

(1978)

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## Introduction

~~of known~~ -

This ~~morning~~ I'd like to talk about the quality of higher education during what Mrs. Thatcher called "The Dangerous Decade of the 1980's."

However, I should warn you--at the very outset--

I do ~~not~~ intend to explore

the miseries of budgets,

or faculty unions,

or reductions in enrollments

*graduate studies & research*

a strategy which, I know will be enormously disappointing to those who worship at the shrine of Chicken Little.

I shall depart from these well-trodden and familiar paths and focus on an issue which I candidly acknowledge has almost no appeal to educators in "the world of higher learning."

This ~~morning~~ I'd like to talk about the relationship between the nation's colleges and the nation's public schools.

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I. EARLY HIGH SCHOOL/COLLEGE COLLABORATION

One hundred years ago, educators in this nation understood--far better than we do today--that

- o we cannot have excellence in higher education
- o if we do not have excellence in school.

In 1884, the Massachusetts Classical and High School Teachers' Association passed--unanimously--two resolutions:

- o First they declared that the lack of cooperation between high schools and colleges was an "evil."
- o Second they declared that increased cooperation between schools and higher education would be "good."

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Having drawn this vivid line between

- o what was "good"
- o and what was "evil"
- o the secondary school administrators invited 31 NOW England college presidents to join them in a meeting.
- o Much time elapsed and--in the end--just three presidents even bothered to reply.

Fortunately, Charles W. Eliot of Harvard did respond

- since-even then--Harvard's presence added clout to the encounter.

- And from this first high school/college conclave--  
a national panel was established--popularly called "The Committee of Ten." It was a panel that brought together educators from both levels.

- In 1894, President Eliot commented that "The greatest promise of usefulness" of the so-called Committee of Ten "lies in its obvious tendency to promote cooperation among school and college teachers." . . . and to advance what Eliot called "comprehensive education reforms."

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In 1908 Abraham Flexner of the Carnegie Foundation described the schools as the source of "the raw material" with which "colleges must work."

- In 1945--almost a half-century later--the Harvard "Red Book" suggested that it's impossible to talk about General Education at the college level without also looking at curriculum in the schools.

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- o And--following Sputnik--gifted high school and college teachers came together to work out a sequential course of study in English, Biology, Physics, and Mathematics.

It is such a simple point--the need for close collaboration--

- o and yet--in recent years--this school/college relationship has been essentially ignored.
- o We've pretended we could have quality in higher education without working with the schools--which are-- in fact--the foundation of everything we do.

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II. THE CRISIS IN THE SCHOOLS

Recently I completed a 2 1/2 year term as United States Commissioner of Education.

During my tenure in that office I visited schools from coast to coast and I was deeply troubled.

Today, one out of every four high school students drops out before he graduates.<sup>2</sup>

- o Among blacks--the dropout rate is one in three.
- o And among Hispanics, it's one in two.
- o These figures take on added significance when we look at the demography of the nation. Today among the
  - white population 26% are 18 years and under
  - among the black population 33% are 18 years and under
  - and among the Hispanics 48% are 18 years and under.
- o Between 1963 and 1977 the SAT scores have sharply dropped.
- o And it has just been announced that--this year--they dropped three more points.
- o American College Testing scores have dropped in English, social science and mathematics.
- o The IOWA scores have declined in all areas--for grades 9 through 12.
- o And the National Assessment for Educational Progress shows
  - declines in science at each age level
  - and a decline in writing at ages 13 and 17<sup>4</sup>

In a survey several years ago, 50% of the twelfth-graders studied could not choose an Arab country, given four choices

40% of these high school seniors thought that the late Golda Meir rather than Anwar Sadat was President of Egypt.

One out of every four 17 year olds could not identify Congress as a part of the Legislative Branch of government.

And only 43% knew the the Cold War referred to the U.S./Soviet tension after World War II.

16% thought it meant the Korean War

And 13% thought the Cold War referred to Hitler's invasion of Russia during the winter of 1941.

And at the very time academic performance was declining--the grade point average was actually going up!

On a four point scale the grade point average increased from 2.59 in 1966 to 2.85 in 1976.

And of the high school graduates applying to college, 86 percent of the grades reported were A's and B's. Less than 1 percent were D's and F's.

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Here I must insert an essential caveat.

- o There is, of course, no such thing as "the" high school in America.
- o Many of our schools (20-30%) perhaps are very good.
- o And many students who graduate from these institutions are--I am convinced--the best educated young people in the world.

But this does not conceal the fact that--overall--

The high school picture in this country is enormously distressing. → **AND THIS BRINGS ME TO MY**

o ~~And I'm convinced that educators~~

o at all levels

o ~~and in every academic discipline~~  
should commit themselves  
to excellence in the schools.

