

mobility and its openness to talent and hard work retains vestiges of inherited privilege,” they declare. “Connections and old-boy networks surely violate the merit principle.” They have a point, but such “networks” are also essential resources for the academic enterprise insofar as they fuel the philanthropy that drives any university. Without endowment growth, the social justice goals that populate the mission statements of many universities would be unattainable.

When a university promotes the ideal of “justice,” the legacy factor indirectly ensures that goal. Philanthropy generates financial aid, research opportunities for faculty, new facilities and other such critical elements that distinguish institutions and make them

desirable. Without these resources, the enterprise collapses. Preferential admission for the sons and daughters of alumni reinforces—and often inspires—greater generosity. If such practices are “unjust” it is a necessary evil. Call it the Robin Hood effect.

“Other things being equal,” Fullinwider and Lichtenberg contend, “it is desirable to enhance educational opportunities for those whose opportunities have been significantly limited.” True enough, but the way to do that is to improve preparedness and guidance. The former requires commitment and energy. The latter requires resources.

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To WIT

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A Century of Honesty, Energy, Economy, System, Joseph P. Clifford, Wentworth Institute, 2003; \$32.95

Like so many institutions, Wentworth Institute began with a bequest. The gift, from Arioch Wentworth, the scion of a New Hampshire family that included three royal governors of the colony prior to the American Revolution, also came with terse instructions. Those instructions were embodied in a will written shortly before his death in 1903 that not only launched the school but also, according to Joseph P. Clifford, shaped its evolution and behavior over the century that followed. Indeed, the title of Clifford’s book, which is drawn from the Wentworth motto, derives from the watchwords Arioch Wentworth lived by and credited for much of his success.

Telling this tale more fully than it has ever been told before, Clifford, who works as an editor at Wentworth, provides us with the biography of one of the more unique educational establishments in New England.

Although Arioch Wentworth had become one of Boston’s wealthiest citizens thanks to his innovations in the

manufacture of soapstone products such as sinks, laundry tubs, stoves and hearths (and his shrewd real estate investments), he felt keenly that it had taken him too many years to learn his skills and master his craft—a fate he hoped to spare others. How much more sensible and desirable it would be, he reasoned, to equip gifted and enterprising tradesmen with at least some of the more advanced skills they might ordinarily acquire only through a long apprenticeship. His will, later successfully contested by his family, left the bulk of his \$5.4 million fortune for the establishment of school to “furnish education in the mechanical arts” to this sort of person.

In the end, half the money went to launch Wentworth Institute and the other half was awarded to his family. By the time Wentworth began admitting students in 1911, the endowment had grown under the wise stewardship of the trustees Arioch had selected and proved sufficient to purchase land in Boston and construct the central buildings of the familiar campus that still faces the Museum of Fine Arts across Huntington Avenue. Also thanks to the endowment, students were charged tuition of only \$18 per annum—a bargain even for those times.

The super trade school that Wentworth aimed to be—in part mod-

eled on New York’s Pratt Institute—proved a successful approach and one that carried the school along for decades as it honed its offerings, expanded its campus and built its reputation. Along the way the school adapted to the needs of the nation in two world wars. In the first, more than 800 graduates served and 28 lost their lives. During World War II, the campus shut its doors to regular students so it could function as a training center exclusively for the Navy.

The modern era at Wentworth might be said to have begun with the appointment of H. Russell Beatty, a Pratt veteran, as principal in 1953. One of his first actions was to ask the board to change his title to president. After winning the day on that matter, he began the slow process of making Wentworth into an institution that granted degrees—initially associate degrees only and, as his tenure ended in the early 1970s, a bachelor’s (spawning a short-lived slogan Wen-TWO-worth).

Although published by Wentworth itself and generally self-congratulatory in tone, *A Century of Honesty* does not shy away from the institution’s less flattering side. For instance, Beatty who put his imprint on Wentworth as president from 1953 to 1971 is revealed as both innovator and autocrat (a characterization I recall hearing during my father’s time on the faculty in the tumultuous 1960s). Determined to mold character no matter what happened in the world at large, Beatty brooked no disagreement and insisted that unscheduled student time be occupied with wholesome activities—a policy that was enforced through mandatory participation in groups such as a model railroad club and a glee club. His wife Alice, while regarded with warmth, also played her own role in watching over the students and ensuring they were occupied and fully prepared to sing the school’s anthem on call (she herself was often the choir-master at campus events, despite a tendency to sing off key).

Similarly, the book, which provides an unusually well-balanced and seamless blend of photographs, text, side-

bars, personal anecdotes and other illustrative material, includes mementos highlighting student discontents as well as a full treatment of the landmark faculty strike of the late 1970s.

