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HIGHER EDUCATION: ACCESS AND EXCELLENCE

Remarks of

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before

The Council on Higher Education for Israel

Jerusalem, Israel

January 11, 1979

Introduction

Daniel J. Boorstin, in Democracy and Its Discontents,  
entitled the final chapter of his book "Getting There Is All  
the Fun."

That statement, a bit tongue-in-cheek perhaps, seems to  
capture today's higher education mood.

o During the past 20 years in America,  
we've moved from a relatively tight  
selective system to a sprawling  
enterprise.

*o It hasn't been all  
fun, y'course. but at  
least we were kept  
very busy.*

o Now, after two decades of dramatic growth,  
a kind of morning-after mood has settled

*abundance  
of*

in.  
*Enrollments have begun to level off. Surely new facilities*

o We're not quite sure just how mass higher  
~~education relates to our~~ traditional goals  
of liberal learning and research.

*has  
declined*

*what has happened*

*The university's*

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Early Elitist Tendencies

The truth is that the university in America, from the <sup>very first-</sup> beginning was elitist in its inclination. ~~The first~~ <sup>in American colleges</sup> students were nearly all children of wealth -- sons of merchants, shipbuilders, master mariners, magistrates, lawyers, gentleman farmers, militia officers, and, above all, ministers.

Only about 10 percent came from the homes of poor farmers, servants, or seamen. Nearly all Harvard students prepared for college by private tutoring, usually from a clergyman, and a thorough knowledge of Latin and Greek was the basic admissions test.

The small church-sponsored college and the land-grant college -- two uniquely American institutions -- strained but did not break the connection between social privilege and formal education. ~~In 1900 about 36 percent of high school graduates entered college. This rose only to 40 percent in 1950.~~

Federal Policy Intervention: From Elite to Mass Higher Education

Today all this has changed. We have moved from elite to mass to universal higher education - to borrow Martin Trow's descriptive terms.

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While the percentage of high school students <sup>3</sup> ~~graduating~~ <sup>going on to college) crept up</sup> steadily ~~crept up~~ <sup>after W. W. II</sup> ~~it reached 36% by 1900 - but then plateaued for over 40 years~~ <sup>enrollments took a quantum leap ahead</sup>

~~It was the Federally sponsored GI Bill that helped spark~~  
a revolution of rising expectations after World War II.  
Some 2,230,000 <sup>of</sup> veterans -- many of whom <sup>from first generation college students</sup> had never dreamed of college -- came back <sup>to campus</sup> <sup>supported by the G.I. Bill.</sup> From 1940 to 1960, higher education enrollment in America doubled, from 1.5 million to 3.2 million.

This expansion in turn <sup>sparked aspirations among the historically by passed students,</sup> ~~sparked aspirations among the~~ <sup>And this in turn stirred the poor to act. (So long as those who never dreamed of college.</sup> ~~college~~ <sup>college was restricted to the privileged few, blacks, Chicanos, and the economically deprived accepted their exclusion.</sup> <sup>higher education</sup> ~~But~~ <sup>now</sup> middle income students were going off to college, and the poor <sup>now</sup> saw themselves tightly and prejudicially locked out of social progress.

~~The fire of frustration had been ignited, sparking the explosion described so vividly by Langston Hughes in his poem "Dream Deferred:"~~ <sup>asks rhetorically.</sup>

What happens to a dream deferred?

Does it dry up

Like a raisin in the sun?

Or fester like a sore . . .

Or does it explode?

o o o

*Through The 1960's* - 4 - ~~Through the 1960's~~  
*American Higher Education Confronted,* ~~from~~ *of rising expectations.*

We ~~constructed,~~ quite literally, an explosion ~~and~~  
Colleges and universities -- often torn between tradition <sup>from coast to coast</sup>  
and turmoil -- aggressively recruited <sup>minority & low income</sup> ~~and~~ students. Others  
~~came as well,~~ *- Ad H* and higher education enrollment took another  
~~quantum~~ leap ahead.

- o From 1960 to 1977 ~~higher education~~ enrollment increased from 3.2 million to 11.4 million.
- o *And even* More significantly, the percentage of minority students <sup>enrolled in higher ed</sup> increased from about seven percent to 17.5 percent in just 15 years.