**CENTRAL THEME**

And I'm convinced that we must stop talking about

The ~~so~~ So called  
Elementary or High  
School problem  
College problem

Rather we must begin to talk about  
The fundamental ~~educational~~ issue

That <sup>we</sup> affect dramatically Education at Every Level  
Let me give you 4 examples to illustrate the point

in the  
phys

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First, I suggest that because of the changing population in America--the school will become a very different place.

We hear a lot of talk these days about the demographic shift

and how we've gone in just ten years from a baby boom to a baby bust.

All that is true of course--

the youth cohort did drop by more than 25 percent.

And many school districts are now going through the struggles of retrenchment.

Today--in the United States

26 percent of all White (Caucasians) are 18 years of age and under,

33 percent of all blacks are in that age group,

and 49 percent of all Hispanics are 18 years of age and under.

Today--the immigration pattern in this nation has tilted dramatically away from Europe

to Latin America

and to the Pacific.



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Today--America is the fourth largest Spanish speaking nation in the world.

And this fall

- 50 percent of all children who enroll in kindergarten in Los Angeles County are Hispanic.

The point I make is this:

The face of young America is changing.  
And yet these minorities  
which are fast becoming the majority of population  
in many schools are precisely  
the students who have not been  
well-served by the educational  
institutes in the past.

Students leave high school before graduation.

- ~~18~~ 20 percent are Whites
- 30 percent are Blacks
- 50 percent are Hispanics

Today we confront a situation somewhat like the early immigration periods. Times when there were great waves of Irish, Italians, East Europeans--who enrolled in the nation's schools.

Only this time there is a great resistance to accept the "melting pot" function of the school.

I do not have an easy answer.

I merely say that as I look into the decade of the 1980s--  
public education will not confront just a decline  
in numbers.

More separately perhaps--

- o It also will confront a student body  
that is culturally much more diverse  
And the schools must find ways to become  
authentic--effective institutions  
for those who now reject--in  
large numbers what we have to offer.

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SECOND SCHOOLS & COLLEGES MUST WORK TOGETHER  
BECAUSE OF THE CHANGING NATURE OF THE TEACHER

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I have a third suggestion to propose.

I suggest that

because of technologies

because of mass communication

students will--increasingly be taught by non traditional  
teachers outside the classroom and the school.

When I marched off to school over 40 years ago

◦ We had no television.

◦ We had no radio.

◦ We had a model A Ford that  
took us 100 miles from home.

I was in awe of Mrs. Rice--my first grade teacher--

◦ She was my "walking encyclopedia"

◦ and the classroom was my window  
to the world.

◦ There was no competition.

*Teacher knew it all*

Today--in America--students watch television

◦ 4½ hours every day

◦ 6000 hours before they ever go to school.

By the time they graduate from secondary school

- ° they would have watched television

16,000 hours

- ° compared to 11,000 spent with their teachers,

And Christopher Evans--in his new book The Micro Millenium talks about the impact of yet another form of language--  
the computer.

He says that during the 1980s the book will begin

"A slow and steady slide into oblivion."

- ° Computers will take over--he declares--  
because they store more information  
and because their information can be  
more readily retrieved.

- ° Evans says that--in the future--  
books will be "tiny silicon chips"  
which can be slipped into small projectors,

- ° And read from viewing screens  
against the wall.

- ° Or on the ceiling if you like to read in bed.

My point is not to worship the machine.

- ° Rather it is to suggest that we confront  
a communications revolution. The flow  
of information has dramatically increased.

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*These*  
 And I believe that non traditional "teachers" in our culture will have an impact on students and on our schools in ways we hardly understand.

A recent survey revealed that

Twenty years ago--in 1960  
 teenagers in America reported  
 that they were influenced

- 1) most by their parents
- 2) and second by their teachers
- 3) and third by their peers.

Today--1980

young people report that they are influenced

- 1) most by their peers
- 2) next by their parents
- 3) and third by television

which jumped from 8th to 3rd.

Classroom teachers--in turn--dropped  
 from number 2 to number 4.

They have lost both authority and prestige.

In my view the strengths of the traditional and the non traditional teachers in our culture must somehow be combined.

~~THIS IS A PROBLEM FOR BOTH~~

- o Television can take students to the moon and to the bottom of the sea.

*shift from the formal to informal school*

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○ Calculators can solve problems faster than the human brain.

○ And computers can retrieve instantly million of information units.

But television

calculators, and

computers

cannot--or will not--make discriminatory judgments.

They cannot--or will not--teach the students' wisdom.

The challenge of the future is not to fight technology

○ nor is it to coopt technology and bring it into the school.

Rather the challenge is to "teach about" technology

○ and to build a partnership between traditional and non traditional education

○ letting each do what it can do best.

