No. 6 (November/December 2008)
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public relations professionals spend a significant amount of time and money fashioning viewbooks in order to entice students to apply.

But what are the messages conveyed in these viewbooks? What do institutions say in one of their first communications with prospective students? Although college viewbooks have been a fixture of American higher education for decades, there has been precious little attention paid to the explicit (and implicit) messages in their glossy pages. Here we offer the first empirically-based, theoretically-guided work on the subject of viewbooks. Our investigation was informed by three simple questions:

1. What content themes are found in college viewbooks?
2. Do content themes vary by institutional type and control?
3. What messages (if any) are communicated to students about the academic purposes of higher education?

The patterns that emerged from our analysis reveal a great deal about the messages colleges and universities convey to prospective students and raise important questions about how a college education is described at a critical juncture in the college decision making process.

Communicating in a crowded marketplace

In the past two decades, many colleges and universities have altered their activities in response to an increasingly competitive market for students (Zemsky, Shaman, & Shapiro, 2001). This is evident, for example, in the dramatic expansion of professional programs of study (Brint, 2002) as students increasingly seek higher education to "get a good job" (Astin, 1998). It is also apparent in how institutions represent themselves to key external constituencies (Morphew & Hartley, 2006). Today, many colleges and universities use images and symbols to project their institutional identities. "Branding," a marketing term long familiar to The Gap but virtually unheard of among higher education institutions until two decades ago, is now commonly used on American campuses (Toma, Dubrow, & Hartley, 2005). Despite the legitimate concerns that have been raised about the capacity of a market mentality to distort academic purposes (Bok, 2003; Grubb & Lazerson, 2005), the fact remains that colleges and universities are aggressively employing marketing tactics. Consultants and "strategists" bombard college admissions and public relations offices with offers to assist in developing a brand and monitoring how it is perceived by prospective and current students (Frank, 2000; Litten & Brodigan, 1982; Sevier & Sickler, 2006; Schwartz, 1993). Their message is simple: image is everything. What images various institutions choose to assert, however, remains largely unexplored.

Although the college choice process is highly complex and precludes the formulation of simple models, Hossler, Schmit, and Vesper (1999) argue that at its core, the process consists of "information gathering and information-processing" (p. 153). One of the most common means of communicating institutional information to students in the pre-admission process is the college viewbook. The very limited research that exists on viewbooks is cursory in its methodology and conceptualization. It consists of (a) comparisons between the descriptions of viewbooks and the perceptions of prospective students (Durgin, 1998); (b) documentation (i.e. counting) of the percentage of viewbooks that mention financial aid or contain pictures describing student life (Hite & Yearwood, 2001); (c) in-depth analysis of visual images in a small number of viewbooks (Klassen, 2001) and (d) examination of viewbooks in the context of a particular student life issue (Grimes, 2001). There is no empirical study that analyzes a large sample of viewbooks qualitatively, with the benefit of a conceptual framework within which the findings can be understood.

We believe that it is important to pay attention to what institutions of higher learning say to prospective students. The words, images, and symbols included in the condensed space of a viewbook constitute the basis on which institutions choose to begin forming a relationship with their students. More importantly, perhaps, these words and symbols play a substantial role in shaping how students think about the college experience during the early "attentive search" stage of the college choice process. Viewbooks also play a significant role during the latter stages of this process. Hossler, Schmit, and Vesper (1999) report that, when they surveyed a group of 12th graders about the information they used to learn more about the colleges they were considering, students ranked "publications and written information sent to you by colleges" (p. 107) as most important.

Some studies have examined how institutions communicate to external audiences through the use of mission statements (Lang & Lopers-Sweetman, 1991; Lenning & Micek, 1976; Schwerin, 1980; Caruthers & Lott, 1981; Davies, 1986; Keller, 1983; Newsom & Hayes, 1991; Morphew & Hartley, 2006). But unlike mission statements, which have various internal and external audiences (e.g. trustees, alumni, faculty, community leaders), viewbooks are directed at prospective students at the genesis of their college careers. They are a unique and particularly important institutional artifact because these messages inform the initial expectations students have about their postsecondary experience.

In addition to identifying predominant themes, we were particularly interested in examining the ways in which institutions convey their aca-

democratic purposes. To that end we turned to the conceptual work of David Labaree (1997) who has eloquently described the persistent struggle over the goals of American educational institutions. He posits three distinct purposes that educational institutions explicitly or implicitly embrace: democratic equality, social efficiency, and social mobility. The first two goals are closely associated with notions of public good. Schooling should prepare students to be engaged citizens and also economically productive members of society (and thus contributors to the general welfare as taxpayers). Social mobility, by contrast, is linked to notions of education as a private good—the desire to personally benefit from a college education and to use the credential to get ahead financially and socially.

Colleges send messages to key constituent groups that can be linked to each of Labaree's (1997) three goals, though there is variation across institutional type and control. Our earlier analysis of mission statements shows that private colleges and universities tend to profess themes of democratic equality (e.g. preparing civic leaders), while public colleges and universities emphasize service to the local or regional economy and preparation for the workforce (Morphew & Hartley, 2006). Labaree would argue that these constructs reflect institutional commitment to social efficiency as well as social mobility (that is, the benefits of higher education are primarily economic though there is both a public and private benefit). This paper extends this analysis to viewbooks and compares the disparate purposes that are reflected in the images and text of the viewbooks across a range of institutional types.

Methods

For this study we employed content analysis as a means of systematically identifying, classifying, and tabulating the symbols, images, and messages from the viewbooks of 48 four-year colleges and universities across the United States. Content analysis is an empirically grounded method of examining text and images in order to identify messages and meaning (Krippendorff, 2004). Berelson (1952) describes content analysis as "a research technique for the objective, systematic, and quantitative description of the manifest content of communication" (p. 18). Content analysis involves not only describing what is said but involves drawing inferences about the meanings in the messages (Holsti, 1969). Thus, a picture of smiling students is an image found in nearly all college viewbooks. The meaning that can be inferred from these messages is that college is pleasant or fun.

Content analysis embraces both qualitative and quantitative data. Not only are particular themes identified, but the frequency of themes provides additional information about the primacy of messages being conveyed. The method entails analyzing visual media through a structured series of activities, all of which were followed for this study (Krippendorff, 2004):

- *Sampling*: Establishing clear criteria for selecting the media analyzed (e.g. random, stratified);
- *Unitizing*: Identifying a set of discrete themes;
- *Reduction*: Systematically tabulating and summarizing data;
- *Making inferences*: Interpreting the patterns that emerge from the identified themes.

Content analysis has been used in the social and psychological sciences for decades, especially by linguists, anthropologists, and sociologists interested in communications research. Because viewbooks are vehicles of communication that employ the use of language, images, and symbols, content analysis is methodology ideally suited to their analysis.

The sample analyzed for this study contained viewbooks from 24 public institutions and 24 private institutions, including 15 research universities, 16 comprehensive universities, and 17 baccalaureate colleges.

The 48 viewbooks were gathered from colleges and universities from all regions of the country and include a range of institutional types including HBCUs, elite baccalaureate colleges, and research universities, as well as lesser-known public and private colleges. The institutions sampled reflected the diversity of missions among higher education institutions as well, including members of the Council for Christian Colleges and Universities, Council on Public Liberal Arts Colleges, 568 Presidents' Group, and Association of American Universities. In all, 23

TABLE 1
Distribution of Viewbooks Analyzed, by Type and Control

Institution Type	Number (public, private)
Baccalaureate College	17 (6, 11)
Comprehensive University	16 (10, 6)
Research University	15 (8, 7)
<i>Total</i>	48 (24, 24)

states are represented, from Maine to California and Florida to Idaho. The researchers purposively chose a diverse sample of viewbooks with the expectation that different messages will have more or less resonance based on the region in which the college or university is located. That is, given the prevalence of liberal arts colleges in the Northeast—and their popularity with students—institutions from that region may emphasize this selling point more than comparable colleges and universities located in the South.

In addition, we drew a sample of 15 viewbooks from colleges and universities identified by external agents as being committed to a larger public purpose either by virtue of their being recipients of the Carnegie Foundation for the Advancement of Teaching's new community engagement classification² (5) or selected as a "Colleges with a Conscience" by the Princeton Review guide (11).³ (Four institutions appeared in both listings.) Our intent was to see whether the messages conveyed by this group's viewbooks differed substantially from other institutions in the sample.

Consistent with good practice in content analysis, we began by devising a common classification procedure to ensure we were coding text and images in a similar fashion (Weber, 1990). Each of us independently reviewed several viewbooks from each institutional type. This yielded an initial list of 92 distinct themes. To ensure intercoder reliability, we then independently coded a set of ten viewbooks using these themes (Lombard et al, 2002). Subsequent comparison of coding patterns demonstrated the establishment of a shared interpretation of the meaning of pictures and words in the viewbooks. We also discovered that a number of our initial themes were so closely related that distinguishing between them in our coding was unnecessary. We therefore combined terms (thus, "clubs" and "activities" were subsumed under the broader category of "co-curricular/non-athletic activities"). We thereby reduced the total number of themes to 52.

Mindful that pictures and words might be used differently by colleges and universities in their construction of messages to prospective students, we coded words and pictures separately. This allowed for an analysis of how distinctive content themes were more or less likely to be associated with words rather than pictures and vice versa. We also paid particular attention to what viewbooks emphasized. Thus, we indicated in our coding what messages were contained in the first page of text. We also identified themes that were particularly stressed (ones that were either repeatedly mentioned in the viewbook or took up several paragraphs of text or half a page or more of space). Finally, we entered entire passages of text or descriptions of pictures in our electronic coding sheet in order to facilitate cross-institutional comparison of rhetoric around particular themes.

It should be noted that any interpretive act, including content analysis, requires a measure of judgment. The analysis that follows is based on our reading of the data. It is possible that other researchers might produce alternative interpretations. That said, the rigor of content analysis as a method, the consistency in coding between the researchers, the presence of two researchers of diverse backgrounds, and the fairly bold and clear messages imparted in the viewbooks give us a measure of confidence in the following analysis.

Findings

Déjà Vu All Over Again: Viewbooks as a Genre

Though viewbooks differ somewhat in length (from a minimum of four-pages to upwards of seventy), all of the viewbooks we analyzed were full-color, glossy, multipage documents filled with text and splashy pictures representing college life. If prospective students were to define colleges and universities solely by what appears in viewbooks they would quickly conclude that campuses are idyllic havens. They are proximate either to exciting cosmopolitan centers or the wholesome great American outdoors. They are filled with happy and healthy students (in only a few instances were the presence of a health or counseling center mentioned). Undergraduates are a racially diverse and a generally attractive group—all are in their late teens or early twenties. There are no disabled, obese, or depressed students. Everyone belongs. There are unparalleled opportunities for students to participate in a range of stimulating (if not outright “fun”) activities inside the classroom (with smiling, attentive faculty members at hand) not to mention a myriad of co-curricular options. Classes tend to be small.⁴ The faculty are a mixture of Marie Curie, Mr. Chips, and Mr. Rogers, notable for their international scholarly reputations, commitment to teaching and nurturing attentiveness to each “special” student in the academic neighborhood. Happily, all colleges and universities have a range of financial aid options—especially scholarships—that render postsecondary education “affordable” (so much so that many viewbooks don’t need feel the need to trouble the reader with petty details such as how much tuition is). In sum, viewbooks paint a hopeful, idealized and somewhat unrealistic portrait of undergraduate life.

Looking underneath this generic utopian ideal, content analysis reveals the presence of six thematic areas that featured prominently in the viewbooks we analyzed.

TABLE 2
Six Thematic Areas and Examples

Theme	Examples
Institutional context/campus features	<ul style="list-style-type: none"> ✓ Great location • Campus beauty • Campus landmarks • Diversity of the student body ✓ Use of technology
Academics/faculty	<ul style="list-style-type: none"> ✓ Curriculum/Majors • Student/Faculty interaction • Low student/faculty ratio • Chance to study abroad
Co-curricular opportunities	<ul style="list-style-type: none"> • Students having fun • Students engaged in non-sports activities (e.g. clubs) • Varsity and intramural sports • Residence life (housing, dining)
Admissions and financial aid	<ul style="list-style-type: none"> • Admissions requirements • Presence of financial aid/scholarships • How to visit campus
Value of an education	<ul style="list-style-type: none"> • Successful alumni • Validation through external rankings or guidebooks
Purpose of higher education	<ul style="list-style-type: none"> • Preparing students for a job • Formative/developmental

The attractiveness of the institutional context and various campus features were emphasized in the text within the first few pages of almost every viewbook we analyzed and supported throughout in pictures (often beginning on the cover). Colleges and universities are place-bound and their attractiveness is significantly defined by their campuses (their beauty or the extent of their facilities) and geographically (whether they are close to cities or to the ocean or the mountains). Part of this "context" is the student body itself. We found almost no references to non-traditional students (or commuters) and few to transfer students. The viewbooks depict students as a diverse, young, fun-loving crowd. Physically, the prevailing image, even at institutions with large commuter populations, is the archetypal residential college—brick, stone, and grass covered quad. Viewbooks spend considerable space highlighting their geographical attractiveness, or making the most of their location. In two cases, institutions in northern climes spent several paragraphs discussing the beauty of truly experiencing the four seasons and even specifying average winter temperatures to assure prospective students from more temperate regions of the country. Campus beauty is

depicted in images of campus landmarks—a façade, a tree lined walkway, a statue. There's no construction on campuses—certainly no deferred maintenance—and nary a rainy day.

After this brief introduction, the viewbooks take two different routes. Approximately a third of them go on to highlight the "campus community" and co-curricular life, often underscoring the institution's nurturing and communal qualities. Only after that is established is the issue of coursework broached. The majority of institutions, however, immediately address academics, listing majors and various programmatic offerings. A little more than half of the viewbooks offer student profiles or testimonials about academics. Three-quarters of the viewbooks reference a particular curricular feature (e.g. an honors program, a program for first year students, service learning), however, often such descriptions are cursory.

Despite the presence of highly distinctive institutions in our diverse system of higher education (Cardozier, 1993; Townsend, Newell, & Weise, 1992), we were surprised at how few institutions chose to appeal to prospective students on the basis of some distinctive feature or characteristic. One of the few that did wryly observed, "All those college brochures. The campus photos start to look the same after a while, don't they? Rolling meadows with big trees. Impressive buildings. Bright, smiling student faces. You've seen it all before. Maybe too many time[s] before. So what makes [us] different?" Another institution boasted "a curriculum as extraordinary as its history. At the center of this curriculum is a core . . . [though] many other colleges and universities have abandoned or diluted their core curricula." But the vast majority of viewbooks demonstrate a tendency toward conformity using similar sets of stereotypical collegiate images. The mascots, students, faculty, and the precise layouts of their quads may differ but many of the images one sees in college viewbooks could almost be interchangeable.

