

DRAFT (10/9/81)

~~New draft~~
Good luck ☺

The Urban University
in my
lifetime service

Remarks by:

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the Advancement of Teaching

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President Ariel, Chancellor Houston, Distinguished ^① Regent.

I am honored to participate in this silver anniversary celebration.

There is no university in the United States that more dramatically reflects the proximity between higher ~~education~~ the lawyer and the nation than the ~~world distinguished~~ University of Wisconsin.

This world-distinguished institution - rooted deep in the long great tradition - has for more than a century responded to the social & economic needs of the ~~new~~ frontier regions & the nation.

In 1860 just two years before the passage of the land grant act of 1862, all men lived on farms or rural communities.

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It was the land grant tradition that
opened up the frontiers of the west
made the land productive
and gave in the American tradition
gave hope to thousands of
young Americans who had
been judged unacceptable by the
more established, more elite institutions.

^{land grant}
The spirit of ~~the time~~ was vividly
captured by Willa Cather when
she described her fellow students
and teachers at the University of Nebraska
in the 1890's.

training of reserve officers for the armed forces, to the reform of agricultural production, to the renovation of rural community life." ✓

Something of the excitement of this era was captured in Willa Cather's description of her fellow students and teachers at the University of Nebraska in the 1890s:

(They) Came straight from the cornfields with only summer's wages in their pockets, hung on through four years, shabby and underfed, and completed the course by really heroic self-sacrifice. Our instructors were oddly assorted: wandering pioneer school teachers, stranded ministers of the Gospel, a few enthusiastic young men just out of graduate school. There was an atmosphere of endeavor, of expectancy and bright hopefulness about the young college that had lifted its head from the prairie only a few years ago. ~~of its own~~

Extract

Not all agreed. Traditional educators looked with amused contempt, if not outright anger, at Ezra Cornell's pledge of the 1860s that he would ^{find} found an institution ^{where} in which any person can find instruction in any study. ^{9/} They viewed as a betrayal of the academic mission the establishment of "agricultural experiment stations" to serve farmers. They ridiculed the "cow colleges," deplored the watering down of academic standards, and recoiled from the idea that large numbers of young people who were not of the established elite were going on to college. The conservative view was reflected in a (date) sarcastic ditty:

Education is the rage
in Wisconsin
Everyone is wise and sage
in Wisconsin
Every newsboy that you see

Extract

Extract
Continues
on p. 12

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Extract
Confined
P. 12

Has a varsity degree
Every cook's a Ph.D.
in Wisconsin

Woodrow Wilson, professor of political economy at Princeton, was among the skeptics. In an 1896 essay somewhat ironically titled "Princeton in the Nation's Service," the future President insisted that higher learning was becoming far too practical in its focus. "Science," he warned, "has bred in us a spirit of experiment and contempt for the past." ^{19/} It has made us credulous of quick improvement, hopeful of discovering panaceas, confident of success in every new thing." Wilson called upon the university to "illuminate duty by every lesson that can be drawn out of the past." ^{11/} ~~(cite)~~

But confidence "in every new thing" prevailed. Institutions once devoted primarily to teaching, and later to research, added service as a third important mission, which ^{and the great land grant} in the 19th and early 20th centuries ~~had a distinctly local flavor.~~ ^{remained not only opened up the way they always offered hope to millions of new Americans as well} After visiting Madison in 1909, Lincoln Steffens observed: "In Wisconsin, the university is as close to the intelligent farmer as his pig-pen or his tool-house; the university laboratories are part of the alert manufacturer's plant...." ^{12/} ~~(cite)~~

^{During} ~~In the~~ twentieth century, American higher education grew more confident and strong as the nation, time and time again, turned to the campuses for help. Governor Robert LaFollette forged a link between the campus and the state that became known nationally as "The Wisconsin Idea." In the 1930s, when Franklin D. Roosevelt set out to rescue a faltering economy, and perhaps,

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no
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But we are here today not just to
celebrate the past but to anticipate the future

~~The world has taken a dramatic turn since
the days of Villa Cather and~~

and ask quite candidly ~~about~~ the
how the Lord Grant traditions
fits the University of Wisconsin - Milwaukee
as it looks toward the year 2000.