- AND THIS IS A PROBLEM FOR BOTH THE COLLEGE AND SCHOOLS

One footnote--

The challenge also is to make sure that technology does not increase discrimination.

○ Cable TV--60 separate channels

○ By-pass Harlem--Haves/Have-nots of knowledge

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I have explored this matter in some depth to make one point.

Communication is increasingly the central source of power.

And students are being "taught by teachers" far beyond the school.

*in the days ahead the schools & colleges must find better ways to relate traditional and non traditional education.*

And ~~we~~ cannot talk about education in the days ahead without finding ways ~~better~~ to relate traditional and non traditional education.

THINK - SCHOOLS AND COLLEGES MUST WORK TOGETHER,  
BECAUSE OF CHANGES IN GOVERNMENT & CONTROL

At Both the School & College Level  
THE ~~GOVT~~ <sup>EXPERIENCE</sup> IS Confronting A Dramatic Shift

1) Prop 13 - California:

40% - Local Aid

15% " "

2) Federal Regulations

BILINGUAL ED

method of Instruction

LOSS OF CONFIDENCE

3) SEPARATE ELIGIBILITY & ACCREDITATION

4) STUDENT AID - 6 Billion

Hundreds of Coupons - 50% Govt Funds

NETWORK OF "FEDERALLY CONTROLLED"  
INSTITUTIONS

NEW OVERSIGHT

ACCOUNTABILITY

INTEGRITY

SELF POLICY

MINISTRIES  
OF EDUCATION



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Thus far--

*school-college colloquy*

I have spoken of ~~education~~  
in the context of the changing face of  
students.

o I have suggested that ~~education~~ increasingly  
~~will be viewed as a process that never ends~~

o ~~And I have predicted that the~~ "teachers of  
tomorrow" will be both traditional and non  
traditional.

*commented*

• *And I commented on The Changing Governance & Control*

But what about ~~the~~ substance?

*- ~~the~~ ISSUE of deep  
concern to both  
Levels*

Can education--in fact--lead to a good and worthwhile life  
not just in a societal sense--but in a personal sense as  
well?

*→ THE QUALITY OF EDUCATION --  
THE TOPIC I initially  
announced?*

~~And this brings me to my final point.~~

I suspect that in the days ahead there will be renewed  
interest in the "core curriculum" in the schools. *both the colleges &* The  
debate will move beyond the traditional academic subjects  
and increasingly the core curriculum will focus on a  
central integrating purpose .

#### IV THE CENTRALITY OF LANGUAGE

AND BRINGS

This leads me to my most fundamental point.

I believe that--when all is said and done--language is the core of education.

- BUT ALL SCHOOLS & COLLEGES MUST JOIN TO FOCUS ON THE LITERACY OF STUDENTS

○ The sending and the receiving of messages is our most essential social function.

○ Language separates us from other forms of life.

○ Language provides the connecting tissues that binds us together;

○ Language gives us our identities and our meaning.

○ And the use of language is the centerpiece of everything we do.

All human knowledge is, in fact, embodied and conveyed in symbols and our inner thoughts--those conversations we have within ourselves--are mediated by the complex miracle of language.

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A long time ago--in an era scholars call "pre-history"--communication was possible only in the present.

○ Words were traded face to face.

○ The sounds of the drum were mute without a listener.

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- o We now have an avalanche of information.
- o In 1948, the year Harry Truman defeated Dewey. The New York Times index ran ,1211 pages.
- o By 1970, the total had soared to 2,291.
- o In 1960, 5,000 book titles were published;
- o a decade later, it had more than doubled, to over 36,000.
- o More than 2,000 large, closely printed pages are now required merely to list by author, title, and subject the paperback books currently in print.

This then is the era launched by Gutenberg.

- o And most especially this is the foundation upon which our education system has been built.
- o It is a system rooted in literacy--and based upon the effective use of language

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When I was Commissioner of Education, I was often asked to define Basic Education.

- o And my reply was quite simple.
- o I said that language is the basic of the basics.
- o And all children--no matter what their cultural, or social or economic status--must master the fundamentals of written and spoken communication in order academically and socially to succeed.

#18-

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o I am convinced that these skills must be well-established as the top priority during the first four grades of formal education.

~~o I am convinced that~~  
o And every student should study English--the primary language our culture--during every year of formal schooling and in college too.

I have a second suggestion to propose.

o I believe we also need a comprehensive foreign language policy in this nation

o one that would make it possible for every student to learn a second language.

It is a national disgrace that America is the only developed nation in the world that is monolingual?

While Commissioner of Education the President asked me to help establish a Presidential Commission on Foreign Language and International Studies.

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This panel--chaired by Dr. James Perkins--reported on the sorry state of foreign language instruction in the nation.

At one time in this country it was assumed that a person was not truly educated unless he or she knew a foreign language. Today there is no such assumption in our colleges and schools.