Over the past 15 years the annual number of high school graduates has increased by two thirds, the number of bachelor and first-professional degrees has risen by two and one-half times, and the number of advanced degrees has nearly quadrupled.

o o o

*And here's where  
all of this has led to  
Since World War II*

Education As A Right

~~Higher education~~ in America has -- in fact -- become not just a privilege but a "right." <sup>A \$6 billion student assistance program has been approved by Congress and its</sup> we now accept as public policy ~~the position~~ that no eligible student is to be denied access to higher education because of social or economic barriers.

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The nursery has - in short - become  
a prime distributor of plants and  
~~the~~ a principle means by which  
upward mobility is achieved.

Jerome Korabel, writing in The Educational Record,\* declares that

If the modern university conferred no benefits on anyone . . . there would be little clamor for universal access. But this is not the case . . . Universities are irrevocably committed to the business of conveying rewards, and once this fact is recognized their exclusionary stance, based on an idealized image, becomes less defensible.

Well, the university has always conveyed rewards. It's just that, as more and more people are involved, participating in the reward becomes more and more essential. As Riesman and his associates observed,\*\* middle class and lower middle class neighborhoods have <sup>in recent years</sup> been tipped in the direction of college, "making it harder for the majority of young people not to go to college than to go."

~~Higher education~~ by embracing the "legitimization of youth" function - higher education ~~loses one of its cherished images: that of the university as a scholarly sanctuary from the external world.~~ <sup>has, in fact, become an urgent expectation for more & more young people - or at least their parents.</sup>

\* Winter 1972.  
\*\* Riesman et al, Academic Values and Mass Education. Doubleday & Co., 1970.

WINNING THE ACCESS BATTLE

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One important point is beginning to emerge.

~~with an open admissions policy the system is not quite universal.~~

It is now clear, however, that an open admissions policy does in fact have limits. <sup>seems</sup> Universal higher education is not quite universal.

o For almost five years <sup>now</sup> the proportion of high school graduates going on to college has held steady --levelling off at about 60 percent.

o And in the City of New York, where open admission was most aggressively pursued by the City University of New York, the percentage of high school graduates going on to college peaked <sup>in 1973</sup> at 80 percent ~~in 1973~~ and dropped <sup>back</sup> to 75 percent in 1977.

This brings me to <sup>a</sup> central premise. <sup>I believe</sup> ~~I believe~~ the access to higher education battle <sup>in America</sup> has been largely won. -- by that I mean that ~~almost~~ almost all qualified students who want to go to college can find a place <sup>where</sup> ~~someplace~~ in the system. ~~I think~~

The future ~~the~~ focus <sup>I expect</sup> will be --not on gaining access to the system -- but on gaining admission to particular programs -- <sup>to</sup> such as medicine or law <sup>where the rewards are high, and</sup> competition keen and where minorities and women have been excluded in the past.

<sup>There is a strong</sup> ~~There is a strong~~ <sup>evidence</sup> ~~evidence~~ to suggest that even when barriers are removed <sup>a significant</sup> ~~a significant~~ percentage of high school graduates will not go on to the more

All of this relates to the 18 to 21-year-old. ~~the~~

~~Adult~~ ~~student~~ ~~enrollments~~ will continue to expand.

<sup>Additional</sup> ~~Additional~~ <sup>higher</sup> ~~higher~~ <sup>educational</sup> ~~educational institutions. For the foreseeable future <sup>at least</sup> ~~at least~~ I believe the ~~extra~~ limits <sup>have</sup> ~~have~~ been reached.~~

And a very serious federal assistance program has largely become the cost barrier to sell.

The system is now somewhat specialized.

In the past American academics were curiously ambivalent about this older population. The adult learner and continuing education have never been popular academic terms.

However, this stuffy attitude is shifting. America is growing older. By the year 2000 the ~~percent~~<sup>number</sup> of adults over 21 years of age will increase from the 1970 level of 64 to 73. *percent.*

- o We now have institutions to serve adults. *In response, prejudice toward the older students are begin to break down.*
- o ~~and colleges and universities~~ are shifting *The Academy is* both their <sup>178</sup> content and their <sup>18</sup> calendar to pull the older student back to campus.

o ~~In the 1980's~~ this pattern will persist. *More* Older students will, I am convinced, influence the shape of higher education. *industry*

- o In 1975, 17 million persons participated in adult education, 4 million more than in 1969.

