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I/so give to Bob
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The Challenge of Quality

Dr. Ernest L. Boyer

I am delighted to be back in West Virginia. When I heard at lunch the story about President Lincoln on the horse I was reminded of the anecdote I heard when I went to the nation's capitol to consult with one of my colleagues who had been there for many years. Asking what it was like, I was told it was very much like being lost in the jungle. It was like the man who was not only lost but who was being chased by a lion. The faster he ran, the faster the lion ran until finally he saw all hope was gone and he recalled his early religious upbringing. So in act of desperation he gasped, "Oh God, please convert this lion into a ~~Christain~~ ^{Christian}." Lo and behold a miracle occurred and the lion stopped dead in its tracks and fell to its knees and folded its paws and looked toward heaven and prayed "Oh God, bless this food which we are about to eat." I suggest to Dr. Tom Melady ^{that he} ~~to~~ stick with the bureaucracy. There are brighter days ahead. I suggest Tom, that you keep all of your file cards. There will come a day when you can speak with freedom. But I understand and empathize with those still in the jungle.

when I was

to a group of busy academics

~~I was asked to talk about the "Challenge of Quality" and quite frankly I do~~
~~was not comfortable with my first inclination was to decline.~~
~~this with ambivalence.~~ I have been close enough to the agonies of administration —
~~from budget cuts to the unhappiness of faculty, to collective bargaining, to com-~~
~~petitive interests, to state legislatures - to know that the day-to-day~~ ^{my} ~~urgencies~~
~~of trying to keep some sense of equilibrium in higher education~~ ^{on campus, The pressure of} ~~is a tough and~~
~~demanding task.~~ I also know that when one goes to a conference and listens to a
~~session on "quality" there is some irrelevance about it all.~~ ^{a touch of} ~~I think~~ ^{to} ~~we are all in-~~
~~clined to say, "But he doesn't understand what is going on back home. We don't~~
~~have time for these "Education 101" lectures on the ends of education."~~ I under-
~~stand that and I don't feel at all uncomfortable if you bring to this session the~~
~~kind of skepticism that on-line administrators understandably confront.~~ ^{healthy}

^{do}
I hope, however, you will give me a few moments to explore what I think -
that in the long pull, when ^{may be} all is said and done, the central issue of the
1980's, ^{As I see it our survival will not relate to} will not have to do with money, as essential a life-line as that is,
^{one to} it will not have to do with governance, as politically crucial as that may
be. It won't have in the end to do with federal policy, as anxious as we
might be about the directions of government ^{is taking} as it relates to our own institu-
tional futures. I ~~do~~ believe with deep conviction that in the end the health
and integrity of the enterprises ^{related} that we direct will have something to do with
our clarity of purpose and ^{to} with our capacity to pursue excellence, ~~for the~~
~~future of governance and the future of money are in fact inextricably interre-~~
~~lated to these central issues.~~ I also believe that given the outstanding
diversity which I cherish and in which I rejoice in higher education, this
agenda of quality has to begin at home. ^{and be uniquely tailored to each institution.} I commend the planners of this confer-
ence ^{for bringing together} since you have assembled not only college administrators but members of
the ^{are crucial in helping the college confront the issue of} your faculty who I think seriously can help engage in the question of purpose
and excellence in the 1980's.

I.

Well how does one tackle this difficult but essential question for the
future? ^{This afternoon I have prepared} I have developed what I think might be called an "Inventory for Excel-
lence in the 80's." I would like to give you a pop quiz ^{with} this afternoon. ^{four discussion}
^{to each question} questions and these will all be discussions. You may listen and write them down ^{your}
^{answer now or} later in your room, ^{speaking of examinations in} or at the bar depending on your inclinations. Reminds me of
Robert Benchley, who as an undergraduate at Harvard College ^{was} had been quite
inattentive to his academic pursuits. He was every place but in the stacks.
^{he contrasted} When a final examination came in a political science course there was just one
examination question and it went like this: "Please discuss the conflict over
off-shore fishing rights between the United States and Great Britain, ~~discussing~~
~~it first~~ from the United States point of view, and then from the point of view

of Great Britain." Benchley sat there for a few moments and twisted his pencil but no flashes of genius came to mind. Then he had an inspiration and ~~he~~ wrote as follows: "I know nothing about the conflict over off-shore fishing rights from the view point of the United States; I know even less about it from the point of view of Great Britain; therefore, I should like to discuss the problem from the view point of the fish."