The truth is that the word a taken
a dramatic turn since the days of Villa Cather

When the ~~Lord Grant~~ ^{Maxwell} act was passed by
Congress in the heat of bloodshed of the
Civil War there were only about 23
million citizens in the United States
and over 80% of all American were
peasant people - living ~~and~~ in villages
or in the farms.

When this great ^(b)Unwey here in Milwaukee
 began in 1955 America had grown to about
 200 million and ^{two} out of every three - 67%
 of all Americans were now city people

And today that figure has increased
 to almost 75%.

America still has a great rural heritage
 but it is also true that we are today
 an urban people with urgent urban problems,
 and urban opportunities and ~~the~~ ~~special~~ ~~obligations~~ ~~the~~ ~~land~~ ~~of~~ ~~great~~
~~tradition~~ ~~and~~ ~~great~~ ~~tradition~~

to which the land of great tradition
 must respond.

I.

has a special obligation to serve (7)

~~Students are at the heart of the academic enterprise and the urban university must commit itself, with urgency and dedication, to serve effectively a new generation of young Americans. To achieve this goal, standards of excellence at every level of schooling must be established and maintained.~~

First, the Urban University is entrusted traditionally by parents and students to serve effectively a new generation of young Americans. To achieve this goal, standards of excellence at every level of schooling must be established and maintained.

It is especially significant that there be more minority students at the UWM than any other college in the state.

It is especially significant that better than 60% of entering freshmen are the first in their family to go to college.

Today we hear a rising chorus of complaints about the quality of schooling. We see a national rush to reduce investment in education with teacher layoffs, reductions

~~in federal school assistance, and cutbacks in student aid. This flagging commitment reflects frustration over falling test scores, conflicts over national priorities, taxpayer revolts, and recognition that education is not a panacea to cure every social ill. Now is the time, some argue, to reduce support for education and build up the nonhuman capital of the nation.~~

However, in the decade of the 1980s, it would be a grave mistake for this nation to shift resources disproportionately away from education and to forsake the public schools where 90 percent of our children are now enrolled. Today, as in the past, a new generation of young Americans must be intellectually well-trained and the urban university has a special role to play.

The Urban University is uniquely responsible to serve traditionally by parents and students and that adaptation will largely reveal in the days ahead.

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we hear a lot about ~~Because of declining birth rates,~~ *and were told that* the number of 18-24 year olds in the United States will drop 23 percent by 1997. ~~This means that fewer young people will be available to do the nation's work. The potential of every young adult must be fully developed, and more, not less, education will be urgently required.~~

~~Further, the ethnic and racial composition of young America is changing.~~ *down* While the population as a whole is aging, the youth population among black and Hispanic Americans remains large and will proportionately increase. Today, slightly more than one-quarter of white Americans are under 18 years of age, but nearly one-half of all Hispanics and over one-third of all blacks fall into this youth category.

ready, These demographic trends have special significance for the ~~nation's colleges and schools.~~ *we have known* Since 1970, the proportion of black high school students in New York City has risen from 30 to 40 percent; Hispanic enrollments increased from 21 to 26 percent of the total. In the same period, the percentage of students here in Milwaukee high schools, who were white, dropped from 75 to 34 percent.

~~As the black and Hispanic share of the youth cohort is enlarged,~~ *Consider also that* ~~education is affected in another way as well.~~

In 1979, only 39 percent of all white households had school-age children. In contrast, nearly half (49 percent) of all black and 61 percent of all Hispanic households had

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school-age children. With fewer school-age children, white America's commitment to education may well decline. At the same time, minority parents with more young children have a growing stake in education and historically they have had less political and economic power than white parents.

This leads to my second observation. I believe that the urban minority has a special obligation to build a bridge between the college & the school.

~~Of special concern is the fact that black and Hispanic young people are precisely those with whom most of our nation's colleges and schools have been least successful.~~
The sad fact is that the minority who populate our urban schools

In 1979, 80 percent of white nineteen-year olds in the U.S. were high school graduates. However, that same year, 64 percent of black and 60 percent of Hispanic nineteen-year olds held high school diplomas.