One other point. *also suspect* I predict there *(continue to)* will also be a growth *will expand.* of nontraditional institution.

All sorts of specialty schools have been built, and in the future business and industry will expand training programs for their own clientele.

Even ~~Today~~, American business and industry are spending *between* 40 and 50 billion dollars a year on "in-company" training.

~~10~~

~~And~~ During the next 10 years nontraditional programs will in fact compete with traditional institutions, and a large percentage of high school graduates not enrolling in college or university will be served by these specialty institutions. *learn training programs - either on or off the job. As the youth population continues to decline the spread "non-collegiate" schools may, in fact, compete with more traditional higher learning institutions.*

But what about the impact of the revolution? During the past two decades the purpose of the university has become more blurred, and the most fundamental assumptions about the role of higher education have been challenged.

However, I wish also to suggest -- tentatively, at least -- that because of expanded enrollment higher education has become more vital and its quality enhanced. Let me set the hypothesis by looking at four specific issues.

First, we have expanded the "legitimation process" of higher education in recent years.

Samuel Bowles asserts that the successful completion of higher education has come to confer a modern form of "right to rule" at least as pervasive and politically invulnerable as its autocratic or plutocratic predecessors.\*

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\* "Contradictions in U.S. Higher Education" (M.S. Harvard University, 1971).

II

So what are we to say about a <sup>- not quite unusual -</sup> ~~known~~ higher education system, <sup>one</sup> that serves two-thirds of all high school graduates.

• It's very big of course. ~~its quite~~

~~untidy~~, it

• Its quite untidy.

• It struggles with competency values - not like the society it serves.

• And viewed from one perspective it is a system where quality has declined.

• It offers remedial education to students who would not have been admitted in the past.



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~~13~~

~~But its more than this, of course.~~

~~It also~~

- The expanded minority is also a more authentic reflection of the culture of as a whole
- It is an institution which - in the best tradition of democracy - expression of confidence and that may not the few split apart
- It recognizes that there is no god-given cut off line where the gifted & the non-gifted are ~~strictly~~ arbitrarily split apart
- And it recognizes that excellence in education does in fact come from different groups  
accepts the rather harsh <sup>high</sup> proposition that openness & excellence in education are, not contradictions.  
in fact

...

In the spirit of this conference I should like to pick up that final note and in the remaining moments explore the <sup>pathway</sup> ~~road~~ notion that increased access to, in fact, led to increased quality in academic life.

To prep up that pathway wobbly proposition ~~for~~ four specific assumptions will be explored.

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III

First, ~~make~~ <sup>check to see compliance</sup> ~~high education, has forced~~  
the university to confront more seriously  
its educational obligation to the student.

For far too long colleges and universities fell  
back on a self-fulfilling prophecy.

• Admission officers were expected to  
recruit the gifted student who in turn  
would become the gifted graduate.

The aim was to keep the <sup>institutional</sup> ~~costs~~  
very very low - by ~~finding~~ <sup>finding</sup> ~~tricky~~ <sup>tricky</sup> ~~students~~ <sup>students</sup> ~~those~~  
who would ~~do well~~ <sup>do well</sup> ~~look~~ <sup>look</sup> ~~good~~ <sup>good</sup> at  
the institution rather than ~~find~~ <sup>find</sup> ~~those~~  
who would profit most from a  
college education - and there was a difference.

~~function of~~  
~~The of mass higher education~~ as Karabel observes  
~~the~~ function of mass high education  
~~regio observe~~ - is not just picking winners,  
~~but~~ ~~extending~~ ~~effecting~~ ~~the~~ ~~educational~~ ~~development~~  
~~of~~ ~~each~~ ~~student~~, ~~whatever~~ ~~his~~ ~~level~~ ~~of~~  
~~attainment~~ - a far more demanding task.

