

ADDRESS BY

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U.S. Commissioner of Education

at the

Annual Meeting of the Middle States

Association of Colleges and Schools

Washington, D.C.

December 7, 1978

~~WINDALE~~
~~TIP O'NEILL~~

I'm convinced the partnership between the Federal Government and ~~the academic community~~ ^{the academic community} must be aggressively reaffirmed.

NO
INDENT

The university and the Federal Government /

have purposes which are shared / and yet - more recently

in recent years / these two important sectors / have grown increasingly suspicious of each

other. ^{very}

~~DURING THE EARLIEST PART OF WWII - AND THE OLD WAR WHICH FOLLOWED - THE NATION WAS AT WAR AND THE SCHOLASTIC INTERESTS DRAMATICALLY SURVIVED WAS AT STAKE AND PROTESTS ON THE CAMPUS WERE LOCKED IN TIGHT ENFORCEMENT~~

Today when some college presidents speak of government / they sound -- for all the world -- like Thomas Jefferson -- who wrote in the Declaration of Independence that /

George III "had created a multitude of new offices / and sent hither swarms of officers to harass our people and "eat out" their substance."

¶ That's the way Washington is viewed by many academics.

¶ But there are harsh words on the other side as well.

In Washington I've heard universities described as rigid, ~~reactionary~~ ^{schools & coll} ~~institutions.~~ ^{AND COLLEGES}

NO
INDENT

I've heard college presidents portrayed as leaders more concerned about protecting their own turf than in promoting social progress.

¶ While this sort of careless talk may drain off excess adrenalin, in the end it undermines the very institutions we seek to save.

Its clear to me that protagonists on both sides must stop the shouting and start building bridges.

It's time to sort out the trivial from the consequential.

- 3 -

9 Since coming to Washington, I've discovered that most employees in this city are not power-hungry bureaucrats who gloatingly spin ribbons of red tape and seek to strangle institutions.

Rather they are men and women like the rest of us

who work hard every day

who seek to mediate the triple

pressures of the laws, the courts, AND

the expectations of the constituents.

9 There are, of course, stupidities in government--

Messages are too often garbled and confusing;

Paper work is growing like a terrible epidemic;

And there is far too much overlap and duplication.

~~Bureaucratic irritations do exist and I intend to fight vigorously these destructive termites in the system.~~

¶ Last week, while preparing for a writing class I teach, I found a memo on my desk. The memo read:

This workshop is part of an RFP issued by IOC aimed at helping SEAs better serve LEAs with reference to the LEA/Prime Sponsor agreements called for under the YETP portion of YEDPA.

¶ I wish I could reassure you this memo is fictitious -- but it's very real.

¶ Some time ago, a colleague at the State Department drafted a letter for her boss which read,

"We are delighted to receive your proposal."

Immediately she was called in by her superior, who told her, very starchily, that,

"The State Department is never delighted."

¶ It's a fascinating point.



9/20/91

- o Does the State Department ever have an emotion?
- o Or is it O.K. to have a negative feeling at the State Department -- but not a positive one?
- o Can -- for example -- the State Department be "distressed" but never "pleased"?
- o On the other hand it may be simply a matter of degree.
- o Is it possible, for example, for the State Department to be only "pleased" but not "delighted."

Q I'm sure someone in the State Department is in charge of the "emotion index" -- but I suspect if his identity would be revealed the State Department may -- in spite of itself -- be quite "upset."

Q But before we throw too many brickbats at the bureaucrats, let's remind ourselves that all of us engage in obfuscation and let's try to understand that administering Federal law is a complicated job and -- above all let's be sure we have the facts,

copy

before we charge bad faith

9 On the other hand, Washington must understand -- that America's ^{school + college} universities are a very precious resource.

o ~~A university~~ must remain aggressively free and independent.

o ~~Campuses must be preserved as places where well-trained minds extend the intellect and enrich the arts.~~

The Federal Govt must understand that

o ^{inst.} an university which serves cannot be enslaved.

NO INDENT

o And if a university's ^{school} authority is undermined, or it is suffocated by red tape, -- ~~how well intended~~ democracy will have been suffocated, too.