Of those who graduate from public school today--fewer than 4 percent have had more than two years of foreign language. — Only 17.9% of the nation's college seniors pass

And of the more than 22,000 secondary schools in the nation, 4,344 (20%) do not teach any foreign language. *inferior*

In 1915, 36 percent of American high school students were studying modern foreign language. In 1976 the figure had dropped to 17.9 percent.

And at the elementary level foreign language teaching reaches only a fraction of percent of schools.

I'm, convinced a second language should be studied--

not just because of its utility but also because a second language gets us outside our own "linguistic sphere."

Tackling a new language allows us better to understand the relationship between reality and symbols.

It helps us see more clearly the connection between culture and communication--a relationship which all educated people must clearly comprehend.

BUT THERE IS SOMETHING MORE

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520-TH SCHOOL & COLLEGE LEVEL

Believe that education of ~~students~~ must

Specifically I suggest that the core curriculum ~~will~~ be increasingly  
concerned about helping students  
a course of study that helps all students

- o gain perspective
- o ~~help~~ and helps students see themselves  
in relation to other people  
other times  
other forms of life.

The harsh truth is that we confront a world where all  
actions are inextricably interlocked and yet many students  
do not see these connections.

JOAN GARTIS GORMER

Children's Television workshop science series.

Research--where does water come from--

the faucet.

Where does light come from--

the switch.

Where does garbage go--

down the chute.

HIGH SCHOOLS & COLLEGES

Today at many educational institutions

- o the only thing students seem to have in  
common are their differences.
- o There is no agreement about what  
what it means to be an educated person.
- o And many teachers are more confident of  
the length of education than they are about  
its substance.

Today the commitment to "individualism" in education is far stronger than the commitment to coherence.

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In 1972 a Stanford University faculty committee proposed a core education for all students after having dropped all requirements several years before.

- o The student newspaper--in a bitter attack on the faculty proposal--said in a front page editorial that the new requirements proposed to remove from students the right to choose for themselves.

This is not to deny that courses in Western Culture are valuable and that most students could benefit from them. To require such a course, however, carries a strong illiberal connotation. It imposes "uniform standards" on non uniform people.

Frankly, I was startled by that statement.

I was startled to discover that one of the nation's most gifted students failed to understand that while we are indeed--non uniform--we do have a common heritage: a common contemporary agenda and a common future we simply cannot afford a generation that fails to see or care about connections.

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with no goal  
me add  
more  
more  
Electives  
A.S. 2,100  
College  
First

Students are very different people and they should be free to make independent choices on their own. But students also share some things in common.

I suggest that ~~in the core curriculum~~ all students should come to understand that they are not only autonomous self-centered individuals

but that they are also members of a larger group of living things to which they are accountable and connected.

There is, of course, no single set of courses by which this notion of shared relationships can be conveyed.

However

through the study of our common need for language,  
through a study of our social institutions,  
through a study of common activities such as work and leisure,  
through a study of our prospects for the future,  
through these specific themes we can convey the "larger truth" of our connectedness on earth.

Lewis Thomas at the Sloan Kettering Cancer Center in New York wrote on one occasion that these are not the best of times for the human mind.



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All sorts of things seem to be turning out wrong, and the century seems to be slipping through our fingers here at the end, with almost all promises unfilled.

I cannot begin to guess (he said) 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. . .

I suggest that--in the future--the core curriculum should have one-central-integrative goal:

- o To help students better understand the enormous-imponderable system of life in which we are all embedded as working parts.

SUCH A ~~PROGRAM~~ MUST BE ~~LOW~~ GRADUALLY REVIEWED

Mass communication can introduce students vividly to information and ideas. Calculators can solve problems more rapidly than the human brain. Computers can store and retrieve information in ways that would have been judged impossible only a decade or two ago and travel can help us experience first-hand what our grandparents could only imagine vaguely.

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INDEED--  
~~DO~~ WHEN ALL IS SAID AND DONE  
THE ~~ISSUE~~ ~~DOES~~ CONFRONT IN EV. (21)  
CRISIS WE

And this is an area where the Carnegie Foundation for the Advancement of Teaching intends to take the lead.

~~The issue at stake of our~~  
This is, after all, a very urgent ~~issue~~ since the crisis we confront--

--is not a crisis in the schools,  
--it is, in fact, a crisis with our  
students.

--Students whose lives will be forever diminished or enriched by the programs we provide.

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On one occasion, James Agee wrote that:

"In every child who is born,

- ° under no matter what circumstances,
- ° and of no matter what parents,
- ° the potentiality of the human race  
is born again.

And in him, too--once more is born--our "terrific" responsibility

- ° towards human life
- ° and towards the

utmost idea==

--of goodness,  
--of the horror of error  
--and of God."

Thank you very much for inviting me here today.