Rather, <sup>realization of</sup>  
 "The critical variable is the  
 "value added" by college <sup>education</sup> attendance:  
 "... a truly successful institution would  
 change a student's performance level  
 rather than insure its own  
 prestige by a combinate selection  
 procedure" - which are only  
 marginal in their predicted value.

- When admissions is approached from  
 from the perspective of value added  
 rather than viewed as a process  
 designed to identify those who have  
 already proved themselves able, the  
 use of traditional meritocratic criteria seems  
 difficult to justify."



~~and to justify~~

and to 18 ~~the~~  
justify predictions.

Optimists from many different backgrounds  
I was - I am convinced - the  
introduction of a healthy tension and in the process  
confronting the implications of that particular  
~~question added to the~~  
~~strengthened~~ the fabric of a academic  
enterprise, now strengthened.

IV

19

If one concern about expanding access had dominated all others, it was the fear that, as a university's public function broadened, research and scholarship would suffer.

~~mass higher education forced us to clarify the separate purposes~~  
Second, during the past 20 years, new kinds of colleges

~~have been built to serve new kinds of students.~~  
~~As enrollments continued to expand and student bodies continued to diversify, it became obvious that the traditional college level could not build~~  
From 1960 to 1970, some 550 new institutions were established.  
~~launched. The growth was especially dramatic at the two-year college level. During the decade of the 60's a new community college was built in America every 12 days.~~

The State University of New York, with which I am most familiar, sought to clarify in rather formal fashion just how separate university functions were to be assigned.

The statewide system has 64 institutions, 30 of which are open-access community colleges and six are two-year technical institutes.

All of these are committed to the popular functions of the university. The 14 arts and science colleges, four medical centers, four universities and specialized research centers are to some degree committed to the traditional scholastic functions. The upper level institutions are more or less selective. Students who successfully complete a two-year program can transfer to a senior institution.

There is, in short, mobility within the system.

clear that the traditional college level could not build the research university  
not do separately the job.  
we needed a new kind of institutions

which has not been so elaborately developed in any state

Then

I happen to believe that a division of labor is absolutely crucial and that when higher education - while introducing tension and some fuzziness at first, can in fact help clarify the structure and build on the separation of function and insulation which is crucial. I believe a rather adequate system of separate institutions has been built to serve different functions - with overlap, of course.

Here I must insert one important caveat.

Colleges with different missions have been built. Any network of institutions to be a separate structure must permit mobility. important concept is that there must be mobility within a

system of diversity. If, for example, students who choose a

two-year college know they are entering an academic cul-de-sac the institution will be seen as "dead end" and "second class".

The Academy will have built a down structure of its own. If, on the other hand, students know that access at one level can in fact lead to another, then the inclination to rank order colleges on a "status" rather than a mission index will be diminished.

And the prospect of excellence at all levels will be unambiguously enhanced.

will have able students from tenth grades. only one "legitimate" entry point will in fact remain.

Some argue that the American higher education system is now overbuilt and that during the 1980's many innovative, original institutions will close as enrollment levels off.

Some of this will happen, I expect. Small private institutions with no endowment, no special clientele, and no unique purpose to fulfill will be most vulnerable. And some four-year public institutions built to accommodate exploding enrollments in the 60's will contract or merge or occasionally close down.

Institutions are, however, ruggedly persistent, and I suspect the present college and university pattern will continue relatively unchanged as institutions work hard to appeal to students and demonstrate a unique mission.

IV

Third, mass higher education has not only reshaped our facilities, it has reshaped our curriculum as well. ~~The~~ notion of a core curriculum has been challenged.

In the early days American higher education was cohesive. (Harvard, the state-church school, received public money to perform services whose purposes were at once both religious and intellectual. The production of a learned ministry for the colony, the creation of a professional class, the passing on of eternal verities -- these were the goals of Harvard College and of hundreds of imitative institutions.

• • •

In the 20th century American higher education, like America itself, was shaken by war, the crash, the alienation of modern life, the erosion of faith and religion and even rationality. But, with it all, colleges still served a cross section of a culture which accepted some notion of coherence, albeit a pale afterglow of the vivid puritan commitment.