Another theme that emerged from our analysis was a downplaying of the rigors of academic life. Academic programs are listed (and some even described) but a clear inference that can be drawn from the viewbooks we examined is that students spend very little time studying. Half of the viewbooks contain not a single picture of a student studying. Among those that do, a few chose to depict the lone scholar, almost invariably at work in an idyllic setting—outside on a bench or a sunlit reading nook in a library. In the vast majority of cases, students are shown in groups whether in the library, in labs, or their rooms. Even many of the images of students working on computers show them in pairs. Certainly collaborative learning has many potential benefits and some institutions have made a marked commitment to encouraging such

pedagogies. But it is also the case that success in college requires a great deal of individual discipline and effort. That message is never conveyed.

A number of small, private colleges touted study abroad programs through splashy photos of students in front of well-known landmarks—the Eiffel Tower, the Colosseum, a large Galapagos turtle, even atop a mountain. But the images are more suggestive of tourism than academia. The students are not shown carrying notebooks. They are not engaged in spirited discussion nor are they shown interacting with individuals from other countries, though such poses would be quite easy to arrange.

Many institutions chose to underscore the idea that faculty care about the students and want to nurture and support their intellectual and personal growth. This is a laudable view and one espoused by many institutions. But in some viewbooks the sentiment becomes distorted. One describing its faculty indicated that “their doors are always open” and that students should walk right in because faculty members are “eager to talk and to answer questions. You’re not interrupting.” The fact that faculty have other legitimate demands on their time, even at teaching-centered institutions, such as remaining current in their field, participating in disciplinary or departmental matters, working with other students (not to mention the fact that entering an office without knocking is rude) is ignored. Another viewbook indicated the number of large explosions that a particular chemistry professor could be expected to produce. Such statements may be intended simply to make college seem exciting or less intimidating but they also convey the idea that the entertainment value of a college is an important consideration. There is a not-so-subtle distinction between signaling that the institution is a supportive academic environment and portraying faculty as concierges or clowns.

Out of class (co-curricular) activities are a predominant thematic area. A great deal of attention is paid to clubs, programs, student organizations, and residential options, but dwarfing all of these is athletics. It is the rare viewbook that doesn’t include a picture of a student engaged in varsity sports, often high profile men’s sports like football or basketball. The educational value of a rich co-curriculum is indisputable. Unfortunately, the viewbooks rarely make an appeal on this basis. Instead, the message is that there are a wide variety of things to do and that collegiate life is, well, fun. As one caption put it, “Good times this way!” There are places to hang out, athletic and cultural events to enjoy, and friends to talk to as you cross the quad or sit in your room. As one institution noted, this is “an active campus in [a] booming region [where] you will find plenty of options to enjoy and explore.” Student testimonials about the fun quotient are easy to find and co-curricular activities are clearly presented as a primary consideration in choosing a college. As a

student featured in one viewbook explained: "I'm big into sailing, and the outdoor activities absolutely are some of the best things at [this university]. That's a major thing that attracted me to this school."

Ultimately, since their primary purpose is to entice students to apply, every viewbook offers admissions information. Some contain complete applications materials. Other institutions refer to a website or include a card to request additional materials. Two-thirds of the viewbooks provided information about admissions requirements (e.g. numbers of required college preparatory courses, the need to submit SAT or ACT scores.) Most of the small colleges indicated a desire to create a "well rounded class," implying that an individual applicant will be considered in the context of an emerging cohort of students, not simply "by the numbers." In fact, many highly selective institutions implied that all worthy applicants will be considered for admission. As one elite college put it, "In admissions decisions, we seek excellence—in academics, art, music, theater, work experience, publications, leadership, public service, and athletics." What constitutes "excellence," however, is left to the imagination.

Two-thirds of the viewbooks encourage prospective students to visit. As one public university stated, "The best way to find out if a university is right for you is to spend time on campus . . . to meet the people who study, work, and live here." Mention of financial aid (often visually separated from the admissions discussion) tends to emphasize affordability and the commitment of the institution to "work with all students admitted to the College to help them find the means necessary to attend." Examples of various scholarships in some cases are listed but the total number available is never specified. Half of the viewbooks we analyzed contained no specific information on tuition costs. There were also some statements that could mislead less savvy students. One institution indicated that "Approximately 87% of [our] undergraduates receive some type of financial aid." However, included in that figure were federal loans. In a few cases, the financial aid discussion drifted towards *Let's Make a Deal* with one institution giving special "grants" to children of alumni (\$1,000) or in one case "family grants," a volume discount of \$2,200 if children from the same family attend.

The Imperative of Narrowly Differentiating

Organizational theorist Michael Porter argues that the primary dimensions on which institutions compete are price and differentiation (Porter, 1998). As mentioned above, half of the viewbooks in our sample dispense with the former by simply not including the "price." Rather, they emphasize a willingness to help the student find the financial means to

attend. Therefore the central thrust of the appeal for most of these institutions is differentiation but within a tightly proscribed genre. Though certain forms are observed, viewbooks do have distinct characteristics that to some degree set them apart from one another. Compare the following statements on academics from four viewbooks we examined:

College 1: "Don't expect to take notes, memorize or reproduce information on a test."

College 2: "[Attending our institution] is, first and foremost, about the life of the mind. It is about intellectual challenge. While that refers to challenging material and tough courses, it also implies that professors will challenge you to test your assumptions about what you know and believe and about the nature of learning. [We] will help you discover how far you can go."

College 3: "[Our] core curriculum contains the essence of the classic liberal arts education. Through it, our students are introduced to the history, the philosophical and theological ideas, the works of literature and the scientific discoveries that set Western Civilization apart."

College 4: "[Attending our institution] is about academic excellence. It is also engagement, political awareness, leadership, community service, arts and the media, activism, citizenship and responsibility. Our faculty and students understand that the greatest outcome of [this] education is transforming your knowledge into action and by what you do, learning even more."

Each of these statements comes from a baccalaureate college. But the messages (and institutions) are distinct. The first is from a non-selective college that emphasizes a nurturing environment and student support. The other three take pride in the rigor of their academic program. However, the academic programs they represent are distinct. College 2's emphasis on the "life of the mind" and an engagement in intellectually challenging work that will "test your assumptions" represents a particular liberal arts ideal—an education that encourages critical thinking, free thought, and the formation of an independent identity. By contrast, College 3 offers a "classical" education based on the merits of "Western Civilization." Here, a set of important ideas are to be conveyed to the students and form the foundation of their education. Finally, College 4 promotes a wedding of liberal arts and experiential education. In a real sense, these institutions have carved out a particular niche—one not oc-

cupied by any of the other three. Similar comparisons could be drawn in other thematic areas as well. Although large universities reference the excitement and school spirit generated by having a competitive Division I athletic program, they also are keen to emphasize participation. "At some point—in the midst of participating in on all your own activities and competitions—you'll probably also want to take some time to become a part of the proud tradition of [our] Division I athletics." Institutions in other divisions emphasize participation and the ideal of the "scholar-athlete": "Forget warming the bench at some oversized institution. Turn up the heat with [our] athletics. Dunk the winning basket. Kick the perfect field goal. Sink the spot-on putt. Cross the finish line in a blaze of glory because [here], you're the star."

But ultimately this is differentiation within a fairly restrictive range. (No institution, for example, argues that athletics is irrelevant in an institution of higher learning.) It is rather a matter of highlighting some elements and not others, not questioning the presence of the accepted set of elements. This makes good sense as a marketing strategy. In part it is a matter of giving the "customer" what they expect. As institutional theorists have explained, there are powerful normative expectations that confer legitimacy on institutions, particularly where technologies and outcomes are difficult to define and measure (DiMaggio & Powell, 1991). As Meyer and Rowan (1977) observe, "Organizations that incorporate societally legitimated rationalized elements in their formal structures maximize their legitimacy and increase their resources and survival capabilities." The danger for any organization operating in an institutionalized environment is seeming too different, which might cause others to question said organization's legitimacy.

Prospective students and their parents have only rough indicators for determining variations in quality among colleges and universities, such as average SAT scores, percentages of students continuing on to graduate school, and retention rates. Such rational arguments are not the appeal being made in the vast majority of viewbooks. Instead, institutions establish their legitimacy by projecting a collegiate image. (Looks like a beautiful campus with happy students, attentive faculty, a quad and a football team, must be a good one!) Evident in viewbooks is the prevalence of institutional isomorphism.

Why don't institutions stake out unique claims? Surely distinctiveness has advantages. A distinctive institution is better able to draw students to itself that share similar values or interests (Townsend, Newell, & Wiese, 1992). It will greatly appeal to a particular group of students. But this reveals the double-edged sword. Pepperdine and Hillsdale may appeal to students of a different political leaning than Hampshire and Oberlin

and in doing so both actively define and exclude portions of the student market. It is a niche strategy and one with risks. First, because of the normative pressures outlined above, students looking for something "mainstream" may balk at applying. A second risk of occupying a specific niche is that the environment may shift over time (as some women's colleges, faith-based institutions, and historically black colleges and universities have found). Organizations that have clearly defined (and deeply held) institutional purposes are loathe to abandon them, even if they become a competitive disadvantage (Collins & Porras, 1996.) This is laudable—we certainly are not calling into question the validity of institutions with distinctive missions—but it is clear that it can be a challenge to "sell" these vision in a market dominated by a generic collegiate ideal. As the admissions director of a highly selective women's college mentioned to one of us recently, "A lot of prospective students initially say they wouldn't even consider a women's college—it's a hurdle I have to get beyond again and again before they'll even take a look and see the wonderful educational experience we have to offer."

Institutions in this situation have a balancing act to perform. One college with strong ties to the conservative movement whose board voted to refuse all federal aid so it could ignore affirmative action presents this history as a somewhat vague and mild morality tale about "independence." The political dimension is never mentioned and the board's (and donors') conservative views are sidestepped. In sum, the distinctive ideological stance is softened to appeal to a wider swath of applicants. Another college affiliated with an evangelical denomination created its viewbook (one of the more distinctive we reviewed) in the form of a teen magazine, complete with advice columns and top 10 lists. The text makes clear that this is an institution where religious commitment is highly valued. Prominent profiles of a student and alumnus point to the importance of faith. So, the religious nature of the institution is acknowledged but the overall viewbook conveys a fun and ultimately quite conventional (even worldly) image. By contrast, another evangelical university underscored its strong religious nature in a manner that other faith based institutions we reviewed tended to avoid. On the inside of the viewbook's cover, the president proclaims, "We want [our] university under the Lordship of Jesus Christ." The viewbook includes a full-page picture of a student actively engaged in prayer. Few institutions are willing to take as clear a stand.⁵ Instead they attempt to hedge their bets with vague slogans such as "what a college should be" or profess that they are "special" while all the while adhering to rather banal convention. Even the viewbook of an HBCU we analyzed made no reference to its distinctive mission and history, instead asserting "[The college] was created

just for you." It seems that many institutions are left in the paradoxical position of wanting to emphasize their special nature while remaining conventional—exciting and enticing but somehow familiar, unique but not weird. This is the dangerous water in which viewbooks must tread. Viewbooks must differentiate, but do so in a legitimate fashion that doesn't scare students away.

The Private Purpose of American Higher Education

One of the most striking findings of this study concerns the viewbooks' treatment of the purposes of a college education. In a third of the viewbooks there was either a brief reference to the purpose of higher education, often couched in terms of personal aspiration (e.g. "we'll help you reach your dreams") or no reference at all. Though these viewbooks might describe innovative academic programs or note the successes of their alumni or point to their place in external rankings (e.g. *U.S. News and World Report*, the *Fiske Guide*)—all markers of quality and value—they made no attempt to explain what higher education is for.

Half of the viewbooks we analyzed emphasize the formative nature of a college education—its capacity to promote human growth. Nearly half discuss the enrichment of a liberal arts education (and these two concepts were often conveyed in the same viewbook). Some of these appeals are quite eloquent. However, the benefits garnered by these experiences tend to be expressed in highly personal terms, an individual benefit. More than half the time, viewbooks making such lofty pronouncements underscore the economic benefit of college education as well. As one institution states, "college . . . is a search to understand ourselves, our purpose in life." But then it adds, conspiratorially: "Let's be honest, one of the reasons you're planning to attend college is so you can build a great career, right?"

Fully a third of the viewbooks, without a hint of self-consciousness, described the benefit of a college education in purely economic terms. As one university put it: "Some consider a plum job with financial freedom to be the true standard of success, while others see it as stellar grades and admission to a top graduate school. With [our] diploma, you may define your own success"—that is, narrowly as individual career advancement. One small college not only proudly asserted its vocational orientation, but sought to undercut its liberal arts competitors by stating that it was "no head-in-the-clouds place for idle contemplation. [This] is a hands-on place." Another stated its purpose as one fit for an investment prospectus: "The University works hand-in-hand with businesses, community organizations and neighborhoods in the greater [metropolitan] area to ensure that we deliver top quality education that meets the needs of the market."

The Public Purposes of Colleges and Universities

We found few references to any larger, public purpose for higher education in the viewbooks. We identified only four viewbooks that referenced the importance of preparing students to become engaged citizens—all were selective or highly selective private institutions. Although half of the viewbooks made reference to public-spirited activities such as service-learning and/or community service (among the most frequently cited strategies for promoting civic engagement (Colby et al, 2003; Hollander & Hartley, 2003; Kezar, 2005)) only one viewbook in seven gave these activities more than a fleeting mention. Among the 15 institutions who were designated Colleges with a Conscience or received the Carnegie engagement classification, three quarters mentioned community-based activities but only a third dedicated at least a paragraph to describing them.

The message that emanates from viewbooks is an extremely privatized conception of American higher education. Attempting to use Labaree's (1997) framework, we found it remarkably difficult to identify any references to democratic purposes. Though service to society and a desire to prepare citizens are ideals that feature prominently in institutional statements intended for other audiences (e.g. board members, faculty) (Morphew & Hartley, 2006) these ideas are apparently considered irrelevant to prospective students. Labaree's notion of social efficiency—that education benefits society by preparing people to enter it as well-trained and productive members—is implicit in some of the messages found in the viewbooks. There certainly is a great deal of talk about preparing for "careers," for example. But we found not a single mention of a larger societal benefit of higher education in the set of viewbooks we examined. The overarching emphasis is that education benefits the individual.