I think the faculty will understand if I speak to the presidents to say "For this afternoon we are going to discuss the quality question from the view point of the fish." ^{Back to the exam.} ~~I have four questions for the quiz~~ ^{Are} you are ready? ^{the} ~~and the first question I know~~ ^{question} will be judged unfair because we did not cover it in the lecture nor will you find any references to it in the text. However, here it is. If I were coming to your campus, ^{and} ~~examining~~ ^a the issue of quality in the future, my first question would be: "Does your college work closely with the public schools?"

The truth is that we face in this country an education crisis of enormous dimensions. ~~Dr. Melady spoke at lunch about the staggering statistics that lead me to believe we are in an educational slump which could well mean the intellectual and security draining of the nation.~~ ^{About} Twenty percent of all students who enter high school drop out before they graduate. It is ^{own} my estimate that of those who do graduate at least one third are so marginally prepared ~~that~~ they are inadequately equipped for further education. When one looks at minorities ~~in the country~~, the failure and drop out rate is still more staggering. Among blacks ~~it is~~ over one third of all ~~black~~ young people who enter the public schools do not graduate, ^{by age 19} and among ~~Hispanics~~ ^{minorities} it is over forty percent. Those figures have to be understood in the context ~~of the fact~~ of the demography of this country. In the next twenty years while the majority white population continues to decline and we are growing older, the black and ~~Hispanic~~ ^{will} population continues to grow and ~~is indeed~~ ^{minorities} increasingly populating the public schools.

Let me give you just three ~~quick~~ statistics. In the United States in 1979, ~~the~~ ^{make} 18 and under population of all white Americans was just twenty-seven percent. ~~That is, the vast majority of the white population was over 18 years of age.~~ Among blacks about one-third are 18 years of age and under. Almost one out of ~~every~~ ^{two} hispanic is 18 years and under. ~~Of the top twenty high school districts in this country, my last memory is that fourteen of the twenty had a majority of black and hispanic young people.~~ This fall one out of every two kindergarden students enrolled in the Los Angeles County schools is hispanic, and more than fifty percent of all the student in Texas public school system, ~~are~~ ^{is} hispanic. ~~The truth is, projecting down to the next twenty years the face of young America is changing.~~ ^{Here's the point. Looking ahead} If you look at the increased population of black and hispanic and then you overlay that with the failure rates, we take seriously education in the public schools.

~~I must tell you in 1962, as the chairman suggested, I spent three years~~ ^{directing} ~~on~~ a school-college collaboration program in the University of California, ~~and~~ ⁱⁿ twenty years later I see a revival of interest ~~on the~~ school-college collaboration ~~that has had no comparison in twenty years and is perhaps going to be still more dramatic than the flurry of activities that followed Sputnik.~~ ^{a movement that may be more} ~~I think there is a seriousness in our midst about saving education, and most especially saving public education, where 45,000,000 children are enrolled every day.~~ ^{each} ~~Quite frankly,~~ I believe ^a the dramatic obligation ~~for that~~ rests heavily ^{upon} ~~with~~ the nation's universities and colleges. ^{higher education has} ~~We have had I think~~ a scandalous detachment from the public schools. We have ~~somewhat~~ pretended that we could float ^{above it all} ~~aloof~~ while in some divine, almost mystical fashion, the right students would find their way to our privileged door. That to me is a myth that ~~somewhat~~ must be put to rest. Sure, there is a practical side to this. If we continue to see twenty percent

of our students drop out, and that figure increasing to thirty if the current minority population is not better served, we are going to see perhaps one out of every three of the students that we would prefer to serve unavailable for postsecondary education.