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This common heritage notion was, however, sharply challenged in the 1960's. Diversity -- not conformity -- was the new ideology to be worshipped. Students, often joined by faculty members, viewed as cultural imperialism any attempt intellectually to unite Chicanos, native Americans, blacks, New York Jews, San Francisco WASPs, oriental immigrants, ghetto kids, and fundamentalists.

The boundaries defining the basic nature of a college education were hopelessly blurred. An emerging pluralism called into question what were once unchallenged assumptions, and the few remaining requirements were attacked and often toppled. *while new values were aggressively affirmed.*

o o o

An anecdote from Stanford University is instructive. After having dropped <sup>almost all</sup> requirements <sup>in the 60's</sup>, a faculty committee proposed in 1976 a required course in western culture.

The student newspaper in a biting attack <sup>on the proposal</sup> said the new report

proposes to remove from students the right to choose for themselves a course . . . This is not to deny that courses in western culture are valuable and that most persons could benefit from them. To require them to take them, however, carries a strong illiberal connotation . . . It imposes a uniform standard on nonuniform people.

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~~The great diversity of the 60's led inevitably to the conclusion that differences among students were so great that all intellectual and cultural connections had been snapped.~~

*Conventional wisdom had it that*

o o o

~~But I believe~~  
~~What about the future? While we will continue to have great diversity I believe the curriculum pendulum is swinging back again.~~

*and that a new more authentic cohesion will emerge.*  
*There is of course a danger*

Clearly, students must be free to follow their own interests, to develop their own aptitudes, and to pursue their own goals. On this liberty no one must trespass; this is why colleges have academic majors and electives. ~~But the pursuit of individual preferences is not sufficient.~~ Truly educated persons move beyond themselves, gain social perspective, see themselves in relation to other peoples and times, understand how their origins and wants and needs are tied to the origins and wants and needs of others. Such perspectives are central to the academic quest.

INSERT #1 from P. 14

No single course of study will succeed while all others fail. But to reject a rigid sequence does not mean that a grab bag of electives is the answer, that any academic sequence is as good as any other. General education that focuses on what is shared will not be achieved by accident.

INSERT #2 from P. 14

To weave such a program into the educational fabric of the college, priorities must be fixed and <sup>new</sup> academic guideposts set in place. *And this process already has begun.*

more is  
#13

24

#1

Further

~~There is, of course, a danger~~ To insist that individuals temper their demands and negotiate limits to their freedom could mean repression. Calling for sacrifice in the name of some common good may arouse suspicion. But in our own time, with our connecting points strained to their limits, surely constrained self-worship is insufficient.

~~There is today a quality more urgent and powerful than isolation, and it is the shared human agenda from which the new core curriculum can be derived.~~

#2 A college curriculum that suggests that students have nothing in common is as flawed as one that suggests that all students are alike. The new common core curriculum is built on the proposition that students should be encouraged to investigate how we are one as well as many; the core curriculum must give meaning, in a democratic context, to e pluribus unum. What are these experiences all people share? And which of these common experiences should be studied by the college student? Within the answers to these questions will be found the new common core.

John R. Davis, in writing about our current quest, said that behind our

search for standards is a more fundamental search for purpose. The confusion about standards and the emerging pluralism in higher education are symptoms of a quest for new formulations of purpose.

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What may emerge, along with the emerging pluralism, is a new concept of liberal education. Unlike traditional liberal education, rooted as it was in concepts of mental discipline and transfer of training, liberal education for the decade ahead will increasingly use ~~current individual experience and the~~ contemporary problems of society as the medium of education.

Instead of assuming a relatively stable world informed by the values and great ideas of the past, liberal education will seek to help students to discriminate between vastly different life-styles, to transfer learning from one cultural setting to another and choose among values breaking in from possible theoretical futures. Helping students cope with pluralism and relativism becomes the norm for redefining liberal education.

If a truly pluralistic "non-system" of higher education emerges in America, the search for standards will be intensified. As this happens, higher education will develop

In my own book Education for Survival, Morty Kaplan and I have also discussed ~~what we believe~~ themes drawn loosely of consideration,

from our common heritage, contemporary values & prospects for the future which we believe

In my view, I suggest that the general education pattern in America which had reduced itself in most colleges or promptly called "distribution requirement" had for all practical purposes lost its intellectual soul.