One area critically important to our democracy is that of diversity. College and universities are places in our society where people of different racial and socioeconomic backgrounds work and learn together. Given the segregated nature of American society, colleges and universities allow students to encounter others with different life experiences and perspectives and provide the opportunity to learn from those interactions. Almost all of institutions made reference to diversity in their viewbooks, most frequently through the presence of a diverse student body in the pictures. (In fact, 9 of 48 viewbooks depicted diversity in this way with no accompanying text.) But the prevailing message in the majority of them was simply that students of all races, creeds and incomes are welcome. Diversity is frequently "celebrated," but ill defined. For example, a number of institutions referenced the diversity of their student body and then went on to describe their geographic distribu-

tion—"our students hail from 46 states and 23 countries." Or, in more narrative form, "You could be lab partners with a biology major from Australia. Share a lunch table with an exchange student from Germany. Run sprints with a placekicker from Chicago. Be folder partners with a soprano from New Jersey (a singer—not a character on HBO)." The issue of race is thereby sidestepped. Only five institutions' viewbooks directly linked the presence of diversity with the academic purpose of the institution. One liberal arts college stated that it

is committed to fostering a fully inclusive campus community, enriched by persons of different races, ethnicities, nationalities, economic backgrounds, ages, abilities, sexual orientations and spiritual values. We strive to confront and overcome actions and attitudes that discourage the widest possible range of participation in our community, and we seek to deepen our understanding of diversity in our daily relationship and in our dealings as an institution.

Similarly, a public university eloquently noted, "True learning requires open debate, civil discourse, and tolerance of many different individuals and ideas. We are preparing students to live and work in a world that speaks with many voices and from many cultures. Tolerance is not only essential to learning, it is an essential to be learned." Unfortunately, few institutions seem willing to make the obvious point that their marketplace of ideas is enriched by the diversity of the people at their institution and to link that educational outcome with the larger ongoing work of our country in terms of race relations and preparing for an ever more global economy.

Viewbooks are expensive to produce and intended to prompt action. So difficult decisions, no doubt, must be made about what to include. However, if first impressions matter, the message being conveyed at the beginning of the courtship between institution and student is essentially: we exist to serve you (singular), or as one institution put it, "It's all about you." This seems to us highly problematic for several reasons. First, it is grossly inaccurate. Students deserve a fine education, but it would be absurd for an individual student to claim "it's all about me." There are competing claims on faculty members' time, including generating new knowledge, serving on committees, disciplinary work (not to mention serving other students!). In depicting a caring environment, institutions ought to beware of giving the impression that students should expect hand-holding. Few institutions have the resources to provide it and all should question its efficacy. Further, even a highly supportive educational environment must make demands on students. Learning requires commitment and hard work, a concept wholly absent in these viewbooks. Alongside rights (and many potential benefits) there are also responsibilities.

Second, students have many co-curricular opportunities and such involvement should bring pleasure to the individual. But couldn't the point also be made that students have an opportunity to contribute to the broader collegiate community by participating on teams or in theater productions or assuming leadership positions? It is surprising how rarely such a connection was drawn. Comparatively few institutions described the benefits of community-based activities such as service learning or community service, despite its demonstrated educational (not to mention societal) benefits (Astin & Sax, 1998; Astin, Sax, & Avalos, 2000; Eyler & Giles, 1999). Voluntary activities have long served as an essential building block of our democracy (de Tocquville, [1835, 1840] 1969). In 2006, fully 83% of incoming first-year students had performed volunteer work and 49% had participated in a demonstration during the preceding year. This is no narcissistic, politically apathetic group of students and it would seem reasonable (even savvy from a marketing standpoint) to allow these students to see themselves reflected in the pages of college viewbooks.

Conclusion

Sidestepping discussions about purpose transmits the message that college admissions is largely a matter of selecting the most attractive package of programs, activities and amenities—it commodifies college choice. Colleges and universities are on record (through their mission statements) of standing for something more important. Our mission statements speak of the importance of formative development, service to society and state, and of colleges' role in building stronger communities and a more vibrant democracy. Certainly viewbooks have a different purpose than mission statements. But it seems reasonable to us that they not reflect their antithesis.

College and university viewbooks are selling to prospective students in the same way that print ads, billboards, and television screens do: This product will make you happy, meet your every need, help you succeed—even make your rich. It is the rare viewbook that goes beyond the sales pitch to try to connect with something more cerebral, spiritual, or educational. American colleges and universities can do better. Such callow marketing is increasingly falling on deaf ears. A recent series of focus groups with high school students conducted by the Education Conservancy found that student viewed a great deal of the college recruiting materials they received to be "disingenuous" and "generic" (Jaschik, 2007). We suspect that few faculty members (and maybe even few senior administrators) have taken a close look at the initial messages.

that are being conveyed through viewbooks to students as they begin to ask themselves what college is for, why they should attend, and what they should expect it to be like. We suspect if they did, their conclusion would conform to the observation of the late Louis Kronenberger, professor and drama critic for *Time Magazine*, "The trouble with us in America isn't that the poetry of life has turned to prose, but it has turned to advertising copy."

Endnotes

¹The term "college viewbook" will be used to describe viewbooks produced by both four-year colleges and universities.

²<http://www.carnegiefoundation.org/classifications/sub.asp?key=784>

³<http://www.princetonreview.com/college/research/conscience/>

⁴Small is, of course, a relative term: Liberal arts colleges prominently note the precise student/faculty ratio. Large universities tend to use data such as the percentage of classes that have fewer than 30 students in them, for example.

⁵It is worth noting that most of those willing to take such a stand were religious colleges and universities.

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NICHOLS ACADEMY.

The Spring Term of this Academy will commence on *Wednesday, the 10th instant*. The Classical and English Departments will continue under the superintendance of Mr. H. L. Street, whose experience and superior qualifications as a Teacher, entitle him to a large share of the public confidence. Miss Reed, from Boston, late Preceptress at Groton Academy, will take charge of the department of Female Education. Females may also attend the instructions of the Preceptor, a part of their time, without extra expense. A portion of time each day between prayers and breakfast, will be devoted to examinations, and Lectures on History, and other branches connected with the studies of the Term. Particular care will be taken of Lads, at all hours of the day, in regard to their studies and behaviour.

Tuition in the Classical Studies, Painting and Drawing, \$4.33. Philosophy, Chemistry, Mathematics, &c. \$3.33.

Board may be obtained in respectable families from \$1.33 to \$1.50 a week, including washing.

By order of the Board of Trustees,

WM. HANCOCK, Sec'y.

Dudley, March 5.

(Adv. Worcester Spy, 1828.)

Nichols Academy, for Both Sexes, Dudley, Mass.



This institution, situated on Dudley Hill, near Webster, Mass., is the best equipped and most pleasantly located academy in New England. Thorough instruction in the ancient and modern languages, practical astronomy, surveying, analytical chemistry, mechanical and free-hand drawing, meteorology, stenography, typewriting, telegraphy. Extensive library, complete astronomical observatory, new gymnasium. Boarding house newly furnished with all modern improvements. Certificate admits to various colleges. Fall term commences Tues., Sept. 3, '95. Adm. with engagements, now ready. Address ALFRED G. COLLINS, Principal, Dudley, Mass.

1895

NICHOLS ACADEMY
FOR BOTH SEXES
DUDLEY - - - MASS

This institution, situated on Dudley Hill, near Webster, Mass., is the best equipped and most pleasantly located academy in New England. Situated on Dudley Hill, a famous summer resort, it has an almost ideal physical environment.

The courses of study fit for any college, schools of technology and business. Excellent physical development is secured through the new gymnasium, which is fitted up with reference to the work in the athletic field. The Emersonian system of physical culture is also thoroughly taught. Every provision is made for proper exercise and amusement, including an athletic field and a tennis court. Men famous in every branch of professional and business life have received their early training at Nichols Academy. The Academy Home, elegantly furnished and supplied with all modern conveniences, contains every facility for the accommodation of students from other towns. The department of telegraphy has recently been greatly enlarged, and now includes four local offices, besides the Western Union line. There is an extensive library and a complete astronomical observatory. The transit instrument is connected optically with the astronomical clock and chronograph, by means of which time can be taken as accurately as at Washington. Two new laboratories, chemical and physical, have been opened during the last few months, and many hundred dollars expended in furnishing them with complete equipments.

Certificate admits to various colleges. Fall term commences Tuesday, September 21st. Address ALFRED G. COLLINS, Principal Dudley, Mass.

1899

Boston Evening Transcript, Aug 15, 1892. Browse this newspaper

SCHOOLS.

NICHOLS ACADEMY, DUDLEY, MASS.

This institution, situated on Dudley Hill, is the best equipped and most pleasantly located academy in New England. Here students have the use of a completely furnished astronomical observatory and extensive library. Very thorough instruction in the ancient and modern languages, practical astronomy, surveying, analytical chemistry, mechanical and free-hand drawing, meteorology, stenography, typewriting and telegraphy is given by specialists in the different departments. A new house, elegantly furnished and supplied with all the modern conveniences, has recently been erected for the accommodation of students. Parents who wish to patronize a first-class institution are requested to call and examine the facilities which this academy possesses. The next term begins TUESDAY, SEPT. 6, 1892. Catalogues containing elegant illustrations of all the buildings, both in groups and on separate pages, are now ready. Address

ALFRED G. COLLINS, Principal.

(1892) 206

1892

1828



about 1875 or 1876

Nichols Academy.

A First-Class English and Classical Boarding School.

It is beautifully situated in the town of Dudley, Mass.

BOARD OF INSTRUCTION.

MARCELLUS COGGAN, A. B.,
Principal.

CARL KREBS,
Professor of Music.

C. C. SAMPSON, A. B.,
Assistant Principal.

MISS L. J. HEALY,
Assistant Teacher of Music.

MRS. M. COGGAN,
Teacher of English.

MR. E. F. LINDSEY,
Teacher of Penmanship.

MISS H. E. BROOKS,
Teacher of French.

MRS. M. S. THOMPSON,
Matron.

To those intending to be admitted to our institution for one higher education or learning this school offers inducements that few similar institutions can compete with.

The Board of Instruction is especially selected to fit thoroughly young men for Harvard, Yale, Bowdoin, or any college in the United States.

DISCIP.—The advantages that a person receives from an education, aside from the discipline of the mind, are found in the ability to use that education in practical life. Every active man can testify to this fact. Daily we hear scholars who have graduated with high honors from our best Educational Institutions declare that what they there learned they were unable to put into practical use. It is the aim of our institution, and thus far we believe we have been successful, to correct this evil by teaching each scholar a proper application of the principle he has learned, thereby not only giving him tools but showing him their use. We ignore all text-books so far as they tend to fill the mind with unmeaning rules and appeal to the student's common sense and reason, instead of loading the mind with vague and impractical theories. It is our special aim to fit young men and women for the stern duties of practical business life imparting to them the most thorough knowledge of Book-keeping in single and double entry, Trigonometry and Surveying, as well as all other similar branches taught in our best institutions.

NORMAL.—By a successful experience in the school room we can say to those fitting themselves for the high calling, that our instruction will be not inferior to that of the best Normal Schools in the State.

Our Musical Department embraces each talent as to command the patronage of any pupil desiring to be perfect in this art.

Our price of board is only three dollars for five days and three and a half for seven days, which reduces the term bills very far below those of other similar institutions.

The Hancock Fund furnishes free tuition to deserving and needy pupils.

The Elocution and Voice Culture with our evening Lyceums give unparalleled opportunities for exercise in public speaking.

It is our aim to teach thoroughly and practically and above all to excite earnestness and life in every student.

Read for Catalogue.

Address

M. COGGAN.



Return to

Mrs. L. M. Litchfield

CATALOGUE.

NICHOLS ACADEMY,
DUDLEY, MASS.

1835.

Mrs. L. M. Litchfield

CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF

NICHOLS ACADEMY,

DUDLEY, MASS.

For the year ending November 24th,
1835.

WORCESTER:

PRINTED BY MOSES W. GROUT.
1835.

1851

BOARD OF TRUSTEES.

REV. ABIEL WILLIAMS, *President.*
WILLIAM WINSOR, Esq. *Treasurer.*
COL. WILLIAM HANCOCK, *Secretary.*

REV. PAUL DEAN,
COL. JEREMIAH KINGSBURY,
CAPT. WILLIAM LARNED,
LINUS CHILD, Esq.
EBENEZER D. AMMIDOWN, Esq.
GEORGE B. SLATER, Esq.
DR. SAMUEL C. PAINE,
PETER C. BACON, Esq.
COL. MORRIS LARNED,
MR. CHESTER CLEMANS.

(*Two vacancies.*)

INSTRUCTORS.

REV. BENJ. I. DIEFENDORF, A. B.
Principal.
MISS MARIA B. INGRAHAM,
Assistant.

STUDENTS.

Females.

<u>Names.</u>	<u>Residence.</u>
Violetta Aldrich, - - -	Thompson, Ct.
Susan M. Ammidown, - -	Southbridge.
Adelia Ammidown, - - -	Southbridge.
Catharine L. Arnold, - - -	Thompson, Ct.
Jane Fay Bemis, † - - -	Dudley.
Mary F. Bailey, - - -	Southbridge.
Angeline Barton, - - -	Dudley.
Sophronia Bates, - - -	Dudley.
Elizabeth Baxter, - - -	Dudley.
Andalusia M. Cheney, - -	Southbridge.
Julia A. Comstock, - - -	Southbridge.
Cynthia F. Child, - - -	Sturbridge.
Sylvia Corbin, - - -	Dudley.
Sally M. Cudworth, - - -	Oxford.
Elizabeth Cutting, - - -	Southbridge.
Susan Dwight, - - -	Dudley.
Catharine Dwight, - - -	Dudley.
Fidelia Davis, - - -	Dudley.
Catharine Dean, - - -	Woodstock, Ct.
Louisa Elwell, - - -	Dudley.
Sally Fiske, - - -	Southbridge.
Lucy Ann Harris, * - - -	Oxford.
Clarinda Healy, - - -	Dudley.
Margaret Henderson, - -	Webster.

Names.	Residence.
Emily B. Healy, - - -	Dudley.
Sophia W. Holmes, - - -	Sturbridge.
Maria B. Ingraham, - - -	Dudley.
Louisa A. Ingraham, - - -	Dudley.
Clarissa Jacobs, - - -	Scituate.
Mary P. Jordan, - - -	Thompson, Ct.
Eliza McKinstry, - - -	Southbridge.
Hannah M. Larned, - - -	Dudley.
Esther Marcy, - - -	Southbridge.
Jennette D. Morris, - - -	Sturbridge.
Mary Ann Negus, - - -	Webster.
Emily Ormsbee, - - -	Thompson, Ct.
Marilla Ormsbee, - - -	Thompson, Ct.
Abigail C. Ormsbee, - - -	Dudley.
Harriet Patridge, - - -	Brimfield.
Experience Perry, - - -	Dudley.
Clarissa Phipps, - - -	Thompson, Ct.
Sabrina W. Plummer, - - -	Webster.
Mary R. Pope, - - -	Dudley.
Sarah Pratt, - - -	Dudley.
Fanny Robinson, - - -	Dudley.
Dolly M. Sayles, - - -	Dudley.
Sarah Smith, - - -	Sutton.
Emily D. Vinton, - - -	Southbridge.
Aurelia Wakefield, - - -	Oxford.
Hannah W. Wilson, - - -	Killingly, Ct.
Julia F. Woodward, - - -	Sturbridge.