If minority students continue to leave school at the current rate, 150,000 additional young people, the equivalent of eleven entering freshman classes at giant Ohio State University, will lose their opportunity for further education by 1990. An increasing proportion of our youth will be condemned to social and economic failure. To avoid such tragic human waste, the rising generation of Americans must be adequately prepared for the world they will inherit.

The conclusion is clear. ~~I am convinced that~~ Higher learning must redouble its efforts to meet more effectively the needs of those who have been inadequately served by education in the past.

~~As a first step, we urge close collaboration between the nation's colleges and schools.~~ A century ago educators understood better than we do today that you cannot have

As a first step, we urge close collaboration between the nation's colleges and schools. A century ago educators understood better than we do today that you cannot have
collaboration with the public school.

excellence in the schools. In 1884, the Massachusetts Classical and High School Teachers' Association unanimously passed a resolution that deplored the lack of cooperation between high schools and colleges. They invited nineteen New England college presidents to meet with them, and at this first high school/college conclave a national panel called "The Committee of Ten" was established. In 1894, President Eliot of Harvard commented that "The Committee's greatest promise of usefulness" lay in its "obvious tendency to promote cooperation among school and college teachers" to advance "comprehensive education reforms."

In 1908, Abraham Flexner of The Carnegie Foundation for the Advancement of Teaching described the schools as the source of "the raw material" with which "colleges must work." In 1945, the celebrated Harvard Red Book suggested that it is impossible to talk about general education at the college level without also looking at curriculum in the schools. Shocked by the Soviet launching of Sputnik, gifted high school and college teachers came together in the 1950s to work out sequential courses of study in mathematics, English, biology and physics.

Schooling in America is in serious trouble, and higher education has a responsibility to help solve the crisis it has, through neglect and inadvertence, helped create. We cannot have quality in our colleges if during the twelve preceding years of formal education the teaching is inadequate and the curriculum lacks coherence.

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Schools and colleges should once again give top priority to the effective use of language, and all students, during the first, crucial years of formal education, must learn to read and write and compute with skill. These are the fundamentals for all future learning. A rigorous and balanced core curriculum must be developed through which students at both the school and the college levels learn about their heritage, the natural world, and the social and technological environment in which they live. Students in the upper years of high school should be given the opportunity to test their aptitudes and devote a portion of their program to a special interest field. Above all, colleges must recognize the centrality of teaching. The quality of teachers recruited for the nation's classrooms must improve. Teacher training programs must be dramatically overhauled, and the rewards of teaching, not only salaries but social recognition, must be greatly enhanced.

There are no panaceas, to be sure. Still, rebuilding quality in education is an urgent matter, since the real problem confronts not schools, but students whose lives will be shaped by the programs we provide. "In every child who is born...", James Agee once wrote, "the potentiality of the human race is born again." Education a new generation of Americans to their full potential is higher learning's most compelling obligation.

Third, The Urban University has a special obligation to focus its research and service on the ^{economic & social} problems of the city.

I recognize that faculty research is tricky business. Scholarly inquiry in its purest form should be pursued without regard to its special application. And a ~~great urban university~~ clearly should have a

And yet it's also true that the Ford Grant colleges - from the very first - have tied their scholarly endeavor to the practical demands of the new frontier

after Lincoln Steffens visited
Mexico in 1909 he wrote:

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In Mexico, the unity is a close
to the intellect formed as the pig-pen
or total house; the unity laborer
are part of the about manufacturer plant:-

Visionary presidents of this great institution
declared that ^{wisdom in} the future state was the
cause of the unity and after the turn of
the century Governor Robert La Follette
forged a link between the cause and the
state that became known nationally as
"The Wisconsin Idea."

~~Despite~~ The entire nation is deeply
indebted to the wisest state for ^{remain and social}
democracy as long as the future of ^{political}
a democratic society depend not on ignorance
but on education.