~~Another factor is that~~ ^{also} the military increasingly lays claim on high school students and on graduates. Because of the above demographic pattern, if the selective service ~~would keep~~ ^{armed forces} its population pool at the same level that it is today, by 1990 they ~~would have to have~~ ^{three} one out of every high school graduate? (among the pool they are selecting ^{from which} in order to keep ^{the} ~~the current selective~~ ^{military personnel} service at the present level. ~~We, it seems to me,~~ ^{clearly, colleges & universities} have a self interest in getting engaged ~~with the quality of~~ ⁱⁿ precollegiate education. ~~Not to preach at you and to suggest this is simply tea and coffee in the afternoon,~~ ^{Let me} I will give you, ~~just fleetingly,~~ ^{of school-college collaboration} two or three examples that encourage me about the future. Next Monday in Washington there will be a colloquium on the future on higher education in the United States ~~and Don Kennedy,~~ ^{the} the president at Stanford, will announce that Stanford University is going to give ~~its~~ top priority to the strengthening of ~~the~~ ^{the} School of Education ~~at Stanford.~~ He will argue that faculty members ~~at Stanford will~~ ^{be} rewarded as they support the preparation of teachers. ~~The president of Harvard called the other day to say that he thinks that somehow Harvard is going to have to recommit itself to teacher education and to the strengthening of the public school.~~

~~I think we are now beginning to realize, as the chairman mentioned in his introduction,~~ that this nation can no longer live with the scandal of having the weakest students choosing the profession that matters most, and I believe that the colleges ~~have been~~ ^{are} heavily responsible ^{for} this decline in prestige and status. ~~Let me ask you,~~ on your campus isn't it true that the gifted students are encouraged to go into science and math; they are tantalized by medicine and law; and it's implicitly if not explicitly stated that if nothing else is available,

"why don't you try teaching?" Now I know that the professions ~~that~~ I have mentioned are more appealing financially and otherwise. I think teaching has become a very tough, almost grim encounter, but I ~~do~~ ^{also} believe that if we really believe in the future of this country and the future of quality education and the future of our own institutions, we are going to have to start giving more priority and dignity and value to ~~the issue of~~ ^{educationally} preparing the next generation of Americans.

The Bay Area Project in Berkeley illustrates another ~~point of interest~~ ^{successful collaboration.} ~~where college~~ faculty at Berkeley have joined with high school teachers to work on the improvement of writing in the junior and senior high schools ~~in the bay area.~~ The Bay Area Project, thanks to a federal grant, has now been replicated in some thirty centers across the country.

^{Also} I am enormously impressed by the work some colleges are doing to serve gifted high school students even before they graduate. Syracuse University has what is called Project Advance, in which ~~they designate~~ ^{are designated} high school teachers as adjunct faculty of ~~Syracuse in English, math and science, and these faculty~~ ~~actually teach high school students in the high school, and~~ Syracuse gives credit for the instruction. In my view every high school in the country should have collegiate instruction ~~going on and this should be under the tutelage of colleges and universities~~ ^{in the schools} ~~I think any college which~~ ^{that} cares deeply about its future and about students and can't find ways to get some of its instructors to the students and start tapping the gifted young people is not worthy of continued strength and growth. There has been a failure in will and imagination and a smugness and arrogance that we can no longer countenance. I firmly believe that we should have networks of collegiate instruction that allow the senior year to be something more than a nine month exercise in tedium and boredom and the truth is that ~~many of our~~ ^{many of our} high school students spend the last year in high school marking time, going to football games, drifting along ~~and too frequently engaging in activities~~

~~that none of us enjoy~~

Finally, ~~in a way that is symbolic and won't cost a dime~~, I would like to see more of our colleges and universities reach out in their own communities and acknowledge the great teachers in our schools. ~~I will tell you,~~ the more I am in high schools, and I am in them frequently, because the Carnegie Foundation is doing a report on the American High School, the more I ^{believe} ~~think~~ that teaching ~~in the high school of America~~ is one of the toughest jobs, ~~in the world~~. When I hear people sit back and smugly criticize over cocktails I can only say I don't think most of ^{them} ~~it~~ would last two weeks. ^{in the classroom} It is a tough, demanding job and I think we must work for ways to give more recognition to good teachers (^{as of course} ~~and there are bad ones too!~~)