Sales.

Names.	Residence.
Alfred Albee,* - - -	Dudley.
Lucius H. Ammidown, - - -	Southbridge.
Zephaniah Baker,† - - -	Dudley.
Jacob Baker, - - -	Dudley.
George H. Brown,* - - -	Glocester, R. I.
George P. Brown, - - -	Dudley.
William S. Brown, - - -	Dudley.
Loring Boyden, - - -	Sturbridge.
Henry E. Bugbee, - - -	Woodstock, Ct.
James G. Cady, - - -	Glocester, R. I.
Joseph Chandler, - - -	Woodstock, Ct.
Joel Cheney, jr., - - -	Southbridge.
John Clark, - - -	Woodstock, Ct.
Richard G. Cunliff, - - -	Burrillville, R. I.
George Davis, - - -	Dudley.
John E. Davis, - - -	Charlton.
Jerome B. Darling, - - -	Charlton.
Daniel Dwight, jr., - - -	Dudley.
Joseph S. Ellis,† - - -	Waterbury, Ct.
John O. Fox, - - -	Woodstock, Ct.
Rufus A. Freeman, - - -	Webster.
Jeremiah Harbison, - - -	Webster.
Isaac Harbison,* - - -	Webster.
Samuel C. Hartwell, - - -	Southbridge.
Stephen G. Hiler, - - -	Boston
Moses W. Healy,*† - - -	Dudley.
Frederick Hovey, - - -	Woodstock, Ct.
Frederick Hubbard, - - -	Dudley.

Names.	Residence.
Royal P. McIntire, - - -	Charlton.
Salem McIntire, - - -	Charlton.
Joseph Ireson, - - -	Webster.
Asher Joslin, - - -	Webster.
Allen H. Knight,*† - - -	Troy, N. Y.
Samuel Knight, - - -	Poughkeepsie, N. Y.
Samuel D. Knight, - - -	Dudley.
Joshua P. Knight, - - -	Dudley.
William H. Knight, - - -	Poughkeepsie, N. Y.
John O. McKinstry,* - - -	Southbridge.
Salem T. Lamb,* - - -	Charlton.
William D. Lamb, - - -	Charlton.
John A. Larned,*† - - -	Dudley.
William Larned, - - -	Dudley.
John Marcy,* - - -	Southbridge.
Samuel L. Marsh, - - -	Charlton.
William T. Morse, - - -	Woodstock, Ct.
Lucius D. Negus, - - -	Webster.
Whitman Phillips, - - -	Woodstock, Ct.
Anson W. Penniman, - - -	Boston.
Bradford Putnam, - - -	Sutton.
Albert Paine,* - - -	Thompson, Ct.
Chester W. Paine, - - -	Woodstock, Ct.
Austin T. Phillips, - - -	Charlton.
Samuel Potter, jr., - - -	Glocester, R. I.
James J. Robinson, - - -	Sutton.
James J. Sawyer, - - -	Pomfret, Ct.
Thomas C. Steere, - - -	Woodstock, Ct.
John W. Smith, - - -	Charlton.

Names.	Residence.
Andrew J. Spurr, - - -	Charlton.
Bridgam A. Taft, - - -	Uxbridge.
Oliver H. P. Thayer, - - -	Dudley.
George A. Vinton, - - -	Southbridge.
Abial D. Williams, - - -	Dudley.
Joseph Winsor,* - - -	Glocester, R. I.

Females, - - - - -	51.
Males, - - - - -	63.
Total, - - - - -	114.

Explanation of Signs.

* Studying Latin. † Studying Greek.

Price of Board.

Good Board, including washing, may always be obtained in the Academy buildings, or in private families, at a price not exceeding \$1.50 per week.

Tuition.

In the English Department, - - -	\$3.33.
" Classical, " - - -	4.33.

Terms.

The year is divided into four terms, of eleven weeks each. The Winter term will commence on the third Wednesday of December. The Spring term on the second Wednesday of March. The Summer term second Wednesday of June; and the Fall term on the first Wednesday of September.

Text Books.

English.	Angell's Select Reader, Olney's Modern Geography, Willard's Ancient Geography, Smith's Productive Grammar, Emerson's Arithmetic, (2d and 3d Parts) or Adams's New Arithmetic, Goodrich's History of the United States, Webster's or Worcester's Dictionary.
Natural Science.	Comstock's Natural Philosophy, Comstock's Chemistry, Comstock's Mineralogy, Bakewell's Geology, Sessellie's Philosophy of Natural History, Burritt's Geography of the Heavens, Guy's Astronomy.
Moral Science and Belles Lettres.	Blair's Rhetoric, Porter's Analysis, Watts on the Mind, Upham's Mental Philosophy, or Abercrombie on the Intellectual Powers, Hedge's Logic, Paley's Moral Philosophy.
Mathematics.	Day's Algebra, Legendre's Geometry, (Brewster's Translation.) Day's Mensuration and Trigonometry, Day's Navigation and Surveying, or Flint's Surveying, &c.
Latin.	Ainsworth's Dictionary, Adam's Latin Grammar, (Gould's Edition.) Jacob's Latin Reader, Loverett's Latin Tutor, Anthon's Sallust, Cicero's Select Orations, Cooper's Virgil, Fabron's Livy, Horace, Adam's Roman Antiquities, Lempriere's Classical Dictionary.
Greek.	Fisk's Greek Grammar, Goodrich's Greek Exercises, Greek Testament, Jacob's Greek Reader, Grove's Greek Dictionary, or Donnegan's Lexicon, Porter's Greek Antiquities.

RULES

To be observed by the students in this Institution.

RULE 1st. Due respect must always be shown to all the officers of the Institution.

2d. All fighting, quarrelling, and opprobrious language among scholars are strictly forbidden. And it is expected that they will observe propriety of deportment in all their intercourse with each other.

3d. The use of profane language, card playing, and other like games of chance, are strictly prohibited.

4th. It is expected that the students will not be absent from their respective studying rooms after nine o'clock in the evening; nor from the Academy during school hours, unless excused.

5th. All the students are required seasonably to attend public worship during the day on the Sabbath, unless excused by their parents, guardians, or the Preceptor; and on other parts of the day to observe the rules of propriety and decorum.

6th. Every student is required to observe such hours for study as the Preceptor shall from time to time designate. And it is hoped that those who favor the students with board and rooms, will at no time countenance a violation of any of the above rules, and that if any are repeatedly violated, information will be given to the Principal.

The above rules, and those also, which we do not publish, shall be subject to such alterations as may from time to time be found necessary.

1861

NICHOLS ACADEMY,

DUDLEY, MASS.

ENGLISH AND CLASSICAL SCHOOL FOR BOTH SEXES.

MONROE NICHOLS, A. M., PRINCIPAL.

HENRY E. DAY, ASSISTANT.

Miss Henrietta M. Moore, Teacher of Music and the Ornamental Branches.

The Calendar for the Year will be as follows:

- The Fall Term will commence August 20th, and continue fourteen weeks; closing November 28d.
- The Winter Term will commence December 10th, and continue thirteen weeks; closing March 8th, 1861.
- The Spring Term will commence March 26th, 1861, and continue thirteen weeks; closing June 21st, 1861.

THE COURSE OF STUDY

at this Institution is sufficiently comprehensive to meet the wants of all classes of Academic Students. Particular attention, however, is given to those pursuing Classical Studies, to those intending to become Teachers, and to young gentlemen desirous of qualifying themselves for business life. Faithful and competent instruction is given in French, German, Drawing, Printing, and in Music, both Vocal and Instrumental. Lectures, upon a variety of subjects, but chiefly pertaining to Natural Science, and illustrated by Experiments, are given weekly, without extra charge.

Nichols Academy is the largest school of the kind in Worcester County, and no efforts will be lacking on the part of Trustees or Principal, to render it, both in facilities for instruction and in thoroughness of discipline, worthy of the liberal and increasing patronage it enjoys.

EXPENSES.

Common English Branches, per Term,	\$ 4.50	Board and Lodgings per week, (exclusive of washing) —	
Higher " " " "	5.00	Ladies,	\$ 2.00
Latin and Greek Languages, each extra,	.75	Five days Board, for Gentlemen, \$1.75; Ladies,	1.50
Instruction on Piano, with use of Instrument, (twenty-four lessons,) extra,	10.00	Washing, (pieces large and small,) per dozen,	.36
Lessons in French and German, each,	3.00	Incidental expenses, per term,	.20
Board and Lodgings per week, (exclusive of Washing,)		Room Rent, " "	.50
Gentlemen,	2.25	Fuel and Lights at cost. Rooms furnished throughout.	
		Charges for the Ornamental Branches at the usual rates,	

BILLS PAYABLE AT THE MIDDLE OF EACH TERM.

Board, at the above rates, can be obtained at the Academy Boarding House, or in private families. The school week consists of five full days, and Students who reside but a few miles distant often leave regularly on Friday night and return Monday morning. In such cases a deduction is made, as above stated.

Young Ladies and Gentlemen from abroad, residing at the Boarding House with the Principal, are considered as placed entirely in his charge, and will accordingly receive from him, in all their interests, as from their own Parents, faithful personal attention. A careful observance of study hours, and a punctual attendance at recitations, at prayers and at church, is required of every member of the School; and no Student will be retained, whose influence is found to be pernicious.

Applications for Board, or for Catalogues and Circulars, can be made to the Principal.

School

Head
File

1886

Nichols Academy,

1886.

CATALOGUE

OF

Nichols Academy,

INCORPORATED 1819.

AT

DUDLEY, MASS.,

CONTAINING ALSO A

BRIEF STATEMENT CONCERNING THE BUILDINGS, GROUNDS, COURSES
OF STUDY, GENERAL PLAN OF EDUCATION, EXPENSES, ETC.

CENTRAL FALLS, R. I.

E. L. FREEMAN & SON, PRINTERS TO THE STATE.

1888.

Board of Trustees.

Elected in

1880.	HON. CLARKE JILLSON, <i>President</i> ,	Worcester, Mass.
1859.	DANIEL DWIGHT, <i>Secretary</i> ,	Dudley, Mass.
1874.	MOSES BARNES, JR., <i>Treasurer</i> ,	Dudley, Mass.
1872.	C. A. BARCOCK,	Dudley, Mass.
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1874.	E. M. PHILLIPS,	Southbridge, Mass.
1875.	JOSIAH PERRY,	Webster, Mass.
1875.	HON. C. C. CORBIN,	Webster, Mass.
1875.	LEMUEL HEALY,	Dudley, Mass.
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1876.	REV. C. L. GOODELL,	Providence, R. I.
1880.	H. W. WILLIAMS,	Dudley, Mass.
1881.	J. H. WORK,	Boston, Mass.
1884.	EX-GOVERNOR A. H. LITTLEFIELD,	Rhode Island.

Instructors.

PRINCIPAL

EMERSON G. CLARK, A. M., C. E.

ASSISTANTS.

MARION E. ROSE, A. B.

ALLA WOODFORD.

E. L. HEALY.

H. W. CLARK.

DOMESTIC DEPARTMENT.

L. L. ESTEN.

Calendar for 1886-7.

Sept.	7.	Year begins at 9 A. M.	Tuesday.
Nov.	19.	Fall Term ends	Friday.
Nov.	30.	Winter Term begins	Tuesday.
Feb.	22.	Washington's Birthday (Literary Exercises)	Tuesday.
March	4.	Winter Term ends	Friday.
March	22.	Spring Term begins	Tuesday.
June	17.	Anniversary Exercises. Year ends	Friday.

Graduates, 1886.

Name.	Paced in.
JAMES LINCOLN BARNES	English Course.
CHARLES EDGAR BARNES	English Course.
Fitted for January Examination, Worcester School of Technology.	
WALTER HASTINGS	Amherst.
CHARLES THOMPSON	Dudley.

Students.

GENTLEMEN.

BAILY, GEORGE K	Dudley.
BAKER, FRANK A	Webster.
BAKER, JOSEPH	Dudley.
BARNES, CHARLES E	Dudley.
BARNES, JAMES L	Dudley.
BIXBY, HERBERT	Thompson, Ct.
BROWN, CHARLES C	Webster.
BURRE, MICHAEL T	Webster.
CAMPBELL, RATIO	West Dudley.
CUTTING, HORACE	Starbridge.
DAVIS, CHARLES	West Dudley.
DAVIS, FREDERICK	Webster.
DEON, FRANK E	Charlton.

DUNHAM, FRANK A	Dudley.
DURKEE, CLARENCE E	Dudley.
DURKEE, CLEMENT E	Dudley.
ELLIOTT, DYER S	North Grosvenordale, Ct.
FARROWS, OLIN	New Boston.
FLINT, EVERETT	Charlton.
FOSKETT, HOMER	Charlton.
FRYER, JOHN G	Providence, R. I.
HALL, CHARLES H	Dudley.
HANLEY, JAMES	Webster.
HASTINGS, WALTER	Amherst.
JACOBS, EUGENE	Dudley.
JACOBS, SAMUEL A	Dudley.
JACOBS, HARRY	Dudley.
MCINTYRE, ARNER	Webster.
MCINTYRE, ANDREW	Dudley.
NICHOLS, WILLIAM	Dudley.
PAINK, FRANK L	Dudley.
PRINCE, CHARLES S	Webster.
PRINCE, WILLIAM A	New Boston, Ct.
PRINDLE, GUY C	Southbridge.
PUTNEY, FITZ L	New Boston, Ct.
PUTNEY, OLIN	New Boston, Ct.
ROBINSON, CHARLES F	Dudley.
STONE, WESLEY	Charlton.
THOMPSON, CHARLES	Dudley.
THOMPSON, WILLIAM	Quinebaug, Ct.
TOWNE, ADPER M	Thompson, Ct.
TUCKER, GEORGE	Prudence Island, R. I.
ULMER, GEORGE T., JR	North Scituate.
WARREN, FREDERICK	East Woodstock, Ct.
WOODDELL, FREDERICK	Webster.

LADIES.