The irreverent confrontations of the 60's shook ~~away~~ the skeleton and broke bones but <sup>out of that assault</sup> ~~and~~ <sup>perhaps</sup> suggest that a new more authentic notion of liberal education ~~is~~ <sup>may</sup> emerge.

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homogeneous subsystems to examine and protect the "standards" of particular communities of interest. In doing so it will need to take account of the larger relativism and cultural pluralism of which it partakes and fashion its purposes accordingly.\*

V

Finally, ~~how has~~ mass higher education ~~influenced~~ <sup>in a curious & indirect way also may have</sup> research and scholarship? <sup>academically</sup> ~~The sine qua non of excellence.~~

Trow, in his brilliant essay on "The Transition from Mass to Universal Higher Education," comments on what he calls the autonomous and the popular functions of the university. The former, he says, are those functions which are

intrinsic to the conception of the university as they have evolved in Europe and America over the past 150 years and are now shared with universities around the world. The universities' commitment <sup>is</sup> the transmission of high culture, <sup>the</sup> creation of new knowledge, and the formation, selection, <sup>and</sup> certification of elite groups, the learned professions, the civil servants.

\* Journal of Higher Education, Vol. XLV. No. 2, February 1974.

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The popular functions in turn flow more directly from the university as a redistributor of privilege and the provision of useful knowledge to many social groups and institutions. - *The functions of the open institutions.*

Trow suggests that the big state universities in America -- many are <sup>our</sup> most distinguished institutions -- perform both autonomous and popular functions, keeping the functions insulated from ~~each other~~ <sup>the departments</sup> to protect what he calls the highly vulnerable autonomous functions of liberal education and basic research and scholarship from the direct impact of the larger society.

~~The division of labor exists between~~ <sup>Through</sup> graduate and undergraduate schools and academic departments.)

Trow also observes that the autonomous functions of the university are being threatened.

Constituencies <sup>he organ</sup> have become much wider, more heterogeneous, and less familiar. Governing bodies must now negotiate conflicting values, and they are inclined to respond to the fear and anger of the many publics. The fit between an expanding university and the tradition of scholarship is very awkward.

o o o

*Trow's analysis is as usual absolutely valid. The tensions he describes are real. and this is precisely the reason institutional diversity to accommodate student diversity is so crucial.*

My own observation in New York  
has would sustain this point. It

has through increased enrollment that

new faculties were built which included

laboratories & research facilities instead

of 20 years ago.

more advanced

~~In broad enrollment expanded to graduate~~

enrollment in science and gave professors

<sup>more</sup> faculty fellows.

I happen to believe that in some states

at least <sup>at least</sup> practical research functions in fact  
glorified during the days of great expansion.

②

There is, however, another side to all of this. Jenks and Riesman argue that the vastly expanded undergraduate enrollments <sup>by the 1960s actually</sup> have increased the power of a minority of faculty to choose the conditions of and the clients for their teaching.

~~In The Academic Revolution~~ they contend that this increasing faculty power has ~~been good not only for professors but for America as well.~~ It has helped make that country the world leader in ~~more than~~ research and ~~has made it possible for some universities to become~~ patrons of high culture ~~and interpreters of the meaning of existence.~~ It has ~~created the expanded~~ graduate schools, <sup>have been expanded</sup> which in turn has made it possible to increase the proportion of students attending undergraduate colleges.

unimpaired

<sup>one other point. Because of the Federal Research support</sup> ~~Also, Federal funds have helped sustain the integrity of the research function.~~ Professor Joseph Ben-David, in his <sup>excellent thoughtful</sup> book on American Higher Education, carefully traces the emergence of mission oriented research. <sup>noting that</sup> ~~The~~ Federal role, <sup>absolutely</sup> he notes, is crucial.

This function is extremely sustained.