~~I have a story to pass on.~~ Several months ago, I was having dinner with Fr. Tim Healy of Georgetown University and we got on this subject. Tim ^{of teacher recognition} ~~told~~ ^{said that} ~~me a story~~ about two years ago when he saw that Georgetown had (fifteen students from the Bronx High School of Science) He called the ~~students~~ ^{to his office} in ~~one day~~ and asked who was the ^{best high school} teacher ~~that they agreed was the best at the school~~. They gave him the name of the person right off. He called the principal to make sure the students weren't giving him a fictitious name, and sure enough there was such a teacher who had been there for ^{many} ~~twenty~~ years. Yes, the principal said he was outstanding. ~~So Fr. Healy called the man at home and said, "This is Fr. Healy at Georgetown. Are you Mr. Smith? The answer was "yes." Fr. Healy said, "I would like to tell you that I have good evidence that you have been a splendid teacher for twenty years, that you are preparing outstanding students for Georgetown and that the Board of Trustees at Georgetown has voted to award you an honorary degree next spring at commencement time." The man started to laugh and said, "Mable, there is a nut on the phone." The story ends as you might suspect. That spring~~ ^{time} ~~at commencement they gave an honorary degree to some retired general who had given them lots of money~~

Fath

~~They then got around to one that was genuinely earned and Tim Healy said,~~
~~"How I would like to introduce a third awardee, Mr. Jones, who happens to~~
~~be a high school teacher. He is the one~~ ^{candidate for an honorary degree. He teaches school}
~~that's made Georgetown possible."~~
~~Tim said suddenly there was kind of electricity in the crowd, the audience~~
~~stood and applauded and applauded and this supposed "nobody" and I say it~~
~~reverently and ironically, was momentarily in the limelight.~~

That was a powerful statement to the student who were there, to the
 parents ~~who were there~~, to the faculty ~~who were there that now~~ we have
 found an educator who's making the difference. ~~My view is this, I would~~
 wish that every college in this country would ~~intentionally~~ plan some way to
 honor teachers. I don't care if it is an honorary degree, that's only
 illustrative of a broader point. Why can't ~~the~~ colleges take the initiative
 to have a teacher night or to bring teachers occasionally to the campus. ~~Unless~~
~~we are willing and it has to come from the colleges, if I can put it this way,~~
~~on down.~~ We are the ones ^{that} ~~that~~ have leverage ~~and status~~ in the community, and
~~I just think~~ the quality of our own institutions is directly linked to the quality
 of the schools. In the next decade, unless we ~~become intentional about it~~, move ^{leading}
~~this up in the priority list,~~ ^{ad} get away from our smugness, I think the future of
 higher education is dark indeed.

II

~~I have three other questions that are perhaps somewhat more pithily pre-~~
~~sented.~~ ^{On teaching quality} I would ask a second question ~~were I on your campus,~~ "Is this college's
 general education program coherent and well planned?" As some of you may know,
~~we~~ ^{the} in Carnegie Foundation completed a ~~little~~ study about a year ago on general
 education, we surveyed hundreds of catalogues and visited ^{many} ~~campuses.~~ ~~I think it~~
~~is no secret and I will say it directly.~~ ^{we have} ~~The truth is~~ that general education
 is in a shambles. ^{College} ~~We~~ have hidden under the label of "diversity" and we have used

line from text
~~for~~ a bachelor's degree takes four years. The truth is ~~the four years grew~~ *that when*
~~from John Harvard's beginning Harvard University in Cambridge Massachusetts~~
~~having~~ graduated from Emmanuel College in Cambridge, England. *it was a 4 year program. Harvard*
wanted to
 replicate in the New World what he had experienced in the Old. It took four
 years to get a degree at Cambridge, so it took four years in the New World.
 The irony to that is that soon after John Harvard left Emmanuel College in
 Cambridge ~~he~~ went to a three-year baccalaureate program. I would wager that
 if Harvard had ~~started his College~~ *graduated somewhat* thirty years later, three years would ~~have~~
~~been~~ *he* the pattern in the new world and ~~we~~ *that* would be absolutely convinced that
 you couldn't become an educated person in less ~~than three years~~ *time.*