ADAMS, DAISY J.	Webster.
ALDRICH, FANNIE	North Woodstock, Ct.
BARNES, LILLA M.	Dudley.
BATES, GERTIE	New Boston, Ct.
BLACKMER, NELLIE H.	West Dudley.
BURNEITE, LUZZIE L.	Dudley.
CLEMENCE, LILLA	Dudley.
CUTTING, HATTIE	Sturbridge.
DAVIS, BESSIE	Webster.
HASKELL, CARIE A.	Dudley.
KEYES, JENNIE M.	West Dudley.
KEYES, LOUIE H.	West Dudley.
MANSFIELD, BERTHA	Southbridge.
PAINE, CASSIE	Dudley.
PARSONS, FLORA	Webster.
PARTRIDGE, EDITH M.	Oxford.
TAYLOR, CORA J.	Dudley.
TAYLOR, LILLA E.	Dudley.
WARNER, E. MAY	North Woodstock, Ct.
WILLIAMS, ALICE M.	Dudley.
Ladies	20
Gentlemen	45
Total	65

Prizes.

By the kindness of a friend of the Academy, prizes amounting to fifty dollars have been given during the past year, as follows:

BEST ORIGINAL ESSAYS.

FALL TERM.

CHARLES BARNES	1st Prize.
FRANK E. DEON	2nd Prize.

WINTER TERM.

JAMES BARNES	1st Prize.
FRANK E. DEON	2nd Prize.

SPRING TERM.

FRANK E. DEON	1st Prize.
CHARLES BARNES	2nd Prize.

IMPROVEMENTS IN SCHOLARSHIP.

FALL TERM.

FITZ L. PUTNEY	1st Prize.
NELLIE H. BLACKMER	2nd Prize.

WINTER TERM.

ANDREW MCINTYRE	1st Prize.
DYER S. ELLIOTT	2nd Prize.

SPRING TERM.

BERTHA MANSFIELD	1st Prize.
FRED WOODBELL	2nd Prize.

Location.

The situation of Nichols Academy on Dudley Hill is singularly beautiful, and commands a broad view of surrounding valleys and outlines of distant hills. It is a quiet country village with growing popularity as a summer resort. The railroad station is at Webster, distant two miles. Webster, on the New York and New England, and Norwich and Worcester railroads, is 60 miles from Boston, 30 from Providence, and 16 south of Worcester.

Carriages meet all trains. The school, while easily accessible, is removed from many influences, which in larger towns seriously interfere with successful school work.

The Institution was incorporated in 1819, and has since been sustained for the education of the youth of both sexes, free from the teaching of any sectarian principles of religion. It is believed that every State in the Union contains some citizens who were educated here.

Buildings.

All the buildings are new and built of brick. As a matter of sanitary precaution the several departments have been located in separate but adjacent buildings, connected by concrete walks, rather than under one roof.

The Academy School Building, of Gothic architecture, is believed to be unsurpassed in convenience, and contains the large and pleasant recitation rooms, rooms for apparatus, and Academy Hall capable of seating 500 persons.

The "Conant Library and Observatory" contains the Library of 2,000 volumes, the Reading Room, the Instruments of the

United States Weather Bureau, the Telegraph Office, and the Tower for the telescope.

The six and one-half inch aperture reflecting telescope, equatorially mounted, was imported especially for this institution.

James Coats, Esq., of Paisley, Scotland, has recently presented the Academy a celestial and terrestrial telescope of four and one-half inch aperture, made by Alvin Clark & Son, of Cambridge. These instruments with their accessories make the Observatory the best equipped of any in New England outside of the colleges, and afford the fullest opportunity for practical work.

The Observatory is a United States Signal Station from which monthly reports are sent to the Weather Bureau at Washington, and is connected by telegraph with Cambridge Observatory.

Eleven hundred volumes, comprising the latest and best editions in science, history and general literature, have recently been added to the Library, while the Reading Room is liberally supplied with leading daily, weekly and monthly publications, and is one of the pleasant features of the school. The Reading Room is open daily from twelve to one, from four to five, and from seven to nine p. m. Books are issued from the Library on Wednesdays and Fridays.

The "Home" is a new brick edifice built the past year by the munificence of Hezekiah Conant, Esq., of Pawtucket, R. I., and contains rooms for the Principal, Assistants and forty students, and is fitted and furnished throughout in the best manner. The rooms are all furnished with large rugs. The furniture is new, the beds are all fitted with best quality hair mattresses, and the building is heated in the most approved manner by steam, radiators being placed in every room. The utmost care has been bestowed upon the plumbing and sanitary arrangements, and for comfort and convenience it has no superior as a home for pupils and any others that desire to live therein. It is situated on the

summit of Dudley hill, and has a consequent elevation of about 750 feet above the mean sea level, and as a residence has no superior for pure air and freedom from malaria. There is no more healthy place in the United States than this. Pupils from other towns placed here by their parents will have the best care that can be had and their morals and habits will be carefully guarded, as also their health. Hot and cold baths can be had when desired. A competent steward has, in connection with the Principal, charge of this department.

Admission.

The academical year begins with the Fall Term, and new classes in the languages and mathematics are then formed. Students are admitted, however, at any time. Applicants for admission, not prepared to enter at once into the regular courses, can here do such preparatory work as may be needed. To enter intelligently upon the work of the regular courses, the student must possess a good knowledge of Arithmetic, Geography and English Grammar; for advanced standing, he must be acquainted with the subjects previously pursued by the class he wishes to join.

COURSES OF INSTRUCTION.

The whole plan of study covers four years, and includes a Classical, an English and Scientific, and a Commercial course. The first prepares, in the most thorough manner, for admission to any American College; the second includes an extended course in Mathematics, the Natural Sciences, English Language and Literature; and the last gives a faithful preparation for business (including Book-keeping by double entry, Commercial Penman-

ship, Arithmetic, Commercial Law, and Telegraphy), equal to that offered at the best business colleges, with the added benefits of wholesome discipline, and constant and careful supervision. The Telegraph station in the Observatory building, with a skillful operator, affords unusual facilities for learning Telegraphy. Students who graduate in either course will receive a Diploma with full academic honors. Opportunities are also offered for obtaining the best instruction in the Modern Languages and in Piano Music from resident teachers.

The common English branches are thoroughly taught.

PARTIAL COURSE.

Those whose circumstances, rather than their desires, compel to abbreviate their course, are allowed the privilege of selecting such studies as examination shows them qualified to pursue. Students completing the work of the third year in the English course are ready for the entrance examination of the best technical schools.

Course of Study.

ENGLISH COURSE PREPARATORY.

ONE YEAR.

This course of study is offered to those who are not fitted to take the higher courses, and to those desiring a thorough drill in the Common English Branches.

FALL TERM.—Arithmetic, Geography, Grammar.

WINTER TERM.—Arithmetic, Physical Geography, Analysis and Parsing.

SPRING TERM.—Arithmetic, Physical Geography, Analysis.

ENGLISH COURSE.

FIRST YEAR.

FALL TERM.—Algebra, U. S. History, Physiology.

WINTER TERM.—Algebra, U. S. History, Physiology.

SPRING TERM.—Algebra, English History, Botany.

Rhetoric one hour per week throughout the year.

SECOND YEAR.

FALL TERM.—Algebra, Physics, Book-keeping or French.

WINTER TERM.—Geometry, Physics, Book-keeping or French.

SPRING TERM.—Geometry, Chemistry, French.

Civil Government one hour per week throughout the year.

THIRD YEAR.

FALL TERM.—French or German, Geometry, Political Economy.

WINTER TERM.—French or German, Trigonometry, Commercial Law.

SPRING TERM.—French or German, Surveying, Ancient History.

FOURTH YEAR.

FALL TERM.—Geology, Mental Philosophy, Topography, English Literature.

WINTER TERM.—Astronomy, Mental Philosophy, English Literature.

SPRING TERM.—Astronomy, Reviews.

CLASSICAL COURSE.

FIRST YEAR.

FALL TERM.—Latin Grammar and Reader, Algebra, Roman History.

WINTER TERM.—Latin Grammar and Reading, Algebra, Roman History.

SPRING TERM.—Cæsar, Algebra, Grecian History.

SECOND YEAR.

FALL TERM.—Cæsar, Greek Grammar, Algebra.

WINTER TERM.—Virgil, Greek Grammar, Geometry.

SPRING TERM.—Virgil, Anabasis, Geometry.

THIRD YEAR.

FALL TERM.—Virgil, Anabasis, French.

WINTER TERM.—Cicero, Anabasis, French.

SPRING TERM.—Cicero, Iliad, French.

In the Classical Course there will be one exercise each week in Latin and Greek prose composition with translation at sight. In the English Course one hour a week will be devoted to French and German conversation.

Book-keeping, extra	2 00
Instruction on Piano, extra	10 00
Use of Piano (two hours per day), per term	2 75
Library and Reading Room, per term	50
Elocution	3 00
Telegraphy	10 00

General Regulations.

1. Students who maintain a good moral character and faithfully observe the requirements of the school are desired; others are not allowed to remain.

2. The school buildings are under the direct charge of the Principal, and the students must refrain from running, scuffling or improprieties of any kind in the various rooms, and from marking or defacing the school property.

3. Besides the regular daily sessions, the hours from 7 to 9 in the evening are assigned for study. Pupils will not be absent from their rooms after study hours except by permission from the Principal, and will extinguish their lights not later than 9.30 p. m.

4. Students must not leave town or visit other villages in town without permission from the Principal.

5. All students will attend church on Sunday unless excused by the Principal.

6. The use of tobacco is strictly forbidden.

These and all other rules and regulations of the Trustees or Principal are to be strictly observed.

A cordial invitation to visit the school on any day except Sunday is extended to all patrons and friends.

July 1904



NICHOLS ACADEMY.

1819-1904.

**AN ENDOWED SCHOOL,
DUDLEY, - - MASSACHUSETTS.**

THIS Institution offers an exceptionally desirable home life. The School House is equipped with steam heat, bath-rooms, dining room, and parlors, and is under the immediate care of the assistant teachers and matron with careful oversight by the Principal. A telephone in the building gives immediate connection with the outside world. The rooms are furnished throughout with large rugs, good beds, and suitable furniture; and are cared for by the matron. All bed clothing, towels and napkins are supplied and cared for without extra cost. Board is furnished which is equal to that in the best homes. Teachers and students eat at the same tables. The courses fit for all colleges or technical schools and give elective privileges under the Principal's supervision. A separate library building containing 5000 volumes in history, science, literature, standard reference works, etc., and having connected with it an observatory containing a 6½ inch telescope, affords a valuable field for broad preparation. The recitation building is fitted with maps, reference books and science laboratories.

The Connat Memorial Church, an artistic brick structure containing a rich memorial window, a splendid pipe organ, and fitted with modern conveniences for Sunday School and Christian Endeavor uses, stands only a few rods from the school buildings, and is connected with them by a concrete walk. Here the students attend Sunday services, which are compulsory.

Located 705 feet above sea level in a beautiful country town and within easy distance of Boston and New York, the school appeals to a very desirable class of students.

Terms for the year of forty weeks are \$184. Scholarships in return for one hour of work each day granted deserving students.

The use of tobacco and other objectionable habits prohibited.

F. C. JOHNSON, Principal.

Ladies SAVE MONEY

By Buying Your
**Golf, Cycle
and Storm
Suitings and
Skirtings**

Direct from the Man'frs,
**INTERVALE MILLS,
Quincy, Mass.**

SEND FOR SAMPLES.
On orders of 30 yds. or
more we pay express.



Let us present you with a

BANK BOOK

and a Check Book and open an account with you.
It is the surest, safest and most business like to have

E. H. HORTON,
62 and 68 Negus Street,
COR. OF LAKE.

WHEN IN NEED OF
**Furniture, Stoves,
Ranges,**

and everything found in a first-class
Furniture Store, be sure to call
at the above Store.

Also a full line of Fine Selected
FAMILY GROCERIES.
FARMERS' PRODUCE TAKEN IN EXCHANGE.

CASH OR INSTALLMENTS.

ANNUAL CATALOGUE

Nichols Academy

DUDLEY, MASSACHUSETTS

1907-1908

TRUSTEES

HON. RUFUS B. DODGE, *President*, Worcester, Mass.

HON. EREN S. STEVENS, *Vice-President*, Quinebaug, Ct.

REV. FREDERICK D. THAYER, *Secretary and Treasurer*,
Dudley, Mass.

MR. JOSIAH PERRY, Dudley, Mass.

REV. CHARLES L. GOODELL, D.D., New York, N. Y.

HON. JOHN R. THAYER, Worcester, Mass.

MR. MUNROE W. IDE, Dudley, Mass.

MR. SAMUEL M. CONANT, Pawtucket, R. I.

MR. GEORGE LINDLEY, Dudley, Mass.

MR. GEORGE M. THORNTON, Pawtucket, R. I.

MR. GEORGE B. WILLIAMS, Dudley, Mass.

MR. ERNEST W. ROBINSON, Webster, Mass.

DR. EDWARD R. MILLER, Leominster, Mass.

DR. G. FRED HART, Webster, Mass.

PROF. ZELOTES W. COOMBS, A. M., Worcester, Mass.

FACULTY

SAMUEL W. HALLETT, A. B. (Amherst), A. M.,
(Harvard).
MATHEMATICS, FRENCH, LATIN.

JOHN B. PUGSLEY, A. B., Sub-Master,
SCIENCE AND HISTORY.

MARCIA B. SMITH, A. B.,
GREEK, GERMAN, ENGLISH.

SARAH L. BENSON, A. B.,
ENGLISH, HISTORY, LATIN.

CALENDAR

Tuesday, September 10, School opens for year 1907-1908.

Wednesday, November 27, to December 3.

Thanksgiving Recess.

Friday, December 20, Christmas Vacation of 18 Days.

Tuesday, January 7, Winter Term begins.

Friday, April 3, Winter Term ends.

Recess of Ten Days.

Tuesday, April 14, Spring Term begins.

Sunday, June 14, Sermon to Graduating Class.

Friday, June 19, Graduation Exercises.

CORRESPONDENCE.

For Application Blank or additional information address

SAMUEL W. HALLETT, A. M., *Head Master.*

DUDLEY, MASS.

NICHOLS ACADEMY

DUDLEY, MASS.

THE NINETY-THIRD YEAR OF THE NICHOLS ACADEMY
WILL OPEN ON TUESDAY, SEPTEMBER 10, 1907.

OBJECT.

The object of the school is to prepare students to enter Harvard and other colleges, the Institute of Technology, Boston, the Worcester Polytechnic Institute, and other scientific schools, under the most favorable conditions for instruction, study, and the formation of character. A great deal of individual work is done with the boys, who reside at Roger Conant Hall where the Head Master and other teachers live.

LOCATION AND EQUIPMENT.