Present 2A

Since 1940 the Federal support of university research and development has increased from \$8 million to an estimated \$5.4 billion in 1977. That \$5.4 billion is in current, inflated dollars. ~~In constant dollars, based on the 1972 value, it would come to only about \$2 billion, but that's still a tremendous increase.~~ In constant 1972 dollars

~~Federal R&D support has remained almost steady since 1972.~~ <sup>Federal R&D support has had its ups & downs but I believe it will hold its own & even rise</sup> ~~And I suspect this pattern will continue since the urgent social~~ problems ~~remain~~ and grow increasingly complex. <sup>persist</sup>

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~~One final word.~~

Dr. Lewis Thomas -- author of Lives of a Cell, and a trustee of the Memorial Sloan-Kettering Cancer Center -- said recently at a meeting of the American Association for the Advancement of Science that these are not the best times for the human mind.

"All sorts of things seem to be turning out wrong," he said . . .

and the century seems to be slipping through our fingers here at the end, with almost all promises unfilled. I cannot begin to guess at all the causes of our cultural sadness, not even the most important ones, but I can think of one thing that is wrong with us and eats away at us: We do not know enough about ourselves.

We are ignorant about how we work, about where we fit in, and most of all about the enormous, imponderable system of life in which we are embedded as working parts.... it is a new experience for all of us. It's unfamiliar ground.

and hopefully sustain free inquiry wherever it may lead.

As the agenda of intelligence grows more urgent checks on matters of fuel or environment or population or food or health & believe we will continue to turn to the research capacity of the university to search for plausible answers to our problems

Well, in spite of all <sup>rather optimistic</sup> prior speculation  
higher education in America for some time &  
the pressure of the 1980's will be  
even more intense. Expenditures will  
be declining, budget will be hit and  
the money will ~~be~~ compete  
with other social needs

At the same time we've gone  
through a dramatic period  
reversed and several lessons  
might be learned

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Just think, two centuries ago we could explain "everything about everything" out of pure reason, and now most of that elaborate and harmonious structure has come apart before our eyes.

We are dumb.

Dr. Thomas's appeal is an eloquent one. It is a plea for more perspective, and it begins by searching for more knowledge about ourselves -- where we come from, how we work, where we fit in, and where we want to go.

Conclusion

What are we to conclude from all this?

First -- Increasing access to higher education is inevitable. <sup>Disrupt</sup> Educational demand & social progress is inevitable. Any expectation for higher education and public policy that seeks arbitrarily to limit education beyond high school ~~cannot~~ <sup>will</sup> be sustained.

Second -- ~~The limits of higher education have been reached.~~ <sup>Universal higher education does in fact have limits</sup> A significant percentage of ~~students will not go on to college~~ <sup>for a variety of reasons</sup> traditional higher education institutions.

Third -- A diversified system of higher education is required to serve a diversified group of students. The separate missions of the university must be clearly indicated and mobility within the system assured.

Fourth -- ~~As~~ <sup>As</sup> ~~higher education becomes more open than selective~~ <sup>higher education becomes more open than selective</sup> the focus will be on the performance of the institution rather than the loyalty of the student.

Exhibit 4A

Exhibit 4A

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*Fourth*

Fourth -- Even among diverse student groups some commonality can remain, and ~~the elements of~~ <sup>a new kind of</sup> liberal education can be intellectually pursued.

*Fifth*

Fifth -- The research mission of the university can be preserved, and enhanced, by the growth and richness of the larger academic community.

Further, as the Earth's problems ~~press in,~~ <sup>grow more intense</sup> ~~am confident~~ the university will be looked to to sustain both basic and applied research.

o o o

*Finally, I suggest - for the consideration of the most distinguished body*  
~~The conclusion is quite clear.~~  
~~That rapidly expanding enrollments have strengthened~~  
~~I believe the explosion of the past 20 years has rein-~~

~~forced, not diminished, the quality of American higher edu-~~  
~~cation. We have expanded participation. New populations~~  
~~have introduced new problems, but the traditional mission~~  
~~has also been sustained.~~

And in the coming decade our job is to give new meaning to an honored enterprise.

<sup>Over</sup> ~~The challenge is to integrate academic diversity into~~ <sup>find appropriate ways to link social practice and</sup>  
the intellectual quest, not as an act of weak surrender but ~~because it is the new social reality which now shapes but~~  
adds enrichment to our lives.

# # #

*of deep conviction*