~~In any event and~~ be that as it may, I don't want to suggest that we change
 the time of education. I do say with ~~deep conviction~~ that I believe we ~~in should~~
~~colleges need to ask how can we help to educate our students~~ *broadly, encourage*
~~values that go beyond their own individual interests, which should not be~~
~~smothered either.~~ When I was Commissioner, Joan Cooney of Childrens Television
 Workshop, asked if we would help fund a program on science for junior high school
 students. I thought it was a good idea, ~~but wanted to make sure that the program~~
~~showed how science converts into technology and technology into the daily lives~~
~~of all of us.~~ In doing the research for this program, ~~they surveyed~~ junior high
 school students in New York ~~and~~ *were* asked simple questions ~~to find out what their~~
~~knowledge was~~ about the world in which they lived. One question was "Where does
 water come from?" My memory is that fifteen to twenty percent of the students
 said "the faucet". Asked, where does light come from?" ~~and~~ they said "the switch."
 "Where does garbage go?" ~~and~~ they said "Down the shute," ~~which I thought was better~~
 than "out the window," ~~given New York.~~

I was *The Circumstance*

At first ~~perhaps we are~~ amused, and then ~~perhaps~~ sobered by that vision ^{which} ~~takes the~~ student ^{see} ~~only~~ as far as ^{they} ~~that~~ he can feel or touch. It is precisely that kind of ignorance that leads us to ~~rage and to~~ kick the gas pumps when there's a shortage, instead of understanding that somehow it is related to the Middle East. I think we ~~cannot be so unintentional as not to~~ ^{must help} ask whether our students understand the common human agenda, which to me represents the essence of general education, and ^{define} those issues that engage us all ^{that} ~~because~~ the truth is, while we are all alone, we also are all together. Unless we understand our connectedness as well as our independence we are not educated for the future, ~~and to me~~ ⁵ therein lies the challenge of common learning for the future. I would ask, then, if your college is interested in quality, does it offer a general education that is coherent and well planned ~~and does it somehow mirror its mission for all students.~~

III

Third, I would ask "Does the college integrate career and liberal education?" To me this is the issue of the future. ~~As you have heard, I have spent 350,000 hours on platforms at commencement time. I have figured out every possible way to pass the time of day and one of the ways I use is to see how many of the recent graduates are in career-based fields and how many are in the traditional liberal arts fields. Now it is held up with absolute consistency on almost every campus I have visited that about two thirds of all the baccalaureates today are in career fields, with business usually number one, health-related areas number two and communications third. About one third or less of all graduates are in what might be called the traditional liberal arts, e.g., history or literature, those fields that we have thought of historically as the essence of the baccalaureate. I will just tell you that in the last ten to fifteen years there has been a revolution in this country, and that baccalaureate programs are now dramatically career-based in their focus, or if not that, heavily committed to professional training for the future.~~

Recently, checking campus visits I have asked

bold

I would add a second caveat just to put this in relief. The fastest growing component of education in America today is in business and industry, where ~~as the Secretary said at lunch~~, between thirty-five and fifty billion dollars every year is ~~being~~ ^{the corporate world} spent by business and industry to educate their ~~own~~ personnel. Beautiful campuses are being built. I ~~remember, when I was~~ in New York, at a Holiday Inn in Buffalo one night. The magazine on the table caught my eye because it was announcing Holiday Inn University. It was a big, ~~cover spread, showing a marvelous campus, and a fine faculty.~~ I noticed that a few of my friends were on the Board of Trustees. I thought they were playing both sides of the street, but the fact is we now have ~~accredited degrees offered by business institutions.~~ I speculate that in the next twenty years, the biggest threat will not be declining enrollments; it may not even be declining standards in the schools. The biggest threat ^{may} ~~might~~ be the entrepreneurial competitors who ~~will~~ offer students education directly related to the job. ~~I speculate that if~~ ^{And} ~~business~~ ^{they ever get hold of the monopoly we now have, namely, certification, accreditation and credentialing, we may lose the battle.} ^{begins to crumble} ~~The nation's colleges and universities must decide~~ ^{we have to come to terms with the philosophical and pragmatic question on how they will} ~~do we~~ respond to the career interests of ~~our~~ students while at the same time suggesting that there is something more than careers. The ^{education} ~~uniqueness of our program~~ ^{goal} is that ~~we have found a way~~ to blend the legitimate interest in vocation with the broader interest in living a valued life. For us not to engage in ^a ~~that~~ serious ^{about 'ends' would be a great mistake.} debate it seems to me is to be found wanting, and if the students see us only ^{competitor} ~~competitor~~ offering careers in a third rate session, I believe ^{higher education} ~~it~~ will be out done by those who do it better. Our ~~only~~ claim for ~~future~~ ^{12 71} credibility will be to say we offer careers ¹³ ~~plus~~ the value to make that career a meaningful experience. There is where business, ^{cannot not} ~~I think,~~ will not compete. ^{home} ~~This~~ is a challenge for the arts and ¹ ~~Finding this balance~~