The school is situated in Worcester County, seventeen miles south of Worcester, on Dudley Hill, 705 feet above sea level, and two and one-half miles from the stations at Webster of the New York, New Haven & Hartford, and the Boston & Albany railroads.

Dudley Hill commands one of the finest views of farming country to be found in New England, and is an ideal spot for a boys' school. There is ample opportunity for out-of-door sports all the year round.

Roger Conant Hall contains the dining-room, parlors, students' rooms, bathrooms, and telephone office, is heated by steam, and rooms are well furnished with large rugs, good beds, etc.

The Academy Building contains Academy Hall, the Assembly Room, recitation rooms, science laboratories and Head Master's office.

Conant Library and Observatory, a separate building, contains a valuable school library of 5,000 volumes, current periodicals, the Conant Astronomical Clock, and in the tower of the Observatory a six and one-half inch reflecting telescope.

The Transit House contains the transit instrument, which is electrically connected with the Astronomical Clock, and a celestial and terrestrial telescope of four and one-half inches aperture.

All buildings except the Transit House are of brick construction, located within a few steps of each other, and are connected by concrete walks.

It is planned to have all the buildings lighted by electricity before the opening of the fall term.

ATHLETICS.

The Gymnasium is connected with the Academy Building; and is equipped with parallel bars, dumb-bells, chest weights, punching bag, etc. All forms of athletic sport are encouraged within proper limits and the Academy is represented by teams in foot ball, basket ball and base ball.

SUBJECTS OF STUDY.

The following list contains the subjects of study in the school entrance requirements for all colleges, and a proper selection from those marked with an asterisk

will meet the entrance requirements for any college or scientific school. A few of these subjects may be omitted or others added as seems expedient in the judgment of the Head Master.

STUDIES.	PREREQUISITES.
English A, Grammar, Composition Reading of Classics, Declamation	} Elements of English Grammar.
*English B, Rhetoric, Themes Reading of Classics, Declamation	} English A.
*English C, Rhetoric, Themes Study of English Classics, Declamation	} English B.
History A, General	} Elements of United States History.
*History B, English	} Elements of United States History.
*History C, United States and Civil Government	} History A or B.
*History D, Ancient	History A.
*History E, Study of some period	History B, C and D.
Mathematics A, Algebra to Quadratic Equations	} Essentials of Arithmetic.
Mathematics B, Plane Geometry	Mathematics A.
*Mathematics C, Advanced Algebra and Review Mathematics A	} Mathematics A.
*Mathematics D, Plane Geometry Reviewed	} Mathematics B.
*Mathematics E, Solid Geometry	Mathematics B.
*Mathematics F, Trigonometry	Mathematics A and B.
Mathematics G, Commercial Arithmetic, Bookkeeping	} Elements of Arithmetic.
Physics A, Elementary	
*Physics B, Harvard or Tech requirements	} Mathematics A and B.

STUDIES.	PREREQUISITES.
*Chemistry B, Harvard or Tech requirements	} Mathematics A.
*Physical Geography	
Latin A, Tuell and Fowler, or any equivalent	Essentials of Geography.
Latin B, Caesar and Latin composition	} Latin A.
*Latin C, Cicero and Latin composition	
*Latin D, Virgil and Latin composition	} Latin A and B.
*Latin E, Advanced and Reviews	
Greek A, White's First Greek Book or an equivalent	Latin A, B and C.
*Greek B, Grammar, Composition and Xenophon	} Greek A.
*Greek C, Advanced	
French A, Grammar, Composition, Translation, and Conversation	Greek A and B.
*French B, Grammar, Composition, Reading and Conversation	} French A.
French C, Advanced	
German A, Grammar, Composition, Translation and Conversation	French A and B.
*German B, Grammar, Composition, Reading and Conversation	} German A.
*German C, Advanced	
Drawing, Freehand and Mechanical	} An extra charge is made for these subjects.
Music, Vocal and Instrumental	

REQUIREMENTS FOR GRADUATION.

From the subjects of study found on pages 7 and 8 two courses of study may be selected.

I. A four-year course which meets the requirements for admission to any college or scientific school.

II. A general course of four years planned to give a broad, secondary education to those pupils who are not intending to enter college. This course will also fit for entrance to normal schools or business.

The school diploma will be given to students who have been in the school a year or more and have satisfactorily completed subjects of study equivalent in the judgment of the Head Master, to at least four periods daily for four years.

Candidates for a diploma may be required to deliver an original oration or essay on Commencement Day.

REPORTS.

Written examinations are given every two months, and reports of scholarship and conduct are sent to parents or guardian.

The Head Master is glad to correspond in regard to the students at any time.

RELIGIOUS PRIVILEGES.

The Conant Memorial Church, one minute's walk from the Home, offers the attraction of a modern built church with pipe organ, stained glass windows and artistic interior to the students. The pastor is a member *ex-officio* of the Board of Trustees, and consequently is brought into intimate relationship with the school. A flourishing Bible School in connection with this Church invites the attendance of each student.

Devotional exercises are conducted each school morning before the entire school.

The school aims to cultivate a natural and healthy religious life in those committed to its care.

ADMISSION.

No precise age is prescribed for admission as the school offers elementary courses. Every candidate for admission must furnish testimonials of honorable dismissal from the school which he has last attended, together with a statement of standing and attainment. He must also refer to two persons from whom unbiased testimony respecting his character may be obtained. Students with college entrance conditions may enter the school for a year or a part of the year and will receive individual attention.

STUDENTS' NEEDS.

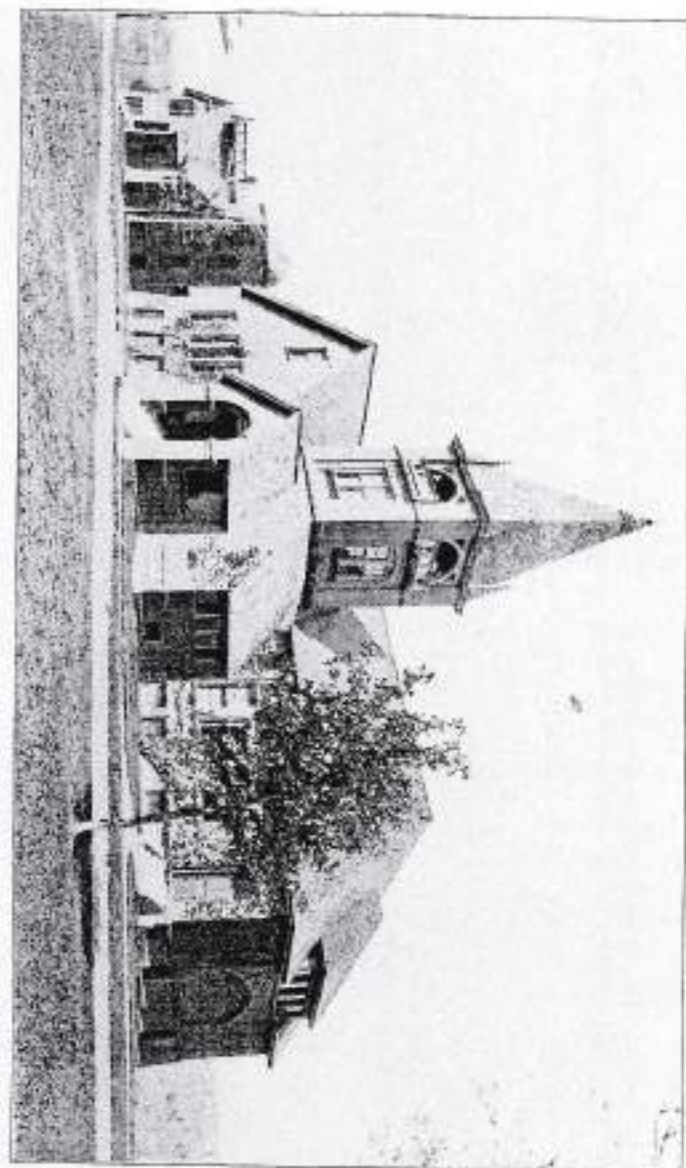
Bring nothing but personal clothing and any reference books possessed. All bedding, towels and napkins are furnished free by the school.

HOW TO REACH DUDLEY.

Come to Webster by the New London Division of the New York, New Haven & Hartford Railroad or by the Boston & Albany. Stage leaves Webster for Dudley at 8.30 A. M., and 6.00 P. M. Upon request a carriage will be sent to meet other trains. There is a long distance telephone in the Roger Conant Hall.

EXPENSES.

[The annual charge for tuition, board, rent and care of furnished room including heat and light, is from



LIBRARY AND OBSERVATORY.

GYMNASIUM AND ALUMNI HALL.

\$400 to \$500 according to location of room. Half of this sum is payable at the beginning of the school year and the other half on the first Tuesday in February.

There is a limited number of scholarships, a part of which may be granted to worthy students irrespective of standing in the class, and any desiring assistance in this way should apply as early as possible.

No claim for rebate from the semi-annual payments can be allowed for withdrawal, dismissal or absence from school. Any unnecessary injury or damage to school property will be charged to the pupil's parents or guardian, and a deposit of \$10.00 is required for this purpose on the entrance of the pupil. This will be refunded if no damage is done.

REGULATIONS.

These include attendance each Sunday morning at Conant Memorial Church unless excused by the written request of parents or guardian, satisfactory application to one's studies and the good manners required in any well regulated home. The use of tobacco and intoxicants is prohibited.

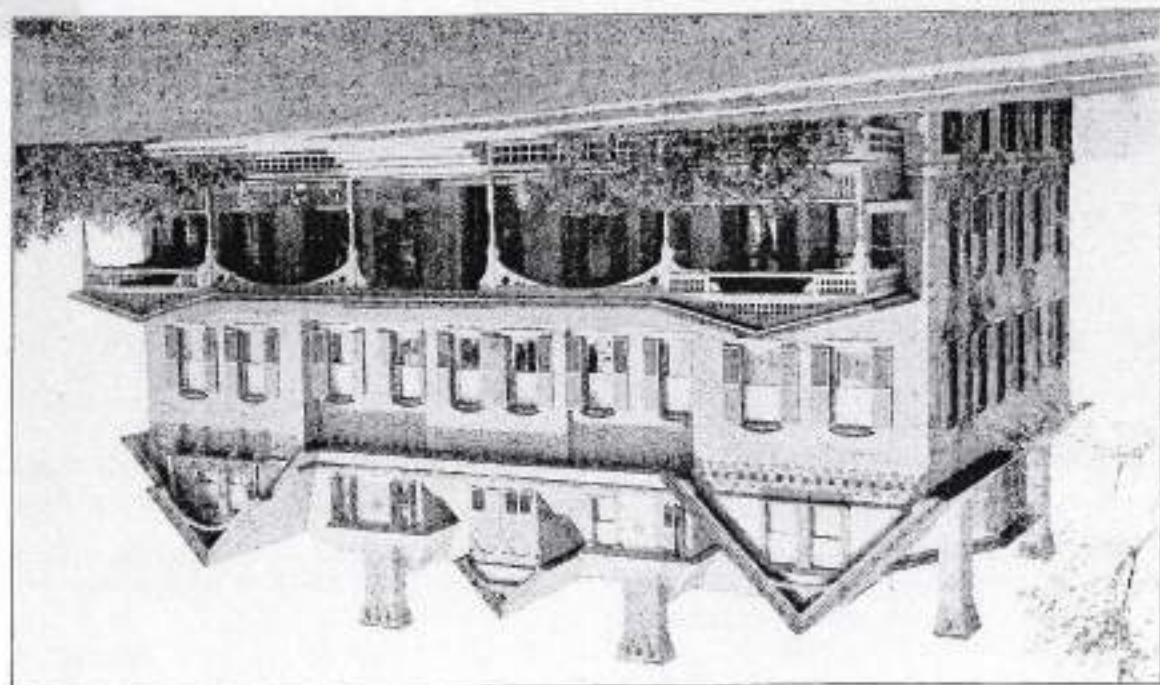
SPECIAL ADVANTAGES.

Healthful and quiet location, attractive home life in family of resident head master, excellent board, one teacher to every ten pupils, large reference library and individual oversight. Special facilities for students who have failed in entrance examinations for college or engineering school, to make good their deficiencies.



NICHOLS ACADEMY.

ROGER CONANT HALL.



gether. The consortium consists of WPI, Worcester State, Holy Cross, Assumption, Central New England, Anna Maria, and now Nichols. The Consortium also has several other events planned in the future that Nichols will be invited to participate in. This coalition has been the result of a great deal of effort put forth by the Student Services Office at Nichols.

The Details:

* A pass into the park for 11 am to 6pm.

* An all-you-can-eat buffet from 1 to 3pm
Soda Hamburgers
Coffee Hot Dogs
Garden Salad Potato Chips

Only \$12.75 per person

This is an excellent deal for us— average tickets at Riverside are \$17 a day. Also, this is an excellent opportunity to get involved in some pick-up games and show those other "schools" just what Nichols is made of!!

Tickets are on sale March 30 to April 15 in Alumni Hall in the afternoon.

Get your friends together and get in on the fun!!

Student Government

Ap. 12, 1988

Nichols Gets The Gold For Viewbook

by David L Kirchthum

Nichols has won the gold award from the Third Annual Admissions Advertising Award competition for its view-book concept. In doing so the college's Marketing Department has shown an adept capability to seek out what is needed to enlighten high school seniors about the college.

Last year it was time for a new catalog and new admission campaign. With this in mind, Admissions was getting heavily involved in bringing Nichols the newest of college marketing tools, the view-book.

The view-book concept was not unique to Nichols, several other colleges have had them for years, but considering what Nichols used at the time it was an expansion of horizons for the admission staff. For impressions among the senior classes at high schools, Nichols had used pamphlets describing the college. The idea for the view-book was to consolidate the messages the pamphlets had for one attractive, concise "book" that the high school students could relate to. Beyond this was the idea to make the view-

book as individual and characteristic as the college is. As entries from agencies came in it was evident that they were very much like the ones from other colleges, resembling annual reports. One thing the Admissions did not want was some slick magazine that mimicked a corporate annual. To our luck was an entry that tugged at what the staff had desired.

Dean Noble, freestyle advertising entrepreneur, was encouraged by his friend David Wickle, son of Jean Wickle of the Admissions staff, to submit an entry along with the other agencies. As it so happened his entry was what Admissions had been searching for. His concept involved having the view-book to be large and unpretentious. Inside there would be a series of studio photos that were used to convey Nichols' atmosphere with explanations of what the pictures meant. With the approval of Admissions work on the view-book started late Spring of 1987.

It took basically three phases to get the view-book out by Autumn. The first phase was to get

they say it's because colleges already try to provide equal opportunities for people and because they don't expect the U.S. Dept. of Education, which is supposed to enforce the law, will pursue it aggressively.