(14)

It seems quite clear that in the day
 of tight money and great problems
 the Urban County should choose carefully
 its speech topics and coordinate ^{partially} on
 those specialties that are linked to the
 Urban City.

They should. In my opinion, become
 distinguished regional centers in the most
~~hard~~ ~~one~~ of healthy speech & science.

young Americans than any other nation provides or could provide for its young. Of the 2,600 universities and colleges in the United States, few dispassionate educators would claim that more than two hundred provide anything approaching a quality education. Many are "second chance" institutions, or community colleges which serve local social and political purposes which are educational only under a wide functional definition of the term. Others provide an introduction to skills, or a training for a particular job -- business management, textile design, or journalism, as examples -- which may provide an education as well as a training, but only incidentally so and only for those students who consciously seek both.

~~Americans rightly cherish this diversity of quality as well as of style. Much of America's vitality has come from competition between its regional identities, and many Americans still think of themselves in regional (or even state) rather than national terms. Southerners are not alone in having an identity which sets them apart, at least in their own minds. The tension between the regions in the late nineteenth and in the twentieth centuries has been a healthy one, and the sense of regional as opposed to national primacy has been a source of great pride to many universities. This sense of regional pride -- the notion that Coloradans have that their state university is the "Columbia of the West," or that Emory University in Georgia has in thinking of itself as a geographically displaced Ivy League institution -- helps preserve genuine regional identity. These identities are as political as they are social.~~ *Richman*

One benefit, and an enormous one, arising from this regional diversity has been the simple fact that American education is not homogeneous in its content and purposes, and that Americans have not become the uniform, conformist society which foreigners expect. ~~All of the forty-five or so universities of Great Britain are, at their upper levels, of approximately the same range of quality, the wide social and prestige gap between Oxbridge and the Red Bricke notwithstanding. An Honours degree from Lancaster may be taken to mean approximately the same thing as an Honours degree from Sussex, and a First from Oxford is not superior to a First from Swansea (although it may be awarded with greater frequency at Oxford). In a relatively compact, and certainly small, country such general uniformity of quality and goals may be legitimate. In the United States it would not be. One of the glories of American higher education has been that most Americans who sought a university could find one suited to their abilities and talents of the moment. If they performed toward the top within their particular competitive league, they could expect to go on to~~

compete in a league of higher quality. The young man from the backwoods could seek out Backwoods U., and if he did well there he might move on for graduate training at Middlerange Tech., and from there, if still performing with excellence in terms of the demands being made upon him by his particular environment, he might find himself one day at Prestige Graduate School pursuing the Ph.D. amidst other young men who had come up from Prestige U. itself. The universities thus awarded those who could thrive within a competitive framework, those who showed ready adaptability to new educational environments, and those who -- however unconsciously -- could bend themselves to the tests set for them by other, extraneous, non-regional bodies of scholars. A few universities -- a very few -- became National Universities by drawing upon the nation; most remained content to be "the best in the region" or "the best in the state."

Since WWII, many regional

~~Until the 1950's, that is, when universities which were performing valuable social and political functions as the centers of regional or local pride decided that they must compete nationally. Backwoods U. was no longer content to serve its local clientele, no longer felt it was performing its primary role in society by training young men who would return to the Backwoods and presumably improve it for generations to come. Now Backwoods U. had to reach out for students and faculty who would provide a cosmopolitan and prestigious base for expansion.~~

Society shifted from a local to a global focus in educational fields

*Highly Intensive of the Nation
Be Local*

Such reaching out was by no means harmful in most instances. ~~Diverse quality remained in American education, and new "second chance" institutions developed to replace those which no longer wanted to play this role.~~ Some universities began to forget that they were intractably part of a local culture, however -- that they were in a community as well as being a community. Much talk about the "community of scholars" helped set that community apart from the community of rubbish collectors, mail, milk, and newspaper deliverers, which surrounded and served the universities. One reached out to Camelot but forgot about the problems of East Lansing; one founded study programs abroad but forgot about Morning-side Heights or East Palo Alto. Reasonably enough, some scholars said, for local problems invariably were political -- or would become so in their solution -- and universities were above or apart from politics. Yet surely the decision to look outward and not down at the muck at one's feet, the decision not to be a Muckraker, was a political one by default?