and science college that is as momentous as any in the last fifty years. The arts and science faculty who do not understand the obligation to relate themselves to the students' interest in careers will have made a short term judgement that ~~I think~~ will have long term negative consequences for us all. Perhaps even working ^{directly} with business ^{independently} will be essential, indicating to them what we can add ~~as the factor~~ that goes beyond careers.

I would add as a footnote ~~and in conclusion on this point~~, we have done ^{great} a disservice to our students ^{by} not ⁱⁿ to honor their interest in vocation. The word "vocation" is ~~biblically based and is one of the most honored~~ ^{words and most essential} ~~and awesome issues~~ ^{issues we confront} ~~for us in life~~. After all, what is work except the taking of our intelligence and our commitments and our conscience and ^{focus} ~~putting it to~~ some worthy end. ~~In some respects~~ who we are and what we will become is measured by our choice of work and how we engage ^{our time} ~~in it~~ every day. Work is something we should honor and our discussion with students should deal with it carefully, indeed reverently. Yet isn't it true that on many ~~of our~~ campuses we convey to students the suggestion that if they have an interest in careers, or ^{if they} ~~in trying~~ to figure out what they will become or how they will use their few moments on earth for productive good, that this is somehow ^{an inappropriate topic at our type of college} ~~unclear in a context where we deal with~~ ~~ideas~~. To me it borders on the immoral not to help students ⁱⁿ ~~making~~ choices that deal with the very essence of their lives. Indeed ~~isn't it true that often~~ ^{while} we tell ^{of our} students ~~we are~~ disinterested ^{their future} in work and ~~careers while~~ we fight endlessly to make sure we are ourselves given tenure and security on campus.

~~I just think~~ one of the most exciting issues for the ~~small college of the~~ ^{look for ways to} ~~future, and I would guess the undergraduate college generally, is to say how can~~ ^{careers} ~~careers be combined with values so that students understand that life is whole?~~ After all, ^{After graduation} ~~when we graduate~~ we don't say one day I am a careerist, and the next day I am a ["]liberally educated theorist. ~~We have to~~ mix it up. To me the mixing

up should occur before graduation as well as after and ~~I think~~ the college of the future that finds a way to combine careers with traditional values of liberal learning, ^{which} give perspective and value to careers ^{will} be the college of integrity that can ~~hold its head up and draw~~ ^{attract} students, and, ~~if I~~ might say it, even match the competition.

IV.

I have a fourth question before the bell rings and ~~the~~ class adjourns. In asking ~~about~~ ^{probably} the quality of an institution, I would ask "Does the college take seriously the education of adults?" (I ~~say~~ ^{talk about} this with hesitation because in the audience today ~~and your banquet speaker tonight~~ is the nation's authority on adult learners, Dr. Patricia Cross.) The adult learner is ~~perhaps~~ the sleeping giant in our midst. While with ~~the change in demography~~ we have an enormous educational challenge among minorities who are young, we have an equally enormous challenge among the majority who are growing older. We are now in a situation where the majority of postsecondary students are over twenty-one. ~~I believe that~~ ^{we} we have had a revolution that will continue, so that by the year 1990, ~~or certainly~~ 2000, higher education will in many respects be an education for adults.