9 Recently Steve Bailey observed that,

o between detailed government accountability on the one hand,

o and complete institutional autonomy on the other, there is,

and must remain, a 'no-man's land' where, if either side presses its advantage, the public suffers.

NO INDENT

¶ Neither government regulation nor self regulation have turned out to be very efficient and, on social issues, both partners have a legitimate role to play.

As Edwin Newman has observed,

"...since there always seems to be more inputs than outputs, there must be some 'puts' getting lost somewhere."

NO
INDENT

¶ I urge therefore that the bridge between the academy and Government be carefully rebuilt. It is time for key leaders on both sides to talk about this essential partnership.

Let me give 4 examples to illustrate the point:

I

91

8

By

FIRST, ~~OUR~~ ^{IN} MAINTAINING A STRONG SCHOLARSHIP & RESEARCH CAPACITY IN THIS COUNTRY IS A GOAL WE SHARE IN COMMON

THE FEDERAL GOVT MUST UNDERSTAND THAT BASIC & APPLIED RESEARCH ARE ABSOLUTELY CRUCIAL,

NO INDEBT

AND ^{THAT} THE UNIVERSITIES CAN MOST EFFECTIVELY DO THE JOB

~~THE~~

THE FEDERAL GOVT MUST ALSO UNDERSTAND THAT CREATIVITY CANNOT BE PROGRAMMED, AND THAT INDEPENDENCE IS ESSENTIAL

UNIVERSITIES MUST RECOGNIZE THAT SOME ACCOUNTABILITY IS REQUIRED, AND DRAW A SHARP DISTINCTION BETWEEN REQUIREMENTS THAT MAY JUST IRRITATE AND THOSE THAT INVADE ESSENTIAL FUNCTIONS

RCE - MONEY INVOLVED IN FILLING OUT FORMS

RESEARCH LIBRARIES

let me

1000 0000 0659

#

UNIVERSITIES WHO SHARE THE GOAL
OF EXPANDING ACCESS

(9)

GI BILL

1972 - BASIC GRANT

1973 - \$122 million

1975 - 840 "

1978 - 2.1 Billion

GSL - 1978 - 1.6 Billion

TOTAL - 5 BILLION

50% of ALL students get Federal help

80% - College Budgets

GOOD MANAGEMENT IS REQUIRED

GSL - (13%) DEFAULT

300,000 students

* 300 million dollars

DIRECT LOAN (17%)

700,000 students

* 600 million

PARTNERSHIP - ACCESS

" = GOOD STEWARDSHIP AS WELL

III

~~THE~~ ~~ACADEMY~~ ~~UNIVERSITIES~~ & THE ~~GOVERNMENT~~ (10)
ARE ALSO COMMITTED TO SOCIAL EQUITY,
~~CIVIL RIGHTS~~

ALTHOUGH THIS MAY BE THE ARENA
WHERE TENSIONS ARE MOST BRITTLE

WAYS TO ENFORCE CONSTITUTIONAL RIGHTS:
LET ME READ TO YOU ^{PARTS OF} (3) LAWS MEANT
~~SEX EQUITY~~

FROM THE 1972 Ed Amendments, Title IX--

NO
INDENT

"NO PERSON SHALL - ON THE BASIS OF SEX
be subjected to discrimination under
any EDUCATION PROGRAM OR ACTIVITY
RECEIVING FEDERAL FINANCIAL ASSISTANCE."