Nevertheless the law is "a positive step in ensuring in law what already exists in practice," said Sheldon Steinbach, lawyer for the American Council on Education, a Washington, D.C., coalition of college presidents from around the country.

On March 22, Congress overrode President Reagan's veto to enact the Civil Rights Restoration Act of 1988.

The legislation cuts off federal funds to campuses that discriminate on the basis of gender, race, age or physical disability.

President Reagan had vetoed the bill 2 weeks earlier, saying it gave the federal government

COLLEGES BY CREATING ONE GREAT ANNUAL.

That act prompted schools, fearful of losing federal funding, to funnel more resources into women's sports, recruit more female faculty members and institute affirmative action plans.

Officials at Pennsylvania's Grove City college and Michigan's Hillsdale college, however, sued, asserting the Title IX gave the government license to intrude in their affairs.

In 1984, the U.S. Supreme Court agreed, and said only specific programs that received federal money—and not the entire institution—should be subject to penalties.

Citing the decision, the U.S. Dept. of Education, which had the power to investigate and sue colleges for discriminatory practices, dropped probes of scores of cases of alleged discrimination at colleges such as South Dakota State,

(continued on next page)

that the view-book wasn't intimidating yet was casually informative. The way the view-book is set up with a find a explanation to the figure in the picture is a fun way to find out how a college is like and accomplishes the previously mentioned tasks with humor. Admissions is very satisfied with the very good response to the view-book.

Since the catalog is mainly used for pure information it did not need such drastic changes. For the years 1987 to 1990, it has been slightly revised with a reduction in size and use of "newspaper" type to give it a modern look.

In conclusion, the Admissions staff along with Dean Noble worked vigorous and intelligently to bring out an innovative concept for a college marketing tool. With good high school response and the gold award the Admissions staff receive kudos for a job well done.

Thanks to Charlene Nemeth for providing much of the information in this article.

As well as taking the award the view-book created the desired outcome in the high schools. The book allows students see if they fit into Nichols. Since students who come to Nichols are first in the family to go to college it was important

PUBLICATIONS

Objectives:

1. To create a unified image for all materials which represent Nichols College.
2. To redesign the Alumni newsletter and magazine.

Initiation Date:

1. 1979/1980

Procedure:

1. Meeting of all departments presently responsible for printed brochures, magazines, etc.
2. Establishment of a publications policy to govern all printed matter.
3. Redesigning of certain publications to enhance their reception by the Nichols constituency.
4. Submission of the old publication with the new CASE for inclusion in their annual judging of college and university publications.

Goal: An award winning publication for Nichols.

Draubridge, Jm
Source: Development office
Proposal, 1979/1980

Business Manager (formerly the Bursar)

Lowell Smith 1/19/83
Professionalized Staff

The Business Manager is the chief financial officer of the College. He is responsible for all of the business and financial affairs of the College except for the day-to-day manipulation of the endowment fund which is managed by The Common Fund. He has responsibility for the physical plant; personnel matters, particularly as they affect hourly and nonfaculty administrators; the management and placement of short-term cash; governmental liaison; relationships with the College's law firm and auditors; and he shares responsibility for security and financial aid with other interested parties.

The College operates a 9-hole golf course as a convenience and service to the Webster-Dudley area. The manager of the golf course is also the golf professional there and he reports to the Business Manager. The Business Manager is also responsible for the contract food service, the contract cleaning service at the College, and the bookstore.

Dean of Student Affairs

The Dean of Student Affairs as a full-time professional student personnel officer is a relatively new position at Nichols College. It has only been within the last few years that a full-time staff member has performed these tasks. His primary responsibilities are the traditional ones--student programming, housing, placement, psychological counseling, health services, and discipline. He is the primary link between the student body and the college administration for nonacademic matters. *this position represents*

The Director of Development

The Director of Development is responsible for development, alumni affairs, public relations, and publications. Until 1979 there was no development office here at the College and all alumni activities were handled by one part-time secretary. Today, we have five full-time staff members in that office. The expansion of the staff in this office has resulted in significantly increased levels of giving, increased alumni participation in the activities of the College, and a superior collection of publications that present the College's image to the general public. *||*

Women's Athletics

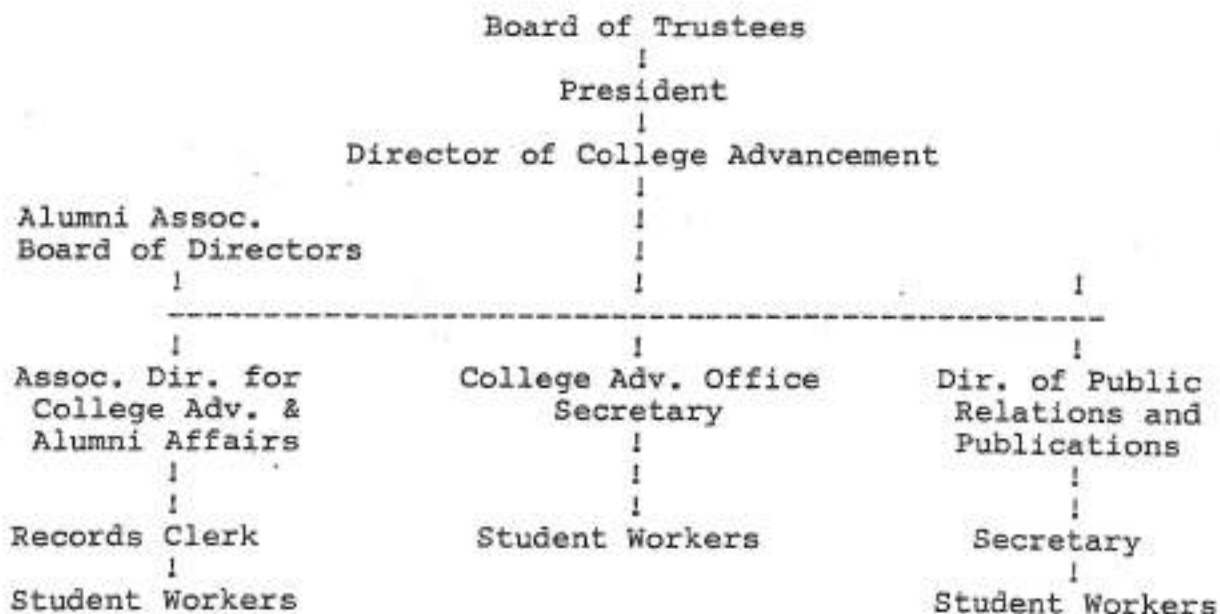
The College has only just recently had enough women students to justify the appointment of a full-time director of women's athletics. Now with a third of the student population women, the College has made a commitment to a full-time Director of Women's Athletics, and that appointment has been wise. Women are involved in three varsity athletic programs; field hockey, basketball, and softball. In 1981-82, and again in 1982-83, the women's basketball team won the MAIAW Class C State Championship. The quality of our women's teams has improved and participation has subsequently increased.

C. Public Relations and Publications Goals

The major goals of the Public Relations and Publications Office are to communicate to the College's various constituencies, as well as to the public at large. Through the use of various media and the professional production of publications, the College's mission will be understood by those who are possibly able to assist the College in achieving its broader goals.

Structure and Staffing

The Office of College Advancement consists of the following departments: Development Office, Alumni Office, and Public Relations and Publications. The organizational chart is as follows:



The Director of College Advancement is responsible for all aspects of the office's operations.

The Associate Director for Development and Alumni Affairs has primary responsibilities for annual giving and alumni programs including liaison with the Alumni Association Board of Directors. The Associate Director represents the Director in his absence, and is responsible for all areas of the Office of College Advancement for Development and Alumni Affairs.

The Director of Public Relations and Publications is responsible for all areas of public relations, media relations, publications, and supports the College's Office of Sports Information. The Director is responsible for all College advertising, press releases, and news conferences. The Director works closely with those offices of the College who handle their own advertising such as Continuing Education and the MBA programs.

Source: Long Range Planning Report, 1958
2

The enrollment strategy outlined in the previous long-range plan was very detail-oriented and made reference to both methods and specific types of activities that had been used in the past and that were planned for the future. In general, those attempts to emphasize organized activities (both on and off-campus) have proved to be very successful for the admissions department. Hotel receptions, open houses, and summer orientations have communicated the Nichols message to hundreds of prospective students over the years. The involvement of faculty and staff in these programs has been invaluable and has contributed enormously to the overall success of recruiting efforts. Activities of this type will continue to be developed and refined in the future. The focus of this outline is rather more general. We will tailor all efforts and specific activities, refining, adding or subtracting programs as needed to accomplish our goals.

In order to fulfill the goals and priorities previously outlined, the following elements of Nichol's enrollment strategy will be of vital importance:

1. The College will continue to market its programs aggressively throughout the Northeast to high school seniors and prospective transfer students. Recruiting activities by admissions representatives will be structured using information provided by the Enrollment Planning Service (EPS) of the College Board. Based on target marketing concepts, EPS data enables us to analyze our primary and secondary markets, focus our recruiting activities on those markets that have traditionally been most profitable for us and locate prospective new markets. EPS also provides market share analyses, competition analyses, demographic information by market.

X The focus of the marketing strategy will be to externalize- to communicate the offerings, facilities, services, and advantages of the College to the public. Over the past decade, Nichols College has undergone substantial changes, most which have resulted in a material increase in quality. The public image of the College has not kept pace with those changes. It will be necessary to take steps to upgrade that image. It will also be necessary to re-educate the secondary school community. We will take advantage of every opportunity to raise the level of the public perception of the College.

Of prime importance in this effort are the College publications- viewbook, catalogue, brochures, letters, invitations, press releases, in short, any tangible piece of material which comes in contact with the public. All these, simply stated, we must insist will be of superior quality. We must adopt an attitude that we cannot afford second best.

X The image of the College as a family-oriented institution, a small college dedicated to nurturing the individual and preserving an environment which provides each student with the resources to fulfill his/her personal potential will be maintained and showcased whenever possible.

2. The College will continue its commitment to providing financial aid programs targeted to middle and upper-middle class families. As a companion to those programs and opportunities, the College will continue to explore aggressively, develop and market tuition financing plans for those families who do not qualify for need-based financial aid.
3. The College recognizes that successful enrollment management depends on the cooperation of every department and each member of the faculty and staff, and pledges the resources of the College to assist in recruitment and retention activities.
4. In order to ensure the success of the marketing activities of the admissions department and the financial aid programs, the College must make appropriate budgetary commitments over the next five years to support those activities.

ENROLLMENT GOALS

The College adopts as its enrollment goal, a base of 275 to 300 new students in each of the next five years. Assuming no change in the historical retention rates, that should cause enrollments for the next five years as follows:

<u>Base</u>	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>	<u>91-92</u>	<u>92-93</u>
275 new students	790	781	781	764	764
300 " "	815	825	797	832	832

STANDARD TEN: Public Disclosure

Description: Publications Nichols College has a rather extensive collection of publications and films which meet various purposes of the College and go to different groups for different reasons. Not all publications include all of the items in Standard Ten nor should they.

The College has individual catalogs for its undergraduate day school program, its continuing education degree programs, and its part-time MBA program. These catalogs describe in great detail almost all of the features included in Standard Ten. For instance, they include in all cases a detailed mission statement of the College; authoritative information relative to admission and attendance; transfer credit; student fees; charges and refund policies; items related to attending or withdrawing from the institution; comprehensive descriptions of the institution; descriptions of academic programs; courses currently offered; and a whole host of other catalog-type information. In general terms, the obligations and responsibilities of both students and the institution are covered in all catalogs but that coverage varies widely. For instance, the portion in the full-time undergraduate day school catalog dealing with student conduct and resident life would be missing from the MBA catalog for the obvious reason that we have no resident MBA students and graduate student conduct has not ever been an issue at Nichols College, at least in the memory of any of the administrators here.

The College uses other publications for other purposes. Perhaps the most effective promotional piece we have is the videotape which is forwarded to guidance counselors, prospective students, prospective trustees and honorary degree recipients, and others. Obviously, aside from the mission statement, a videotape of this type would not include normal catalog information. The same is true of the viewbook and some of the marketing brochures which we use to describe the strengths of our athletics programs and individual academic concentrations. In some cases, such as brochures used to advertise the Conference Center, there is no attempt to relate these to the academic programs of the College.

Appraisal Our catalogs are multiple year catalogs. Obviously, some of the material in the catalogs becomes dated almost as soon as they are issued. In all cases, they are accurate as of the time of publication.

The NEASC standards deal at some length in "... expected educational outcomes ..." In all catalog cases, these expected educational outcomes are defined as the courses which must be completed in order to earn the degree. Recently, the College has undertaken a program to measure and assess the academic outcomes in some of its undergraduate programs. Since this is still in the pilot program phase, this has not been implemented yet in the catalog.

It should also be noted that lists of current faculty, particularly part-time faculty, get out of date rather quickly. While there is a very limited turnover among full-time faculty (there was no turnover at all in the 1993-94 academic year), any listing of part-time faculty in the continuing education and the MBA program would show a vast variation. We're talking about roughly 90 to 100 professors, most of whom teach only one or two courses in any semester. There is no listing in the continuing education catalog of faculty. A complete list

Standard 10- 8/2/94

Nichols College Self-Study Report to NEASC, 1994

9. Greater utilization of the strengths of the outstanding LAV Advisory Council needs to be cultivated, perhaps as an adjunct to College fundraising campaigns.

ADMISSIONS, ADVISING & RETENTION

Overview

The Nichols College admissions program has experienced periods of strength and weakness in the last decade. In the early and mid-eighties the recruiting effort was improved using a variety of means. From 1983-1990 incoming full-time students averaged 304 per year. College day division enrollment rose from 718 in Fall 1983 to a high point of 848 in Fall of 1989, the largest enrollment in Nichols' history.

By the Fall of 1991, however, new student enrollment began to decline and for the last three academic years ('91-'92 through '93-'94) has averaged only 254. Enrollments in the full-time day division fell from 833 in 1990-91 to 707 in 1993-94.

In the 1980's the admissions program successfully worked against demographic trends by involving the campus community and faculty in a strong outreach program. This improved the College's image and effectiveness with prospective students and families leading to good admissions results. By 1991-92, however, the regional recession, a severe drop in the number of traditional college-age students, and higher tuition—with only limited increases in financial aid budgets—caused the Nichols' admissions program to falter. In September 1992 and September 1993 only 242 and 255 new students were recruited, far below the peak of 344 in 1987.