The truth is we have broken out of ~~this~~ ^{the} rigid cycle which said that for four or five years ~~you played~~ ^{we} ~~at home~~ ^{for} and fifteen or twenty years ~~you went to school,~~ ^{we go to} and for forty years ~~you went to work~~ ^{we} and for five or ten ~~years~~ ^{than} ~~you had~~ ^{please me encounter} dignified decline. ~~That to me is no longer the case. We are now in a world in which work and education~~ ^{the lockstep has been broken. Today,} and recreation ~~have a life time implication~~ ^{are for a} How does the formal learning institution ~~work its way interventionally into that, so that it deals significantly~~ with the obligations of continued growth that none of us can avoid? Here again let me ~~throw in~~ ^{introduce} a second competitor, while I am identifying the competition. I ~~do think~~ ^{believe} we are on a technology threshold. Perhaps in the next decade with computers in the home and video cassettes that can offer ~~the educator of the future,~~ ^{a/more of my career & study,}

the campus will become increasingly obsolete. The question is, where does formal education come in, caught in ~~the pincer movement~~ between the corporate classroom and the video cassette? Can we somehow intervene in a way that offers more than career and more than entertainment and can we provide interpretation as well as information?

I believe we are going to have to be less trivial about the education of adults. I find it embarrassing to look at most adult education catalogs. We worry enormously about those ~~who are~~ under 21. We think we have an obligation to think about majors and minors, but for those over twenty one, we ~~have them~~ ^{offer a grab bag} ~~of electives.~~
~~Shop around.~~ I saw a catalog the other day with adult education program for what I thought was a legitimate college. ~~I must say it was embarrassing.~~ ^{How to fix your motorcycle, Relax over 50,}
 They were offering "Dancing by moonlight," "Gourmet cooking on the Mediterranean."
 It was ~~as if it was~~ a mixture of the YMCA, the Methodist Church and the Rotary Club, but it did not strike me as a college. ~~All of these are legitimate, I~~ ^{several of them are not, at least,}
~~might add all of them are also in the adult education business.~~
^{How} ~~What~~ does a college educate adults? ^{get serious about the} ~~to think about?~~ I don't have ^{a complete} ~~the~~ answer ^{of course}
~~to that~~ but I will give you ~~just~~ one example to illustrate my point. I believe America faces an enormous challenge with the gap of public understanding of public issues in our education. ~~I think we are entering a time in which~~ we are becoming less and less informed about issues that will be more crucial to our future, as ~~I say in~~ a recent Carnegie report. ^{suggests.} ~~I think~~ ^{insight} we are becoming civically illiterate. We depend more and more on technologists to tell us what to believe ~~on~~ matters of life and death. This is unacceptable in a democracy. Is it possible ~~then for~~ ^{adults} us to see that our mission in adult education role is to educate for citizenship? Could we ~~resurrect and~~ ^{old} dust off that term we ~~called~~ "civics," ^{and} but give it new life ^{helping} within the need for adults ~~to~~ understand responsible participation in government at the local and national level?

Do we really believe that basket weaving is all that people over 21 care about? Pat Cross' survey shows that adults do pick up courses that interest them, ^{It} but also shows ~~in her book Adults as Learners~~ ^{adults} that ~~they~~ are interested in liberal learning and civic issues but ^{frequently} we don't offer them ~~anything that~~ ¹ ~~sounds compellingly relevant to their lives.~~ I would suggest, then, that the college of quality is one that takes more seriously the education of adults.

I close on that point by giving you a quote from Woodrow Wilson ~~who was~~ ~~a professor at Princeton before he went on to do something else.~~ Wilson, a professor of jurisprudence, said in 1896 that the spirit of service will provide a college "a place in the public annals of the nation." He said that if colleges are to offer the right service, ["] ~~that~~ the air of affairs should be admitted to all of its classrooms. There is laid upon us the compulsion of national life," he said, ["] and we dare not keep aloof and closet ourselves while a nation comes to its maturity. ["] ~~He said~~ the days of glad expansion are gone." "Our life grows tense and difficult. Our resource for the future lies in careful thought, in providence and in a wise economy. ~~He said~~ the school must be of the nation."

~~Wilson~~
~~He writes a little more elegantly and perhaps a little more "King Jamesy"~~
~~than I would, but what Wilson is saying is that~~ no institution, no matter how erudite, how Ivy League, may detach itself from the affairs of the nation which are the affairs of the people. ~~That means~~ our colleges must ~~somehow~~ build a bridge between the intellectual life and the issues that will direct our world in the days to come. I think that challenge is especially present as we increasingly serve adults.