Clifford brings the story to the present with his review of the administration of Edward T. Kirkpatrick, who enlarged upon Beatty's reforms. Curiously, the college recruited Kirkpatrick in large measure based on his experience as dean of Engineering at Rochester Institute of Technology, which he had helped relocate to an entirely new campus. This was the time when Boston's highway builders were about to launch the "Inner Belt," a short circumferential highway that would have cut between MIT and Harvard in Cambridge, through Boston University, and then directly through Wentworth property.

As it happened, the highway builders retreated in the face of growing political resistance and Wentworth's campus stayed right where it was. But the energetic Kirkpatrick, whose "hands-on" hobby was crafting homebuilt airplanes, stayed on until 1990, by which time he had long since made the school coeducational, introduced cooperative education and reintegrated the bachelor's program under the umbrella of a newly renamed organization, the Wentworth Institute of Technology.

Beyond his catalog of "official" Wentworth history, Clifford brings the institute alive with stories of graduates who achieved fame and fortune, among them: yacht builder Ted Hood, former Massachusetts Gov. John Volpe and U.S. Congressman Steven Lynch.

Today, as the institute enjoys its first full century of incorporation, the evolution continues under President John F. Van Domelen—particularly with a much expanded emphasis on four-year degrees. However, as Clifford tells us, the focus on highly pragmatic instruction and on personal mastery of subjects remains at the heart of Wentworth, keeping true, he assures us, to the vision of Arioeh Wentworth.

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- Growth in New Hampshire's population from 1982 to 1997: **23%**
- Growth in New Hampshire's developed land during that period: **55%**
- Growth in Maine's population from 1985 to 1997: **8%**
- Growth in Maine's "vehicle-miles of travel" during that period: **40%**
- Net migration of unmarried college graduates ages 25-39 to Western states from 1995-2000: **+114,700**
- Net migration of unmarried college graduates ages 25-39 to the Northeast: **-57,683**
- Number of New England states that added more single young college graduates than they lost during that period: **0**
- Percentage of graduates from UConn's Neag School of Education who remain in Connecticut to work: **90%**
- Percentage increase in public college tuition that would be required to offset a 1% decrease in state funding in Vermont: **1%**
- Percentage increase in public college tuition that would be required to offset a 1% decrease in state funding in California: **6%**
- Percentage of humanities majors who say politics is relevant in their life: **70%**
- Percentage of computer science majors who do: **36%**
- Percentage of 16- to 18-year-olds who think it is not right to illegally download software, music, movies or games: **23%**
- Percentage who worry about getting in trouble with the law doing so: **56%**
- Percentage who worry about downloading a computer virus when doing so: **70%**
- Percentage of U.S. students, ages 13-17, who say math is their favorite subject: **23%**
- Percentage who say English is their favorite subject: **13%**
- Children of immigrants as a percentage of U.S. high school seniors who were 2004 Intel Science Talent Search finalists: **60%**
- As a percentage of top 20 scorers in 2004 U.S. Math Olympiad for high school students: **65%**
- As a percentage of 2004 U.S. Physics Team members: **46%**
- Percentage of high-skilled employment visa applications denied by the U.S. government in 2001: **10%**
- Percentage denied in 2003: **18%**
- Change in average salaries of public school superintendents, 1993-2003, adjusted for inflation: **+12%**
- Change in average salaries of public school teachers during the same period: **-2%**

Sources: 1,2 University of New Hampshire and N.H. Office of State Planning; 3,4 Evan D. Richert, University of Southern Maine analysis of U.S. Census Bureau and Maine Department of Transportation data; 5,6,7 *Postsecondary Education Opportunity*; 8 Connecticut Center for Economic Analysis; 9,10 State Higher Education Executive Officers; 11,12 Peter D. Hart Research Associates, Leon & Sylvia Panetta Institute for Public Policy; 13,14,15 Harris Interactive and Business Software Alliance; 16,17 Gallup Poll; 18,19,20,21,22 National Foundation for American Policy; 23,24 Educational Service Research

To wit definition at Dictionary.com, a free online dictionary with pronunciation, synonyms and translation. Look it up now! That is to say, namely, as in There are three good reasons for not going, to wit, we don't want to, we don't have to, and we can't get a reservation. This expression comes from the now archaic verb to wit, meaning "to know or be aware of," not heard except in this usage. [Late 1500s]. QUIZ. to wit definition: 1. used to make clearer or more particular something that you have already said: 2. used to make clear. Learn more. Meaning of to wit in English. to wit. formal. used to make clearer or more particular something that you have already said Show declension of wit. to wit (see below for this verb's conjugation). (Verb) null. I p liczba pojedyncza wit; I m liczba mnoga wits. wit (plural wits). noun wit (countable and uncountable, plural wits). verb wit (see below for this verb's conjugation) ; | valign="top" |. Infinitive. to wit. Imperative. wit. Present participle. Wit en WIT organized the Side Event titled: "Communicating The Health Impact to Older Persons in Eastern Europe of Regional Environmental Damage, Sponsored by the Government of Ukraine. MultiUn.