FROM THE
REHAB ACT of 1973--

NO
INDENT

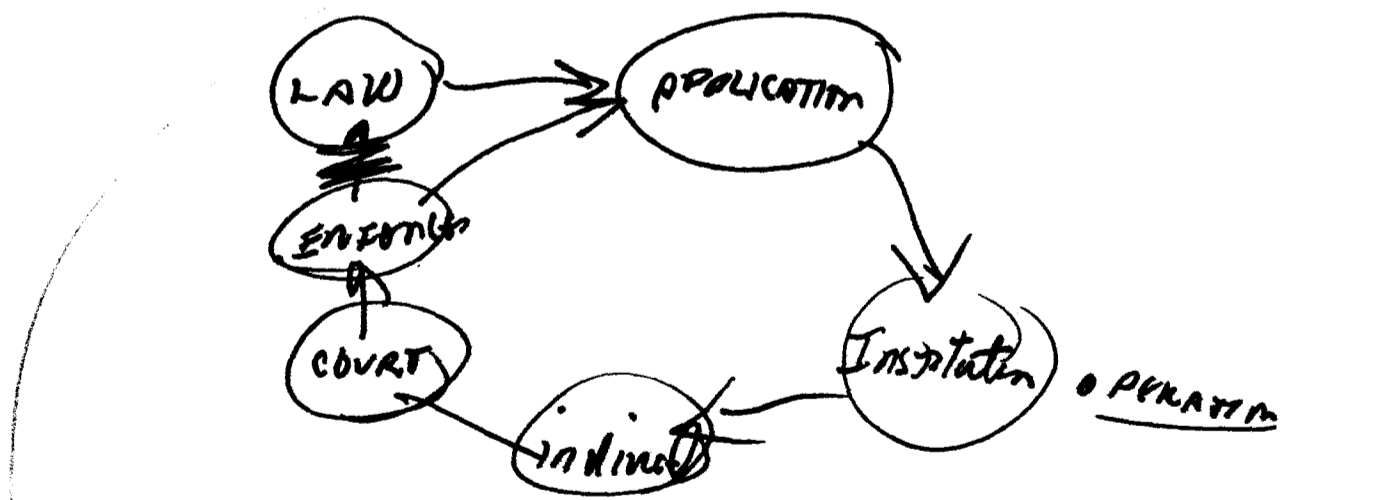
"NO OTHERWISE QUALIFIED HANDICAPPED
INDIVIDUAL IN THE U.S. SHALL, SOLELY
BY REASON OF HIS HANDICAP, BE
EXCLUDED FROM THE PARTICIPATION IN,
OR BE DENIED THE BENEFITS OF,
OR BE SUBJECTED TO DISCRIMINATION
UNDER ANY PROGRAM RECEIVING
FEDERAL FINANCIAL ASSISTANCE X



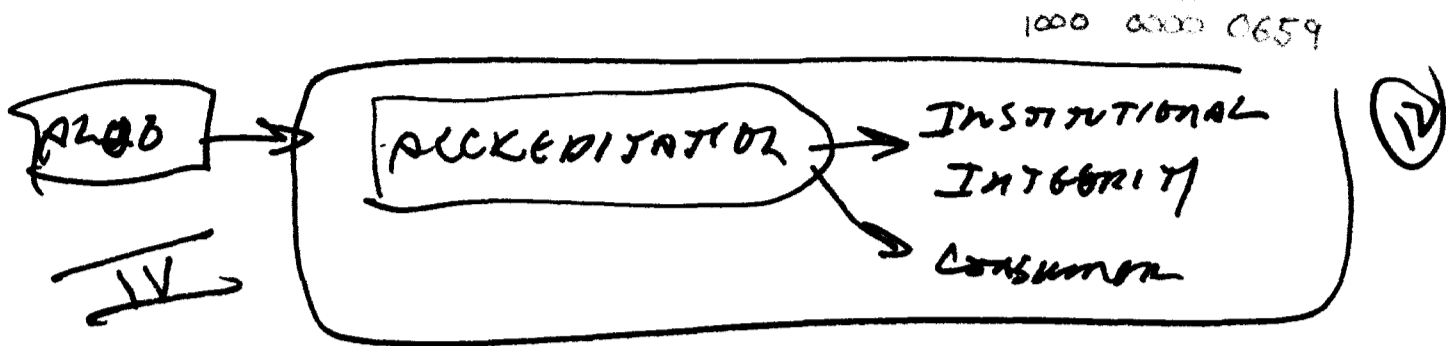
NO IT
 ALSO--
 100 000 0659 (11)
 "NO PERSON IN THE U.S. shall, on the basis of AGE, be excluded from participation in, be denied benefits of, or be subjected to discrimination under ANY PROGRAM RECEIVING FEDERAL FINANCIAL ASSISTANCE."