Most of the college community had been concerned about admissions shortfalls for some time. In the Fall of 1992, the President assumed responsibility for admissions by transferring reporting by the director of admissions directly to him. Concurrently, the president asked the Faculty Senate to review the whole process and make recommendations to him. Their "White Paper" provided a number of recommendations, most of which were implemented. Because of a very substantial meltdown of deposited students in the Spring of 1993, Coopers and Lybrand were asked to send in a consultant. In June of 1993, he gave the admissions program a clean bill of health. In September, with numbers far below anyone's expectations, the board authorized another review by Miller/Cook and Associates, Inc. In December they adopted Miller/Cook's proposal to revolutionize the admissions and financial aid programs.

In January 1994 Miller/Cook Associates, Inc. of Roanoke, Virginia, was hired to modernize procedures. Recruiting practices changed sharply with new telemarketing techniques and a merit-based award process for financial aid established. This system emphasizes an index of high school grade point and combined SAT scores as the key criterion for award determination. Initial results appear promising.

following professional staff members: the director of admissions and financial aid, the financial aid officer, an administrative assistant, and five admissions representatives. In addition to the professional staff, admissions has two full-time clerical staff support members and a whole host of student workers including the Ambassadors, who give tours of the campus and perform other responsibilities for the office. Moreover, the office draws heavy support from the computer center and the registrar's office as well as other groups in the student services' branch.

1993
Last year the College instituted a revolutionary program in admissions. This program begins in the spring of the year preceding the year in which students arrive on campus in September. It consists of an extensive research effort, a major direct mail campaign, an intensive telemarketing effort, admissions open houses, the traditional calls on admissions representatives to high schools, college fairs, and a major merit-based financial aid system for the allocation of Nichols College funds on a non-need basis. This new program has been a success and has resulted in a need for additional physical facilities which have just been constructed as an addition to the admissions building. The result of this effort has been astounding. This fall 400 new students arrived which is a 66% increase over the previous year. *** (These numbers are to be updated in the final draft.) This program will be discussed in considerably greater detail under Standard Four. *

Director of Athletics The Director of Athletics supervises all varsity athletic programs. The College has distinguished records in several sports over a very long period of time. It is estimated that between a third and a half of all the student body are engaged in some form of varsity athletic participation, and a significant number beyond that participate in intramurals. The athletics program provides one of the most important social outlets for the student body. The coach of women's sports and the coach of men's sports report to the Director of Athletics.

With over a third of the student population women, the College has made a commitment to a full-time Coach of Women's Sports, and that appointment has been wise. Women are involved in seven varsity athletic programs: field hockey, soccer, tennis, basketball, track, softball and cheerleading. The quality of the women's teams has improved and participation has subsequently increased. Women athletes have participated in division championships in several sports in recent years.

Director of The Institute for American Values The Institute was formed in the Fall of 1980 to provide a philosophical framework of values from which the student may build his own philosophy. To accomplish that goal, the Institute sponsors seminars for academic credit, numerous symposia with speakers drawn from among some of the finest minds in the country, colloquia with distinguished scholars and public figures, an Executive-in-Residence program, and an extensive publications and outreach effort.

The Institute's charge is to examine controversial public policy issues. Along with the faculty's Cultural Enrichment program, the Institute is responsible for a major component of the intellectual climate of the College. The success of this venture is attested to by the content

- Intern
Report
12/1997
- **Marketing Enhancements** In order to increase the visibility of the College and gain greater name recognition, promotional posters and promotional items are being distributed to secondary schools, guidance counselors and prospective students. In a mass mailing, pencils with the Nichols College SAT code numbers were sent to those students taking the examination. Furthermore, to achieve a better return in the College's primary market, efforts are being made to refine and better target student search parameters. Finally, the President and the Director of Admissions review all letters sent to parents and students to insure effectiveness.
 - **Measurements of Recruitment Effectiveness** Increased emphasis is being placed on measuring the effectiveness of the College's recruitment initiatives. These actions include: constant scrutiny of expenditures--spending dollars effectively; continual monitoring of admissions *funnels* as compared to conversion rates; and, the on-going tracking of telecounseling effectiveness.
 - **Peer Assistant Program** Nichols College students volunteer to serve as "advisors" to their peers and concentrate on assisting them in such topics as time management, study techniques & college life adjustment.
 - **Student Ambassador Program** This program has been upgraded by providing incentives to participants for high performance. Student Ambassadors working in the Office of Admissions convey a professional and positive image, serve as guides and as an information source at open houses, college fairs and during campus visits by prospective students.
 - **Student Visit Survey** Prospective students who visit the campus are surveyed to determine the effectiveness of the visit.
 - **Weekly Reports on Financial Aid Expenditures** Weekly reporting of financial aid expenditures in comparison with the previous year is now in place.

Outreach The College has been engaged in a student recruitment outreach program to target the tri-state area: Massachusetts, Connecticut and Rhode Island. In the past, emphasis was placed on recruiting out of state, even out of New England. As a result, the College may have neglected its own "backyard."

Several new initiatives have been taken to penetrate the tri-state market during Academic Year 1996-97:

- **College Credit Courses** The College is sponsoring classes in local high schools for college credit. Participation levels have been very high.

The College is sponsoring semi-annual breakfasts for secondary school guidance counselors in Worcester County. The purpose of these meetings is to update guidance counselors on activities and changes at the College.

- **Golf Tournament** Golf tournaments at the Nichols Golf Course are being held for guidance counselors and athletic directors from area high schools.
- **Guidance Counselor Seminar** The College hosted a Guidance Counselor Seminar in conjunction with EDCENTRAL, a consortium of Worcester area high schools. The Seminar covered professional development topics including Internet applications for counselors for use in a college and financial aid search. Future seminars are being developed.
- **Prep School Visitations** The President and Faculty have sought to reestablish relations with the prep school community.

The Nichols' pool of applicants from the traditional independent secondary schools has declined in the last decade. To reverse this trend, the President, some faculty members, and the admissions staff have begun to market Nichols College more aggressively to these schools. There are approximately 120 prep schools in the 6-state New England area. Of these, 45 are in Massachusetts, 35 in Connecticut and 9 in Rhode Island. The outreach to independent secondary schools includes:

- Involvement of staff, faculty, alumni, and students in the recruitment of independent school students;
- Development of a data base to enhance efforts in recruitment;
- Visitations to prep schools which include meetings with college counselors, interviews with students and *open house* attendance;
- Ongoing communication with appropriate prep school personnel via direct mail, telephone and E-Mail;
- Assignment of a Nichols admissions counselor to focus specifically on the *prep school* market;
- Assessment of the College's recruitment effort as related to the *prep school* market.

FIFTH-YEAR REPORT

It was concluded that the tuition level was far below similar institutions and led to a negative perception of the College in its target market (based on focus group results);

Tuition levels were raised 21% in fiscal 1999-2000 and 7% in 2000-2001 bringing the level to \$15,200. Included in the 1999-2000 increase is the College's financial support of a program that provides all Nichols students with the free use of a notebook computer. Nonetheless, this tuition fee remains lower than the College's major competitors.

i. (See Appendix A - Selected Recruitment Data)

accomplish basic goals for Admissions, proper staffing and improved admissions procedures have been given top priority.

- Within the past two years, the College has hired both a new Dean of Admissions with prior experience in this position and an Assistant Director. All Admissions staff vacancies were filled prior to September 1999.

enroll students capable of taking advantage of a Nichols education and at the same time to provide guidance counselors and students with a sharper picture of the Nichols student, the College:

- defined its target market to include students with a B-C average, a SAT range of 850-1100, and a family income of \$70,000+;
- selected a new marketing firm and redid all print brochures with the goal of making Nichols a first choice of targeted students interested in a small, private college specializing in business; developed an "Add It Up" advertising campaign highlighting positives that add up to a successful, value-based outcome; began a "One for Nichols" campaign that encourages Nichols alumni/ae to assist in the search for new students;
- increased the number of Admissions Open Houses, added "Decision Day Wednesdays" (same day admissions decisions); changed the nature of Open Houses to include more informal sessions with breakfast meetings with faculty and staff in attendance; continued to use a recruitment video produced in 1998;
- sought to learn more about the origins and characteristics of incoming students through Enrollment Planning Service (EPS) data and to seek out more information about students who chose not to attend the College by analyzing data from an "Accepted Students Questionnaire" furnished by Educational Testing Service.

Financial Aid

94 NEASC visiting team stressed the need for Nichols to review its "model for financial aid to ensure that deficits do not continue and the amount of financial aid awarded will not adversely affect the College's future development."

9
NEASC
Report to
NEASC,
2004

courses. The documentation process must show breadth, depth, and quality equivalent to college-level course work. Credit for Life Experience has not been offered since Fall 2003. It is currently under review to determine if we wish to continue this program. Portfolio review is not available at the graduate level.

The graduate program accepts up to nine transfer credit-hours. MBA transfer credits are evaluated by the Director of MBA Program and approved by the Registrar's Office.

Requirements for Program Continuation, Suspension, and Readmission

The academic policies for the College can be found in the *Bulletin*. These policies define academic standards and requirements, program time limits, dismissals, re-admittance, academic integrity, and student rights for undergraduates. These policies are also available on the College's website.

Refocused Marketing and Retention Efforts

During the last six years, the College has developed a new recruiting campaign that focuses our marketing strategy on the College's strengths – its size, academic programs, faculty, location, and student profile. This strategy consists of a more targeted approach to developing the pool of prospective students. Based on day division enrollments, historical application trends, and its inquiry pool, the College has developed a three-tiered approach to qualifying its market. Based on this information, the College now focuses its day marketing efforts on two specific targets: the students most likely to enroll and the high schools most likely to have those students.

The College targets prospective day division students who are most interested in the College's academic specializations, have an interest in a small college environment, and maintain a particular academic profile (2.3 - 3.3 GPA, 850 - 1100 SAT scores). Our average accepted applicant for Fall 2004 had a 2.44 high school GPA and 949 SAT score. The students who enrolled had a 2.32 GPA and 908 SAT score. At the high school level, the marketing strategy includes visiting schools that have historically sent applications to Nichols, as well as schools most likely to send applications in the future. We have also added a staff member to the travel team, whose sole focus is on the private secondary school market. The goal of this new position is to increase enrollments from private secondary schools, where families are more likely to have the resources to afford a private college education. Private school enrollments have increased over the last three years (a 15% increase in the last year). The College has also increased its communication to all of its targeted schools to the point that each school receives a minimum of four mailings per year, and we invite counselors from these schools to visit our campus. Developing and communicating the student profile has been well-received by the guidance community.

The Division of Graduate & Professional Studies has developed marketing strategies to focus on the unique needs of the adult student population. Expanded program formats including accelerated and online delivery have allowed the College to reach new populations with a focus on convenience and accessibility. Military-specific marketing

NEASC
Interim Report
2009

1,088 in 2008. Our goal moving forward is to maintain an enrollment of approximately 1,150 students. The addition of four new residence halls, with one more under construction, provides the housing needed to accommodate this growth.

Admissions recruiting has expanded beyond the New England borders. East coast NACAC fairs have produced numerous inquiries; and Nichols recently covered additional NACAC fairs in Texas, Minnesota and California. In addition, technology is playing a more important role in admissions recruiting. The College is utilizing social networking sites and viral marketing to enhance Nichols branding and name recognition. Also, as a result of hiring a Private School Admissions Counselor, enrollments from private schools have increased steadily. In Fall, 2008, private school students accounted for 18% of the total freshmen enrollment.

Since 2006, the College has discounted at a rate of 33.5% of tuition and fees. Each fall, the Financial Aid Office awards in excess of five million dollars to incoming students. In addition, the College remains committed to offering returning students level funding based on academic merit and financial need.

The Financial Aid Office is independently audited annually by state and federal auditors as well as by its own internal auditing measures. This Office has received clean audits for each of the last thirteen years.

Projection

It is too early to know how the current economy will affect enrollments. The current recession may impact the College's ability to recruit and retain students as more and more parents find themselves unemployed or underemployed. Numerous Nichols students come from families who own and operate small businesses. The current economic climate may hit this population the hardest, given the decline in consumer confidence and spending and its subsequent impact on all businesses, large and small.

On the other hand, Nichols' position in the marketplace has improved over the last decade as evidenced by our cross-applications, and our strong outcomes are in demand by students and families. Additionally, there may not be room in the public or in the job market for prospective students. We are cautiously optimistic for our Fall, 2009 enrollments. We currently expect a total enrollment of 1150, the largest in the College's history, which would place us at capacity.

Finally, the College remains committed, to the best of its fiscal ability, to equitably support all of the students that have significant financial need. The College continually examines its discount rate, the impact of tuition increases, and its own contributions to financial aid. In an effort to help families with financing options, the College moved to the William D. Ford Direct Loan Program effective July 1, 2009.

has also been implemented with an emphasis on the provision of informational sessions where students can meet face-to-face with college personnel.

The College continues to make adjustments in its financial aid packaging for its day division students to increase the assistance for more academically qualified individuals and those day students with greater financial need. Each year, the Director of Financial Aid and the Dean of Admissions review a twenty-five-block grid to determine yield rates based on need and quality to see which students are enrolling. This information allows the Financial Aid Office to make appropriate adjustments to enhance enrollment opportunities while still adhering to its overall budget. The College has also begun a new "Access" grant program to help out-of-state students who do not receive generous state grant programs to afford college. The financial aid target for spending continues to be a 33% discount rate for the entire student population and 41% for new students. In the evening program, tuition cost is much lower, and financial aid often meets full need for evening students.

Through the summer of 2004, new logos were developed for general use and athletic use. Working with several graphic designers, a small committee recommitted to the tag line *Your Success Is Our Business*, as well. A Marketing Committee will work to implement the new logo and look of internal and external materials. X

In 1998, we initiated a new advising system to improve student retention rates. Two academic advisors were hired to work with new day division students. The goal was to offer students more interaction with a staff member as they transitioned to college life. Although they are called academic advisors, these individuals also work with students and families on a wide variety of non-academic issues that may impact retention. These advisors act as ombudsmen for the student and take the lead in getting students the resources they need. The advisors also work closely with family members who may have concerns about a student's development. Faculty members are also encouraged to contact the advisor if a student has excessive absences or they have other concerns about the student in the classroom. Based on these contacts the advisor will schedule an appointment with the student to discuss the reasons for the concern.

To increase retention rates among new students, the College established a committee of faculty members, administrators, and students, which is chaired by the Dean of Student Services. Several new initiatives resulted from its work, such as annual parent focus groups, an exiting student interview, and a college-wide theme of customer service.

Through the work of the Retention Task Force, we implemented a new study period program for all new day division athletes. In order to play a varsity sport, all new students must participate in a study program for three hours per week. These study periods are monitored by the coaching staff and are mandatory for the first year. Students who maintain a minimum grade point average are not required to continue the program after their first year. These minima are set by the coaches, but must be at least 2.3 on a 4.0 scale.