And yet

This is not to say that universities did not have their recognizable constituencies. There were always the three (and sometimes more) of which we have spoken. All brought a variety of pressures

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I do not ~~promise~~ propose a
 narrow provincialism that would
 be contrary to the ^{academic} spirit.

Both I regret that it is in
 the bad part tradition to take
 great pride in its local roots
 and be challenged by the shrewdness
 of the Union setting.

What is the equivalent to the 'pig pen'
 or the 'fool house' of which Lincoln
 Steffen wrote. Can the Judge
 Wilson truly be included in health care,
 crime prevention, urban renewal, tax reform
 and all of the other issues that must be
 solved if urban America is to ~~be~~ serve the people.

(17A)

I consider it enormously significant
that the Society of Wisconsin, Milwaukee
has one of the best long Grade schools
of architecture on the Nation

That you are a leader in the
education of the deaf

and that you have one of the
finest long schools of music
in the United States

and that you are a regional center
for Child Abuse.

no!!

1990, there will be no young professoriate, a link in the chain will be missing. Without adequate support, we face the grim prospect of losing a generation of scholars that can never be replaced.

Thus, much is at stake when higher learning's dominant position in research is threatened. ^{Scholars} Faculty in increasing numbers may be enticed to leave their ^{University} positions in favor of higher salaries and the promise of a more continuous flow of funds in industry. If accelerated, this trend would not only undermine the university's strength in research itself; it would draw away from campuses the most valuable teaching talent, thus completing a vicious circle.

In the final analysis, research is a creative response to anything we fail to understand and yearn to know. ^{bottom} Much of the ~~university's future engagement with the riddles of the world will~~ ^{depend upon the quality of our future and engagement in the intellectual world in} involve the flash of insight that comes ^{only} after the intellect ^{that} has been disciplined in the tradition the educator has a ^{responsibility to pass on.} Research in its purest forms is to be found in American universities, where it cannot be allowed to languish or starve. Sustaining that creative process is absolutely crucial if higher learning is to be truly "in the nation's service."

Fourth, I propose ⁻¹² that the urban worker has a special obligation to some adult student. And it is living in the first era for which this assumption is false, and we have not yet faced the consequences of this fact." *unusually significant that the*

Traditionally, schooling has been viewed as a prework ritual. ~~The goal was to provide, during one continuous pre-adult experience, the information and skills needed to live a satisfying and productive life.~~ *student would go to school for 12 years or so and* At commencement time, ~~whether high school or college, formal learning was completed.~~ Most students left campus never to return, ~~except perhaps for an occasional sentimental reunion.~~ Today, this pattern has begun to shift. Life expectancy has increased from 47 years in 1900 to 74 years in 1980. By the year 2000, it is estimated that nearly 30 percent of Americans will be over the age of 50.

unusually significant that the average age of the UAW M is 26.4 years old.

Older people now retire earlier, live longer, and for many, scholarship is becoming a lifelong pursuit. In the five years between 1973 and 78, the number of college students in the 35-and-over age group increased from 787,000 to 1.3 million. As more and more adults return to campus for degrees, for training in new careers, or for cultural enrichment, continuing education has become a booming business.

But this picture has a darker side. While older students are going back to school, the sad fact is that, on many campuses, lifelong learning remains a program without purpose. Adult education courses grow like Topsy, but goals are not well defined. Mail order degrees, and a smorgasbord of electives are offered with little concern for quality or coherence. A major university's continuing education catalog

that arrived in the mail recently contained a list of some 55 courses offered during the current term ranging from "The Dermatologist Discusses Skin Care" and "Stock Market and Tax Shelters" to "The Art of Meditation" and "Assertiveness Training." Only three courses were even remotely connected to the civic responsibilities of adults, and even this is stretching things a bit, one of them was titled "Your Income Tax and New Legislation"

Older students, just like undergraduates, have a variety of interests and they should be offered many options. K. Patricia Cross found in her landmark study of adult learners that vocational and "hobby" courses are consistently the most popular with adults. But this simply may reflect, at least in part, a failure of institutional wisdom. If adult education were taken more seriously by colleges, it would be taken more seriously by students. When adults are asked to list topics in which they have an interest, general education and public affairs rank high. We find it noteworthy that when CBS Television presented a five-part, prime-time special on the military and national security not long ago, 60 million Americans watched the program and it stirred widespread debate. Clearly, adults care deeply about consequential public issues.