SIMPLE, STRAIGHT-FORWARD, AND RIGHT BUT

ENDLESSLY COMPLICATED TO SPELL OUT PROGRAMMATICALLY



- IMPERATIVE OF THE LAW
 - FEDERAL AGENCY - APPLY
 - INSTITUTION - EXECUTE
 - INDIVIDUAL - JUSTICE
- COURTS - INTERPRET
 - AGENCY - ENFORCE



24 LAWS - Commission must protect 'standards'

BLANKET
STATE
ALCOHOL

Recognizing Accredited Agencies

72 now Recognized

① AVOID POLIFERATION

② ONLY RECOGNIZE FOR PURPOSES OF PARTICIPATION IN FEDERAL PROGRAM

NOT A SUPER REGULATORY AGENCY

SELF POLICY IS ESSENTIAL

CDPA - OE COMMITTEE

LET ME SUGGEST FIVE

(13)

FIN

Conclusion

(5 Rules:)

1) FOCUS ON THE ESSENTIAL NOT THE WRITING OR THE TRIVIAL;

2) Get the facts;

3) Be specific--Don't generalize;

4) Recognize the inherent tension between

- (Bureaucratic responsibility,
- Institutional integrity, AND,
- Individual rights;

5) Keep the lines of communication open.

NO INDENT. KEEP THE NUMBERS-- ALL SENT.

One final point -> ~~vision = urgency~~

I believe the ^{schools} University and National interest will converge as the world agenda becomes more urgent. Both our National policy and our education ~~policy that~~

we must begin to focus on the unity of the planet earth.

Together we must acknowledge that all actions on this planet, whether physical or social, are inextricably interlocked.

Earlier this year, United Nations official Robert Muller noted

(14)

o that a child born today into a world of four billion people will, if he attains age 60, be sharing the earth with three times as many human beings.

Muller went on to say:

"A child born today...will be both an actor and a beneficiary or a victim in a total world fabric, and he may rightly ask: 'Why was I not warned? Why was I not better educated? Why did my teachers not tell me about these problems and indicate my behavior as a member of an interdependent human race?'"

And this renewed emphasis on the International dimension of education is one which the universities and the Federal Government should confront together.

NO
INDENT

o Recently the U.S. Office of Education sponsored a convocation honoring Senator William Fulbright for his vision in founding the dramatic Fulbright Exchange Program over 30 years ago.

o And President Carter has named a National Commission to focus on International Education and Foreign Language.

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These are far more than symbolic gestures. They signal a clear commitment to a world view of education.

~~CONFIDENTIAL~~

¶ One final note--

¶ After man had first traveled into space,

Archibald MacLeish, ~~the most~~
gifted poet ~~of our time~~
spoke of the perspective which must
be captured by our students

~~MacLeish~~ wrote these lines:

INDENT
AS IS

To see the Earth as it truly is /
--small and blue
--beautiful-- in that eternal
silence where it floats /
--is to see ourselves as riders
on the earth together.

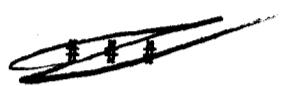
Brothers--

on that bright lovelines^s in the
eternal cold.

Brothers who now know that they are truly brothers.

We do not yet know that we are truly brothers.

And yet I'm confident that as we better educate ourselves and make more sensitive the human spirit, we will indeed see ourselves as brothers and will prevent this angry, frightening world from self-destruction.



The Federal Govt & The State have separate Roles to play;

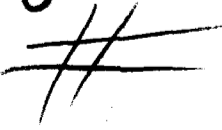
And we occupy separate ^{TURF} turf.

NO IDENT

And yet, in the ^{best} same, we occupy the ^{SAME} ^{TURF} same turf,

And have similar obligations to fulfill,

Increasingly, our goals should be to focus our combined resources on the great unfinished agenda of the planet earth



CPL -
AFT WORD "ACCESS",
- LEAVE A COUPLE
INCHES OF SPACE.
DON'T TRY TO TYPE
PART MARKED IN
BLUE. B 12/8