In the 1980s and beyond, the majority of the students being served by higher education will be over 21 years of age. Adult education programs must be developed with clearly stated goals, something more than pastime diversions or warmed-over undergraduate offerings. We do not propose

It is my conviction that the Urban League has a special obligation to give new ~~the~~ ^{me} ~~people~~ ^{example} ~~that~~ ^{of} more attention be given to the ~~the~~ ^{ed} ~~of~~ ^{of} adults.

~~This nation began with a conviction, at once~~
~~deceptively simple and profound, that, for democracy to~~
~~work, education is essential.~~ When Thomas Jefferson was
 asked if mass opinion could be trusted, he responded, "I
 know of no safe depository of the ultimate powers of society
 but the people themselves. ~~And if we think them not~~
~~enlightened enough to exercise their control with a~~
~~wholesome discretion, the remedy is not to take it from~~
~~them but to inform their discretion.~~ We believe that the
~~advancement of civic learning must become one of higher~~
~~education's most essential goals.~~

The Jeffersonian vision of a democracy sustained by
 enlightened citizens seemed within our grasp when values were
 more widely shared, when society was more cohesive, and when
 public policy issues were more simple to grasp. ~~But the~~
~~vision of a grassroots democracy that so captured the~~
~~imagination of Alexis de Tocqueville when he visited America~~
~~in the 1830s seems today increasingly Utopian.~~ As early
 as 1922, in a book called Public Opinion, Walter Lippman
 warned that public ignorance of increasingly complex problems
was democracy's greatest challenge, and in the last 60 years,
 the problem has grown ^{Tady Lauer} ~~more~~ acute. Issues facing the
 electorate have become enormously complex and government seems

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increasingly remote. ~~Today, many Americans are shockingly ill-informed about public issues, when they are aware of them at all.~~

As citizens, we find ourselves almost overwhelmed. The information needed to think constructively about the agenda of government seems increasingly beyond our grasp. Should our use of nuclear energy be expanded or cut back? Can an adequate supply of water be assured? How can the spiralling arms race be brought under control? What is a "safe" level of atmospheric pollution? Even the semi-metaphysical question of when a human life begins has become an item on the political agenda.

Today, the public policy circuits appear to be *dangerously* hopelessly overloaded. In frustration, many Americans now seek simple solutions to complex problems, they turn to repressive censorship, align themselves with narrowly focused special-interest groups, retreat into nostalgia for a world that never was, succumb to the blandishments of glib electronic soothsayers, or, worst of all, simply withdraw completely, convinced that nothing can be done. It is no longer possible, many argue, to resolve complex public issues through the democratic process. How, they ask, can citizens debate policy choices of consequence when they do not even know the language?

As a nation, we are becoming civically illiterate. Unless we find better ways to educate ourselves as citizens, we run the risk of drifting unwittingly into a new kind of Dark Age, a time when small cadres of specialists will control knowledge

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and thus control the decisionmaking process. These high priests of technology will understand, or claim to understand, the complicated issues, telling us what we should believe and how we should act. In this new age of intellectual darkness, citizens would make critical decisions, not on the basis of what they know. but on the basis of blind faith in one or another set of professed experts.

For those who care about government "by the people," this upsurge of apathy and decline in public understanding cannot go unchallenged. In a world where human survival is at stake, ignorance is not an acceptable alternative. The replacement of democratic government by a technocracy or the control of policy by special-interest groups, are not tolerable.

My purpose is not to propose a special curricular agenda, but to call attention to an urgent problem. Schools and colleges simply must do a better job of clarifying for students urgent public issues and preparing them to make informed, discriminating judgments on questions that will affect the nation's future.

~~Civic education is not just a one-shot affair.~~ If Americans are to be more adequately informed, education for citizenship must become a lifelong process. ~~As~~ Eric Ashby ^{as one acc'tn that} has observed, the difference between educating for citizenship in the nineteenth century and today is that the nineteenth century graduate "could assume that he would grow old in a world familiar to him as a youth." Continues Ashby: "We are

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that adult education be reduced to endless seminars on world affairs. However, civic education seems to us to have a special place in this emerging program. What we need, perhaps, is a new adult education degree, a bachelor's or master's in civic education, to give this new priority the stature and credibility it deserves.

Such an adult degree program would require careful planning and support by faculty. The aim would be to increase understanding of public issues and more responsible citizen participation. ~~We can envision an interdisciplinary approach, one with courses from a variety of departments, political science, literature, the history of science, comparative government, ethics, philosophy, and the like. Each semester all students in the program might also come together in a common seminar on public policy. One such seminar might focus on classic texts of political thought. Another might examine a contemporary civic issue from an international perspective. The "laboratory" or "case-study" model also might be followed, with students using original documents and other source materials to probe in-depth one specific issue.~~

Such a "case-study" seminar might focus first on an historical event, the decision of President Andrew Jackson to remove the Native American population from Georgia and other southern states, for example. How was this decision made? What political, constitutional, social, and cultural forces

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Health:
Community College

shaped it? What alternatives were available? Seminar members might then turn to a contemporary issue: ~~defense policy, tax reform, Social Security, health care, nuclear power, or a subject of community concern:~~ low-income housing, electoral redistricting, a plan to build a new hospital, or a proposal to construct a condominium on a choice lakefront site.

Both specialists and politicians might be invited to debate the issues. The faculty committee responsible for the new degree program might also develop a contemporary issues lecture series, open to both campus and community.

This program, we believe, would be appropriate for all citizens. In addition, colleges and universities have a special obligation to continue to educate society's policymakers: journalists, corporate directors, congressional and legislative staff members, judges, senior civil servants, labor leaders and clergyman, for example. Public policy programs for these specialists, like those for other people can be offered in a variety of ways, through weekend seminars, special institutes, and "alumni colleges" that bring graduates back to campus for short-term courses.

While civic education is always important, it will become increasingly significant during an era of constraint. In times of affluence and expansion, new, bold Great Society projects could be launched while hard choices were ignored. Today we are discovering that painful choices must be made between health and defense budgets, between tax cuts and welfare programs, between more energy consumption and clean air. And we are beginning to understand that the consequences of

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today's actions will be long lasting and profound. As the stakes increase, civic education becomes urgent and even more consequential than before. The time has come for higher education to acknowledge the inevitable relationship between the trained mind and effective government, between an uninformed citizenry and the success of the democratic experiment.

• • •

In 1896, Woodrow Wilson, then a forty year old professor of jurisprudence and political economy, wrote an essay entitled "Princeton in the Nation's Service." In this well-known defense of education, Wilson wrote:

"...the spirit of service will give college a place in the public annals of the nation. It is indispensable, it seems to me, if it is to do its right service, that the air of affairs should be admitted to all its classrooms. ~~I do not mean the air of party politics, but the air of the world's transactions, the consciousness of the solidarity of the race, the sense of the duty of man toward man, of the presence of men in every problem, of the significance of truth for guidance as well as for knowledge, of the potency of ideas, of the promise and the hope that shine in the face of all knowledge.~~ There is laid upon us the compulsion of the national life. We dare not keep aloof and closet ourselves while a nation comes to its maturity. The days of glad expansion are gone, our life grows tense and difficult; our resource for the future lies in careful thought, providence, and a wise economy; and the school must be of the nation."

These words, it seems to us, are still appropriate today.

I congratulate the University of Wisconsin-Milwaukee on its Silver Anniversary. That campus has a storied heritage and a vital future as it serves a new generation of citizens, builds bridges with the public schools, gives its scholars a presence in the public square and continues to educate adults to be citizens in a complex world.